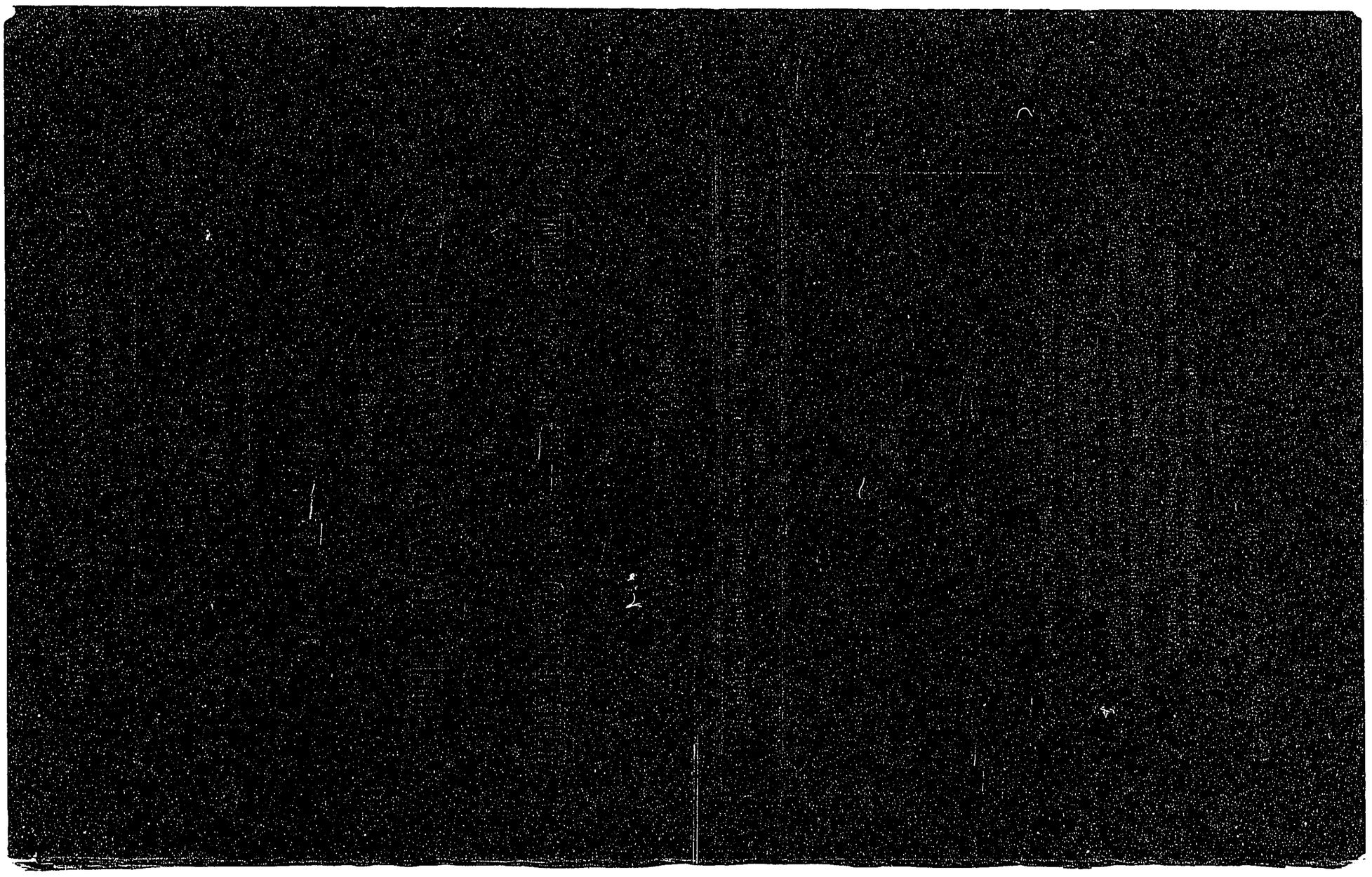

ROYAL COMMISSION ON THE BLIND, THE DEAF AND DUMB, &c.

VOL. 3.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE ROYAL COMMISSION

ON

THE BLIND, THE DEAF AND DUMB, &c.,

WITH

LIST OF WITNESSES.

Presented to both Houses of Parliament by Command of Her Majesty.
1889.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

And to be purchased, either directly or through any Bookseller, from
EYRE AND SPOTTISWOODE, EAST HARDING STREET, FLEET STREET, E.C., and
32, ABINGDON STREET, WESTMINSTER, S.W.; or
ADAM AND CHARLES BLACK, 6, NORTH BRIDGE, EDINBURGH; or
HODGES, FIGGIS, & Co., 104, GRAFTON STREET, DUBLIN.

1889.

[C.—5781.–II.] *Price 7s. 6d.*

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MINUTES OF EVIDENCE

TAKEN BEFORE

THE ROYAL COMMISSION

ON THE

CONDITION OF THE BLIND, &c.

At No. 32, Abingdon Street, Westminster.

Thursday, 17th December 1885.

PRESENT:

The Right Hon. A. J. MUNDELLA, in the Chair.

Admiral Sir E. Sotheby, K.C.B.
Tindal Robertson, Esq., M.D.
T. R. Armitage, Esq., M.D.
W. Auchincloss Arroll, Esq.

F. J. Campbell, Esq., LL.D.
Edmund C. Johnson, Esq.
Robert McDonnell, Esq., M.D., F.R.S.

Charles E. D. Black, Esq., *Secretary.*

Henry Longley, Esq., examined.

H. Longley, Esq.
17 Dec. 1885.

1. (*Chairman.*) You are the Chief Charity Commissioner, I believe?—I am.

2. How long have you been connected with the Charity Commission as a Commissioner?—For 11 years.

3. In your capacity as a Charity Commissioner you occasionally come across charities for the blind, I suppose?—Very frequently.

4. Will you be good enough to tell us what you know of blind charities, so far as they are within the cognisance of the Charity Commissioners?—Our classification of charities, that is to say, of charities subject to our jurisdiction, is not one which is made in respect of their objects, and therefore it may be difficult offhand to give an exhaustive account of all the endowed charities for the benefit of the blind which are subject to our jurisdiction. The number of endowed charities subject to our jurisdiction is over 40,000, and it would be impossible to pick out the blind charities from amongst those without considerable labour and difficulty.

5. Many of them are not designated by their title as being for the benefit of any particular class?—That is so.

6. Many of your charities are applied to various purposes, I suppose?—That is so.

7. At the discretion of the trustees?—Yes; we frequently have cases of charities which the trustees may give to any one or more of several specified objects.

8. At the discretion of the trustees, one of those objects being the benefit of the blind?—Yes.

9. Have you any list of charities that are specifically designated for the blind?—I have had a list prepared, with such accuracy as time would allow, of the charities which we know of which are administered in or near London, to which, as I understood, it was considered desirable to limit the scope of the inquiry of the Commission for the present, and I have a list here of some 24 or 25 charities the position of which is pretty well known, and which are included in the list published in the Charities' Register and Digest of 1882, which was issued by the Charity Organization Society; they are mainly charities administered by one or the other of the City Guilds, the Goldsmiths' Company, the Clothworkers' Company, the Painters' Company, and so on, and then come the very important charities, the existence of which, no doubt, is well known to the Commission; Hetherington's Charity, and the subsidiary charities administered by the Governors of Christ's Hospital. There is hardly any charity in this list which is not tolerably well known to the public, but of course I shall be ready to hand this or any other list in at the pleasure of the Commission. I should be glad to have an opportunity of making it somewhat more perfect, but that, speaking generally, is a description of the charities comprised in the list that I hold in my hand. The application of the income is almost entirely in pensions to the blind, varying for the most part from 5*l.* to 10*l.* Hetherington's charity benefits as many as 700 pensioners, who receive pensions of 10*l.* each; the income as I have it returned is 7,800*l.* a year.

10. That charity is at the disposition of Christ's Hospital?—Yes, the Governors of Christ's Hospital; it is entirely a non-educational charity, there are no educational trusts attached to it. The Governors of Christ's Hospital are appointed trustees of that charity, which has no connection with Christ's Hospital, except that it is administered by the same body of trustees.

11. Do you know the amount of the funds, and how they are invested by the Governors of Christ's Hospital?—The income is entirely derived from stock in the public funds, I have not the amount of the stock here, but the income of the charity is 7,800*l.*

12. You have been framing a scheme for Christ's Hospital for its educational work?—Yes.

13. And it has now been published?—Yes, and it will shortly be submitted to the Education Department.

14. Are these blind charities that are within the jurisdiction of Christ's Hospital exempt from your jurisdiction, or do they come under your jurisdiction?—They are under our jurisdiction in the same way as all endowed charities throughout the country are.

15. Are you empowered by the Statutes under which you work to deal with those funds and apply them for the benefit of the blind suppose, for instance, it was

H. Longley, Esq.

17 Dec 1885.

thought desirable to apply them for the education and training of the blind instead of distributing them in pensions; are you empowered to frame such a scheme?—We could frame a scheme for the administration of that charity on a proper application being made, which could only be made by the Governors of Christ's Hospital; it must be made by the trustees who administer the charity, whatever it may be.

16. Suppose, which we do not suppose, that these funds were not well applied, and that they might be much better applied, you could do nothing except on the initiative of the Governors themselves?—That is so.

17. You say you have in your hand a list of a considerable number of charities?—25 separate charities.

18. What is the estimated income of the whole of those charities?—About 17,000*l.* a year. That 17,000*l.* is the income of the charities comprised in this first list which I have before me, but I ought to add that that excludes the recent Gardner Bequest, which is no less than 9,000*l.* a year; that added to the 17,000*l.* would make 26,000*l.*; then there is the School for the Indigent Blind, of which the Commission are well aware, the income of which, as we happen to know, is 5,500*l.* a year; so that we get an income of over 30,000*l.* a year in the charities comprised in these two papers which I have in my hand.

19. Is that all from endowments?—No; with reference to the School for the Indigent Blind, that 5,500*l.* is in part derived (I cannot at present say what part) from voluntary subscriptions.

20. As far as you know, the endowments for the benefit of the blind are applied to the payment of pensions?—With the exception of Gardner's Bequest they are. I may put it shortly that the old endowed charities for the blind are almost exclusively applied to the payment of pensions.

21. Is it known to you that endowed charities for the blind exist in considerable numbers throughout the country?—Yes, we continually meet with them. Where there is a large aggregate of charities, as there often is in old corporate towns, it is very common to find a charity for the blind. Since I knew that the Commission desired evidence from me, I have accidentally noticed two charities, the existence of which had not been brought to my knowledge before, one at Oxford and the other at Henley-on-Thames. I may also say that endowed charities for the blind are being created almost every day. We have special knowledge of the creation of such charities in this way. By arrangement with the Inland Revenue Office notice is given to us of every will which upon the face of it appears to the officers of the Inland Revenue, who have to do with the payment of Probate Duty, to contain a charitable bequest, and it is our duty then to inquire into it, and see what is being done with it; and we repeatedly find these charities for the blind; within the last two or three months we have had notice of two very considerable charities, one founded by Jacob Nathan and the other by John Harrison; they are neither of them charities yet established; we have an early intimation in these matters, before the executors commence to administer the estate.

22. Can you tell us anything about those charities?—I mentioned those two charities because I thought probably they would not be known to the Commission at present. Mr. Jacob Nathan seems to have lived at Plymouth, and his will was proved as long ago as 1867. I may account for the not very recent date of this bequest by this, that Mr. Jacob Nathan left these legacies subject to certain life interests, and those life interests have only just fallen in. He gave, subject to those life interests, a sum of 1,200*l.* to be paid to the treasurer for the time being of the Hebrew Blind Asylum in London for the benefit of the charity. John Harrison, whose will was proved in 1881, gave 10,000*l.* as an addition to Hetherington's Charity, which is managed by Christ's Hospital. He further directed his executors to set aside a sum sufficient to produce an annuity of 100*l.* (that is 3,300*l.* stock) to be paid to Emma Wood, and after her decease, he directed them to transfer such sum of stock to any charity for the relief of poor blind as his trustees should think fit, and he went on to give the residue of his estate "to "such charities for the relief of the poor blind, and "in such proportions as they (the trustees) in their "sole and absolute discretion" should think fit, and that residue amounts to no less than 24,000*l.*

23. Those are simply two charities that you have come across since you were summoned to appear before us?—I will not say they had not been brought to my notice, but I had not remembered them; and the gentleman who conducts our searches at Somerset House told me that he repeatedly comes across similar charities. Those two to which I have just referred of course are rather larger than the average.

24. But it is within your experience, as appears from the evidence that you have just given us, that the public sympathy with the blind leads to the foundation of a good many charities for their relief; and if any good scheme for their education and training, and for making them independent or self-supporting, was formulated by this Commission, you think public charity would help to support it considerably?—Yes, I think that our experience would tend in that direction. There seems to be no special object more popular with the founders of endowed charities at the present day than the welfare of the blind.

25. These two wills that you have just referred to do not seem to indicate specially that the money is to be given in pensions?—The bequests are somewhat varied, but in answer to your question, I may say that there is nothing which points specially to pensions.

26. With regard to the city of London parochial charities, an Act dealing with those charities was passed in the year 1883?—The Act to which you refer, I take it, is the City of London Parochial Charities Act of 1883, the 46th and 47th Victoria, chapter 36.

27. You are proceeding under that Act at this moment, are you not?—Yes.

28. What is the procedure prescribed by that Act?—The Act prescribes a double procedure. In the first instance, it directs the Charity Commissioners, as soon as may be, to inquire into the nature, tenure, and value of the property and endowments belonging to the City parochial charities, as there defined. Perhaps I need not read the definition. The Commissioners are further to inquire into "the purposes or trusts for or upon "which the same have heretofore been or are now held "or enjoyed, and to which the income thereof has been "or is now applied." Then we are to classify the property in two schedules. In one of those schedules we are directed to place all ecclesinstical charity property, and in the other all property which is not ecclesiastical charity property. We are then to publish the result of this inquiry, giving notice of the division of the property into those two schedules. There is no appeal given against our decision that the property ought to be in one schedule or in the other, but there is an appeal given to the High Court of Justice against anything done by us which may be alleged to have the effect of including in those schedules property which is not subject to any charitable trust whatever. That first step in the procedure is prescribed in sections 5 to 10 of the Act. Then we come to the second step in the procedure. The Commissioners are directed, as soon as may be after the publication of the statement that I have just mentioned, to "proceed to prepare a scheme or "schemes for the future application and management "of the charity property and endowments so classified "by them as herein-before directed."

29. That is to say, you are to prepare schemes for the better application of those funds?—That is so.

30. Has your inquiry been so far completed as to enable you to tell us approximately the value of those charities?—No, I am afraid we have not got so far as that. In anticipation of being asked such a question I have brought the latest authentic statement of the value of these charities, which is to be found in a Return made by order of the House of Commons on the 25th of August 1881, the sessional number of which is 435. That was made on the motion of Sir Henry Peek, and it shows that the gross income of the City charities was 117,000*l.* I am unable to make any definite statement as to the present value, but I have no doubt whatever that it is in excess of that amount.

31. That amount is a growing amount and in a few years hence it will be still larger?—It is an amount which increases every day. Perhaps the Commission will allow me to give an instance which shows the ground upon which I make that statement. I had before me about two years ago the case of a City charity, part of the property of which, situate not far from the Bank of England, had recently fallen out of lease; it had been let under the old lease for 1,400*l.* a year, and it was re-let at a ground rent of 7,000*l.*, the lessee being

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bound to expend 50,000*l.* in buildings upon it. That is merely one instance upon which I base my statement that the income of the City charities is rapidly increasing.

32. When do you expect that your inquiry will be completed, and the statement ready, which under sections 5 to 10 it is incumbent upon you to make?—In our last Report, which was laid before Parliament in February, we stated that we hoped it would be ready before the next Report was presented, which will be at the end of next February, and I do not see any reason to depart from that expectation.

33. Within the next three months probably?—I hope so; it is very far advanced indeed.

34. In carrying out the second part of the Act, that is to say the framing of schemes for the better application of these charitable funds, I presume you would regard yourselves as at liberty to make provision for the education and training of the blind if it was found desirable that that should be promoted in or near London?—I think there is no doubt that such an application of part of the funds would be clearly within the scope of the directions given to us by the Act with regard to the purposes to which the funds may be applied, which, without troubling the Commission as to the details of the distinction between the two classes of those charities, are to be found in section 14 of the Act; and those purposes (I may state them shortly), to which our schemes are to point are, first, the education of the poorer inhabitants of the metropolis, a term which I do not suppose excludes the blind, if they happen to be poor; next, the establishment and maintenance of libraries or museums or art collections within the Metropolis; thirdly, the preserving, providing, and maintaining of open spaces and recreation grounds or drill grounds within the Metropolis; fourthly, the promotion and extension of provident institutions, and of working men's and women's institutes for the benefit of the poorer classes of the Metropolis; fifthly, the establishment and maintenance of convalescent hospitals; and lastly, generally to the improving of the physical, social, and moral condition of the poorer inhabitants of the Metropolis.

35. Under the first and the last of those, evidently the blind could be dealt with by your Commission?—There can be no doubt of that. I may just state, in order to make it more clear, that the whole of the funds of the five larger parishes mentioned in the first schedule, namely, Saint Andrew, Holborn; Saint Botolph, Aldgate; Saint Botolph, Bishopsgate; Saint Bride, Fleet Street; and Saint Giles, Cripplegate, are to be applied for the benefit of those parishes, which are parishes in which there is a considerable mass of poor; on the other hand the funds of the remaining 107 parishes are, under the provisions of the 14th section, after satisfying certain parochial purposes which may still exist, to be applied under the provisions of the schemes which we are to make and in the manner I have just mentioned, for the benefit of the inhabitants of the Metropolitan Police District.

36. The whole Metropolitan area?—In fact a very large Metropolitan area.

37. Does that include the Surrey side?—Yes, it is the largest Metropolitan area.

38. The 4,000,000 area?—Yes, it is the largest Metropolitan area.

39. Under the Endowed Schools Act, you frame educational schemes for endowed schools throughout the country, and you deal, in fact, with all the educational charities of the country under that Act?—With certain exceptions at each end of the list of educational endowments; we do not deal with the large endowed schools, nor do we deal with the small educational endowments.

40. But all the rest are within your jurisdiction?—They are within our jurisdiction doubly; they are within our general jurisdiction in the same way as any charity is, and they are within the special jurisdiction created by the Endowed Schools Act.

41. Under the Endowed Schools Act you can, without the initiative of the trustees, deal with many of those endowments?—That is so.

42. Seeing that you have such large powers, if it was shown to you to be desirable that some of those endowments should be applied to scholarships for the blind either at the normal school or a training school or any other school that might commend itself to you, do you think it would be quite legitimate that you should so apply some of those endowments?—I may perhaps preface my answer to that question by saying by way of explanation that the object of the Endowed Schools Act is to "render any educational endowment most "conducive to the advancement of the education of "boys and girls, or either of them." Those words are in section 9 of the Act, and I conceive that the education of the blind would fall within those words.

43. Let us take a specific instance—you are dealing with Christ's Hospital with its enormous charities—would there be anything illegitimate in your doing something for the blind from the funds of Christ's Hospital?—I do not think that there would be anything contrary to the Act in doing so.

44. As a certain per-centage of the population are blind, they would appear to have an equal claim, to say the least of it, upon the educational endowments of the country, with the sighted members of the community?—Yes. I cannot say that they have not.

45. And yet, because the blind have not been specifically mentioned in connexion with education endowments, the educational endowments have not been applied for their benefit?—No, I do not think that general educational endowments have. I do not, at this moment, remember any instance.

46. I have seen your schemes for five years, and I cannot remember a single scheme in which the education of the blind has been provided for; is not that your experience?—It is.

47. I suppose that that would arise mainly from the fact that in the middle class schools, for which you frame schemes, there would be no means of conducting the education of the blind?—No; our schemes are made, of course, in the majority of instances for existing general schools.

48. Supposing that you were framing a scheme, as you did some time ago, for the whole of Lincoln, and supposing there was a good blind school in that city which would meet all the conditions of your requirements for secondary education, and supposing that, in addition to giving the blind a good secondary education, it trained them in some sort of work by which they might earn their living, there would be no reason why you should not give a scholarship or two for that institution?—No; I do not see anything in the act to prevent it.

49. Have you anything further to state to the Commissioners connected with the subject of their inquiry?—I think not. I apprehend that the Commission have full information as to the Richardson-Gardner Trust.

50. Can you tell us anything about the Richardson-Gardner Trust?—I could merely state facts which are to be found in papers which probably are accessible to the Commission.

51. I understood you to say that you could, if time were afforded you, prepare a rather enlarged statement of the endowments which you considered specially applicable to the blind?—Yes.

52. We will ask you to do that at your convenience?—I will take care to have such a statement prepared.

53. (*Mr. Johnson.*) I believe that the Christ's Hospital Funds which are appropriated to the blind are provided under specific deeds—the gifts are to the Hospital for specific purposes?—Yes.

54. Hetherington's charity consists of a very large number of gifts by different people at different times, does it not?—It does.

55. They have all been left for specific purposes, that is to say, to give pensions, as I understand of 10*l.* a year, to those persons whom the Governors of Christ's Hospital may in their judgment deem fit recipients?—The original trusts of the Hetherington charity are 10*l.* a year each for 50 poor blind people not in the receipt of relief.

56. Is it the intention of the Charity Commissioners to divert any portion of those funds to purposes of education?—We have no such intention.

57. There are a certain number of trusts, the funds of which are directed to be appropriated to certain purposes. Day's Trust, for instance, under a scheme in Chaucery, is to be distributed in pensions in a specific way. Do you believe that under any scheme which might be propounded by the Charity Commissioner, any portion of that trust might be diverted to educational purposes?—I have not got the trusts of Day's charity before me. It would depend upon whether the trusts were strictly

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for pensions; if the trusts were strictly for pensions, I do not think we could under our ordinary powers apply them for educational purposes.

58. I understood you to say that in the scheme for dealing with Christ's Hospital, any diversion could be made of the trust funds or the funds at the disposal of the Governors on the application of the Governors themselves?—I did not intend to convey that any diversion could be made; if the Governors apply we can make a scheme, but in making a scheme we must be guided by the *cy-pres* doctrine of the Court of Chancery.

59. I will put it in this way; supposing the Goldsmiths' Company or the Drapers' Company were to ask you to modify their scheme, you could do it?—We could do it within those limits.

60. The limit must be the purposes for which the trust was left?—The scheme must have regard to the original purposes of the trust.

61. Take Hetherington's as a case in point, it was left to give pensions to 50 blind persons; it now gives pensions to nearly 700 blind persons; but in a scheme expanded to that extent, you could apply a considerable proportion of the funds for the benefit of the blind without distributing them in the shape of pensions, could you not?—Not under the ordinary jurisdiction of the Commissioners, I think. With reference to the large increase of Hetherington's charity, I should like to observe that it is not merely an increase of Hetherington's original charity, but that charity as was stated just now, has been increased by an enormous number of subsidiary gifts; it has been supplemented by others.

62. (*Dr. McDonnell.*) Does your jurisdiction extend in any way to Scotland or Ireland?—No.

63. What is the area of your jurisdiction?—England and Wales.

64. (*Admiral Sir E. Sotheby.*) I am not quite clear whether without the application of the Governors of Christ's Hospital the money can be diverted to other purposes than the pensions?—We can make no scheme whatever without the application of the Governors of Christ's Hospital in the case of Hetherington's charity.

65. (*Dr. Campbell.*) With regard to those charities that are given in pensions, would it be competent for you to frame a scheme to distribute part of the funds in this way. Suppose a large number of blind to have been trained for some occupation, many of them are so poor that even after they are educated it is difficult for them to get employment, from the fact of having nothing to start with. Could the pensions be so diverted that they might be given as assistance in that way instead of being given, under a hard-and-fast rule, in pensions?—A scheme might be framed to modify the detailed rules for the application of the pensions.

66. (*Chairman.*) But that scheme could not be promoted except on the initiative of the Governors themselves?—That is so.

67. (*Dr. Campbell.*) For instance, in such a case as Day's charity, where there are three trustees, if those trustees applied for such power, that might be considered, I suppose?—Quite so.

68. (*Dr. Robertson.*) The Chairman asked you whether, with regard to a city like Lincoln, it would not be possible for you to give scholarships to any training school; it would be possible also, instead of scholarships, to appropriate some of the funds to the maintenance of blind children in those schools?—Yes. I do not think there would be anything incompatible with the provisions of the Act in doing that.

69. (*Chairman.*) There are many charities which are open charities, where it is very much in the discretion of the Charity Commissioners how they should be applied?—The charities to which your question refers are probably those which are given by the founders for the general benefit of the poor in the locality. In framing schemes for those we may take a wide view of the needs of the poor.

70. Assuming that the blind are generally poor, which is the fact, is there any reason why, in framing schemes for general charities, you should not make some provision for the blind also?—None whatever.

71. (*Dr. Robertson.*) With regard to the application of such trusts as Harrison's, and those other trusts which have been mentioned, do those trusts come under the direction of the Charity Commissioners absolutely, or only by the wish of the trustees?—All endowed charities are under our jurisdiction up to a certain point, that is to say, they are bound to render accounts; but when it comes to the question of framing a scheme for an improved application of the revenue, if the income is over 50*l.* a year, the scheme can only be made upon the application of the administering trustees. I did not mention this difference before because the Chairman's question was put in respect of large charities. I may state now, that where the income is below 50*l.* a year a scheme can be made on the application of one trustee, or any two inhabitants of the place in which the charity is administered, or of any person interested in the charity.

72. (*Chairman.*) I presume that the charities conducted under specific Acts of Parliament are not under the jurisdiction of the Charity Commissioners, except so far as you have the right to see that they render accounts?—Yes, they are bound to render accounts. But when the details of the charity are regulated by Act of Parliament our scheme would not avail to alter it.

73. And no application on the part of the trustees would affect that charity?—No, unless the Act contained provisions empowering the Charity Commissioners to alter it. It has been found convenient in later Acts to insert that power, to save the trustees the expense of going back to Parliament for perhaps a slight alteration in the trust.

74. Supposing that this Commission sees its way to making certain recommendations for the benefit of the blind, is it, in your opinion, probable that the trustees of the blind charities throughout the kingdom would be governed in some respects by the recommendations of the Commission?—I do not think that I could answer that question with any certainty.

75. (*Dr. Campbell.*) Take Dulwich College, for instance, that is for the benefit of certain parishes specially; would not it be possible to benefit the blind of those parishes through the College, directly or indirectly?—Yes.

76. (*Chairman.*) I presume it could not be done except by framing a new scheme, or amending the present scheme?—Only in that way.

77. No provision having been made for the blind in the existing scheme, the only way in which the blind could be assisted would be by amending the present scheme?—Yes.

78. (*Dr. Campbell.*) Suppose a blind child in one of the parishes that are benefited by the Dulwich College scheme makes application to the Governors to be received and educated there, have the Governors any power of refusing to admit the child into the school? I suppose the choice is absolutely in the hands of the Governors?—Yes. I have not the scheme here; but our schemes always contain a clause to say that the schools are open to boys of sufficient health; and words of that sort would enable the Governors to say, in the case of a blind child, we cannot undertake to educate you because of your infirmity. Speaking offhand, I think they would be justified in refusing to take a blind child in.*

* The supplementary questions put to the Chief Charity Commissioner and his replies will be found in Appendix 16.

The witness withdrew.

Mrs. A. Westlake.

Mrs. Alice Westlake examined.

79. (*Chairman.*) You are a member of the London School Board?—Yes.

80. How long have you been a member?—Nine years,—since 1876.

81. In that capacity you have taken great interest, I believe, in the education of the blind?—Yes.

82. Is there a special committee for the blind?—There is a special committee for the blind and the deaf and dumb.

83. Were you appointed a member of that committee?—Yes.

84. What number of persons are there on that committee?—Six or seven.

85. When was your attention first called to the question of the education of the blind in connexion with your work at the School Board?—Very soon after I became a member of the Board my attention was drawn to it—it was drawn to it first by the Vice-Chairman, Mr. Rogers, who asked me to take the matter up. There was no member of the Board who, up to that time, had taken up the subject particularly, and from that moment I interested myself in the instruction of the blind. After inquiring into it, I came to the conclusion that the instruction was exceedingly bad and wanted reforming from beginning to end, and after a great deal of opposition from some of my colleagues, I managed to get something done. The first step taken—it took a year or two to take it, because a public board does not move very quickly—the first step taken was to get Mr. Marchant Williams, the School Board Inspector, to make a thorough report upon the methods of instruction of the blind under our care, and the results.

86. There were a number of blind under your care at that time?—Yes; we had at that time a blind instructor, Mr. Finchard, who came from the Home Teaching Society—that he was not a very high class individual may be assumed from the fact that he only got 30*s.* a week. He was appointed in 1875—that was before I became a member—and he was assisted by a young teacher, Miss Palmer, who had lost her sight from small-pox in the service of the Board. She had had no special instruction. Those two, between them, visited the children they could hear of in a casual way, and gave them a certain amount of instruction; the children were left very much to their own resources after this small amount of instruction that Mr. Finchard and Miss Palmer gave them; they just attended a day school if they chose, and, if they did not choose to do so, nobody looked after them.

87. Did Mr. Marchant Williams make the report to you that he was requested to make?—Yes; he made a thorough report on the teaching of our blind children. He visited the principal institutions in England for the instruction of the blind to see the methods which they employed and the results. I tried to get his report,—I asked one of the clerks to look it up, but it has not been found,—it was made in 1878, and I am afraid it has got lost; but we have the result of his report on the Minutes of the Board. He said that the whole instruction of our blind children was exceedingly bad, about as bad as it could possibly be; he advised that a proper superintendent should be appointed—a seeing superintendent—and that blind instructors should be appointed under her to instruct the children in classes, and that a part of their time should be spent in classes and part in ordinary day schools. That recommendation was carried out. The result of his investigation of the methods pursued in various institutions was that he came to the conclusion that the best teachers could be obtained from the Royal Normal College at Norwood, and we induced Dr. Campbell to give up one of his most efficient teachers, Miss Greene, an American lady, to our service, and we began by appointing two of the blind girls from the College as instructors under her, and kept Mr. Finchard and Miss Palmer going on giving a little instruction upon their side.

88. At the present time, in how many centres in the Metropolis do you teach blind children?—There are 20 centres—the number of blind children under instruction varying from one or two children to 15—15 is the highest number that we have in any one. Wherever there are any blind children we try if possible to send an instructor. The visitors are ordered to send to Miss Greene the names of all blind children that they come across in their visiting, and it is her duty to see those children and their parents and to get them into whatever classes she can arrange for them. A good deal of persuasion is necessary in some cases to induce the parents to send their children to these centres.

89. Before you formed those centres, were those children neglected altogether?—I suppose before 1875 they were neglected altogether; when Mr. Finchard was appointed they were attended to to a certain extent, but not in any systematic or regular way.

90. How many blind children have you in connexion with the School Board under instruction at the present time?—120; and we consider that virtually those are all the blind children in London who are living at home, who are not in institutions, with the exception of a few vagrants who move about from place to place, but who do occasionally turn up at one class or another.

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91. With regard to the vagrant blind, are they taken about for the purpose of begging?—We always try and catch those if we can, if they come under the notice of our officers in any way. I think there must be very few of such vagrant children.

92. You consider that the number that you at present have under instruction is practically the larger part of the children who are not in blind institutions?—Yes; the children whose parents are at all able to do so manage to get into institutions; and the children that we have are the children of the lowest class as a rule. children altogether neglected who have no friends to help them.

93. Then, practically, you think that the children who are admitted into the charitable institutions are a better class of children than those that you are instructing in your day schools?—The children whom we instruct are improved to such an extent that they are able to get into those institutions; 54 of our children obtained scholarships in open competition for the Royal Normal College at Norwood, but they would not have obtained those scholarships if they had not been previously under instruction in our classes.

94. At what age do you take those children in?—As young as four and five.

95. And you train them with the other children?—We train them first of all in the special classes at the centres for a certain amount of their time, and then they are put into the ordinary day classes nearest their homes for the remainder of the day, where they are treated exactly as the sighted children are; they pass through the same examinations and do the same work almost entirely.

96. When you say that they pass through the same examinations, do the inspectors examine the children?—Yes; there has been only one case in which an inspector has refused to examine the blind children. Mr. Alderson this year refused to examine a blind child because he did not feel himself equal to testing the result of his work; but no other inspector has ever refused to examine the blind children.

97. Their attendances count in the same way as the attendances of the sighted children?—Yes; their attendances count as ordinary school attendances.

98. Can you give us any idea of what is the cost of the training of these children?—It is rather expensive, necessarily—special instruction always is; the instruction of the deaf and dumb is also expensive. The superintendent has a salary beginning at 120*l.* a year, rising to 175*l.*

99. The superintendent is a lady?—Yes, Miss Greene.

100. What does she get now?—150*l.* Then we have five assistants beginning at 70*l.* and going up to 90*l.* a year; and they have reasonable travelling expenses, and guides for them are paid for. We now have only teachers from the Royal Normal College at Norwood. Mr. Finchard retired and Miss Palmer died. We have nothing now but trained cultivated teachers.

101. You think there is a great advantage in having trained teachers?—A great advantage. We have no difficulty whatever with our blind children now. I cannot speak in too high terms of the efficiency, energy, and devotion of Miss Greene, who devotes the whole of her time to this work, and the efficiency of her assistants; and their patience and kindness have a most extraordinary effect upon these blind children, who have been devoid of everything of the sort throughout their lives.

102. What are the comparative attainments of the blind children?—They usually come into the classes excessively ignorant, so ignorant that they are not able to use their limbs—they cannot, as a rule, walk by themselves—in some cases, they are brought by their parents on costermongers' barrows, not being able even to walk. They first of all have to be trained in the use of their limbs—they have to get a little independence, so that they are not fit to go into the day schools at first; but after a few months' training in the special classes they go into the day schools and do quite as well as other children of the same age. If you were to examine the teachers of the day schools you would hear their testimony upon the subject.

103. You think that their intellectual attainments, after a little special training, are equal to those of the sighted children?—Yes, after a little time.

104. And you see great advantage in training them with the sighted children?—A very great advantage.

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105. Giving them courage and self-reliance?—Yes, independence; they do not feel cut off from human sympathy and kindness as they would if kept to themselves. Then the effect upon the seeing children is also admirable: it makes them so much more forbearing and kind and sympathetic; they are one and all eager to help the blind children, and do any little offices they can perform for them.

106. Have you been able to compute how much each blind child costs the London School Board in instruction?—I have not taken it out; I could get it.

107. Could you also tell us what grants you receive from the Education Department on account of the blind children?—The ordinary grant for children who have their sight.

108. Your ordinary grant is 17*s.* a head?—Yes.

109. You get as much for a blind child as for a seeing child?—Quite as much.

110. As the teaching is special, and as a much smaller number can be taught by the teacher, naturally the teaching is more expensive?—Yes.

111. Up to what age do you keep them at school?—We do not turn them out till they choose to go, except in the case of a few boys who become too big for the classes; but as a matter of fact the elder children either get drafted off into some institution or they are wanted at home; so after they get to the age of 14 or 15 at the utmost, they do not remain in our classes.

112. You said that 54 of your children had obtained scholarships at the Royal Normal College at Norwood; have those children done well at the College as far as you know?—I believe very well; we are quite satisfied with the reports that we get about them.

113. Do any children obtain admissions from your schools to blind institutions?—I do not know of any other institutions but the Royal Normal College to which they obtain admission.*

114. Have you had any opportunity of comparing the intellectual training given in the blind institutions with that which you give in connexion with the schools of the London School Board?—It would be rather difficult for us to make such a comparison. The only case that I know of of a child coming from any of the blind institutions, is that of a child who has come to one of our classes from the Wandsworth school. That child certainly was rather an unfavourable specimen; he was absolutely helpless and useless; we had to train him from the beginning in the use of his limbs.

115. You consider it desirable that for some time before putting a child into a blind institution or sending him to the College he should have a training with sighted children in a Board school?—I should think it very desirable.

116. You have said that there is an advantage in blind children being trained with sighted children, that is to say, that a great advantage is thereby gained by the blind children, and a great advantage is gained by the sighted children also, inasmuch as the sympathy and kindness of the sighted children is invoked in favour of the blind children?—Yes; I should say that that is the case throughout their career.

117. Do you teach blind children the ordinary subjects that you teach other children?—Yes.

118. Reading, writing, arithmetic, and geography?—Yes.

119. (*Mr. Johnson.*) You follow the standard?—Yes.

120. (*Chairman.*) You teach all the subjects up to the sixth or seventh Standard?—Yes, and physical exercises too, on Ling's system; the girls do knitting and sewing, and the head mistresses tell me that in the earlier stages they can hardly distinguish their sewing from that of the other girls.

121. (*Mr. Johnson.*) I hold in my hand a Report on the Instruction of the Blind, issued I believe, with the authority of the School Board, and in that I find that the average attendance of the whole of the blind children who came under the School Board supervision was 133 for the half year ending the 26th September 1884, and 119 for the half year ending March 1885. You say the number is 120 now; does that 120 represent the whole of the blind children who are under the supervision and education of the School Board?—Yes; of course it does not count those who have been drafted off to Norwood.

122. I find that at present there are 20 principal centres, and at those principal centres I see that the average number of children taught is from 3 to 15; in what part of London is the smallest number of attendances?—In the remoter parts and in the suburbs.

123. How long are those children instructed per day by a special instructor?—Usually half a day.

124. Every day for half a day?—Not every day for half a day; at the Bowling Green Lane school they are instructed every day for half a day. At Stephen Street they get three mornings a week; at Mansfield Street, Bethnal Green, they get three afternoons a week. In remote districts they would have less than that.

125. The superintendent, Miss Greene, is sighted, is she not?—Yes.

126. Are Miss Scott, Miss Weaver, and the others, blind?—Yes.

127. You say that the salary of Miss Greene is 150*l.*?—Yes, it is 150*l.* now. The salary of the superintendent begins at 120*l.* and rises to 175*l.*

128. And the minimum salary of the other ladies is 70*l.*, the maximum being 90*l.*?—Yes.

129. We may take 80*l.* as the average?—Yes.

130. Taking Miss Greene's 150*l.* a year, and taking 400*l.* a year which is paid to the five other ladies; that makes 550*l.* a year?—I do not think as a matter of fact they are paid so much as that, because two or three of them have not been long appointed; if you said 75*l.* perhaps it would be nearer the mark.

131. We will say 500*l.* a year altogether; it is 500*l.* a year for these special instructors for instructing 120 people?—Yes.

132. In your experience the blind children of a grade a little above the lowest grades get into institutions?—Yes, as a rule, I should say so.

133. Therefore 120 would represent the number of blind children educated by the State?—Yes, I think so in London.

134. It is not an increasing number, I suppose; it is not an increasing affliction; it is a decreasing affliction, is it not?—I cannot say; I think when Miss Greene took charge there were only 33 under instruction. The average has kept up about the same. I do not think it has decreased much.

135. Are those ladies who get 75*l.* a year certificated mistresses?—Not certificated by the Education Department; I consider them very superior to ordinary certificated mistresses.

136. I suppose, then, that the 108th clause of the Code of Regulations would not apply to those teachers?—The Education Department has made an exception in favour of these blind classes, and in favour of cookery classes; in neither of those cases are certificated teachers required.

137. You may employ special teachers in Board schools for the blind, who are not certificated by the Education Department?—Yes.

138. These five or six teachers for the blind are special teachers?—Yes.

139. Do you consider that sighted people cannot teach the blind?—I do not think sighted people have sufficient patience to train the blind properly. I do not think they take so much care in all the small details of the training of the blind. I think for the special training of the blind in the use of their limbs and faculties in the beginning, and for the special training that they require throughout their career, you had better have blind teachers. In the day schools the teachers do not teach the various types, they dictate the lessons to the children and take the children's answers. As a matter of fact they cannot read off the type for themselves.

140. But these special teachers teach the types?—Yes.

141. What are the types which are taught at the Board schools?—Mainly Braille's; the Moon system is used to a very small extent, because the day school teachers like to see immediate results; they do not see immediate results from the Braille system, but I believe that our teachers all prefer the Braille system, and we do not interfere with them in the matter.

* I find, on inquiry, that the blind children in the School Board classes do gain admission to other institutions, but such admission is not brought officially to our notice as is the fact of their gaining scholarships at the Royal Normal College.

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142. I understand you to say that you approve very much of mixing the blind children with the sighted children; do you find that by the use of a shorthand type, that is to say, Braille's or Moon's,—I mean, not an alphabetical type—the blind children are in any way isolated from their sighted companions?—Not more than the different system would necessarily isolate them.

143. In your opinion it is a system for the blind themselves, and not for the sighted?—Exactly.

144. As a matter of education, how should you suggest that a blind person should be taught to communicate with his sighted brother or sister or parent in writing to them?—That is too technical a point for me to give any opinion about.

145. They would not be able to decipher Braille's type, for instance, without a key?—Certainly not. I fancy it is not very difficult to attain the reading of the type. These children communicate with their own friends.

146. You have told us that there are some scholarships to the Royal Normal College at Norwood; what is the nature of those scholarships?—Some of them are technical scholarships given by the Gardner's Trust, and the others are ordinary scholarships. The technical training, I believe, includes some sort of manual labour, modelling, and so on.

147. Are the scholarships for special education or for ordinary education?—Except the Gardner scholarships they are for ordinary education as far as we know.

148. (*Dr. McDonnell.*) Do you know whether the system which you adopt is adopted in other parts of England outside London?—Cardiff and Bradford have followed our example; they have got special teachers, and have obtained information from us.

149. So far as you know, are those the only places where your system has been introduced as yet?—Yes.

150. You think it might be introduced with advantage into all the large towns, where you could get enough blind children to form a class?—Yes; the difficulty, of course, always is the expense.

151. (*Mr. Arrol.*) Do you consider it absolutely necessary to have the blind children taught in special classes before being sent to the ordinary school?—I think so. I think it would be impossible to give them the necessary preliminary training in an ordinary school.

152. After the children are taught in the special classes are there any difficulties in teaching them with the sighted children?—I believe none whatever; the teachers treat them precisely as if they could see, they do not make the slightest difference between them and the other children, except dictating the lessons to them instead of making use of the blackboard.

153. (*Admiral Sir E. Sotheby.*) You say there are 20 centres in London for the education of the blind; do you think from your experience that we have sufficient schools for the whole of the blind children?—I should think so. If we only find 120 blind children in London there must be enough. The visitors report every blind child they come across.

154. You have also said that it is necessary to have blind teachers?—Quite necessary. Blind instructors, I think, are very preferable to seeing instructors for the special instruction of the blind.

155. They are more patient?—They are so much more patient, and they have themselves experienced the difficulty which the blind children feel in acquiring knowledge.

156. Would not sighted people teach blind children quicker if they had more patience?—No, I do not think they have the same delicate touch that the blind have.

157. I did not gather whether these blind instructors go from school to school?—From centre to centre. They take as a rule two centres each, one in the morning and one in the afternoon per day, and they are at great distances apart.

158. The present state of things would be improved if there were more instructors?—There, again, would come the question of expense. I think we have enough at present. Miss Greene has not asked us for any more instructors.

159. You say that children are taken away after a certain age because they are required at home; are blind children required at home?—Yes, I know of one blind girl who has no mother, who is keeping house and looking after the little ones, who has been trained in our schools. The classes have not been long enough at work for the children to have grown up and gone out into the world much. There is one boy who has completed his training at the Normal College as a piano tuner, and who is ready to go out.

160. Is the reason why the Braille type is introduced because it is much quicker to read?—That is a technical question which I cannot go into. We leave the adoption of the particular type to the instructors. Their opinion is that it is easier to read.

161. (*Dr. Robertson.*) Is the instruction that is given to these children gratuitous?—No, they pay the ordinary day fee of the day school which they attend.

162. In the, event of the parent not being able to pay the school fee do you ask the guardians to pay the fee?—We never ask the guardians; we should remit the fee in that case.

163. Practically do you find that they are able to pay the fees?—I have not heard of any difficulty in that respect.

164. (*Chairman.*) The fee would be from one penny to threepence?—Yes.

165. (*Dr. Armitage.*) You said that before the London School Board came into operation the education of the blind children living at their homes was entirely neglected. I do not know whether you know that a large number of those children—all those who were within reach of the various centres of the Indigent Blind Visiting Society—were taught by the teachers of that Society, and most of the children entered the School Board?—I said all those out of the institutions, those who were not taken up by the institutions, were neglected.

166. I think you said that 54 children attending Board schools had obtained scholarships for the Normal College?—Yes.

167. Can you tell us whether there are any others who have gone to other schools?—I am not aware of any others. So far as I am aware they have gained no other scholarships but those to the Normal College. A few may have obtained private admission.

168. (*Chairman.*) I gather from your evidence that you are satisfied that excellent work is being done under the School Board in the way of educating the blind?—Perfectly satisfied. I think the work is admirable.

169. It gives them more courage and self-reliance going daily to the school?—Quite so. It is quite astonishing to see how independent the children become.

170. It develops them both physically and mentally?—Yes.

171. (*Dr. Robertson.*) I understood you to say that the physical condition of the blind children before they were brought to the school and instructed in company with the sighted children was inferior. I wish to ask you whether the physical condition of the blind children improves as they continue in the school, and whether their physical condition generally is found to be equal to that of the sighted children?—I said that the physical condition of the blind children before they enter the special classes as a rule is so very bad that I do not think their contact with sighted children improves their physical condition to such an extent as the special instruction they get in the blind classes—there the instructress gets them to use their limbs by exercise.*

172. In your opinion, from what you have heard with regard to the physical condition of the blind after they get into sighted schools, is it equal to that of sighted children?—Hardly equal; that would be too much to expect.

173. (*Chairman.*) You teach them gymnastics?—Yes, on Ling's system, and they wonderfully improve under it.

174. Their muscles are developed under it?—Yes.

175. (*Mr. Arrol.*) Is the reason why you do not teach them more gymnastics the risk that might be run in your doing so?—Not at all; we teach them as much as we have time for.

Miss Mary C. Greene examined.

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176. (*Chairman.*) You hold the office of superintendent of the blind education under the School Board for London, I believe?—Yes.

177. How long have you occupied that position?—Since February 1879.

178. Previous to that time what were you engaged in?—I was a teacher in the Perkins Institution for the Blind at Boston, in the United States, for eight years, and subsequently I was for eight years in the Normal College for the Blind at Norwood.

179. For how many years altogether have you been engaged in blind tuition?—About 22 or 23 years, I think.

180. What is your salary as superintendent of the blind under the School Board at the present moment?—150*l.*

181. When you were first appointed superintendent by the London School Board, what was the number of blind children with whom you had to deal?—There were 34 having instruction.

182. And who was teaching them?—Mr. Finchard and Miss Palmer.

183. Mr. Finchard, I believe, has now retired, and Miss Palmer is dead?—Yes.

184. May I ask you what you thought of the instruction at the time; was it good or indifferent?—I did not find it good at all; it was very indifferent.

185. Can you tell us the number of blind children receiving instruction at present?—120 at present.

186. They have been steadily increasing in number from the time you were appointed superintendent to the present moment?—Yes.

187. Do you anticipate a further increase or do you think you have reached all the blind children?—I think there are some still remaining, but I am not sure, I could not say whether or not there will be very much increase.

188. That would be best known, I suppose, to the School Board visitors, who have to search out the children who are neglected?—They know a good deal about it, but I know all that they know, it is their duty to report to me. I hear of cases of blind children occasionally which are not reported to me by them.

189. What kind of cases are those that you hear of that are unreported; are they what Mrs. Westlake has described as cases of vagrant children?—To a considerable extent, children moving about, they are in one place where they escape the visitors, and they move to another.

190. Are they moved about by their parents, or by people who use them for begging purposes?—In most cases I think they go with their parents, who move about from place to place, the parents are a moving class.

191. At what age do you receive children?—As early as the parents are willing to send them, five years of course is the age at which we claim them, but if the parents wish to send them earlier we are very willing to take them in.

192. Do you receive blind children in your infant classes under five years of age?—We have one case of a child who is not more than 3½ years, I think, the mother was very anxious to have it come.

193. What is the physical condition of these children when they are first received?—It varies very greatly, but in many cases their condition is very low indeed physically and mentally.

194. In consequence of their privation they have been neglected, I presume?—Neglected or over indulged.

195. That is to say they have not been encouraged to work or to do anything for themselves, or to be self-reliant?—Just so.

196. What is the condition of their physical health generally?—In some cases it is very good, but on the whole it is somewhat lower, I should think, than in sighted children under the same conditions, they have not had the exercise and the means of development that the others have had.

197. Then with regard to their mental condition, is that low?—I would not say that it was in all cases. We reject none, we receive all that we can persuade the parents to send to school. It is a fact, I believe, that blind children often have the appearance of imbecility before they have had any instruction, and until we had had them with us for a little time and watched them carefully, we cannot judge of their mental condition.

198. You encourage all to come whatever may be their mental deficiency?—Yes.

199. What is the effect on those children of the healthy stimulus of school exercises and school companionship?—Very encouraging. In most cases, and I may say in all cases, I think it has a good effect. With regard to that I think perhaps some of the head teachers might speak from what they see of the children after they are admitted to the day school.

200. You mean the sighted teachers?—Yes.

201. What is your opinion as to the importance of the early training of blind children?—In my opinion it is of the greatest importance.

202. At what age do you think you ought to begin training them?—With neglected children I should be glad to begin as soon as they are able to sit in school, for a little while at a time.

203. That is to say you can hardly begin too soon?—You can hardly begin too soon with neglected children. If they have good homes it is not so essential.

204. Are there many children who are suffering from diseases of the eye, or partial blindness, left at home who ought to be brought to school?—There are many in that condition. We provide for just as many of those as we can draw into the school. In some cases the teachers of the Board schools send them down to us, in other cases we find that they are at home, and are reported by the visitors as being unable to go to school on account of diseased eyes.

205. What do you say with regard to the attainments of blind children generally, as compared with others, so far as you are able to judge?—As I have already indicated we have some who are not capable of learning very much, but with regard to those of fair abilities, they take a fair rank with the sighted children.

206. Do you think that you have taken many children from the streets?—Do you refer to those that have no homes?

207. No, I mean those who if you had not made this provision for them would have had no education?—Yes, undoubtedly, I am sure of it.

208. You think that the class of blind children who are attending the London Board School classes would probably have been neglected but for the provision which you have made for them?—Many of them would, not all, by any means, but many of them, or if they had finally had opportunities of getting instruction it would have been very much later; we begin with them early.

209. That is the most important time?—Yes.

210. When these children have passed the school age, what becomes of them?—A very large proportion of them, before they have passed the school age pass from us into institutions for the blind. That applies to a great many of them.

211. That is to say they are being drafted off into institutions for the blind?—Yes.

212. What institutions do they go to?—By far the greatest number have passed into the Royal Normal College, or the Primary School.

213. But they do go into other institutions?—Into many other institutions.

214. (*Mr. Johnson.*) All over the country as well as London?—Yes, Sheffield, Brighton, Bristol, Nottingham, the St. George's Preparatory School, the St. George's, Southwark, the St. John's Wood, and other schools.

215. (*Chairman.*) And there are they trained gratuitously?—No, not often.

216. They pay something, can you say what it is?—I think they pay 10*l.* or 12*l.* a year.

217. Are the parents able to pay such an amount as that per year?—Some parents are able to pay that amount, I think, but *very* few, probably, unassisted, and in many cases the guardians help.

218. Have you any experience of any of the children going back to their parents after leaving you?—Of those who have partial sight many do go back to their homes, the girls assist their mothers, and the boys assist their fathers, or go out as shoeblacks or something of that kind.

219. Of the 120 some are able to see a little?—Yes, a good many of our children in the Board Schools can see a little. Of the 120 whom we have under instruction a good many have partial sight.

220. Can you give us any idea of the proportion of those?—I am not prepared to give it at this moment, but I could easily reckon them up.

221. (*Mr. Johnson.*) Do you think it is half?—I do not think it is half, when I say I do not think it is half I would include in the one category (that is to say, the category of those who have partial sight) those who cannot see enough to earn their living by the use of their eyes, but who can go about without a guide. I might roughly put it in that way, and in the other category I would include those who cannot go about without a guide.

222. (*Chairman.*) For what length of time do these children remain in the School Board classes?—For the last three or four years there has been a great change going on, and they now remain a much shorter time, they are drafted off more rapidly into other institutions.

223. Is that facilitated by the partial education that you have been able to give them?—To some extent I think it is, it brings them forward to public notice, and the education puts them upon a different footing, so that they are more readily received into institutions.

224. Has there been any considerable fluctuation in the numbers attending the several classes?—The various classes fluctuate greatly. We may have eight or ten in a class one quarter, and the next quarter the number may be diminished to any less number—five or six, or even down to two or three, or a class may be utterly given up.

225. If a certain number pass out to other institutions, there may not be children to replace them?—That is one cause of the fluctuation. The poor of London are a nomadic population. They may leave one part of London and turn up in another.

226. The children attending a school in one quarter may turn up in another part of London?—After a time. Sometimes we lose them for a time; sometimes we lose them wholly.

227. Have you anything to say about the influence that this education of the blind in company with sighted children has on the one class and on the other class?—I find that it has the most beneficial effect upon the blind children for them to be educated in the same schools with the sighted children. They are stimulated by the desire to do as well as the others. If they have the mental capacity to realise what the others are doing they like to do as well.

228. It quickens their ambition?—It quickens their ambition, and there is another advantage in educating the blind along with the sighted children. If they go too young into an institution for the blind they come to feel that they are a separate and isolated class, they are by themselves, they cannot do as other people, and they fancy that they are not expected to do as sighted children do; but if they are thrown into a school where they are required to do what other children do, according to their ability, it takes away that feeling to a considerable extent.

229. The feeling of isolation and dependence?—Yes.

230. And has not it also a good effect upon the physique and the health of a child to be educated with sighted children. Does not it make them more courageous and more enterprising?—I think it does, in some schools. In some schools there is more interest taken in the joint education of the blind and the sighted children than in others, and the children are encouraged to join with the others.

231. Both in work and in play?—Yes.

232. In physical exercises, and so on?—Yes.

233. Are you present often at the instruction in gymnastic exercises in the Board schools?—I am sometimes, not often.

234. You know what Ling's system is?—Yes.

235. Is it good for blind children?—It is excellent for blind children, superior to any other in one or two points.

236. The instruction given in the Board schools under you is given by blind teachers, is it not?—It is.

237. Do you think there is an advantage in employing blind teachers for that purpose?—Yes.

238. Will you explain why you think so?—The blind teachers understand the difficulties of the children for one thing. The very fact that their teachers are blind, and are doing such good work as they know they are doing, stimulates the children to feel that they can reach that point too; that is constantly shown, that is to say, that the children have an ambition to do as their blind teachers do.

239. The consciousness that they have a blind teacher, and that the blind teacher moves about freely and is a well instructed person, stimulates the ambition of the children you think?—Yes.

240. And you think that a blind teacher is more patient with the children and from experience has a better knowledge of methods?—Yes, and he or she also knows better how to meet the children upon their own ground. The blind teacher is far more likely also to gain the confidence of the parent of a blind child.

241. Is there anything you wish to add to the evidence you have given?—I was asked as to the number of children under instruction when I commenced. I said I had 34; I should add that of those nine were not attending Board schools at all, but simply came once a week to a class. Now of our 120 I think all but five are regularly registered in Board schools and attend with more or less regularity.

242. (*Mr. Johnson.*) I believe you were for some time at the Perkins Institution at Boston in America?—Yes.

243. Under Dr. Howe?—Yes.

244. Were you engaged at that time in teaching Dr. Howe's system?—Yes, a part of the time.

245. Dr. Howe has published a very large quantity of literature, has he not?—A good many books. I should think the amount of literature in that system was not nearly so extensive as that now published upon the Braille system.

246. While you were in Boston I suppose the Howe system excluded all other modes of reading and embossing?—It did.

247. Do you know of your personal knowledge whether in that particular institution from which you came, and from which you got such very great experience, any other system is now used?—The point system is in use.

248. What we call the American Braille is adopted by the Americans?—Yes.

249. When you first came to England you were for some time at the Royal Normal College at Norwood?—Yes.

250. And at the Normal College you picked up an experience with which you supplemented the experience that you got in America?—Yes.

251. How long have you been away from the Normal College?—Six years.

252. And you were there some years?—I think I was there eight years.

253. And there you were engaged in the ordinary school tuition?—The ordinary school tuition for the blind.

254. You had nothing to do with music?—No.

255. When you were appointed superintendent of the blind under the School Board, you found, as I understand, 34 pupils?—Yes.

256. What was the condition of their education?—I thought it was pretty poor.

257. On what system were they taught when you first took them in hand?—They were using the Roman system as used in this country; the Braille was used very little; Moon's was used also,—Moon's and the Roman.

258. When you took the direction of the education of the blind under the School Board, there was a certain number instructed in Roman, ordinary letters, the lower case and capitals; were there some books from Worcester?—Yes.

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259. And some from wherever you could get the Roman type from?—Yes.

260. Moon's was read a good deal?—Yes.

261. Was Braille's at all read at that time?—It was used a little; it was coming into use.

262. Can you tell, when you began with the 34, what was about the proportion of use of those three systems?—It would be impossible for me to say.

263. Could you say approximately?—So far as Braille was concerned I think that they were nearly all beginning to learn it a little; it was taught simultaneously with the other two.

264. But the alphabet and Moon were the established systems, and the other one was only in its infancy when you came?—That is as I recollect it now.

265. At the present time there are 120 blind children under instruction?—Yes.

266. What are the appliances used now to impart knowledge to those blind children. Of course we know almost all of them read in Braille?—Yes.

267. Do you use any other system now?—We use Moon somewhat.

268. Do you do anything with the alphabetical system?—Not at all.

269. You exclude the Roman system?—Yes. We have given it up.

270. On whose authority were these systems initiated or discontinued?—Only on my own, I think. I found that three systems were altogether a mistake, there was no use in trying to keep the three up.

271. On your own authority with your great experience you thought that Braille was better than Moon, and that Moon was a great deal better than the Roman?—The Roman has drifted out of use.

272. What system do you use when you wish to teach children to correspond with their friends who are not blind?—Braille's is the only type that we make a business of teaching for writing purposes.

273. As I understand you, you do not make a business of teaching any system except that of Braille; you have discarded Moon's to a certain extent, and you have discarded the Roman, and you use no other means except that of the Braille type for teaching your blind pupils how to communicate with the sighted world?—No, with one little exception; in the case of some of the older ones who are dexterous of finger, and have stayed with us long enough, we have introduced Moon's writing frames, teaching a square hand; several of my teachers can write it, and they have taught three or four, possibly half a dozen.

274. You use Braille for the ordinary means of instruction in writing, and you also have recourse to Moon's apparatus as a means of enabling them to write in the ordinary characters of the sighted?—Yes.

275. And your opinion is that that is of advantage?—Yes, it is of advantage.

276. On what do you base your objections to what is called the Roman system, that is to say, the ordinary letters of the sighted?—It is not so easily read, it is not so easily learnt in school by the children. It is not a type that they could use for writing.

277. I am talking about reading?—I object to the Roman because it is not a type which can be used for writing, or for writing rapidly, I should say.

278. Do not Moon and Braille adopt signs as indicating letters?—Yes, and so do *all* alphabets; or, more briefly, a letter *is* a sign.

279. In your opinion is it a desirable thing to teach children a sign for a letter. Do not you think that it would be advisible in the teaching of blind children to teach them the formation of the ordinary alphabet of the sighted?—I do not see that it is essential. I consider that the character for A *is* A to them to all intents and purposes.

280. It is a dot to them?—It is A, it means A, and the character for B means B, whether it is a B or not.

281. Could you tell us about the average age of the children that are blind in the Board schools?—It would be a rough guess. I should say 10 years.

282. Are there many of those 120 that you have under instruction who are not very intelligent?—I am afraid some of them are not of average ability; some of them may turn out imbecile.

283. Amongst those 120 you say some of them have some sight; can you tell us in a sort of rough way what per-centage of the 120 are totally blind, those that cannot distinguish light from darkness, and what per-centage of them can get about a little bit?—I am not prepared to answer that question.

284. Do you think that the partially sighted is a large proportion or a small proportion?—A pretty large proportion; by that, I do not mean half, perhaps not a quarter.

285. Do they pass from you into other institutions?—Many of them.

286. A good many of them?—A good many of them.

287. Of course those that pass to the Normal College pass by examination and by scholarships?—Yes.

288. Then others go into other schools for the blind distributed all over England?—Yes.

289. Do you know what proportion go to London blind schools?—I could not say.

290. You say that if they go too early into blind schools they are depressed and isolated; what age, in your opinion, would be a proper age for them to go into blind institutions?—I should not like to fix any age. It would depend on circumstances.

291. In the case of the Normal College they pass an examination; and in the other case it is a question of their friends getting influence to put them into a school?—Yes.

292. You said, I think, that 115 attend pretty regularly?—115 are registered and attend school.

293. (*Dr. McDonnell.*) One question about partial sight; I suppose you consider that practically for your purposes any child is blind that cannot read?—Yes.

294. If you find that children are not able to read, though they may see their way about a little, you still consider them, for your educational purposes, blind?—Yes.

295. You seem to think that there is an immense advantage in mixing the blind with the sighted at this early period of their life. You consider that that is an education in itself, that it is very advantageous for the blind children?—Yes.

296. Has it ever occurred to you whether anything could be done in rural districts, where there are only one or two blind children, for their education along with sighted children. It could be done if the teachers of the schools could be sufficiently interested to do of themselves what I am endeavouring to have them do here.

297. You think that by some encouragement the teachers in ordinary rural schools, though they might not be able to teach drill and so on, would be able to do a great deal towards developing the minds of the blind children that went to those schools?—It would be very much better for the children than staying at home and doing nothing; but before they could be worked up to the level of participation in the daily work of Standard I. the mistress or some friend of the children would have to learn, and to initiate them in the use of their special methods; otherwise they would be at a very great disadvantage compared with the children in London.

298. Still it would be a great deal better than nothing at all in the way of the education of the blind?—It would be better that the children should go to school than stay at home.

299. Has any way occurred to you of encouraging teachers to do that; if they were paid more for the blind children in their schools, do you think they might be induced to take enough interest in the work?—I am too ignorant in regard to the character of the schools and teachers in rural districts to be able to make any suggestion in answer to that question.

300. (*Mr. Arrol.*) I wish to know whether during your connexion with the London School Board you have had any experience in teaching any child that has been formerly in a blind institution?—Yes, sometimes a child has come back after being in an institution for a time.

301. In what condition did you find that child in respect of its training; has it been adequate or very imperfect?—I can call to mind two cases—in one, the girl has improved since she has been from us. I do not know where she has been; she disappeared from us, and within a short time she has come back again into the class, but I omitted to ask to what school she had been; she has improved in some ways a good deal; she takes hold of her work better. My impression is that she has been to Bristol. I am not quite certain.

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302. What has been the object of pupils in going away from the Board Schools. I do not refer to those that have been drafted into the Normal College, but to those going to other institutions; has it been a desire to perfect their general education or to turn their attention to manufactures?—In most cases it is to get them off their parents' hands.

303. You have made some reference to the mental abilities of the blind; some apparently are very defective, but generally speaking, are not blind and sighted about on a par?—My experience of the London children whom we have would lead me to put the average of their mental ability somewhat below that of the sighted; because, as I say, we take all, and the same cause that has induced the blindness in many cases has induced more or less weakness of intellect.

304. (*Chairman.*) Is there not another reason for that inferiority, that the class of blind children that you get into the London School Board schools are the very lowest class, whereas the sighted are the average class?—I am inclined to think that taking our 120 children all through, perhaps they would average pretty well with the sighted children so far as the class from which they come goes. Of sighted children there are some of the very poorest—we have some of that class, and we have some in pretty good circumstances.

305. (*Dr. Armitage.*) You spoke of the advantage of Braille's system as a means of teaching writing so as to enable the blind to communicate with the outside world; do you consider that that is the principal advantage in it?—No, I do not. I should have gone on to say in answer to Mr. Johnson's question, that in most cases blind children can get some one to write a note for them if needful, but it is of the greatest importance that they should use a system that they can write rapidly, and learn as rapidly themselves, for educational purposes or for keeping up their intelligence as they go on in life.

306. Then I understand you consider that the principal value of the use of the Braille type is to further their education?—Yes, I should put it so.

307. You would put the educational advantage of writing by the Braille system considerably higher than the advantage of its affording a means of communicating through the post?—Very much.

308. You have had a good deal of experience both in America and here in some of the best blind schools, and you have had a good deal of experience in teaching the outside blind; I should like to know whether you think that teaching such as the teaching of the London School Board is capable of supplanting with advantage that which is given in the boarding institutions, whether you think it is a better system of teaching the blind to teach them in day classes or in good boarding schools?—I think that the teaching in day schools is a great advantage in its own place; it provides for those who cannot get into schools, who are waiting to get into schools, but I do not think that it can do the whole work of institutions for the blind by any means.

309. You do not think it would be of advantage to blind children to be educated exclusively in London School Board classes?—No.

310. But you think that it is of advantage for them to receive the first part of their education along with seeing children?—For a large majority of them. I think there are some of our children who would be better for being at institutions at the beginning, or for most of the time, that is to say, good institutions.

311. (*Admiral Sir E. Sotheby.*) You have only a certain number of blind teachers?—Yes.

312. They go from school to school?—Yes.

313. The children do not follow them?—No.

314. What do the children do when the instructors are away?—They form a part of the sighted school.

315. Who teaches them?—They share in the instruction of the sighted school.

316. Do you see any difference between teaching boys and girls as regards quickness of apprehension?—No, I see no difference, on the whole they average about alike.

317. Have you any register showing how the children that come under your notice have become blind, or at what age?—I have not for two or three years past made notes of those particulars. I did at first.

318. (*Dr. Campbell.*) One question in regard to this writing; in your opinion is it possible to make good spellers of the blind unless they have a good system of writing which they can also read?—I think it is impossible. I might qualify that by saying that there are some people who have a born talent for spelling.

319. I mean taking the ordinary run of children—taking the ordinary run of children one with another, in order to teach them to spell they must learn to write?—Yes.

320. It greatly facilitates their learning to spell?—Yes.

321. In regard to this question of sight, the principle upon which the School Board acts is, I think, that if a child cannot be educated as the seeing children are, they consider it a legitimate subject for teaching in the blind classes?—Yes.

322. (*Admiral Sir E. Sotheby.*) Do you find that those children who have come to school as being partially sighted become worse or better?—Some get worse and some get better. Some come to our classes temporarily for a year or two, their eyes are very bad and they cannot use them in school, they come into our classes and make themselves acquainted with our method, and they go on working under it, and then they are ready to go back into ordinary school if their sight improves.

323. (*Chairman.*) They are sometimes under medical treatment, I suppose?—Yes.

324. (*Dr. Campbell.*) Some of these blind children come from the very poorest districts in London, do you find that in many cases where the children seem to be almost unteachable in the first instance it is for the want of food that their health is very much depreciated, and their powers of learning weakened?—We have some such cases; I would not say many, but we have some painful cases of that kind.

325. The child comes to school without having had anything to eat in the morning, and before the teachers can do anything with the child in the way of instruction, they have to give something to the child to eat?—Yes, that has been the case sometimes; they do, sometimes, send out for a roll.

326. (*Chairman.*) Do you desire to supplement your evidence by any further statment?—With regard to what becomes of the children when they pass out of school, I may add this to what I have previously said. Besides those who do not go into institutions, who do not help their friends at home or find employment, there are some who are hoping to get into institutions, but are unable to do so; they have got all they can get in the way of school education from the Board School, and they ought to have some place to go where they could learn a trade; they are capable of doing so, they have had their educational training, and they are now just at the right age to begin to learn a trade.

327. What standards do your children pass into?—We have had them pass to the 6th Standard. At present we have none higher than in the 5th; we have some in the 5th.

328. Those children would be 12 or 13 years of age, would they not?—Yes.

329. Before they leave school they will pass into the 6th standard, will they not?—If they stay long enough.

330. If they do not go either to Blind Institutions or to Industrial Institutions?—Yes.

331. But there is no reason why the blind should not attain to an equal standard with children who have their sight?—Not the least.

332. (*Mr. Johnson.*) Are those in the 5th Standard entirely blind?—Some of them are entirely blind. The question of what we are to do with our children after they leave us, after they have got all the education that they can get in Board schools, will become more and more a serious question as time goes on.

333. (*Chairman.*) You mean to say that as you have always 120 children under training, when those children reach the age at which they will pass out of the Board school some provision ought to be made for them to get an industrial training so that they may earn their own living?—Yes; some of those are applicants at present for admission into blind institutions, but they have to

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wait till they can get votes; their parents are poor, they must win their bread, and they cannot go round seeking votes.

334. In the meantime they are waiting hanging on till they can get into a training institution?—Yes.

335. (*Admiral Sir E. Sotheby.*) You want to see a National Training School established?—Yes.

336. (*Chairman.*) What do the Americans do in that respect? Does the city of Boston, for instance, make any provision for the training of blind children?—All blind children have a right to be admitted to the Perkins Institution, and there they have an opportunity of learning a trade.

337. (*Mr. Johnson.*) That institution is a State institution?—Yes.

338. (*Chairman.*) Have you anything further to add to your evidence?—There is one item of figures that may perhaps be interesting; of the 120 children who are now in school 52 have been admitted since the end of July of last year, that is since the summer holidays of 1884, and 80 since the summer holidays of 1883; that will show what a constant change there is, a flowing in and a flowing out.

339. (*Mr. Arrol.*) Does that 80 embrace the 52?—Yes, the 80 children have been under instruction only a little more than two years.

340. (*Chairman.*) That is to say, of the 120 children now in your schools 80 have been under instruction not more than two years?—Yes.

341. And 52 of them a little more than one year?—Yes.

342. (*Mr. Johnson.*) You find out where there are blind children by means of the visitors and bring them to school?—Yes, they report to me, and I make arrangements for guides and for overcoming all the difficulties.

343. (*Chairman.*) When the case of a blind child is reported to you by a visitor, you visit the parents of the blind child?—Yes, at once I see the child and see that it is suitable for school. It may be bed-ridden or deaf or imbecile, but if it can attend school I urge the necessity of its attendance at school upon the parents; and sometimes it takes a good while before all the difficulties are removed and the child is really in school.

344. Do the parents object often to send their blind children to school?—Sometimes.

345. On what ground?—They are afraid the child will come to harm, and they are actuated also by the same reasons that lead a great many to wish that their children were not forced to go to school at all.

346. (*Mr. Johnson.*) You find a guide for a blind child?—Yes, if there is not one in the family; I throw it upon the family, if possible, if that cannot be done I make arrangements with some neighbour's child coming backwards and forwards to school.

347. (*Chairman.*) When you have succeeded in bringing the children to school do the parents generally acknowledge that the child has benefited by attending at the school?—In a great many cases they come to see that it *is* good for the child to be at school. In some cases, however, the indifference is chronic.

348. The parents would rather keep the child at home in its neglected condition?—Yes.

349. And wait until they can get it into some institution to take it off their hands?—Yes.

350. Do you do any teaching yourself or are you fully occupied in superintendence and visitation?—I have been fully occupied in superintendence and visitation for the last two or three years. I did teach at first, but as the work increases it takes up all my time. I shared with the blind teachers at first in the work.

351. (*Dr. Armitage.*) When the blind children are being educated in the ordinary Board schools along with the seeing children, can you give us any idea what per-centage of the teaching time is occupied with lessons suitable for the instruction of the blind children?—All the time, except it be the drawing lesson.

352. (*Chairman.*) That is to say, needlework, the drill, the Scripture lessons, and all oral examination?—Yes; geography, grammar, arithmetic, reading, and writing.

353. (*Dr. Armitage.*) What proportion does that bear to the black-board and diagram work?—I think the drawing only occupies one or two hours a week.

354. You have maps in geography?—Yes, our children can take the maps into school, and follow the instruction that the sighted children have.

355. (*Chairman.*) You have the raised map, the German map?—Our globes in relief are German, but the *maps* are English.

356. Do you think the blind children realise geography?—Yes, when they are well taught.

357. (*Mr. Johnson.*) Do you think they realise it in a tangible form or mentally?—As the sighted children realise it with the eye and the mind, so do the blind children realise it with the touch and the mind.

358. In your opinion the raised maps are of use in the early education and training of blind children?—Certainly; raised maps and globes.

The witness withdrew.

The Reverend H. D. Pearson, M.A., examined.

Rev. H. D. Pearson, M.A.

359. (*Chairman.*) For some years up to last November you were a member of the London School Board?—I was.

360. For how many years were you on the Board?—I think from 1879 to 1885.

361. Were you Chairman of the Committee that superintended the instruction of the deaf and dumb and the blind?—Yes.

362. And I believe you took a good deal of interest in the work of the Board?—Yes, certainly.

363. You were a member of the Committee that appointed Miss Green as lady superintendent?—No; I think Miss Green was appointed in Sir Charles Reed's time.

364. Do you consider that there is an advantage in providing special instruction for the blind in Board schools?—Certainly, I think it is very important indeed.

365. Can you tell us anything about the working of the School Board in respect of bringing the children in; I assume the ordinary compulsory powers are applied?—Quite so; the visitors, as they are called, bring children into the schools. I am not quite satisfied with the way in which that is done; I think we ought to have more blind children than we have.

366. You think that there are still children who escape the compulsory powers?—Yes, I think there must be.

367. Have you any evidence of it?—No, we have only the evidence that we have so few, if that may be called evidence, we have only 130.

368. Is not it the fact that a great number of children who are blind get into other institutions?—Yes, but I do not think that that thoroughly explains it.

369. We have it in evidence before us that there are a number of children who are moved about by their parents whom you do not get hold of?—That is the case, no doubt.

370. Which is the more numerous class, the deaf and dumb, or the blind?—The deaf and dumb are the more numerous. I suppose there would be 50 or 60 more in London Board schools.

371. All the children over seven are submitted to Her Majesty's Inspectors for examination?—Yes.

372. Have you anything to say as to the results in the case of the blind?—They do not seem to go beyond the 4th Standard.

373. They are not in the higher standards?—I do not think they have gone into the higher standards hitherto.

374. The majority of them I understand go out into other institutions?—Yes, that may explain it. I think the blind show very great intelligence, and probably their being received into other institutions would be the explanation.

375. How do you think that they compare with the sighted children as to intelligence?—I think they compare very well indeed.

376. Can you give us any information as to their opportunities or chances of earning a livelihood after they leave school?—That is a very important question, of course there are two systems which apply to all education of an elementary kind; there is the system which consists in laying the groundwork, and leaving the rest to the development of intelligence, and there is the system of positively giving what may be called technical instruction.

377. You give no technical instruction in the London School Board Schools?—It has been attempted to some extent.

378. To what extent?—We have some instruction in two schools in carpentering; it is only a slight beginning, but I hope to see it developed.

379. For the blind?—No, not for the blind.

380. You give no training or technical instruction to the blind?—No, I sometimes hope that in the end the blind might partake in that technical instruction.

381. You charge the ordinary fees, I suppose?—Yes; I may say we have a very able superintendent. She is a very able instructor indeed, and, as far as her opportunities go, I am sure she has done everything she could in the very best possible way.

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382. (*Mr. Arrol.*) Could you tell us how many children there are in London that are blind of from 5 to 15 years of age?—I could not tell you that. It is said that there are about 3,000 blind persons in London.

383. It is not from want of ability that the children do not pass into the 5th and 6th Standards?—No, I think not. So far as I have known them they are exceedingly intelligent.

384. (*Chairman.*) The reason why they are not to be found in the higher standards is because they pass to other institutions before they get to the higher standards?—Yes, I think that that explains it.

385. (*Dr. Robertson.*) Does Miss Green undertake any of the education herself or does she simply superintend the education?—She superintends the education. I think, in some instances, she teaches, but not as a rule; she has quite enough to do in superintending.

386. Have you formed any opinion as to the advantages of the several systems for the education of the blind?—We have adopted Braille's system generally, but Moon's has been sometimes used.

387. Can you tell us the reasons why the Braille system has been adopted?—We were guided by the judgment of our superintendent.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 18th December 1885.

PRESENT:

THE RIGHT HON. A. J. MUNDELLA, M.P., IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROLL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D.

CHARLES E. D. BLACK, ESQ., *Secretary.*

GEORGE MARTIN TAIT, Esq., examined.

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388. (*Chairman.*) You are secretary to the Home Teaching Society for the Blind?—Yes.

389. How long have you occupied that position?—15 years.

390. What are the objects of that society?—Briefly stated, the objects are to visit every blind person not in an institution, that is the primary object. Blind persons are also visited, where permission is granted, who are already in institutions, particularly the industrial classes; but as I have said, the primary object of the society is to visit every blind person in his or her own home, and its sphere is in the first instance naturally London, where the head quarters are. It has now under its visitation 2,210 blind persons in London; of those 1,493 are readers, able to read in Moon's type. Besides the visitation of the blind and teaching them to read, the society has a mission sphere of work, chiefly with regard to the social, religious, and moral improvement and welfare of the blind. The prime object in the first instance when the society was instituted had very much of a religious character. It was first thought that the work might have been well done by the London City Mission (when I mention the name of the London City Mission you will see that the religious aspect of the work had very prominently entered into the minds of the founders of the society), but it was not found that they could enlarge the scope of their work and hence the society was formed in 1855. It grew from merely a small beginning, the employment of one teacher. Dr. Moon himself was among the first of the teachers, it grew from a very small beginning until now in London there are 18 teachers employed, all of whom are blind except one, so that the society now has a large sphere of work before it. It also affords opportunities for the employment of a considerable number, not a large number, but a considerable number of trained blind persons who may have passed through institutions or are qualified in other ways for the office of a teacher. At the present moment we have six teachers who have passed through the several institutions in London as trained persons. I may say that those were blind at an early age, and consequently they had their training in institutions in London or elsewhere, and the remainder of them, like a large majority of the blind, became blind at a later period of their lives, but being qualified in various ways for the office of a teacher they were appointed by the Committee to carry on the work to benefit those with whom they come in contact, educationally, religiously, morally and socially. Briefly stated, those are the objects of the society, and those are the instruments which we adopt. With regard to the method of teaching, it was founded in the first instance by warm advocates of Dr. Moon's system. As the Commission will understand, in the year 1855 when the society was established, the question of types was a very crucial one, and a very difficult one. Dr. Moon's system, I might say, had for its chief characteristic that it was a very near approach to the Roman characters. It was felt that the Roman character was not sufficiently easily learnt, particularly by the aged blind, amongst whom of course the society largely works. Moon's type is a type nearly akin to the Roman type. Hence the society being carried on in the first instance by Dr. Moon himself, and afterwards developed as it has been, has been faithful to its first love, that is to say in maintaining its particular partiality for a type which is adapted not only to the young but to the blind of all ages. The result of the work is this, that as it stands now we are

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able to present very remarkable statistics to the Commission in reference to the use of that type, which are given with some degree of detail in a statement which our Committee have ventured to lay before the Commissioners.

391. You tell us that the first object of your society is the educational, religious, and social improvement of the blind?—Yes.

392. And you say that you visit the blind at their own homes in order to give them religious and other instruction?—That is so.

393. And you visit blind persons of all ages?—We visit blind persons of all ages.

394. In all parts of the metropolis?—In all parts.

395. And in nearly every case through the agency of the blind themselves, they instruct the blind?—That is so.

396. You say you instruct them at their own homes?—That is so.

397. Do you have any classes at all for instruction?—We do not as a society. Some of the teachers do hold classes, but that is not our special work. We have no particular desire to promote that. The formation of classes is done throughout the metropolis, but that is rather promoted by the Indigent Blind Society. It is a sphere which they have very fairly taken up, and we do not interfere with their work in that respect. There is a class at Greenwich conducted by our teachers, there is a class in Chelsea conducted by our teachers, and classes elsewhere, but that is quite extra to their ordinary duty; it is a voluntary work on their part. I may say that the reason why we do not take any part in the promotion of the formation of those classes is partly this—there is a system of doles attached to the classes, which is not our system, and of which we do not approve. Perhaps I ought not to say that we disapprove of it; at any rate we have never had anything attaching to our society which is in the nature of doles or payments to learners, either for attendances or otherwise.

398. Your society is confined entirely to instruction?—Yes.

399. Mission work?—Yes.

400. And you employ 18 teachers, blind men, whom you pay; how much do you pay them as teachers?—We pay them from 14*s.* a week to 30*s.* a week, and in addition they get guide money, which is 3*s.* a week.

401. Do you divide the metropolis into districts and assign one district to each visitor?—Yes. I will give a list of the districts. We have seven districts north of the Thames and four districts south of the Thames. We have a city district, with one teacher employed; he works in the city and his district extends to Pentonville. We have an eastern district, in which three teachers are employed, and their work extends to Stepney, Plaistow, Stratford, Wanstead, Leytonstone, Walthamstow, Hackney, Dalston, Clapton, Ilford, and Barking. We have a west central district, in which two teachers are employed, and this includes Bloomsbury, St. Pancras, Marylebone, Paddington, and Camden Town. We have a western district, in which two teachers are employed, which includes Westminster, Kensington, Notting Hill, and Bayswater. We have a northern suburbs district, in which three teachers are employed, which includes Islington, Stoke Newington, Holloway, Tottenham, Edmonton, Enfield, Southgate, Barnet, Finchley, Edgware, Stanmore, Potter's Bar, Totteridge, Ponders End, and Cheshunt. We have a north-western suburbs district, in which two teachers are employed, which includes St. John's Wood, Hampstead, Kentish Town, Hendon, Willesden, Brondesbury, Kilburn, Harrow, &c. We have a western suburbs district, in which two teachers are employed, which includes Acton, Ealing, Brentford, Hounslow, Fulham, Hammersmith, Isleworth, Kingston, Surbiton, Twickenham, &c., and extending to Windsor and Eton. On the south of the Thames we have a south-western district, in which one teacher is employed, which includes Lambeth, Clapham, Wandsworth, Putney, Barnes, Mortlake, Richmond, &c. We have a southern district, in which two teachers are employed, which includes the Borough, Bermondsey, Newington, Brixton, Camberwell, Balham, Streatham, Dulwich, &c. We have a south-eastern district, in which one teacher is employed, which includes Rotherhithe, Deptford, Greenwich, Lewisham, Woolwich, and Plumstead. We have a southern suburbs district, in which three teachers are employed, which includes Croydon, Carshalton, Tooting, Sydenham, Bromley, Chiselhurst, Eltham, &c.

402. You have an area of 20 miles round London?—Yes.

403. You go as far as Potters Bar?—Yes.

404. And you say you have on your list of persons visited more than 2,200 blind persons?—That is so.

405. How much time can be given to each person that you visit, and how often is each person visited?—The 18 teachers have on an average more than 100 each on their list.

406. And their instructions, I see, are to visit the blind at their own homes and teach gratuitously all who are able and willing to learn to read in Moon's embossed type; secondly, to act as colporteurs to lend and exchange the books of the Bible and to instruct the blind in its meaning, and also to lend other useful books, to act as Scripture readers to those who from advanced age or infirmity are unable to learn to read by the touch of the finger?—That is so.

407. Having this work to do, extending over a very large area, how often can one of your teachers visit a person who is on the register of his district?—They are instructed to visit all who can read, and who may have been taught by themselves or others, and exchange books once a fortnight. Others who are learning they are instructed to visit at least once a week, and it may be oftener, so that they graduate their visits according to the necessities of those whom they visit.

408. That is once a week to those who are uninstructed, and once a fortnight to those who are instructed?—That is so.

409. Deducting the 1,493 readers from the 2,200, you have about 800 who cannot read at all; the teachers read to them according to your third instruction; they act as Scripture readers?—Yes.

410. Are there any district committees to guide the visitors or aid them in their work?—In each district we endeavour to have a lady superintendent to superintend the teaching as a local work, we find this a very helpful thing for us, because from the centre it is impossible for us to superintend over such a large area the details of the work, those ladies are ladies of influence and position. I may say the lady superintendent of the district in which you are now sitting is Mrs. Lysley, the daughter of Sir Charles Lowther. She is the lady superintendent of the western district; that is merely illustrating what is existing elsewhere. Where we can secure ladies like Mrs. Lysley, we endeavour to do so, it is difficult to do it always, but we have several, and we have the clergy also, to whom the teacher looks up for guidance and direction as to visiting, so that the work is kept under local superintendence as well as central direction.

411. Does the teacher report to the local superintendent, or to the clergy, or to whom?—The teacher reports to them locally, but he also reports to me as well. The teachers bring their visiting reports to me once a fortnight, and I divide them into two divisions for this purpose.

412. Once a fortnight the teacher brings to you a report of the work that he has done within the fortnight?—Yes.

413. Can you give us a specimen of those reports or describe their character?—Here is a specimen. I have brought this to show the Commission the nature of the work done by the teacher as it goes along; this is not a specimen of the teacher's daily visiting journal, but the register which he keeps, and it tells the history of the blind persons visited in a very interesting manner. First, there is the number on the roll book or district, then the name and Christian name, then the number of years old when first blind, then we have got his residence. Then the next important question is, could he read before he was blind? Then, what type can he now read? and that tells whether he has been taught or been at an institution before. Then, date of first lesson. Then we ask, after he has been taught by us, in how many lessons he has been taught? We find that Moon's type is an easily taught system, very often even old persons learn to read it in two lessons. Then there is a column for hindrances to progress from incapacity and from physical causes which entirely prevent their learning. Then sometimes they will not learn, and they positively refuse the lesson. The question is put then, why not? Then, the number of years blind is another column, and an extremely important column of information. The causes of blindness are put down, inflammation and so on. (I have a specimen register here.) Next we have,

present means of maintenance. What was his former occupation, and now what he is doing? and then there is a column for observations. So that this which I have brought as a specimen tells us the personal history of every blind person with whom we come in contact. I may say that we have never used this information as a public matter, but it enables us to have the private history of those persons with whom we come in contact.

414. I understand that these returns are obtained through your own teachers?—Yes.

415. And they are made to you by 18 persons employed by the society?—Yes. The reports are going on continuously. Every fresh case as the teacher comes in contact with it is added to his list. From the registration book kept by the teacher we obtain the history of all the blind people that we come in contact with. That is our initial step; then there is a regular daily journal in which the teacher posts all his visits, all the books he lends, and in which he registers the lessons he gives.

416. From what sources are the funds of your society derived?—Entirely from voluntary contributions.

417. Annual subscriptions? — Annual subscriptions and donations. There are 3,000*l.* vested; that has grown during my short time; we began with nothing when we took it up 15 years ago, there was only 300*l.* a year income, and we have so advanced that our income approaches 2,000*l.* a year.

418. From subsciptions and donations?—Yes. We have also the small fund of 3,000*l.*, which is our entire reserve, which has been accumulated and added to from little balances.

419. This money is expended in the payment of teachers?—Yes, and the purchase of books.

420. What is the cost of administration, the secretarial and other work?—372*l.*; that includes all office expenses, printing the reports, and the postages of appeals in order to get money; it is hard work to do it, and a costly thing, to obtain even the funds which we receive.

421. I see "salaries, 240*l.*"; how is that expenditure made up?—By paying me 200*l.* a year and a clerk 40*l.*

422. You say that you take no cognisance of any doles?—None.

423. Or parochial gifts?—None.

424. And you dispense no relief whatever?—No.

425. Your society is entirely a teaching society, a mission society?—Yes.

426. You have branches in the country, have you not?—Yes, a very large number.

427. But those branches do not subscribe to your central association, I suppose?—At this stage I should be glad if you would allow me to give a further explanation of our work, because this introduces a new phase of the work. Side by side with our London work we have always maintained a distinct agency for promoting the formation of branches throughout the country, and the result has been that a very large number of them have been formed through our own agency, some of them have been formed by friends of the blind, and without our intervention, but a large number of them have been formed by ourselves, and I would give you an illustration to show how the work has been done. This year we have sent one of our teachers, who for this purpose is a sighted man, and the Commission will see that for this work there are special reasons why a sighted man should be employed——

428. For organisation?—Yes, he has to break up new ground; he has to visit the clergy and others, he has to get quickly over the ground, and gather up facts, and therefore we feel that in this case it is necessary to employ a sighted man. Our sympathies are very much with the employment of blind men, and not only are our sympathies in that direction, but we find that in practice they are best adapted for our special work, for in addition to the facility with which they are able to deal with those already blind, they meet with the least objection in their visitations, being blind themselves; and therefore in the ordinary work of teaching and visiting the blind, we have found not only that our sympathies are best met, but our work best done by the employment of blind teachers; but when it comes to the other work to which I have referred, for the reasons I have already stated, we employ a sighted man. He goes from place to place according to instructions. The last instructions were to go to Walsall, and he has been there nearly the whole of this year. It has taken him the whole time to arouse sufficient interest in this one locality. The first objection that is always made is that there is no necessity. I do not say this as a reflection on Walsall at all. I should be very sorry to do that, because it is not so. The general objection to new work is very great throughout the country; friends say their hands are full, and they cannot undertake fresh work. However, we never give it up when once we find a sufficient number of blind in a particular locality to warrant the employment of special teachers till the work is taken over. The teacher arouses as much interest as he can, and in the case of Walsall after about a year a ladies' committee has been formed assisted by the vicar of the parish and the clergy. We have generally advised the formation of a ladies' committee for this work, because ladies are peculiarly adapted to carry on the work. They can help the clergy in the work of collecting money and managing the business. At Walsall the work is begun and is now well established. As soon as it is so we feel that we are relieved from responsibility, and we then throw it entirely upon the local persons. We do not ask them to contribute anything to us for our work; we simply say we have brought the matter before you, we feel that it is Christian work, a philanthropic work, a work that you should take up for yourselves, and now the responsibility is yours, and we leave it to you; and that society then becomes one of our branches, but it has no relation to us in any way whatever except that we originated it.

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429. Does the country association report to you at all?—Not officially; we receive reports from them, but it is perfectly voluntary, there is no responsibility on their part to us or on our part to them; we feel that our initial work is done when we have so started the work. One reason for not calling for reports is this: that we do not wish to saddle our central expenses with more expense than is necessary. To show what we do in regard to this work, which is additional work to our London work, I may give three illustrations showing how it proceeds. In 1873 we sent our teacher to Sunderland. After his visitation, and after arousing local interest, I was invited to go down to Sunderland to attend a drawing room meeting; this is the usual sequel to the teacher's pioneering work. The meeting was held in the house of the late Mr. Edward Backhouse of Sunderland, and was attended by friends of influence in the locality, and immediately after the meeting was held there was a society formed for home teaching; but friends of my own who were there and others when they saw the necessity for home teaching said, "Yes, "but there is something else to follow, we must find "them employment," and hence very shortly after the home teaching was taken up, an industrial institution was formed at Sunderland which I believe for successful work is a model for others to imitate.

430. The forming of these branch societies creates an interest in the blind and other developments follow very shortly?—Yes, that was so at Sunderland; it was the same at Wolverhampton, and also at Oldham, where a distinct industrial feature has followed as the result of the interest created by our first movement in arousing interest for home teaching, and in the two latter cases the work is done on an industrial line without any special buildings; they have merely a little room for their working. At Sunderland they have a large building which was opened with great éclat, and which is a very good institution, but at Wolverhampton and Oldham they have a small shop. These three cases illustrate the advancement of the work beyond reading to the employment of the blind industrially.

431. I see you claim that you have been instrumental in stirring up the school boards to take up the education of blind children?—Yes, in fact I am the father of that movement. In 1875 Mr. John Macgregor, a friend of my own, was on the school board, and in communication with myself the subject was brought before the London School Board. The late Reverend John Rodgers, who was then chairman of the school management committee, after correspondence and after I had attended their sub-committees to explain what I proposed, moved this resolution, which was passed. "That the "school management committee be empowered to "authorise Mr. G. Martin Tait to nominate for "appointment by the board a teacher who shall visit "the blind children in board schools for the purpose of "giving them technical instruction, the salary of such "teacher to be 30*s.* a week exclusive of travelling "expenses." That was the origin of the movement. The reasons why I took a part in the first commencement of it are these. I felt that up to that stage the blind

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children had been entirely left to the noble work of charity. The institutions of St. George's, St. John's Wood, York, Edinburgh, and elsewhere, had relieved the country of its responsibility in reference to blind children, but when Mr. Forster's Act came into operation and school boards were established, it occurred to me that there was no reason why blind children should be left out in the cold. I considered that the country should assume its direct responsibility, so far, at any rate as those children outside of the institutions that I have named, or similar ones, were concerned; hence the reason that I took the action, in order that the children throughout the whole country might if possible have the advantages at least of elementary instruction in ordinary day schools, so preparing them the better for the advanced technical instruction which they might be put to at a later stage in the various existing institutions. That was the reason which moved me at the time, and the work has very fairly advanced in connexion with the school board. I should wish further to say that I did hope and do still hope that the work in connexion with the ordinary day schools shall so develop that it will not be necessary—I mention this for a particular purpose—I hope it may not be necessary always that blind teachers shall be imported into ordinary schools, for the purpose of mere elementary instruction at any rate. Of course it is a great bar to the extension of the movement for the education of the blind if it be thought necessary that in all cases specialists shall be brought in merely to teach the elements to a blind child. I hope the time will come when the Education Department will not only make it worth the while of ordinary sighted teachers throughout the country to feel an interest in the blind (as I know they do. I have abundant testimony that they are kind and sympathetic towards the blind), but make it worth their while, by sufficient payment, to learn the elements of blind instruction, so that the children may have directly from the appointed instructors of the school all the necessary elementary instruction, and so that there would be no bar to any children coming to an ordinary school, and being taught by the ordinary teachers.

432. Do you think if there is a solitary child in a rural school that the teachers in that school can carry it on from standard to standard without a large amount of special instruction on the part of the teachers, and a large amount of devotion to that particular child which would be really impracticable?—I have a very strong feeling and opinion that the elementary part of the instruction (I am speaking of the elementary part only) of blind children can be sufficiently given by sighted persons without any very great effort.

433. Do you know anything at all of what is done in countries where the blind are all well educated and trained and cared for; have you any acquaintance with foreign systems?—I am fully acquainted with all that has been written on the foreign systems.

434. We will take Saxony for instance, or Prussia; are you aware that in Prussia the children are drafted into institutions after about eight or ten years of age, and that from that time forth their general education and their industrial training are conducted coincidently?—I am perfectly aware of it.

435. You could not do that in the case of a solitary child?—I am speaking of children before they reach ten years of age. I was only referring to the elementary part of the work. I feel that ordinary sighted persons are amply well qualified to carry on that part of the work with a very small amount of encouragement.

436. You think there would be no difficulty in providing the necessary books for a solitary child in a rural village?—None.

437. You said, I think, that you are quite satisfied with the character of the work which is done by the London School Board?—No, I said I was thankful to see the progress that had been made.

438. Do you think that more ought to be done?—Certainly.

439. In what way?—In the first place, there is a very limited number of children in the school board schools; and I think this is a point I ought to emphasise a little—it can never be a large number of children to start with. I hope the Commission understand that in dealing with the blind children reached by the London School Board you are dealing with a very small moiety of the blind. The London School Board have nearly got to the end of their tether in regard to the number; in fact, there is a decreasing number at present, and it is not likely to increase, because I believe if the statistics are fully gone into, it will be found that the London School Board have got pretty well all the blind that it is possible to get within their walls, very nearly all, and notwithstanding they are dealing with a comparatively small number; they have a very expensive staff to carry on the work of teaching the blind. I do not say a word against expenditure on such an object; still that is a matter to be considered. Then the children are sent to the ordinary school board schools for oral instruction, but for technical teaching they are brought to centres, and even then they only get a lesson twice a week, and on an average sometimes only once a week, from a technical teacher, except in two instances where a considerable number of blind children attend, and lessons by the blind teacher are given on five mornings a week. So that, unless you carry out my idea of qualifying your sighted teachers somewhat to carry on the elementary part of the work, say up to the age of ten years, those children are not getting the benefits in connexion with the school board system which I personally had hoped for.

439*a*. Your proposal is that every certificated teacher shall be qualified to teach the blind?—Certainly.

440. Have you anything more to say about the school board?—No; I think perhaps I have said enough upon that point.

441. You have about 100 children on your list over five and under 15 years of age that you visit in London?—That is so; that was two years ago.

442. Are those children all attending school now?—Nearly all; they are also visited by our teachers, and they receive from our teachers the books which the parents are only too glad to have, so that there is a kind of *pari passu* work going on in regard to the teaching of the children. We do not accept the responsibility. In fact, I have said enough to show that the responsibility rests on the country, I think, with regard to children. Still we continue to visit blind children, and leave books with those who wish to receive books, so as to supply them with reading, and to supplement any instruction in Moon's type which they may need or desire.

443. You say the responsibility rests with the country. You mean to say it is your opinion that it is the duty of the State to make provision where it is not otherwise provided for the education and training of all blind persons?—For their education; industrial training is a distinct feature. I have not come to training; I am not aware that industrial training is a part of the duty of the State.

444. Where the two have to be carried on simultaneously, is not it difficult to say what part should be done by the State and what part by voluntary effort?—If the State accepts the responsibility of the industrial training of any portion of its children, that is to say, of the sighted children, I say by all means let it accept the responsibility with regard to the blind.

445. Then in your opinion the blind children in London now that are not attending school may be said to be very few, if any?—Those who are not in attendance are children who have sufficient physical disqualification to prevent their going anywhere.

446. We have been told that there are a number of vagrant blind children constantly on the move; is that your experience, that parents carry about blind children?—No; I do not think that the carrying about of blind children is very extensive; if there was anything of that kind done nobody could get at it better than myself, but I have never had that brought before me at all.

447. In paragraph 14 of the letter which you have laid before us you give some statistics with regard to the blind. Those statistics are derived entirely, are they not, from the census returns?—Yes, those can be checked by anybody; they are matters of fact: there is no question of opinion about them at all. When you get to paragraph 23 and the following paragraphs you get to statistics which are my own compilation, which I am quite prepared to show the correctness of and to extend, because when the paper was sent in returns were only received from 50 institutions. Since then I have received returns from other institutions, making now altogether 70 institutions, and the figures as they now stand, taking in the information which I have received from those additional institutions, will be as follows: The number of blind under visitation or in schools at the present time in connexion with those 70 institutions is, in connexion with home teaching societies and workshops, 8,177; and in schools for the blind, 535. Out of those 8,177 the number of blind who can read in Moon's type is 4,381, and the number in schools (out of the 535)

363. The number of blind who can read in Braille's type in connexion with home teaching societies and workshops is 521, and in schools 232. The number of blind who can read in any other raised type in connexion with home teaching societies and workshops is 343, and in schools only 89; so that the readers in Moon's type are by the thousands, while all the other types put together are by the hundreds.

448. You obtained this information by the issue of circulars to institutions throughout the country?—Yes.

449. How many circulars did you issue?—I issued circulars to every institution that I could find.

450. How many circulars were issued, and how many replies did you receive?—I received 70 replies. In some cases, particularly in London, they declined to send replies, hoping to give the information direct. My object was to give every one an opportunity of replying. There are several who did not reply. There are only two institutions in London, I think, that have replied—a small institution at Kilburn and another.

451. This information must be taken *quantum valeat?*—About 125 circulars were issued and 70 replies were received. The replies that I have received represent three-fourths of the blind. The small societies did not reply; even a good number of those in connexion with us did not reply.

452. (*Mr. Johnson.*) How did you get a list of the institutions?—From Turner and Harris's list and the list published by the Charity Organisation Society. I sent circulars to every Society that I could find. I have received from Ireland only two replies, one from Belfast and one from Dublin, but there is not very much work for the blind carried on in Ireland; but from Scotland I have received replies from nearly every institution there, and very largely throughout England. Then going to paragraph 25, the figures as they now stand will be a follows:—The number of books for the use of the blind in Moon's type in home teaching societies and workshops is 29,935, and in schools 2,517; the number of books for the use of the blind in Braille's type in home teaching societies and workshops is 621, and in schools 803; and the number of books for the use of the blind in any other type in home teaching societies and workshops is 161, and in schools 284; so that the books in use are by the thousands in Moon's type against hundreds in any other type.

453. (*Chairman.*) In paragraph 28 you quote some opinions with regard to pensions for the blind; what do you find in your experience to be the working of the pension system?—I should be sorry to discourage philanthropy towards the blind, but I am distinctly of opinion that there is a tremendous struggle to obtain a pension on the part of every blind person. Further, I may go so far as to say this. In my opinion the general hope among the blind in regard to this Royal Commission is that every one shall have a pension, and I think if that is not the result, they will be very much disappointed. I give that as an illustration indicating the general struggle of the blind man towards getting a pension. Everything is sacrificed to it, almost, I am sorry to say. I do not think upon the whole that pensions have encouraged self help.

454. You are speaking of England and Wales, you know nothing of Scotland or Ireland?—I was speaking generally on the subject of pensions; the large amount of pensions of course is in England.

455. The evidence that you have given and your experience applies more to England and Wales than to any other part of the United Kingdom?—What I am speaking of refers to the whole country. With regard to Ireland the information is very small. Anything that I have to say would include Scotland. I am quite prepared to answer questions with regard to Scotland, because there the work is splendidly done and the blind well cared for and attended to.

456. Are you of opinion that industrial training might and ought to be much further developed, and that the blind should be made much more reliant upon their own resources?—I am very much of that opinion; the difficulty is how it is to be done, and that has been the difficulty of every philanthropist who has given attention to the subject. There is no question about the desirability of it; the only question is how to do it; there are many different opinions as to how it is to be done. I may say that almost up to the present moment the general practice has rather been that the blind should be associated together for work. My distinct opinion is that it would be the greatest benefit in the world if the blind, not only in regard to education (I speak more particularly with reference to that), but with regard to employment, should no longer be an isolated class, but should form such a part of the community, that they could take their place side by side with the sighted persons both in schools and in daily work.

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457. You think that as far as it is possible to be done in education and training they should be associated with sighted persons?—Yes, as far as possible.

458. You think that that gives them more courage and self reliance?—With regard to courage and self reliance I have not the smallest doubt that it does, it is a matter that I have inquired very carefully into from our own teachers, who are of course blind, and who have a large field of inquiry. I asked them this question last Friday, for I was particularly anxious not to put my own opinion forward; some of them have already passed through schools, and they are excellent teachers; some of them were blind when young, and I asked them, "what is "your opinion; are you of opinion that the children of "the blind would do best being taught with sighted "children or with the blind alone?" and their unanimous opinion is that for the elementary part up to a certain stage, say to the age of ten years or so, the children should be as far as possible associated with the sighted, but when it came to a specialty such as music, or when they were advanced to higher training, it might become necessary, and perhaps it would be better and more helpful to them, that they should be associated together, so that all the advantages derived by the many might be shared in by the few. At the Worcester Institution they have brought in sighted children to be trained with the blind, they have adopted the principle, but carry it out conversely; they say, to get the advantage of association we will have sighted pupils with the blind pupils. At Worcester they have developed high education, and they produce men who can take their place side by side with the sighted in the highest professions in the land.

459. Can you tell us anything with regard to the general condition of the blind; do you consider that they are much improved in their condition of late years?—I distinctly consider that they are improved, they are improved from the very beginning, the young themselves are improved, and I think perhaps the others are not in the degraded condition that they formerly were, in fact I am sure of it, they used to be found shut up alone and in a dreadful condition of misery; no one thought that anything could be done for them. The late Lord Shaftesbury often spoke of how in his early days the blind used to be shut up in cellars and places like that when it was thought that nothing could be done for them; that is now very much altered, the visiting of our blind teachers and others like them has tended immensely to improve their condition in every way.

460. Is not it the fact that a considerable number of blind in London are to be found begging in the streets?—That introduces a subject which is of course very important. I can assure you that it is not always the case that the blind who beg have nothing to do by way of employment during the day.

461. Is not it the fact that a considerable number of blind are to be found in the streets of London begging?—It is the fact that many are.

462. Are they not to be found frequently playing musical instruments of some kind or other?—That is so.

463. Or standing with a black patch over the eye or with a badge round their neck asking for alms?—Yes.

464. Standing at the corners of streets with a dog?—Yes.

465. Or sitting reading the bible aloud to the passers by, and asking for alms?—That is so; it is not done to such an extent as it formerly was.

466. Those persons who beg then have some other occupations?—I am sorry to say it is so with a number of them; even some of those on the rolls of industrial work in London supplement their earnings by begging; some of those who have been trained in the highest colleges for the blind in the land come down to begging almost as a profession.

467. They find it so profitable I suppose, the public are so generous, that it pays better than any other mode of getting a living?—I would not like to put it in that way.

468. Then why do they do it?—In the first place they fall back. Perhaps they are started fairly well with some industrial work, or as musicians, but there is a very strong inducement to make a profit out of what they con-

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sider a piece of personal property, namely, the sympathy of the sighted for the blind man. It is a stock in trade to them, and has a great power and influence, and very many are induced to make use of it. It is only fair to say that in dealing with the blind we have to deal with a class who are very poor; their condition at the beginning to a large extent is almost beggary.

469. Why should they be beggars naturally?—They are the very poorest of the poor; blindness is very largely caused by vice and evil surroundings. Once you get the houses of the people improved, their condition improved, their education improved, and their surroundings improved, you will find that blindness will depart from our midst to a very great extent.

470. Blindness is the consequence of vice and neglect to a very large extent?—Yes, we must not say altogether, but very largely so.

471. It is so in its first stages very often, is it not?—Yes.

472. And to a large extent it is confined to the poorer classes?—Very largely. Out of the 2,200 I will tell you how many are supposed to be fairly well off. There are only twelve persons who are supposed to be gentlemen and ladies, as it is understood, not requiring to work.

473. Have you any suggestion to make to the Commission as to the way in which you would deal with the difficulty of preventing begging and preventing this dependence of the blind?—The suggestions I have to make are summed up at page 8 of this paper I have laid before the Commission, and they are as follows:—
"(1.) That the Educational Acts should be so amended "(if necessary) as to include (*a.*) the compulsory "attendance of blind children of school age at the "ordinary day schools; (*b.*) that school managers be "required to provide suitable appliances and trained "teaching power for the purpose; (*c.*) that the capita- "tion grant in respect of blind children be increased "and sufficient to reward the teacher for the extra "trouble involved in the preparation for and discharge "of the work; (*d.*) and that such education of blind "children be *free*. (2.) That the law be so amended "(if necessary) as (*a.*) to include grants in aid of blind "schools, workshops, &c. engaged in the technical "training of the blind; (*b.*) and that such institutions "receiving grants be placed under Government inspec- "tion. (3.) That so far as the appliances for the educa- "tion of the blind relate to embossed types; (*a.*) the "evidence in favour of the use of Moon's type justifies its "being taught and called the *reading type*, for the blind "of all ages; (*b.*) that Braille's type be also taught, and "that its practical value in general education justifies "its being called the *writing type*; (*c.*) and that grants "in aid of both should be made by the Government in "order to reduce the cost of the books to the purchasers. "(4.) (*a.*) That the technical training of the blind in "special schools should have a definite object in view "throughout, and that only such pursuits should be "encouraged as will enable the blind when they leave "school to turn the same to practical account; (*b.*) that "inasmuch as the experience at Belfast, Bradford, "Carlisle, Edinburgh, Greenwich, Leicester, Liverpool "(Cornwallis Street workshops), London (Berners Street "workshops), Sunderland, &c. has proved that the "blind can earn fair wages in workshops, the extension "of such agencies in populous localities is much to be "desired; and (*c.*) that as other experience also proves "that some blind can undertake the conduct of business, "and in some instances are doing so with remarkable "success (just as ordinary sighted people do), the "training should aim at self-dependence, self-help, "and the fulfilment, as far as possible, of the ordinary "occupations of life similar to those engaged in by their "relatives and friends."

474. Do you aid the blind at all in procuring employment?—That is an interesting question. I should like to say that the teachers, though it is not our work, privately very often give blind men whom they meet hints how to occupy themselves, and even teach them (because some of them have been practical workers) how to cane a chair and so on. In that way voluntarily the teachers do considerably assist them in taking a step towards earning something towards their maintenance.

475. In paragraph 21 you speak of the occupations of the blind, and you give the number of pianoforte tuners and musicians as 30; can you state anything as to the earnings of tuners?—They range from 25*s.* down to 10*s.* or under. I have a statement in my hand of peculiar interest, being a statement of the chief occupations of the blind in the 18 districts to which I have referred. It gives the occupations of all the blind who have been trained in institutions who are now on our list and who are doing something to gain their livelihood by the occupations that they were taught in the schools.

476. The whole number of blind on your list who are now doing work and who were trained in institutions appears to be 155?—Yes; then there are a great many who do no work at all.

477. How do they live?—Many by begging, I am sorry to say; others are dependent on their friends.

478. Those 155 upon your list are the pick of the trained blind who are earning their living by labour?—I will not say the pick, they are all the blind who have been trained in any institution, and who are earning their living by occupations which they were therein taught.

479. How many have you on your list altogether who have been trained?—389.

480. Of the 389 trained persons 155 only are now earning their living by labour?—By occupations which they were taught in the institutions. Some of them may be earning their living by selling newspapers, but they were not taught to sell newspapers. Some of them who have been trained are earning their living by turning a mangle, but they were not taught to turn a mangle; you cannot say that institutions exist for the purpose of teaching the blind to turn a mangle or even to play a fiddle in the streets. The 155 ought properly speaking to be reduced by leaving out the type writers, I do not think they were taught that as a trade.

481. (*Mr. Johnson.*) What do they get?—3*s.* a week for writing in Braille's type.

482. (*Chairman.*) Have you any further statement to make with regard to the occupations of the blind who have been trained in institutions?—I have before me a return from a suburban district, and it gives the names of the institutions where the blind were trained and what they were doing. Out of 63 blind on the register of that teacher's district nine have been trained in institutions, two at Brighton, and of those one is in the workhouse and one is supported by his friends; four were trained at St. George's, of whom three are begging and one turning a mangle, he and his mother earning about 15*s.* a week. (Though turning a mangle is not very honourable it is remunerative for the blind if they have the means to take to it.) One was trained at the Normal College and is now begging, one at Walworth who is too old to work. Then another teacher says, "Dear "sir, I have 22 who have been trained in institutions, "but who are not getting their living by the trades "they learnt, viz., St. George's (8), two turning "mangles and one selling newspapers; Milton House "(4), one seller of oil; Normal College (3), one seller "of tea and one street musician; St. John's Wood (1); "Plymouth (1), street musician; Liverpool (1); Man- "chester (1); Alexander (3). Those who are not ac- "counted for are doing nothing." Those are two illustrations to show the condition of those who have been trained in institutions, but have come down to their former level of nothingness or beggary. I could enlarge the statement to any extent; it is painful to find that so much of the noble efforts that have been made for improving the condition of the blind should so miserably fail.

483. There is according to your testimony a considerable amount not only of dependence but of degradation amongst the blind?—Yes.

484. Do you think that the suggestions which you have read from your paper will meet the case?—Those have received very careful consideration and are the best views that I can lay before the Commission on the subject. In paragraph 1 we recommend that the education of the blind should be free. I feel myself, in the first place, that if the education of any children should be free it should be those who are blind. Then, in the second place, no blind child can go to school without a guide, the parents are poor and they must either be under an obligation or make a payment for the purpose of sending their child to school, and I do think myself that if there are to be any recipients of free education throughout the country the blind should be those persons before all others. Everything that has been done hitherto for the blind, or almost everything, has been free so far as the blind or their parents are concerned. They are no doubt sent to institutions that require payment, but it is not from the blind themselves or from their parents that the payment comes. So far as their parents are concerned their education is free and in my opinion in any system for the education of the blind in ordinary schools, if any children should have free education the blind should have it, and I think there should be some provision in the Education Acts to that effect.

485. In paragraph 3 you recommend that grants in aid should be made by the Government for the production of books for the blind?—Yes; books are a very expensive feature in the work for the blind. The sale of books for the blind must necessarily always be of the most limited character, even if the types were to be reduced to one or two.

486. Owing to the poverty of the blind?—Owing to the limited number of readers.

487. (*Mr. Johnson.*) Your society have to buy the books of Dr. Moon?—Yes.

488. You have nothing to do with Dr. Moon except that you advocate his system: you buy books in his type for the use of your people?—Yes.

489. At a large cost?—Yes, at very large cost.

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490. (*Dr. Campbell.*) There is one point upon which I should like to ask you a question, and that is whether either your parent society or any of its branches has made a careful examination in any portion of England in regard to the number of the blind who are not entered in the census as blind, that is to say, those who have a little sight, but who have not sufficient sight to enable them to read or write or follow ordinary occupations; and whether you can give us the per-centage of increase of blind people, or people who do not see sufficiently to follow ordinary occupations?—I cannot give you that information; my impression is that the census tables are very inclusive; they count people as blind when they are only partly so, so that it would cut both ways.

491. (*Chairman.*) Is there any other point to which you would like to refer, or have you any other suggestions to make to the Commission?—No.

The witness withdrew.

The Rev. J. P. Faunthorpe, M.A., examined.

Rev. J. P. Faunthorpe, M.A.

492. (*Chairman.*) You are Principal of the Whitelands Training College?—I am.

493. Have you had any experience in the teaching of the blind?—I have had no experience in the teaching of the blind; but in examining the blind I have had some considerable experience. I have examined the Blind School at St. George's twice or three times, and the Blind School on Wandsworth Common twice; I always examine now for the Committee, at least I get it done, I do not do it myself. I inspect the schools myself.

494. Are those training institutions, or only day schools?—You cannot call them day schools, the children live there.

495. And receive industrial training?—At St. George's there is industrial training as well as education; at the preparatory school on Wandsworth Common there is education only.

496. What do you say with regard to the general education that the children receive at those institutions?—I should say that it is thoroughly excellent.

497. How does it compare with the education of sighted children?—I should say, taking the difference of sight into consideration, that the blind children are taught as well, and the results show that they are taught quite as well as sighted children, mainly because the teachers are trained. The mistress of the Blind School at St. George's is one of my own students, and the mistress of the preparatory school on Wandsworth Common is also one of my students, therefore the children are taught by trained students. The same methods are used as for sighted children, and with equally good results, taking the difference of sight into account.

498. Are you of opinion that ordinary certificated teachers can teach the blind without any special training for it?—Undoubtedly; better than others I should say, I am of course speaking only from my own experience.

499. You are of opinion then that sighted teachers who have been trained for ordinary teaching are quite efficient for teaching the blind in all the elementary schools in the country?—Not only quite efficient, but out of all comparison excellent I should think, "quite efficient" does not quite describe them.

500. Do you think, taking the case for instance of a solitary blind child in a rural school, that if that child attended the rural school, and the teacher was supplied with the necessary books and apparatus, that teacher could train that child as well as any special teacher, that in fact the teacher would not require a special training?—The teacher would not require special training; but the question that you put to me is a very difficult one to answer, because in a country school a teacher has 50 or 60 or 70 children in each of the six or seven standards, and if you give a solitary blind child to that teacher a difficulty would be felt in giving special instruction to that child.

501. Your opinion is that that child would require special instruction, which would occupy a great deal of the teacher's time?—Yes, clearly. For example, in teaching the child to read. In all lessons which are connected with hearing the child would be taught just as well as the others, for example, in geography or history, or any subject of the school curriculum, a blind child of ordinary intelligence would be taught quite as well as the others. But in reading and in arithmetic and writing the child would be no where, and the school teacher would not be able to give the requisite time to the child.

502. What the teacher could do would be to teach the subjects which are taught orally, but when it came to writing and reading, and, indeed, geography, the child would require special teaching?—The teacher could do it, but there are only 60 minutes in the hour.

503. You would require an increase of the staff?—Yes.

504. (*Mr. Johnson.*) Do you think that a trained mistress could easily learn the method and appliances for teaching blind children?—Undoubtedly; she would have no difficulty. There can be no question about that, because the mistresses appointed to St. George's and Wandsworth, who were students of my own, have learnt them, and learnt them quite easily, and they are carrying them out at this moment.

505. (*Chairman.*) You are of opinion then that blind teachers are not suitable for teaching blind children in special work?—My own opinion is that blind teachers for blind children are a great mistake, and a cruel mistake; it seems to me a cruelty to put a blind person to teach blind children. You are necessarily employing a worse agent when you have a better agent to do the work.

506. But reading and writing are taught to the blind by feeling rather than by sight, are they not?—Yes; but the sighted teacher has the feeling and the sight as well.

507. Is it not the fact that the touch is much better developed in a blind person as a rule than in a sighted person?—Yes, I think so.

508. And is it not the case that the deprivation of one sense tends to reliance on and development of other senses?—Yes, that is a matter of certainty, but I cannot see why in the matter of teaching you are to rely merely upon the more excellent touch which the blind are said to have, which is only one sense after all, when in the case of a sighted teacher you have every sense.

509. Is there not another important factor in good teaching with which you are well acquainted, that is sympathy?—I myself believe that a sighted person would have more sympathy with a blind child than a blind teacher would have. The only difficulty that I had in getting my students to take the charge of blind children was the question of sympathy; their fear was that they might be knocked over by it; they said to me, We are afraid we shall be so touched by their deprivation of sight that we shall not be able to work so well as if we were dealing with sighted children. I said you must put their condition out of the question. You must speak to them as if they were sighted children, and not allude to their deprivation. You must always speak to them as if they could see you; and now the practice is to speak to the children as if they could see.

510. Have you seen anything of the teaching of blind children by blind teachers?—Yes, there is a blind

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monitor at Wandsworth, a very efficient little teacher, but unless she were under a sighted teacher I should say she would not be good for much.

511. Is there anything within the sphere of your experience which you think it desirable that the Commission should be made acquainted with, which you have not already mentioned?—I can only emphasise what I have already said; that my mind as to the relative merits of sighted and blind teachers is entirely made up, and my opinion is absolutely justified by facts; it is not merely a question of opinion and theory but absolute proof. When I was elected first upon the Committee of the Blind School at St. George's, by the request of the Committee I examined the schools myself, and the blind teaching both of the boys and the girls was not less than deplorable, they knew very little that they were supposed to have been taught. There was an untrained teacher of the girls, and an untrained teacher of the boys.

512. (*Dr. Robertson.*) Were they sighted teachers?—They were sighted teachers, but untrained and uncertificated; the results were very poor as I reported to the Committee in everything, and they said to me, How do you recommend that we should improve this state of things, which we quite agree is not so good as we would wish?—I said, immediately, appoint certificated teachers. Then they asked me if I could put them in the way of appointing certificated teachers. I said I thought I could, and I did so, to the Wandsworth Common School first; I suggested that they should be appointed to both schools at once, but the Committee were a little difficult to move as all committees are; however, when they themselves had ample experience of the success of the trained teacher at Wandsworth Common they of their own motion appointed a certificated teacher to St. George's; and now this last month they have appointed also a certificated master, so that now at St. George's they have three certificated trained teachers who have been in sighted schools. I read the other day Mr. White's report on his Christmas examination of the boys at the Blind School, who had been for the preceding year under a sighted teacher, but uncertificated. Mr. White, is the secretary of St. John's College, Battersea, a trained teacher, a barrister, a member of the London School Board, quite a competent man to examine and to give an opinion.

513. (*Chairman.*) He is the secretary of a private institution; he is not one of Her Majesty's inspectors?—No, he is (1885, but resigned at Christmas) secretary of the St. John's College, Battersea. He pointed out that the teaching was altogether inefficient, that there was a great talk of arithmetic, but when he asked the boys the simplest questions in mental arithmetic they were altogether at sea and could not answer them; they knew verses and little pieces of poetry, but these conveyed to their minds very small notions, if any, and he said that a certificated teacher would naturally have seen that those boys understood what they were taught as well as that they exercised their memory.

514. In your opinion the training of sighted children by uncertificated and untrained teachers would be highly unsatisfactory?—Of course.

515. For certain parts of the work of teaching the blind would not blind teachers, supposing they were trained and certificated, be well qualified?—Yes, certainly, but I cannot see what the object is in training them for it when you have sighted persons more competent to do it. Why should you go about to train a less competent person when you have a more competent person to your hands? You have plenty of sighted men and women anxious to be trained as teachers, why should you therefore choose a blind person to teach? There will be in every number of blind persons say one per cent., there may be more, but there will be always one or two, who will get to the front and will get to be made teachers whether you train them very much or not. At present at St. George's, there is a very excellent teacher of music, a blind person. Music is generally thought to be that for which the blind have a more especial faculty, as it goes by touch. I myself once knew a blind organist. But to train blind boys or girls with a view to their getting their bread partly, or if you like wholly, by teaching music, or by becoming professors of music, or even organists, is in its way a very great mistake, because you necessarily are keeping out more competent persons. A sighted person must be able to do it better all things considered than a blind person. I think that the blind should be taught if possible to supplement what they can do in any way, but not to oust those who are sighted. I think all blind people should be taught music, for example, as a civilising element, but as a way of getting their bread I think never.

516. When you speak of ousting those who are sighted you would not close the avenue of employment to the blind in any vocation for which they may be fitted?—Certainly not, but I would not put special facilities in their way by training them for particular lines as against sighted persons.

517. You have just given an illustration, you said you believed they might make very good musicians; music is taught both by feeling and by sight, in teaching reading to the blind it is taught entirely by touch?—I think that a sighted person would teach the blind to read very much quicker than a blind person, in fact I do not think so, I am sure.

518. (*Mr. Johnson.*) Does that apply to music too?—It applies to music too.

519. (*Chairman.*) Are you of opinion that it would be a good thing if all blind institutions were inspected annually by some competent person as to the kind of education that is being given?—I think they ought to be inspected. Those which I myself am personally connected with are not only inspected, but examined, using those two words in the sense in which they are used in the Council Office.

520. Do you think that the State ought to be called upon to intervene in that inspection and examination?—That is an extremely difficult thing for me to say: I think the State ought to intervene in all education.

521. In that case you would agree that it would be better to have State inspectors and examiners in order that there might be something like an uniform standard applied to the various institutions?—Certainly as far as possible.

522. Because if you had different examiners you would have different standards?—Yes; but I should make the same remark as to secondary schools apart altogether from the question of the blind.

523. You think it would be a great advantage to the work that is going on in the various blind institutions in the country if the educational part of it was examined into periodically?—Certainly, I quite think so.

524. For instance, such defects would be remedied, as you pointed out to us, in the institution which you give as an illustration, where the instruction was found to be very bad, because the teachers were entirely untrained?—Incompetent.

525. That would be at once pointed out and remedied?—Yes.

526. (*Mr. Johnson.*) And is remedied now by the appointment of certificated teachers?—By the appointment of certificated teachers.

527. (*Chairman.*) It was remedied through your recommendation to the Committee?—Yes, the Committee made an experiment.

528. You recommended the experiment?—Yes.

529. You first pointed out that the teaching was bad?—Yes.

530. And you pointed out to the Committee that in your opinion they ought to have a trained teacher?—Yes.

531. And in consequence of that recommendation they tried a trained teacher, and the success of that experiment has induced them to extend it?—Yes, they tried one, and now they have three.

532. The same thing applied to all institutions of the country would probably bring about the same beneficial result?—Yes.

533. (*Mr. Johnson*).—Do you consider that the system of examination in the charities with which you are connected is as perfect as it might be? At St. George's it is at present carried on, as I understand, by persons nominated by the Committee to examine the school from time to time?—The examination is annual upon a fixed syllabus; the syllabus is drawn up by the teacher at the beginning of the year, is forwarded to the Committee and submitted to me and approved of, and at the end of the year I send one of my own governesses, an experienced teacher and examiner, to examine and report, and then I myself inspect.

534. The ordinary standards of education are not followed at those schools?—No, it would be impossible that they should be.

535. You have seen Dr. Stainer's report on the music as taught at the School for Indigent Blind at St. George's-in-the-Fields?—I have read it.

536. Do you concur with that he says?—I entirely agree with everything he says. I think it altogether a most admirable report.

537. How many children are there at the branch school?—Between 50 and 60 to one teacher.

538. Have you any monitors?—A blind monitor.

539. Are they taught any physical exercise?—I believe they are drilled; the mistress herself teaches music, and marching, and things of that sort; it requires good discipline in a blind school for 60 children to move about from one place to the other. The children move about with great ease and facility, and if you were to see them moving about you would not know that they were blind.

540. (*Chairman.*) Is it a school for boys and girls?—Yes.

541. Are there no gymnastics?—There are gymnastics at the bottom of the garden. There is a drill sergeant appointed to drill them in all kinds of exercises, the mistress herself, I know, does something in the way of drilling them also.

542. (*Mr. Johnson.*) I believe it is proposed at the parent school to add gymnastics?—I have heard that mentioned on the Committee. I think it a very admirable thing to be done.

543. (*Dr. McDonnell.*) You seem to think that a blind teacher is not a good teacher for teaching the blind?—I certainly do not.

544. But the blind will look a subject from a point of view of their own; the blind see with their fingers and see with their ears, if we may say so, and one would on the face of it think that it would be very useful as an aid in teaching the blind that a blind person could instruct them by conveying knowledge to the mind through the same channels as they have got their own knowledge by?—You say as an aid in teaching, I agree with you that it would be an aid in teaching, but there is a difference between the aid in teaching that might be given by an assistant, and the work that would be performed by a chief teacher. I think it would be an advantage for a head teacher to have a blind monitor, but I should not appoint a head blind teacher, and give him a sighted monitor. I think that the head teacher should be a trained teacher.

545. You would think that for certain purposes a blind teacher would be as able to convey knowledge to the mind of a blind person through the channels by which knowledge is admitted to the mind of a blind person as a sighted teacher?—I quite think so. I have experience for example of a blind monitor.

546. Inasmuch as a blind person will consider and contemplate and learn about a subject in a totally different way from a sighted person, do not you consider that a blind person would be of great assistance in teaching the blind by conveying knowledge to the mind of the blind through the channels by which he has obtained his own knowledge?—The blind may assist in teaching the blind, but if you want the blind to be taught efficiently you will certainly have a sighted teacher. A sighted person in learning what a cube is learns it by touch, helping himself by sight, but a blind person is cut off from sight, and therefore has to help himself more by touch. If you want to teach a blind person what a cube is, you put the cube into his hand, and a blind teacher will be very much longer in getting the idea of a cube into a person's mind who does not know what it is than a sighted person will. A sighted person will give the knowledge to the blind person not simply twice as fast, but four times as fast, or perhaps more, and the same would apply to all things that have to go through the touch, what is called in ordinary schools, Lessons on Form. A sighted teacher would use his sight as an aid to supplement the want of that particular faculty of a blind person, and he would call up all his power of illustrating the thing, of course mainly through the touch, he would say, "Touch here," or "See there," which is a common expression in a blind school, the children say "See here" when they are touching anything. If they have a raised map before them a child says, "See these mountains here."

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547. (*Mr. Arrol.*) Do I rightly understand you to consider that because the blind have been deprived of one faculty it is not advisable to give them increased facilities to cope with the sighted for professional purposes?—Everything that is kind and good and just and merciful and holy, if you wish, should be done for them, and in anything which they could do better than a sighted person of course they should be employed.

548. (*Chairman.*) Or as well?—Or as well; but in a large number of cases, almost in all cases, it is impossible for them to do it as well, as far as my experience goes, and therefore if you give them aid to do what is in the nature of things impossible I think it is a mistake.

549. (*Mr. Arrol.*) Do you consider that it is impossible then for the blind to fit themselves for a professional sphere?—Certainly not. Mr. Fawcett was Postmaster-General.

550. (*Dr. Armitage.*) Have you had any personal experience of the power of well qualified blind persons to teach?—Yes, I have come in contact with a blind teacher of music at St. George's, and I knew a blind organist at Battersea, and I was familiar with the way in which he learned new tunes. When he had to learn a new tune he always required a sighted person to be with him, a person who could read music, and who was himself a musician. It would take a sighted person with no knowledge of music, or a small amount of knowledge of music, a very long time to teach a blind organist a new tune.

551. I was speaking of school teaching?—With regard to school teaching I have had a good deal of experience as an examiner.

552. Have you any personal experience of qualified blind teachers as teachers of classes?—No.

553. Are you aware that all the professors of the *Institution Nationale des Jeunes Aveugles* at Paris, who are appointed by the French Government, are blind?—I am not.

554. (*Dr. Campbell.*) Have you any experience in regard to the teaching of the blind beyond the school at St. George's and the branch school at Wandsworth Common?—None.

555. Your experience is entirely limited to those?—It is entirely limited to those.

556. (*Dr. Robertson.*) You said that it was not a question of opinion, but a matter of absolute proof, that a sighted person could teach better than a blind person: will you tell us what the facts are which make it a matter of absolute proof?—I found what I say on my own experience.

557. (*Chairman.*) You spoke of a very clever blind monitor, who you said was doing her work exceedingly well. She is steadily gaining experience in tuition?—Certainly.

558. And will some day be a skilled teacher?—She will be skilled up to her ability.

559. When that child comes to be a teacher do not you think it possible that she may be able to teach the blind very much better indeed in some departments than some of the young women who are so very ably trained in your own training college?—I should say never.

The witness withdrew.

Rev. B. G. Johns, M.A., examined.

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560. (*Chairman.*) You are chaplain and secretary of the school for the indigent blind at St. George's-in-the-Fields?—Yes.

561. How long have you occupied that position?—I have been chaplain 34 years; I have been chaplain and secretary for the last four or five or six years, but I have been there altogether 34 years.

562. What number of persons have you in your institution?—Altogether about 230; we have about 150 actual pupils at St. George's, then we have 50 in the branch school, and we have 28 adult workers attached to St. George's-in-the-Fields.

563. You have 150 ordinary pupils at St. George's, of what ages?—Those 150 range from about 12 to 20.

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564. At what age do you admit them into your institution?—From seven to 20, including the branch, the branch being intended for the younger children.

565. The branch school is for the younger children under 12?—The branch takes in children as low as seven.

566. Is that a day school or a boarding school?—The children live there entirely.

567. Do you receive any grants at all from Government?—None whatever.

568. Your school is not an inspected school?—Not under Government; we are inspected and examined.

569. By whom?—On Friday last the boys' school was examined by Mr. White, who is a barrister-at-law, and who is secretary and mathematical master to the Training College at Battersea; he inspected the boys' school; the girls are inspected and examined by picked and trained mistresses from Whitelands, head teachers.

570. Your lower school, the branch school for the younger pupils, is taught by certificated teachers?—Yes.

571. How many teachers do you employ in that school of 50 pupils?—One sighted teacher and two monitors.

572. Are the two monitors blind?—They are.

573. Have you had any experience at all with blind teachers?—Yes, a good deal.

574. Do they teach well?—I have watched them carefully, in this way; the teacher at our school at St. George's, who is a sighted teacher, has the power of selecting any clever boy, and making an under teacher of him, and I have watched that person at work. We also have had blind teachers once or twice in the different trade shops; those are watched, and we have seen what they could do, and what they could not do.

575. Are you satisfied with their efficiency as teachers?—If I could not get a sighted man as a teacher of course I should be very glad to get a blind teacher.

576. You prefer sighted teachers to blind teachers?—Yes. Perhaps you will allow me to qualify that a little. There are some few blind teachers who can teach blind children better than a sighted teacher can, but on the other hand there are a very large number of things which a sighted man can teach which a blind man will not teach so well, and for this reason, that a teacher to be worth his salt at all must be in possession of all his faculties; he must have keen sight, keen hearing, keen speech, keen intelligence, and a man who has lost one of those is hardly so well qualified as a man who has them all.

577. You think that he is at a disadvantage in many respects?—Yes.

578. You said that there were some departments of tuition that the blind would excel in?—Yes.

579. What would they be?—I did not use the word "excel," but I said that there were some blind teachers who could teach blind children some things a little more quickly than a sighted person. I have known a blind teacher teach a blind child to make a particular part of a basket much more quickly than a sighted teacher would; I think from one great reason—that the two had sympathy with one another, the one blind man knew exactly what the other blind man wanted, and how he was to be set to work. I think that that applies right through in a measure, but more to industrial work than other work.

580. Would not it also apply in teaching reading?—No, I do not think so.

581. You have blind monitors?—Yes.

582. They are efficient we hear?—We get all the good we can out of them.

583. What department of tuition do they undertake?—They teach whatever the master for the time being may wish them to teach or fancies they can do best, for instance, if a boy is a clever arithmetician the master will pick him out to teach the arithmetic class, a boy who is a good reader is picked out to teach others to read, and a quick speller helps in spelling. I do not think there is any one thing which I can say a blind man does specially well.

584. You think that in most occupations he is at a disadvantage?—Decidedly, and it would be so in the case of teaching. I can recollect one or two blind teachers who came to us in the brush shop for example, and I think once in the mat making shop, but the committee after very careful consideration were obliged to get rid of them.

585. What are the conditions upon which you admit these poor blind children?—The blind with whom we deal are of the poorer class; not those who are able to pay 40*l.* or 60*l.* a year to go to larger or more expensive or more ambitious institutions, but children of the poor out of the streets, out of ragged schools, and out of worse places sometimes.

586. How long do you keep those children in your schools?—Six years is the average, the committee reserving to themselves the power of giving a boy six months additional for any special work in which he requires further instruction, music, or whatever it may be.

587. But you do not consider that a child coming to you at seven years of age can in six years be educated and trained industrially?—Quite so; if he comes to us at seven years of age he goes to the branch school and there he will probably remain until he is 12, then he will come to the central school and get his six years.

588. The central school is occupied in industrial training chiefly?—Chiefly; not entirely.

589. But continuing the education at the same time?—Yes.

590. At the central school they get industrial training and instruction in music?—Yes.

591. You complete their education there, in fact?—Yes, as far as we can carry it.

592. Do you receive any payment from any of these children?—None, whatever; the instruction, the clothing, and the board is gratuitous.

593. Your institution is supported by what?—Voluntary subscriptions and donations.

594. Have you any endowments?—No.

595. Have you any funds invested?—Simply the result of what has been saved by the committee in former years, which forms a reserve fund

596. What is the amount of your reserve fund?—About 144,000*l.*; it has gradually grown within my knowledge to exceed 100,000*l.*

597. That comes from legacies and donations?—It is accumulations from legacies and donations.

598. (*Mr. Johnson.*) Gardner's trust left you 10,000*l.*?—Yes.

599. (*Chairman.*) Can you tell us what becomes of the majority of your students, after you have trained them, when they leave the institution?—Such of them as are well qualified for the work which we carry on we take into the adult shop of the adult workers so far as the capacity of the room will provide for them, but a great number of them do not live in London, and they go back to the place from which they came, and there they work at their trade if they can get any market for their trade.

600. Have you any evidence to show how many of them pursue their trade and earn the whole or part of their living by it?—I should say off-hand that a very large proportion of them do earn by their trade a considerable sum towards their living.

601. What trades do they work at principally?—I think basket making and mat making are the two trades in which they succeed best.

602. Do they work at brush making?—Yes.

603. Rope making?—Not rope making, they make sash* line, and where they can get orders they succeed admirably, but with regard to brush making the difficulty is, when they get away to a remote village to get anybody who will give them employment. If they live in London they will probably get employment; they will go to brush makers and the brush makers will see what they can do and give them employment, but in the country it is more difficult to get employment, in fact that is the great difficulty with them when they get away how to find employment. The squire, or the vicar, or some kind patron sets them at work for a month or three months, then he gets rather tired of it, then the

* The sash line used at Windsor Castle is made by our pupils.

orders begin to get slack and the boy falls into difficulties and writes up to us or to some other school to know if he cannot get taken in as an adult worker or whether we cannot get him some employment.

604. Many of them relapse into habits of beggary and pauperism?—Of that I have no evidence to show me. I should think a few do. For example those who divided their time between music and industrial work and achieved no great success in either, who went away indifferent fiddlers and indifferent mat makers, would drift into the street; they get a tin whistle or a fiddle and away they go, but a boy who has learnt to make a tolerable basket and who has had the training that he gets while in the school would rather go on making baskets if he could.

605. But there are various degrees of efficiency and skill among the blind?—Yes.

606. Some can earn fair wages as compared with the sighted and others cannot earn half as much though they may be equally industrious?—That is so.

607. And you have no means at your disposal for supplementing those earning or controlling your pupils after they leave the institution?—No power whatever.

608. Can you tell us what provision, if any, is made for poor adult workmen who become blind between the ages of 30 and 40?—I have no experience of them; if they are over 20 years of age we cannot touch them. We have them from 7 to 20. By a special byelaw of the corporation, the committee have the power of dealing with a case where the age is 21 under special circumstances, then it requires special formalities, a certain number of persons to be present, and so on, so that, as a rule, we do not get anybody above 20.

609. Are there any former students who are properons, and carrying on successful trades and businesses?—Yes.

610. Really saving money?—I do not know about saving money.

611. Not only maintaining themselves, but carrying on a business of some kind, and making a little money?—Yes, I know one or two cases where boys have got on well enough in addition to their doing work, to open a little shop and to get a pony or donkey and to go about and get orders to carry on their own trade, and sell things as well. I know such cases.

612. Are there any branches of industrial business besides those which you have enumerated in which the blind can as far as you know be profitably employed?—There is basket making, brush making, mat and rug making, making sash line, knitting and netting. Something may be got out of any or all of them, and in some of the Scotch schools mattrass making is carried on.

613. Do you teach music in your school?—We do to all who have a decided ability for it.

614. What is your experience of the results of musical teaching?—The gateway of success is barred at the beginning. I have known an exceedingly clever organist trained, but the difficulty when he has been trained has been to get a situation. Then I have known people say to me, that is because you do not teach them enough; you do not know how to do it at St. George's. You cannot teach them music thoroughly well, if you did you would get them situations. I speak after a good deal of experience in the matter. I have answered that in this way, we take an intelligent boy who really has got a positive musical talent, we do the best we can for him, we teach him to be able to conduct a musical service as well as it is conducted in thousands of churches in England. Out of the few that we have sent out as trained musicians no one person has ever been objected to if he got an appointment, but the bar is that the moment you send him out they label him a blind person, and the vicar or churchwardens say, or somebody says, We cannot have him if he is blind, he cannot do the work; they do not give him a chance of playing and finding out whether he can, but when I answer an advertisement they say, We are very sorry, your boy may be as clever as he likes, but we could not have a blind man in our church. They will not give him a chance. In spite of that we have obtained situations as organists for a very fair number; we have now a fair number of persons scattered about in one place or another earning as organists, I am sorry to say very small salaries, but not smaller, I am told on very good authority, than people with eyes are getting, as low as 30*l.* a year; in one case I know it is less than that. One man I know at the present time is earning 40*l.* a year, but he is looked on as a prince; a very exceptional person altogether, and he is not nearly as clever as a boy that I am going to send out next week to Blackheath, who will only get 25*l.*; he has got the appointment.

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615. They get a little money probably by some musical tuition?—Yes, I have known cases of our own blind getting a little tuning and a little teaching, but it is only a little.

616. As a means of refinement and recreation it is a great advantage to the blind to be taught music?—In that respect you cannot praise it too highly; it does for the blind even infinitely more than it does for the sighted in the way of refinement and amusement and recreation and all that music has ever been supposed to do. The few that we can obtain appointments for as organists get barely enough to live upon with a little teaching or tuning; they are taken out of reach of want.

617. If they get only 30*l.* a year as organist, still it occupies but a very limited portion of their time and they can apply themselves to other work by which they can supplement their income?—Yes, I know one man who at this time makes baskets in the week, but he would be very thankful if he could get tuning or teaching.

618. Do you train any of them as piano tuners?—Every organist who leaves us is able to tune a piano. With regard to the other section of music, that is to say, playing on instruments, if the Commission wish me to say anything about that I think there is something to be said. I am now referring to those who are not specially taught the organ, but who make up a part of our band of 30. I have had it asked me, "What is the "good of teaching this boy the fiddle? Will he get "his living by it?" I say, "No, he certainly will not, "and I hope he will not go to the public house or any-"where near it, but there is the risk."

619. Is not it the fact, and too often so, that they have recourse to the public house and to the street with their violin for the purpose of getting a living?—Yes, that is the danger. My committee are thoroughly aware of that, and to guard against it in a measure they take care that the boy shall be a good basket maker as a more important thing than his becoming a good fiddler, still we let him do what he can in the time that is given to the fiddle so that he may have a means of amusement and recreation.

620. Can you tell us what is the cost of the training of each of the inmates of your institution, that is to say, the whole cost of lodging, feeding, clothing, teaching, and training?—I have not any figures. I will give a sort of estimate. I have had that question asked me many times, and I have answered it generally in this way. We spend, say, on an average 10,000*l.* a year, and we educate or train 200 blind persons; therefore if we divide 10,000*l.* by 200*l.* that roughly is what each child costs.

621. You put the cost of boarding, lodging, clothing, educating, and training blind persons in your institution, of from seven to 20 years of age at 50*l.* a year?—I should think in round numbers about 50*l.*

622. That in supposing that your buildings are provided for you and you have no rental to pay?—Yes, our building is our own.

623. Your figure of 50*l.* is assuming that the schools and buildings are already provided, and you have nothing to do beyond maintaining?—Yes, in the case of our branch school we have to pay a very heavy rent.

624. (*Mr. Johnson.*) With regard to the branch school that is an institution entirely separate from the one in St. George's?—Yes.

625. There is a rental of how much a year on that?—300*l.* at least.

626. For 50 children?—Yes.

627. Was there any expense in adapting the buildings?—Considerable expense because the committee have added an infirmary and several detached buildings and a new schoolroom.

628. The buildings at St. George's, I believe, occupy a space of nearly three acres of ground?—Yes.

629. And they were erected many years ago before the existence of any members of the present committee of management?—Yes.

630. The buildings are very extensive and they were erected under the old system of education?—Yes.

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631. (*Chairman.*) Have you any figures to give us to show the cost of boarding, lodging, teaching, and training in other institutions as compared with your own?—Three years ago I printed a little memorandum in which I went a little into the question of the expenses in various institutions. I took the Midland Institution for the Blind at Nottingham, the Wisconsin Institution for the Blind in North America, the Wilberforce School at York, and the Normal College at Norwood, and I endeavoured as far as I could to get a rough idea for my own information and for the information of the Committee what the cost really was. It varied very widely I think in different years, and I think for this reason, that in some years the outlay in the case of a particular institution was very much larger than in other years.

632. That would be in consequence of some addition to the building or plant?—Yes, if you take one year your estimate falls and in another year it rises very much.

633. But you may exclude the fixed capital?—I found that about that period, that is to say, 1881, in our own institution the cost was somewhat above 50*l.*; in the institution at Wisconsin it was beyond us, it was over 70*l.* there. At the Wilberforce Branch School in round numbers it was about 80*l.*, and at the Normal College it was considerably above that.

634. What was it at the Normal College?—About 100*l.* for that year, 1881.*

635. (*Mr. Johnson.*) No doubt that was a year when there were extra expenses?—I suppose so.

636. (*Chairman.*) With regard to the curriculum of your schools; what do you teach besides reading, writing, and arithmetic in your lower school, your branch school?—There we teach the elements of history and geography, and all that may be included under the words religious instruction, Bible history, the catechism, and so on.

637. In the upper school, do you continue that same education to some extent, do you continue the instruction in history and geography, and so on?—Practically the result of the foundation of the junior branch school has hardly begun to tell upon us very much yet, but the committee hope that there the foundation will be laid for the work we carry on at St. George's. We look forward to their eventually supplying us with really all that we can take in. We shall get our boys through that channel rather than getting boys of 17 who cannot say the Lord's Prayer, which is a very common case.

638. Where have you hitherto obtained your pupils from?—From all parts of England, even remote parts of Cornwall, and as far north as the remote parts of Yorkshire, so that any blind child in the country, if he is only poor and badly off has his chance.

639. Is yours a voting charity?—Yes, but when a boy has failed four times the committee take him in, that is to say when he has failed at four half-yearly elections.

640. Your balloting takes place every half year?—Yes. Say it is the third time that the boy has failed the committee say, very well if you do not get in the next time we will take you in.

641. Have you a considerable number on your list of applications that you cannot admit?—A very considerable number.

642. How many have you at any one time?—I think at this present time we have 30 males for the next election, and I should think in round numbers about 15 girls.

643. Do those require nomination or does a mere application suffice?—An application may come from anyone.

644. Suppose you are unable to take them in have you any idea what becomes of them?—But we do always take them in.

645. You do at the end of two years, but in the meantime do not some of them disappear?—No, nine-tenths of them get in before two elections are over, then to the remnant that is left we say we will not leave you to wait long, we will pick you up, if you will hold on to the third time we will take you in.

646. What is your test of poverty, your school is entirely for the indigent, what is the test of indigence in your case?—We have in point of fact none but the extreme poor and a few of the next class above them, children of little shopkeers and tradespeople, but nothing beyond that.

647. Practically you have the children of people who cannot afford to pay for the education of their children?—Yes.

648. You do not receive any partial payment?—None at all except in the case of pauper children.

649. Then you may receive something from the guardians?—Yes, the guardians make us an offer; we do not exact it from them, they say if you will take this child we will give you 1*s.* 6*d.* a week.

650. (*Mr. Johnson*) What is the largest contribution that you receive from any board of guardians?—I think we have as much as 2*s.* 6*d.* a week in some cases.

651. That is entirely voluntary?—Yes.

652. It would be as well that you should tell the Commission the sort of education that you pursue, and the types which you recommend for employment?—In one of the papers which we send out we say that we undertake to teach them to read, write, and cypher, the elements of geography and history, and it has been said to me more than once, Why cannot you do something more for them? Why cannot you go to a higher point? Why cannot you raise your training to this or that point? And I say, the object of these children coming here is to be taught a trade which will enable them to maintain themselves partially or wholly, and to be made decent, respectable, steady-going people. In order to teach them a trade, say basket making, we require (so the trade masters tell me) to devote a certain portion of every day to teaching the boy that trade, consequently there is only a small portion of the day that we can give in the school room to ordinary education, which will be given now in a great measure by the primary school, so that when a boy comes to us he may be able to learn a great deal more. No doubt we could do more, and people have said, Why do not you do more? Why do not you teach them this and that? You see what a blind man can do when you teach him. They forget the object which we have in view, they forget the class of children that we have to deal with, the children of poor people who are going back to poor homes in a poor neighbourhood, where they can get but scanty employment.

653. What is your opinion with regard to teachers, do you prefer sighted teachers or blind teachers?—We could not carry on the work of the school-room unless we had a sighted teacher.

654. Are you in favour of the employment of blind teachers as monitors and assistants?—We use them ourselves.

655. What are the average earnings in the trades that are carried on in the adult workshop?—I should think they range from 10*s.* to 20*s.* I have known a boy get more than 20*s.*

656. (*Chairman.*) In what branch of business?—Rug making. I have known more money made at rug making than at anything else; basket making is exceedingly good too.

657. (*Mr. Johnson.*) At page 14 of the report of your school the average earnings of those who are employed in the workshop at St. George's are given, is that a correct statement of the average earnings in the various industries?—Yes.

658. Will you read it?—Average earnings of basket makers, 15*s.* 11½*d.* per week; average earnings of mat makers, 16*s.* 3½*d.* per week; highest average of basket makers, 1*l.* 10*s.* 3*d.* per week, lowest average of basket makers, 8*s.* 9½*d.* per week; highest average of mat and rug makers, 1*l.* 1*s.* 5½*d.* per week; lowest average of mat makers, 11*s.* 2*d.* per week; average earnings of wood choppers, 9*s.* 6*d.* per week; average earnings of Emily Boxall, 3*s.* 7½*d.* per week; H. Sagon (a former pupil), brush maker working at his own home, 9*s.* per week; J. Johnson (a former pupil), brush maker working at his own home, 6*s.* 3*d.* per week.

659. With regard to types; what is in your opinion about the best type to be employed for teaching the blind?—I have had very considerably difficulty in making up my mind about that, but after some years experience I incline to this view, which I may state very briefly and broadly to the Commission, I think as a foundation I should take that type which brings the blind person as closely as possible to the rest of the world. As all the world read by the Roman type more or less I would give them that; if they could not deal with that I would give them the next nearest to that whatever it may be. On that principle I think we have gone, but we have supplemented it in this way. It may happen that a boy cannot learn the Roman type, or

* On this point *see* para. 210 of the Report. C. E. D. B.

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Moon's type, or what happens to be the nearest to the Roman, and then we have said, We will see if you cannot learn something else. We have said we will try Lucas, which is a crabbed unintelligible business, though some of them learn it, we have said we will try Frere's, but that is now altogether exploded. We try them with any type, we teach them anything that they can do. With regard to the Roman type I should prefer to adopt that or the next nearest to it on the very broadest principle, that that which binds the blind to the rest of the seeing world as closely as possible must be an advantage, they themselves like the Braille type, they learn it quickly, and they use it with dexterity, they like it because they can talk to each other in a cryptograph which nobody else can read.

660. (*Dr. McDonnell.*) What proportion of the blind are capable of being taught music?—That is a very wide question.

661. Among your own pupils what proportion would be capable of being taught music?—15 out of 16 believe that they have a gift for music, 10 out of 16 believe that they have a Heaven born genius for music.

662. Have you formed any estimate of what proportion of the blind in your school could be taught music fairly well?—A very large proportion.

663. Half?—Yes, I should say half.

664. One of the things that strikes a person like me is the extraordinary capability that the touch has of being educated very highly; do you think the ear is also capable of being very highly developed in the blind?—I certainly do. I think that that is one result of the condition of blindness itself. One hears occasionally of the extraordinary and preternatural gifts of the blind, but the fact is that by their being deprived of sight they are driven to rely upon their other senses, and by relying upon them, and working them, they are educated and developed and become keener.

665. Do you keep up any immediate connexion with the blind people after they leave your institution?—As far as we can, and in this way. When a blind child leaves school I say, give me your right address, and whatever you do let me know how you are getting on, and get somebody to write for you if you cannot write yourself, let me know at any time how you are getting on and what you are doing, and in a very considerable number of cases I hear of them again from time to time, but in a very large number of cases I never hear of them again, and what is more, I cannot find them out; a boy goes to Sheffield for instance, he changes his lodging after he has been there six months, and the letter which I have written to him comes back to me.

666. So that in fact you could not give anything like reliable statistics as to what happens to your boys after leaving you?—No; I could give you the names and addresses of a large number who have left us, and to whom I have written with the result of having the letter returned.

667. In answer to one of the Commissioners you said, speaking off hand, a considerable number of your pupils do succeed in earning or partially earning a livelihood?—Yes.

668. But I suppose you are not able to give any precise information upon the subject?—I cannot give you the identical places where they live, but my evidence is derived from letters which I have received, and from that sort of flying intelligence which goes on among the blind themselves. I will say to a boy, Have you heard of Smith who went away last half? And he will say, When I was down in the country another boy told me that Smith was keeping a shop, and making so much a week, in that way I hear a good deal as to what has become of the boys who have left us.

669. You would not consider it anything like precise information?—If a boy told me, I know Smith is making 8*s.* a week in making baskets, I should think he would have no motive in telling me that if the fact was not so.

670. But with regard to the exact number of your former pupils so earning a living, your information would be indefinite and not reliable?—I am not prepared to give accurate details, but I am sure of this that a large proportion of them do earn a very considerable amount towards their living.

671. How many of your own old pupils return to these adult workshops?—They are perpetually full and more than full.

672. How many of your old pupils have you in those workshops?—We have 28 there now.

673. (*Chairman.*) Have you any means of supplying materials to the blind when they go into the country?—That we constantly do. Only last week a clergyman wrote to me from some place near Swindon, and said, "A boy who left your school a year or two back is very "much troubled with fits, and you were obliged to get "rid of him on that account; we find he can do a little "basket work; his friends are very poor, and I cannot "get material for him, will your committee allow him "to have material at wholesale price or a cheaper "price." He will get that material from us for far less than he could buy it elsewhere, and he will have his tools given him.

674. One of your difficulties with regard to the special class from which your pupils come is to find decent homes for them to go to when they leave you?—I think they can generally as a rule carry on their trade at the homes to which they go. Many of the homes to which blind children go on leaving us are no doubt dreadful in many ways, especially in London.

675. (*Mr. Arrol.*) Are the 26 adult workers resident in the institution?—No, not resident, they live close by.

676. You pay them wages, are those wages supplemented by any subsidy?—We give them a dinner only.

677. When one of the adult workers leaves your institution do you give him an outfit?—When he leaves us we give him an outfit. We give him his tools and a suit of clothes. The workers are paid what would be generally called journeymen's wages. They are not paid specially as blind men, so that the shop is a self-supporting shop.

678. (*Chairman.*) They are paid as the same sort of workmen would be paid for the same work?—Yes, the only supplement to their wages is that the Committee give them a dinner.

679. (*Dr. Armitage.*) You said, I think, that you have some monitors; are those monitors pupils under instruction, or have they finished their instruction?—The two in the junior branch school have both ceased to be under instruction.

680. They have left school?—One has actually left to come back to us as a monitor, the other was drafted from school because she was found to be a girl fitted for the work that she was wanted to do; by-and-bye, perhaps, when she has been a year or two at Wandsworth she will come back to us to finish the course to which she may think she is entitled.

681. In the main school at St. George's are the monitors pupils who have left school and come back?—No, the master picks out a boy that he thinks best fitted to do a given thing, and he is made a monitor.

682. Do you pay your monitors?—A small reward at the end of the half year.

683. You said that you expect that in time the branch school will supply most of your material for St. George's?—I think that is the aim of the committee.

684. And you think the age at which they would come to St. George's would be about 12 years?—Yes.

685. And you look forward to a time when your pupils will, as a rule, leave you at the age of 18?—In round numbers it would be that.

686. Do you think that as a general rule a pupil is old enough at 18 to succeed in establishing himself in a trade?—If he ever does anything as a basket maker, I think, from what I hear from the trade teachers he will be sufficiently proficient when he has arrived at that age to be able to carry on the trade, no doubt, if he happens to be sickly or weak or slow, he would be better off if he had two years more.

687. You are not able to give two years more?—We are not able to give more than the six years after he has been to the branch school; but the committee might do anything they chose, and in individual cases they will relax their ordinary rule. If I said to the committee, here is this boy, Smith, it would be a good thing for him to get three months more or six months more. I think the committee would at once say, if you can find a hole for him put him in it.

688. (*Chairman.*) Some pupils are more proficient at 18 than others would be at 19 or 20?—Yes.

689. (*Dr. Armitage.*) Do you know any one who is making a living at sash line outside the school?—I know one or two who are making sash line.

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690. Can you tell us how much they make?—Only girls work at this trade, and those who can *procure order* (here lies the difficulty) may earn 5*s.* or 6*s.* a week but; it requires two persons to work together to be really available.

691. Do you keep any register of your pupils?—We keep a list of them.

692. Can your get at them easily after they have left the school?—Yes, we have the date at which they enter, the time they are there, the date when they leave us, and their address.

693. How many blind persons scattered through the country at present have passed through your school?—I could not tell you off hand, we admit about 30 or 40 children a year,—that presupposes that about 30 or 40 leave us, but carrying it further back we have a smaller number, when I first came to the school we had very much smaller buildings, we had no branch school, and no adult workshop. I do not know that I could give you the exact number.

694. Do your musical pupils as a rule learn trades as well?—As a rule we try to insist upon it, but if a boy believes he is going to be a Handel or a Mozart he will not believe in baskets, and he will not touch baskets if he can get away to a violin or organ. The committee say to me let him learn the fiddle but make him a good basket maker as well, and so we teach him both; but as a rule he does not succeed in both.

695. As a rule you teach both?—We try to teach both, a clever violin player may be a very fair average boy in his industrial work, but the moment he goes away from us he will get away from his industrial work if he can.

696. Are any of your pupils in the adult workshop married?—A certain number of them, and some of them, unhappily, married to blind women.

697. Can you tell us how many are married to blind women?—I cannot tell you off hand, I should think a third of them, more than half of them are married.

698. Do you encourage blind men marrying blind women?—We try to prevent it in all the ways we can, but it is very difficult to prevent it, we probably do not know of it till the event has taken place. I know the committee have more than once said to me, do whatever you can to prevent such a misfortune coming upon a man, because they had one case before them of an unfortunate wretch who had a blind wife and three or four children, one of whom was blind, that was a mere chance of course.

699. (*Chairman*) You do not believe in congenital blindness?—No, but the case was so wretched and so deplorable that the committee have done all they could to prevent it, but it is exceedingly hard to check.

700. (*Dr. Campbell.*) Do you regard your musical department for various reasons as being of importance?—Yes, I think so certainly.

701. Is the musical instructor a blind teacher or a sighted one?—The resident musical instructor is blind, and he was a former pupil of the school, but he has two sighted assistants, one on the boys' side and one on the girls' side.

702. But he is the principal teacher?—Yes.

703. As you do not think blind teachers are so good as others, would not it be advantageous if you employed a sighted musical instructor?—He is reaping what he did not sow. Mr. Monk, who had uncommonly good eyes, was the musical director for a good many years, and he only left us about two years ago, since which the blind resident instructor has taken it up and has worked most admirably and with very great skill and unwearied diligence.

704. In your opinion he is successful as a teacher though he is blind?—He is, with the help of the sighted assistants.

705. In your choice of pupils for the musical department do you have regard to the mental capacity as well as the ear of the pupil?—I think both, but the decision rested with Mr. Monk while he was director, and now it mainly rests with Mr. Marchant himself; he tries a boy, he puts him on test for a month or two months, and at the end of that time he will perhaps say to me, "I do "not think it will be worth while for me to go on with "Smith, he will never do anything worth doing at "music, you had better let him go back to basket mak-"ing." He tests the boy in very many ways, by ear, by readiness of touch, and by manifestation of a musical taste. Most of those who come to us have a little knowledge of music, they all have a taste for it, and can play something, and it is easy to find out how far that goes.

706. You spoke of the poverty of the children with whom you have to deal, and you put that as an important point; do you think they are so very much poorer than the children taken in in other schools, say Norwood, for instance?—Yes, unquestionably.

707. Are you thoroughly conversant with the condition of the children at Norwood as regards poverty?—I am not thoroughly because I have no means of knowing them individually, but I conclude, and I suppose fairly, that children whose parents are able to pay 50*l.* or 60*l.* a year must be far better off and move in a totally different condition of life from those who can hardly afford to pay the child's railway fare to our school.

708. Can you tell me how many children that come to Norwood pay 50*l.* or 60*l.* a year?—I have no knowledge of the Normal College at Norwood.

709. (*Admiral Sir E. Sotheby.*) You mentioned that the expenditure at St. George's is 10,000*l.* a year?—In round numbers.

710. Does that include the expenses of the industrial department?—It includes all the expenses, teaching and everything.

711. Then the education, boarding, and lodging of each child would not cost 50*l.*?—It would be less than 50*l.* if you deduct the expenses of the workshops.

712. What are the expenses attending the industrial branch of the institution?—The cost must be very considerable; I should think it must be 10*l.* or 12*l.* a week in wages, there you have 600*l.* a year at once, then there are the wages of the teachers in the adult shop.

713. So that if you deduct those expenses it would reduce the cost for each child very considerably?—Very considerably.

714. Can you give us an estimate of the expense attending the adult workshop?—Coals, gas, water, dinners, 88*l.* per annum; wages of teacher and finisher 3*l.* 9*s.* per week.

715. Do you get a ready sale for all the goods that you make?—For more than the adult workshop can make.

716. At what age do the boys commence learning a trade?—A boy who came in at 12 years of age would begin at once.

717. From 12 to 18 he would be at a trade?—Yes.

718. That is six years?—At least six years.

719. Do you consider that at the end of six years he can make a perfect basket, and so on?—If he ever becomes a trained man he probably will become one by that time.

720. (*Dr. Robertson.*) Did I rightly understand you to say that the interest on the capital supposed to represent the fabric and the ground was included in your estimate of the expenditure?—No, nothing is allowed for that.

721. With regard to music, on what system is music taught, is it by notation or by ear?—By notation.

722. By Braille?—In a great measure by Braille, but not wholly by Braille. For instance, I suppose Mr. Marchant in teaching a boy a new chant would first of all play it to him; he would tell him what key it was in, then he would play it to him, and then he would say, the first chord is F, A, D, or whatever it may be; the second is so and so, and the third is so and so, now play that bar; and when he had played that bar he would tell him the chords in the second, third, and fourth bars, and he would say, now play those bars; and when he had played those bars, if he be deemed to be correct in them, he would give him the fifth bar and so on; then he would get him to play it all through; then he would say to him if he had not got it in Braille, If you are in doubt about this I will Braille it for you or you shall Braille it for yourself.

723. You are aware that there is a great difficulty in getting work for the blind after they leave school; can you give the Commission any suggestions as to how that difficulty might be met; have you any suggestions to make with regard to their future lives?—I think as far as industrial trades go the establishment of some central depôt or place where materials could be got and to act as an agency for providing work would be very important.

724. Do you mean that you would establish such depôts in large cities?—In centres. For instance, one or two in London so distributed as to take in all London, where the blind could go and say, I come from such and such a place, I have a decent character, I can make a good basket, will you let me have a little material, and can you tell me where I can get work? But with regard to the case of a musical boy who after he leaves us says, I can play the violin or the flute, what am I to do? Shall I go into the streets or the public-houses with a dog to lead me? I say, You had better get out of that way; they will not care much for you or your dog.

725. (*Chairman.*) Would it not be an advantage if those who have left the institution and who are engaged in earning a livelihood should only receive pensions or eleemosynary assistance through some agency in constant correspondence with them having the means of knowing their circumstances, their habits of life, and what they are earning, and that the pensions given to them should be in proportion to their needs and to their character?—I am very glad that you have asked me that, because it is a point that has continually occurred to me. I will take the case of one of our old pupils, a young man of 25; he writes to me, or somebody writes for him, and tells me that he has got a grant from a charity of 20*l.* a year. I write back and say, "I am exceedingly "sorry to hear it, because you, being active and a "clever basket maker, ought to be working for your-"self. If you were 60 years of age and incapacitated "for work, and not able to get a living, it would be a "different thing." To give such a man a pension when he is 20 or 25 years of age I think is the worst thing that you can do for him.

726. The mischief is that the persons who give the pensions have no previous knowledge of the training and aptitude and character of the blind person and that those who have trained him are not consulted, so that the result is that pensions are often given where they would have been better withheld, and withheld where they might with advantage have been given?—Yes. With regard to the two distinct gifts which are attached to the school, one is an old foundation, the gift of a blind man. Under those gifts there are two sets of pensions and 12 pensioners. Into the case of each of those the committee inquire. In the case of another little pension society with which I have something to do, there is a form of questions sent out so as to give those who administer the pensions some information not only with regard to what the applicants for the pensions have in the way of help or means of support, but also with regard to their general character, which form is countersigned by the clergyman of the parish or a magistrate, so that we have that little check.

727. Suppose that in the case of your own former pupils an arrangement was made whereby all pensions to them should be given through you and on your recommendation, and suppose that you had a constant correspondence with them and surveillance over them, do not you think that the pension system would be liable to much less abuse than it is at present?—Far less. I think that that would be a very great improvement.

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728. And if there was more concert amongst those who devote themselves to the training of the blind, and the pensioning of the blind, and the general assistance of the blind, do not you think that the money now spent upon the blind might be spent to much greater advantage both for themselves and for society at large?—Unquestionably.

729. (*Admiral Sir E. Sotheby.*) Are there many blind people who receive pensions from more than one source?—The society that I have referred to says: if you have any pension from any other society you cannot get it from us; but that does not hold good in other cases. I might mention one case which fell under my notice about a month ago. An old pupil of our school married a blind woman, and I said to him, "How are you getting on"? He said, "I am getting on all right. I have just got a pension and so has my wife." I said "Where did you get them from?" and he told me. Both those have got a pension. I do not know that that man did not deserve a pension, but he certainly did not deserve a pension for his wife. He was earning very good wages as a basket maker.

730. (*Chairman.*) It was a discouragement to industry and thrift?—Quite so.

731. (*Mr. Arrol.*) With respect to parochial relief are you in favour of doing away with the test clause under which a blind person is required to go into the house in order to obtain parochial relief; would you approve of that being done away with so that the blind will be allowed to remain at their own homes?—I do not think that I have ever thought of the matter before; I suppose the difficulty would be to make one law for the sighted and another law for the blind man.

732. (*Mr. Johnson.*) You mentioned something about pensions; do you know how the application is made in the pension societies?—I think that the application generally comes from the blind person himself. In the case of this charity which I was alluding to the blind person must write for it himself.

733. Backed up by a recommendation according to the rules of the society?—Yes, he fills up a form and sends it in.

The witness withdrew.

Adjourned to Friday, 15th January 1886.

32, Abingdon Street, Westminster.

Friday, 22nd January 1886.

PRESENT:

THE RIGHT HON. A. J. MUNDELLA, M.P., IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.

CHARLES E. D. BLACK, ESQ., *Secretary.*

GEORGE MARTIN TAIT, ESQ., recalled.

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734. (*Chairman.*) I believe that you desire to supplement the evidence that you gave on your previous examination. In the first place, as I understand, you wish to supplement your evidence as to the ability of the ordinary teachers to undertake the duty of teaching blind children; is that so?—That is so. In answer to a question from the Chairman on the last occasion I expressed my own view on the subject to the effect that I thought there were no insuperable difficulties in it, and I wish to-day to call the attention of the Commission to the report on that subject of a special committee of the Charity Organisation Society. I hope the report is before the Commission; if not I would desire that it should be specially before them. This subject of the education of the blind, in all its various features, was inquired into in the year 1875 by an influential committee, which was in fact composed of nearly all the gentlemen who were technically qualified at that time, and some

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of whom are on this Commission; General Cavenagh, Dr. Armitage, and Mr. Johnson were on that committee. It was a very important inquiry which was then instituted, and it ranged over a number of subjects and took a great amount of evidence. No one ought to be unacquainted with this report, and I shall be glad to leave it on the table. The 7th resolution of that committee was in these words:—"The Committee "think it highly desirable that blind children should "be educated during a portion of their time with the "sighted, and are of opinion that efforts should there-"fore be made to provide in elementary public schools "for those not in special schools; also that, to induce "teachers to receive blind children willingly, full in-"formation as to the details of their management in "schools should be circulated, with an account of the "results of this system in Scotland and in London." That resolution was then followed by a remark on page 13 to the following effect, this being the comment of the committee: "Doubtless at first objections may "be raised on the part of teachers to assuming the "additional responsibility" (that is to say of teaching blind children in the ordinary day schools), "but it is believed that these objections may be overcome, and "that, with the aid of the necessary appliances, such "as books in raised type, embossed maps, and frames "for writing and arithmetic, and a suitable set of rules "for their guidance, the tuition of the blind may not "cast any undue strain upon the attention of in-"structors, or in any way interfere with the per-"formance of their ordinary duties. Fears have been "entertained lest the blind might be subjected to ill "treatment from their sighted school fellows; but ex-"perience shows that these are groundless; on the "contrary owing to the feeling of compassion with "which they are generally regarded, they meet with "the greatest kindness."

735. This is supplementing what you said in reply to question 439*a*, wherein you stated that you proposed that every certificated teacher should be qualified to teach the blind?—That is my first point. I wished to add these quotations in support of the suggestion which I made on the last occasion; and I wish to add that since I was before the Commission last time I have had the opportunity of conferring with two practical teachers, a teacher of boys and a teacher of girls, on these subjects. Both of them have had experience in London of blind children in their schools. The male teacher said at once that there was no difficulty whatever in reference to Moon's type, in thoroughly superintending the lessons and exercises of the blind children; and the female teacher, who had great experience in Braille's type, said that without instruction at all she had sufficiently learnt it from observing what was done by the special blind teacher, and that she, herself, would have no difficulty in instructing the blind children even in Braille's type.

736. Were those school board teachers?—They were school board teachers.

737. Teachers employed by the London School Board?—Yes.

738. But did they give you any opinion as to how far it would necessitate an increase of staff if they had any number of blind children under their care?—Of course I could not go into that particularly, but the point in their mind was this: that it was not impossible or impracticable; but the question of the staff and the additional means necessary, of course, was a further question. The point that I wish to put forward is only that it is a practicable thing.

739. You wish to emphasise what you stated in your former examination, that ordinary sighted certificated teachers might easily be enabled without special teaching to teach blind children in the elementary schools, always provided that the staff was sufficient to give the necessary superintendence and care?—That is so.

740. But you would not say that a teacher having a number of blind children to teach could manage anything like the same number of children as a teacher having only sighted children?—It seems to be very obvious that there would be greater difficulty in the case of the blind. My object was this, having in view what I read from this report, and my own opinion as expressed, and seeing that the number of blind children throughout England is a very small number compared with the whole blind population, being only 1,710 of school age, that is to say, between the ages of 5 and 15, out of 23,000 in England and Wales (and I hope the Commission will bear this in mind, as it is a very important fact to remember), those 1,710 children are scattered about, one here and another there. Therefore if you have to give the children any kind of preparatory training, you cannot get them in large numbers at any one centre, they are so distributed throughout the general population that those children who are to be helped on from the early stages must be brought into the elementary schools, and get such advantages as can be given them by the ordinary sighted teachers.

741. How do you get the fact that there are only 1,700 blind children between the ages of 5 and 15?—You will find it in the census tables.

742. Does that include all those in institutions and everywhere?—Yes, everywhere.

743. Does that 1,710 include only those who are totally blind, and not those who are partially blind, and have to be taught as blind children?—The figures are taken from the census returns. When I was last under examination I was asked questions about those who were partially blind. I myself believe, although there are differences of opinion about it, that parents very often call their children blind when they are not blind. That is proved by their being brought to schools and being called blind when they are not really so. Mr. Johnson knows this very well, and so do others of experience. Therefore the 1,710 is an inclusive number in my opinion.

744. Of those who are totally and partially blind?—I do not say partially blind, because I only take the census returns for what they are worth. The census return gives 1,710 blind children in England and Wales between the ages of 5 and 15 out of a total of 23,832. And here is a remarkable fact, that while the average age of the whole of the ordinary population is about 25, the average age of the blind is 50, and the commencing age of blindness on the average is 33 years, which shows how large a proportion of the blind belongs to the adult class.

745. You derive those statistics exclusively from the census returns?—I can prove that in two ways. I have proved it from the census returns, taking the averages as nearly as I could in the periods given there, and I have proved it from over 2,000 cases in London. In the London cases, the average age was a little over 49; so far as I could rake out from the census returns the average age of the blind in the United Kingdom is 50.

746. But averages are very often misleading; can you tell us what proportion of the 23,000 blind become blind or partially blind, and require special teaching under the age of 15?—The statement may be taken to apply to any given time. The individual blind are always changing, but it will be the same average of 1,710, of the ages from 5 to 15.

747. You mean to say that there are 1,710 blind persons between the ages of five and 15; because of course there are a great many under five years of age, and those under five I should think would form a considerable proportion of the 1,710?—There are only 586 under five years of age. I was referring to the blind of the ages of 5 to 15. The 586 are in addition to the 1,710.

748. You say that there are 1,700 children under 15 years of age in England and Wales; have you any returns as to Scotland and Ireland?—At the time that I obtained that information, I had not got the census returns for those two countries, but I will give the per-centages of the whole of the population of England and Wales in periods. Under five years of age there are only three per cent. of blind.

749. (*Sir Henry Selwin-Ibbetson.*) Of the totally blind?—Of the totally blind. Between the ages of five and 15 there are only seven per cent. and between the ages of 15 and 45 there are 28 per cent.

750. (*Chairman.*) Can you give the per-centage between the ages of 15 and 20?—My impression is that if you take the ages from five to 20 the per-centage will not exceed 15 per cent. of the total.*

751. You wish, I believe, to make some reference to the special action of certain school boards with respect to the blind?—That is so. I mentioned on the last occasion of my being here a very interesting aspect in the work at Sunderland. When I gave my previous evidence, I had not the report from Sunderland before me, but since then there has been a special action on the part of the Sunderland School Board, which I think it will be very interesting for the Commission to know

* The total number of blind persons in England and Wales according to Census Returns (1881) of the age of 5 and under 20 was only 2,699, or an average of 11·8 of the whole blind population.—G. M. T.

something of. The honorary secretary of that Sunderland Society, Miss Ada Byers, sends me this report, which I wish to lay before the Commission. She says: "We "would recommend that school boards undertake the "education of blind children wherever there is no "existing institution specially for that purpose. The "school board of this town has for the past three years "undertaken this responsibility. They employ a blind "teacher and rent a room in our institution, where the "classes are held daily, the children attending as in an "ordinary board school, the fees being regulated "according to the circumstances of the parent; in case "of poverty the board remit the fees, as they do in the "case of sighted children. The board has the same "power to compel the attendance of blind children at "school as it has over sighted children. This power "has been enforced here. The great obstacle to be "contended with is the unwillingness of the parents "to send their children regularly. This plan has so "far acted satisfactorily, and the children are receiving "an excellent elementary education, without the many "*drawbacks* of the *asylum* system, and at comparatively "small cost to the town. As far as possible the blind "should be treated in the same manner as sighted "people."

752. I think you advocate that the blind should be treated in every respect as sighted children?—As nearly as possible.

753. And that they should be compelled to attend school in the same way as sighted children where provision is duly made for them?—Yes.

754. And you see every advantage in that?—All the evidence from all the associations points to the necessity of the children being taken early in hand in this way. If they are left simply until they are put into an institution the delay and mischief that arise from the lack of training and education are most detrimental to any good work connected with the blind.

755. And there is in your opinion greater advantage to the blind, not only as to education but as to giving courage and self reliance, in training them with sighted children?—Immense advantage.

756. You wish, I believe, to make some further statement as to blind children in workhouses, and as to what is done in the metropolis on their behalf?—Yes, I may say also that I have had this letter from a lady who has worked for about 30 years as one of our lady superintendents, and who knows the blind, young and old, in Clapham and Richmond and various parts, and she writes to me thus:—"Might not a reference be made with advantage "to workhouses? When a person becomes blind after "childhood the union is sometimes the only refuge, and "if instruction were provided for such as were able to "receive it expense would be saved in the end, and the "man or woman might return to their homes and be self "helpful instead of being a life-long burden on the parish. "A room and teacher might be appropriated for this "object in the union, and also outside people receiving "parish relief encouraged to join. The case of a young "man here, aged 23, has brought this before me."* I may say that our 18 teachers visit all the unions in London.

757. You mean the teachers of your society?—Yes. We have the permission of the authorities to visit all the blind in all the workhouses, and some of the blind are young. Of course the difficulty in acting on such a suggestion as this is the congregating of the young together to form a class, and to make it worth while to set apart a room and appoint a teacher for them; but in London, if there were a general rate, there might be united action, and what I have in view is that the blind children in the workhouses might be brought together for their education and training.

758. Is there in your experience a number of blind children in the union workhouses in London not receiving special training?—Nothing special, excepting that which is afforded by our own teachers.

759. Their only training being the visits which your teachers can give to them once a fortnight?—Yes, or once a week, as the case may be.

760. Then those children are not put in asylums for the indigent blind, and properly taught and trained to get their living, but are merely visited by your teachers occasionally at the union workhouses?—Yes, as a benevolent work, as a pure charity.

* The suggestion of the correspondent has reference to the industrial training of the adult blind, as well as to the teaching of the blind children.—G. M. T.

761. Then, in fact, those blind children who are in workhouses are really, so to speak, trained for pauperism for the rest of their lives?—Quite so. Some of the workhouse authorities do not know what to do with them.

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762. And they either remain as paupers in the workhouse or depend upon the workhouse for the rest of their lives, or they supply the class of blind persons that we see begging in the streets?—That is so.

763. You are aware that boards of guardians have power under the Act to send blind children to blind asylums?—Yes.

764. How is it that they do not exercise this power?—I do not know to what extent they do exercise it, but some of the guardians I know have fully availed themselves of the power under the Act.

765. Have you any reason to believe that the state of things which exists in the metropolis exists elsewhere with relation to the blind children of the workhouses of England generally?—I have evidence to prove that there are blind children in the workhouses throughout England, but the number I do not know.

766. (*Dr. Armitage.*) Do you know of any case of a blind child who is capable of being taught, who is an inmate of a workhouse?—I cannot name a case at this particular moment, but I could easily supply a list of all the blind children in workhouses if required. Perhaps I might be allowed to supplement what I have already said on the point of the workhouse children. I see that there is in the printed paper which I asked permission to lay before the Commission evidence from Liverpool on the point. This is the answer that is given to the question relating to the defects of the present system: "The educational defects are many. 1st. The "gathering of large numbers of blind children into "large and often very dreary asylums (the very name "objectionable), where they are taught generally in an "unreasonable manner to do things by rote, as reciting, "and no real attempt made to get them to think. Not "being brought into contact with sighted children, they "often become dull, stupid, and also, for want of "sufficient exercise and physical training, grow up weak "in health. 2nd. Blind children being to some extent "a drag upon their parents often gravitate to the work-"house with even more lamentable results." That is from the Home Teaching Association in connexion with the Cornwallis Street Institution in Liverpool.

767. (*Chairman.*) Supposing that all the blind under 20 years of age were trained, have you any suggestion to make as to what should be done with those to whom you have referred who become blind after the age of 20, and as to how they could be enabled to contribute to their own livelihood?—My suggestion is embodied in this report of the Charity Organisation Society. There are very valuable suggestions on that point. They refer chiefly to the formation, if possible, of centres for workshops and also centres for the promotion of the sale of the goods made. You will find all those very fully worked out in this report, but I will give you my own individual opinion upon the matter. I expressed the opinion in my previous examination that this question as to how the blind were to support themselves, was one which had troubled philanthropists on this subject all their days. I also said, in answer to a question which was put to me by the Chairman, as to whether pensions had contributed much to the real benefit of the blind, that I thought they had not contributed towards self-help. I wish to say that if the pension funds, which amount to about 30,000*l.* per annum in London, could in any way, without interfering with the intentions of the donors (I have no intention or desire to do so), if they could be so applied that those funds might be used to supplement the earnings of skilful workers, care being taken that when a pension is given it should be to a person who deserves it, and who, because of his work, has earned a pension, that would be an immense stimulus. But at the present moment pensions are not distributed on any principle of that kind whatever, and sometimes the results are very unsatisfactory. I know many blind men whose chief object it seems to be to get a pension. They are strong, healthy, and vigorous men, but if they can get a pension of 10*l.* or 20*l.* a year they will not put forth their energies to do much more, and they are satisfied for life.

768. When they get the pension is it really granted, as a rule, from these funds as a pension for the rest of their lives?—As a rule it is.

769. And it is not at all conditional upon their good behaviour or upon their industry?—No, there is nothing of that kind.

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770. There is no visitation to test whether they are industrious and helping themselves?—None whatever. In asking me that question you have exactly hit what I mean. If the pensions could be so used as to encourage industry instead of discouraging it I believe you would then have a lever to stir up men to be active and self-helpful.

771. Then you would be glad to see something like the German system, which makes the pension dependent entirely both in amount and in continuity upon the industry of the person to whom it is awarded from year to year?—Yes, I would quite agree to that, and I believe the intelligent blind would welcome it.

772. Can you give us any statements as to the success of the blind who have had industrial or professional training as compared with those who have not had such advantages?—By a very careful inquiry which has been recently made, more recently than that to which I referred in my previous examination, it appears that out of 2,088 blind persons who are now visited in London by our teachers 350 have had training in industrial, or special blind schools in the metropolis and throughout the country; but only 155 of those 350 are now following the occupation which they were taught in the schools. That is the first position I take with regard to the trained blind.

773. Can you give us any description of what the rest are doing?—A very large number of the rest are begging and dependent on their friends, or perhaps they have got a little pension or receive monthly doles from the various charities. So far as I can get this information (it is rather difficult to get) out of the whole 2,088 there are 483 in receipt of regular annual pensions of 5*l.*, 10*l.*, 20*l.* and so on. A good number of those are satisfied to do but little when they have got their pensions.

774. (*Mr. Johnson.*) What sort of trades are they that they follow?—I gave the outline of that in my previous evidence, *vide* Questions 475 to 482.

775. All manual and musical?—You will find that in the evidence which I have given. Then, notwithstanding that, although there are only 155 following the occupations in which they were trained, there are between 500 and 600 blind persons, including these 155, out of the total of 2,088 who are doing something for their own living in London by selling newspapers, turning a mangle, or various occupations which involve purely manual labour.

776. (*Chairman.*) And which could be pursued by a person of good physical strength?—Yes. I have one very melancholy case of a young man under 25, as fine a looking young man as one could see, who came to me for employment; he had been trained in two schools, in one of which a large fee was paid and in the other where he had been for five years. He left his home, where he had been turning a mangle, to go to these institutions, and he left those institutions and went back again to turn a mangle.

777. (*Mr. Johnson.*) Was he incapable of learning?—No, it was from want of employment. He was one of the best readers I ever knew; he could read Moon's type as well as any of us here could read sighted type. I should have been delighted to employ him if we had had the means.

778. (*Dr. McDonnell.*) What wages does he get for turning the mangle?—He has gone back to his mother, and he is only helping her to turn the mangle. The result of the whole education of this poor young fellow, who is now 25 years of age, is that he goes back to the same condition as he was in before he went to these institutions.

779. (*Mr. Johnson.*) To what trade was he trained?—That makes it necessary for me to name the institutions. He first of all went for a time to the Normal College, Norwood, and then afterwards he went to St. George's-in-the-Fields.

780. Was he trained for music or was he trained for a trade?—I cannot tell. He did not come to me for manual employment. I have no manual employment to give; I can only give employment to persons as teachers.

781. There is not any question with regard to the training or the teaching of either of those institutions; it is a question as to the difficulty of getting employment for those who are trained?—That is so.

782. (*Chairman.*) And you think he was well adapted for teaching?—He appeared well adapted for manual labour or anything; he is an intelligent fine fellow.

783. (*Admiral Sir E. Sotheby.*) Do you know where he applied for employment?—He applied to me, and I have no doubt that he applied to the school that he came from. My point is that a fine fellow comes before me who is anxious to get employment, and I can give him none.

784. (*Mr. Johnson.*) And it is the same thing that happens to everybody connected with the blind when they try to get them employment?—Yes, they cannot get it in a vast majority of cases.

785. (*Chairman.*) You have something to say, I think, with regard to the training in the institutions in relation to the probable future position of the pupils?—I have a good deal of evidence which points to this, and I think the managers of institutions have it before their minds; there is a strong desire on the part of those living in the country that if the children have to go back to their parents their training should have relation to the occupations of their parents, or to the manufactory or industry with which they are likely to be associated. For instance, it is no use training a child to make rope unless there is a rope factory, or cord unless there is a cord factory in the neighbourhood in which he is going to live. The training should have relation to the probable surroundings of the person when he goes back to his home, so that he may earn a living by some kind of industry.

786. But the industry should be one, should it not, which is in general demand in every locality?—It should, very largely.

787. And in that respect basket making is a useful industry, is it not?—It is very useful.

788. And is not brush making also a valuable industry?—It is, but brush making is a difficult matter to carry on at home. Chair-caning and basket making may be more easily carried on at home.

789. Cane work is also very useful as a domestic industry?—Yes, very.

790. And any domestic industry that is a universal requirement is the kind of industry to which they ought to be trained, is it not?—That is so.

791. (*Mr. Johnson.*) Have you any experience of blind people working with sighted ones in sighted establishments?—Yes, there are several to be found in small ways. There are blind men who are employing sighted people, so that they get the advantage in the reverse way. I know of one case of that sort. By that means the blind are using and paying for the sight which they need.

792. You think that it is desirable, if possible, to associate the blind with the seeing in manufactures?—It is an immense advantage. I think there has been a great injury inflicted in the use of charities, so far as the industrial part of it is concerned, in not making use of sighted superintendence and sighted teaching.

793. What I wanted to know was whether in your experience blind persons were employed with sighted people in sighted manufactures. For instance, do you know a case in which any blind man assists in a carpenter's shop, or in which any blind man assists in a tailor's shop, or in any other place except as a teacher?—I should think that there are some instances to be found, but they are very rare. A very good specimen of that is the Leicester workshops, where they do bring in sighted superintendence and sighted work to help on successfully the work of the blind.

794. Is that in the shoe trade?—No. I suppose you will call Mr. Harris, of Leicester Institution for the Blind, as a witness; he is a very important man, and he will be able to speak as to that.

795. (*Chairman.*) You wish to say something, do you not, as to the chief defects of the present system?—There is one point which I wish further to speak upon with regard to the blind who have had no training. There are a good many of the blind who do fairly well, although they have had no training at all in any institution. Their previous education when they had their sight helps them well in their after affliction. I have made very careful inquiries on this one point. "Is "there any case (I say in my inquiry) throughout the "country where any blind person trained in an institu-"tion has really advanced to a degree of competency "and independence?". And I have not been able to find one case. But on the other hand there are some cases in the country of blind men who are carrying on very remarkable work, and who largely employ sighted persons. In one case in Edinburgh a remarkable man, whom I commend to the Commission for examination, a Mr. Gray, has not only been successful himself, but he has, I believe, placed his sons well out in the world. He carries on a good business, house agency, and so on. He has gone throughout nearly all the institutions in the country to ask this one question, and he came to me to ask it. He said, "Can you point out to me a single "person trained in the institutions throughout the "country who is now in a position of comparative in-"dependence?" And he has never been able to find one, nor have I. Mr. Gray himself is an instance of a man who has not been trained in an institution, yet nevertheless does a good business and does it well. There is also an instance of another man at Gateshead, who has a good business, but more in manual labour. Mr. Gray told me of him. There are those cases and a very few others that he mentioned. Those are cases in which the untrained blind have done well, but Mr. Gray tells me that he has to pay "for his sight," which of course handicaps him, and the blind generally in the struggle of life.

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796. I understood you in a previous answer to state that you knew of blind persons who were actually employers of sighted labour?—I know of one or two cases in London, but they are in a very small way.

797. Your fifth suggestion is with regard to the chief defects in the present system and the remedies for them; have you anything further to say upon that point?—I think it would be unfair to our workers throughout the country if I did not ask to be allowed to submit the most valuable series of answers which is contained in this paper which I have here. Answers have been received from practical workers to this question: "What in your "opinion are the chief defects in the teaching, training, "and employment of the blind in this country and what "remedies do you suggest"? These are most important opinions, and I should be glad to be allowed to submit them to the Commission as my reply to the question.

798. I understand that you wish to make some statement with respect to the types used for the education of the blind, and with respect to their comparative merits and success?—Yes, this is a very important subject, and I think I ought to begin by asking the Chairman to look at this book (*producing a book*). It is a specimen in Moon's type adapted to 250 languages. It is a marvel of execution and a beautiful book. It contains not only languages, but various illustrations which Dr. Moon, through a life-long devotion to the work and with immense power, has produced. I can only lay it upon the table, and I hope that at some future time it will be handed back again; but I should like to lay it before you as evidence when the question of types is more fully considered. I wish in the second place to say that the books in Moon's type have now sold to the number of 161,000 volumes, and that the annual sales amount to 6,000 volumes. I have received the following statement from Dr. Moon:—"In addition to the Bible, and a "considerable number of single chapters and psalms, "the library for the blind in Dr. Moon's type now "comprises, in English, 342 volumes, large and small, "and are as follows:—

	Vols.
"Religious works	59
"Biographies	67
"Books of tales and anecdotes	56
"Poetry	53
"Scientific and general subjects	17
"Ancient Britons	1
"Saxon Heptarchy	3
"English History	22
"History of Scotland	7
"Natural History	8
"Geography	2
"Astronomy	1
"Biblical dictionary	9
"Reading books for schools	27
"Spelling books	2
"English grammar	1
"Primers	2
"Music	5
"Total No. of English books	342
"Total No. of scripture books, "English	123
"Total No. of foreign books	179
	302
"Total No. of English and foreign	644

"There are also various astronomical maps and a good "variety of pictures. The Lord's Prayer and some "portions of scripture in 251 languages and dialects are "also embossed for the use of missionaries in foreign "lands, as a first lesson for teaching the natives to read. "Larger portions are prepared as required. Nearly "half of the English volumes, not including the "scriptures, are the large size books, and thick ones of "the small size."

799. By whom was this enterprise conducted?—By Dr. Moon. Now I come to the question of cost, because this tells the story of it. I asked this question of Dr. Moon, "Will you tell me the cost of the books com-"pared with the selling price?" And the answer I got from him was that the price charged for the books to the poor and to the home teaching societies is for materials and workmanship, embossing and binding, no charge being made for type, packing, clerkship, wear and tear of machinery, and so on. The cost of stereotype plates, which now number 40,000, is entirely distinct from the production of the books, and no charge is made for this in the price of the books. The management of the affair by Dr. Moon is free of cost for the work, but must be paid for at some future time in case of his death.

800. At whose cost is all this labour performed?—Dr. Moon gives his own labour gratuitously, and the plates and the works which are not included in the cost are the result of benevolent and charitable contributions.

801. (*Mr. Johnson.*) Sir Charles Lowther, I believe, contributed largely?—Yes, he is a large donor.

802. (*Chairman.*) Can you give the Commission any approximate idea of the amount of expenditure as the result of voluntary effort in the production of blind literature?—I cannot, but I think that Dr. Moon would be able to give full information and details as to that.

803. You wish to say something, do you not, as to the comparative merits of the different types for the blind?—Yes, I do. Since I was last here I have been able to put the figures more completely together from all the schools and institutions and home teaching societies throughout the country; and now I have returns from 70 instead of 50 as appears in the printed paper. The total number of books in Moon's type in use at the present time in connexion with those institutions is 32,005. The total number of books in Braille's type in connexion with the same institutions is 1,334. The total number of books in all other types put together is only 485.

804. Moon's type then seems to be in almost general use throughout England in preference to all others?—Very nearly so.

805. But in continental countries it is Braille's system that is used almost exclusively, is it not?—No, Moon's type has a large circulation in America, and it has a large circulation also on the Continent; but in reference to the circulation and where the circulation lies, Dr. Moon of course would be able to give full information.

806. Is it true that Braille's is the system which is generally or universally adopted on the Continent of Europe both for teaching and for reading and correspondence?—I think probably it is, but I do not think that the works on the Continent are to be compared with the works in England in circulation or in execution.

807. You think that the blind literature of the Continent is much smaller than that of England?—A great deal. My impression is that Moon's circulation and sales will probably amount to those of all the rest put together; and as I have been asked the question about comparative merits, I will say this with regard to the actual use of the types. Of course the numbers tell their own story; there is scarcely any question about that; but, practically, with regard to the blind I have spoken of 2,088 persons in London of whom I have personal knowledge (I do not know them individually, but I know them through our teachers), and 1,486 blind out of the 2,088 can read in Moon's type. For years and years very great efforts have been made to teach not only children but grown up persons to read Braille's type; and I give this as the result, not of my own knowledge but of information obtained through my teachers. At the present time in London they could not bring me 50 cases (in fact I think the number was 10) of those engaged in manual labour, by which the touch is deadened or hardened, who could read fluently in Braille's type.

808. Then are we to infer from that statement that in your opinion Moon's is superior for all practical purposes to Braille's?—For all purposes for the eventual

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use of the blind. You have to deal with the grown-up blind population, and those who grow older you hope to train to some industry, and you must teach them at any rate to read something which, by and bye, will be of use to them. The only type which is of use to a blind person when he gets to be a working man is the Line System of Moon's. The dotted system is what they call a mere nut-meg grater, nothing more; the indistinct dots are to them merely like a nut-meg grater, they convey no distinction to their senses if their hands are hardened by manual labour. Of course, with regard to the question of the blind children of those who are fairly to do, and those who are going in for music, and so on, I say that by all means Braille's type ought to be taught; it will never hinder them in the use of Moon's by and bye, and, of course, it ought to be used for the purposes of early instruction.

809. (*Sir Lyon Playfair.*) Is it not the case that blindness has very much diminished?—It has only relatively diminished; it has diminished in proportion to the total population.

810. (*Mr. Arrol.*) The ratio is diminishing?—Yes.

811. (*Chairman.*) I understand that you wish to make some statement as to the necessity of cheap literature for the blind?—Of course it is very obvious that one of the chief difficulties in this question is the great expense in the production of books, and how that is to be met I do not know I am sure; but I hope it will eventually result from your inquiry that there may be a stronger concensus of opinion in favour of producing the books; at any rate if only in two types are recommended, that would be something, and the public mind would be settled with regard to the types. It has been said to me that publishers would themselves undertake to publish books if they only knew what the blind wanted, but at present the public mind is so uncertain as to what the type should be that no man of enterprise will go into the field at all, so that the books at present are in the hands of charitable workers, men who do it either because they have a particular fad, or because they are promoting a charitable work.

812. What are the books ordinarily in the possession of a blind working man; has he the Gospels?—The Bible, of course, is in a large number of volumes, and a working man can scarcely obtain it.

813. Do most of the blind men possess the Bible?—No, certainly not, excepting through us. We lend them portions regularly.

814. But I mean, do they possess them of their own?—No, a Bible costs 5*l.* or 6*l.*

815. Do they not possess some of the Gospels, or some parts of them?—Yes, they have some parts. Many persons make an effort to possess, at any rate, a part of the Bible, and sometimes we present copies, and the Bible Society is very good in making grants to blind people who are recommended to them, so that there is a fair distribution; but that is through the benevolence of the public, and not because the blind can afford it.

816. A blind man has access to literature by being read to by members of his family?—He has; but of course being read to is a very different thing from reading yourself. Especially is this the case among the poor.

817. (*Dr. Tindal Robertson.*) With regard to pensions, do you know of your own knowledge of any cases where a person receives more than one pension?—Several.

818. Can you, without giving the name of the person, give us an instance in which there are two or three pensions received by the same person?—Yes, I could. It is a very tender point, but I do know cases where blind persons have two or three pensions. I have in my mind, without going back very far, the case of a man who has something like 50*l.* from various pensions.

819. With regard to the children in the workhouses, are you aware, not speaking of London at the present time, but of the country, the guardians have the power of sending the children to the different asylums in the neighbourhood, and that they have exercised that power?—I am aware that they have that power, and I think it is exercised here and there, but I am not aware that it is exercised generally.

820. Are you aware also that they have the power of sending bliud people to learn trades, and that that power is also exercised to some extent?—Yes, they have that power too, and it is I believe to some extent exercised. They send them to some workshops, and I believe there are some cases in London where that has been done.

821. How would you propose to deal with the children in country districts, in villages, for instance, where the blind cases are so scattered that there is no opportunity of bringing them together for instruction in schools otherwise than at asylums?—I should have every one of them sent to the ordinary day schools. board schools, or denominational schools, whatever school the ordinary children went to.

822. (*Dr. Armitage.*) I should like to put some questions to you with regard to your former answers. In answer to question 397 you say that you object to the classes which are held in London for the blind on account of the doles that are given; will you tell us what those doles are?—The payment of guide fees, and other inducements to attend the classes.

823. You object to the guides being paid who bring the blind to the classes?—I know myself that the blind will almost compass sea and land even for the guide money. They walk from Deptford to Chelsea to obtain the guide money.

824. In answer to question 400 you say that you yourselves pay your guides 3*s.* a week?—Yes, that is for real work; they are instructors. We pay for the sight that is necessary for the teacher to carry on his work.

825. You are aware that what you call doles are paid to the blind for their guides in order that they may come safely?—Yes. I believe there are a good many doles other than those that are given to mere guides.

826. In answer to question 431 you state that you are the father of the movement for the teaching blind children in the board schools?—Yes, in London.

827. You are aware that in Glasgow blind children were taught in board schools long before they were so taught in London?—My answer is with reference to the school board of London.

828. Then it merely refers to London?—That is all.

829. And you were asked to nominate a teacher; was the teaching satisfactory that was inaugurated at that time?—It was satisfactory. I specially asked Mr. Barnhill, who was very well known to every man in connexion with the work in Scotland, and who commenced the work in Scotland some seven years before it began in London, to come and examine the work and go round to all the schools where the work was being done; and the result was that he presented a report to me in which he expressed his very great satisfaction. He was the first to inaugurate the movement in day schools, and at my special request he went round to the various schools where the teachers were doing the work in London, and the result was that he expressed himself highly satisfied with it.

830. Have you seen the report of the school board inspector of the system at that time?—No.

831. In answer to question 441 you say that you have 100 children between the ages of five and 15 under visitation, and that you lend those children books; in what system are those books?—In Moon's type.

832. Are those children attending schools?—Yes; the numbers relate to the statistics taken two years ago.

833. What system do they learn at the schools?—Both Moon's and Braille's.

834. Are they attending the London Board Schools?—Yes, some of them are.

835. I thought we had it in evidence that Braille's was taught exclusively there?—I do not know about that; I did not give that evidence.*

836. If the children wish to have the Braille books in which they read in their classes would you lend them?—If we had them, by all means, but we have not got them.

837. You tell us that Moon's system is very much more read by the blind; is that system exclusively taught by the Home Teaching Society?—I think almost exclusively. There are a few branch societies that I believe do a little work in the teaching of Braille's system amongst the young.

838. But the London Society teaches Moon's exclusively, does it not?—Entirely so. We have no books for teaching Braille's system.

* After a special conference with various experts, the London School Board passed a resolution approving of the teaching, by the use of Moon's type, in the board schools.—G. M. T.

839. And you think that most of the others teach Moon's system exclusively?—Yes, nearly all.

840. Do you not think that the very large number of Moon readers throughout the country may be partly accounted for by the fact of a large organisation like the Home Home Teaching Societies, of which you have told us there are over 70 in the country, exclusively teaching one type?—I hope so, or our work would of course go for nothing.

841. Would the Home Teaching Societies generally supply books in the other type if the blind whom they visited wished to have them?—I have never had a request for a book in any other type.

842. In answer to question 447 you stated that in connexion with Home Teaching Societies and workshops there are 521 blind persons who read the Braille type; and I think you have enlarged it now, and you say that having inquired further you find that there are a greater number than that?—That is only because I have received more returns since.

843. (*Chairman.*) That was the number on the returns received at that time?—Yes. I should like the Chairman to look at these returns (*handing in some returns*).

844. (*Dr. Armitage.*) And in schools there were 232?—Yes.

845. What is the number of blind children attending schools, including board schools and day schools, in the United Kingdom?—I have given no evidence on that point. I have returns up to this time of 951 persons in connexion with workshops and schools. My returns are all optional.

846. Your answer therefore referred not to workshops and schools, but to schools for the training of the young?—Yes, in that instance.

847. Can you tell us how many young persons, say up to the age of 20, are being trained in the different schools of the United Kingdom?—That is easily obtained, because you will find all that information tabulated in the York report. There is a table there setting forth all the particulars.

848. Is the number about 1,500?—The exact number is there given as 1,465; but it is well known that there are many persons in schools above the age of 20.

849. Are you aware that in almost all our schools the Braille system is generally taught, and that in many it is exclusively taught?—I am not aware of that; in fact my knowledge leads me to quite the contrary conclusion. I have a return here which shows that Braille's is not used even in schools as much as Moon's.

850. I am speaking of schools for children?—I have a return here of those. In my return from those schools the figures stand in the proportions which I have given. Those who are taught in a few workshops combined with the schools I cannot quite dissect, but even putting them together there are 555 readers of Moon's type against 271 readers of Braille's type even in schools and workshops.

851. That is simply according to the returns which you have received?—Those are facts; those are from the persons who have certified to the facts themselves; so that even in schools the proportion of Moon's readers is largely in excess of that of Braille's.

852. You have mentioned the number of Braille books as compared with Moon's that are in circulation; can you tell me how many books there are in circulation?—I have said that there are 32,005 volumes in Moon's as against 1,334 volumes in Braille's in circulation and in use.

853. Do you mean that that is the number of books that have been issued in past years?—No, I mean that they are at the present moment in use. There have been 161,000 issued of Moon's in past years.

854. Is that the number that are in use?—There are 32,000 now in use, but 161,000 have been issued from Moon's establishment.

855. Does this number of books simply apply to the schools?—The number that I am giving you now of 32,000 applies to both schools and Home Teaching Societies.

856. But did the number of 1,334 of Braille's books apply simply in schools or to the general circulation?—To home teaching societies and schools combined; the total returns I gave this morning as 1,334.

857. Have you seen the report of the British and Foreign Blind Association?—I am sorry to say I have not.

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858. You are not aware that the yearly issue of books is between 3,000 and 4,000 in the Braille type?—I have no doubt that the Commission will call for evidence from the British and Foreign Society. The literature issued is composed very largely of written or manuscript books.

859. You say in answer to question 453 that you do not think that pensions encourage self help, and you have given evidence to-day that you think it would be desirable to make pensions conditional upon self help of an industrial character; you would not, I suppose, confine that to such institutions as Hetherington's Charity, where people do not get pensions until they are 61 years of age?—I should like to see the whole of this pension system revised by an Act of Parliament, so that this limit of 61 might be altered, and greater facilities given for the use of the funds in question. It cannot be done under the present constitution, but the limit of age of 61 is a very serious drawback.

860. You were speaking of the training of blind children at Sunderland; do those children at Sunderland attend schools with the seeing?—I have given very important evidence about Sunderland this morning, showing that the blind children of Sunderland have a special provision made for them by the school board system, and that they have appropriated a class room in connexion with the blind institution there to which I referred in my former evidence, and that the system is a very remarkable success.

861. I must repeat my question. Do the blind attend schools with the seeing?—In this case they do not. They come to the blind institution to receive instruction as a special class.

862. Then the Sunderland school is simply a day school for the blind?—That is so, in connexion with the institution. But it is adopted by the school board of Sunderland as their mode of dealing with the blind. I gave it this morning as an illustration of another method to that adopted in London of dealing with this important subject.

863. (*Dr. McDonnell.*) Does Dr. Moon publish works suitable for use in Roman Catholic schools for the blind?—All the secular works are suitable for use in such schools. There is a very large list of secular works.

864. In your opinion they are suitable, but it might be that they would not in the opinion of Roman Catholics be suitable. Has Dr. Moon printed a Douay version of the Bible either in French, Italian, or English?—I do not think so.

865. (*Mr. Arrol.*) I think, in your evidence as printed, reference is made to the fact of poverty and evil surroundings having much to do with the increase of blindness; can you state the age at which blindness is produced by those causes, and the proportion in which it is produced?—No, I am sorry to say I cannot. That is only an opinion, and I felt at the time that I was rather giving an opinion which I might have reserved. It was an opinion which I feel is true, but as to any statistics upon the subject it is impossible to give them.

866. (*Chairman.*) Is blindness hereditary?—It is a cause of blindness in succession.*

867. (*Mr. Arrol.*) You are averse to the system of children being trained in institutions for scholastic purposes, may I ask the reason why?—I have not expressed an opinion about that adversely. I have not said in my evidence that I am against the congregating of children in any of the great schools, but there are many children who cannot be so congregated, and who must be taught, and it is to those who are outside of such institutions and who have no such privileges that my evidence points very largely. I have submitted evidence from others who are very much against the asylum system, as they call it, and who think that it does not tend to the real welfare of the children, but I have not expressed it as my opinion.

* I know of one case in which the grandfather, the father, and the son have become blind in succession as they advanced in life. The latter became blind about the age of 25. I know of one family in which a blind man is married to a sighted wife: they have four children, three of whom are blind. Another case is known to me of a blind man married to a blind woman, and their one child is also blind. There are more than 60 cases in London, known by the Home Teaching Society, of blind men married to blind women. Their children, as a rule, however, have sight.

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868. With regard to the system of grants for the blind, would you recommend a special grant for those learning trades between the ages of 15 and 25, with a larger scale for those who lose sight after the age of 25, and who are not able to learn a trade?—I have not considered the question of grants at all in connexion with industrial training, nor have I given any evidence upon that. The question of pensions, of course, is another matter.

869. We will substitute the word pension for grant?—I do not speak of pensions to be given to young people. I think that a pension should be given, if at all, at a later stage of life, when a pension would be awarded as the result of industry or for other satisfactory causes. The question is how best to stimulate the blind to learn well; if a little money given to them would help to stimulate them, I do not see any objection to it.

870. Would you recommend that endowments should be used to assist persons from 15 to 25 years of age while they are learning a trade?—I should be extremely glad if endowments could in any way be used to help in the training, but I do not see that it should necessarily be a personal matter.

871. (*Chairman.*) You think that they should assist them to be trained?—Yes.

872. (*Mr. Arrol.*) From your experience are you disposed to recommend that the house test should be abolished for the blind?—I think it would be a very great mischief to take away the blind from the homes of their parents. I do not myself think that anything should be done which would tend to relieve parents of the responsibilities of their home life, and I should be very sorry to see anything done which would tend to relieve them almost entirely of that responsibility.

873. With respect to Dr. Moon's works, are they all with the exception of the Bible given in abridgment?—There are very few abbreviations, and there is only one alteration which he is now about adopting, which is not altering the characters, but only putting together "t" and "h," which stand separate at present. The "t" is really the top of the "t" with a down stroke removed, and the "h" is to be put above it, the two letters to occupy the space of one letter, so that there will be a great economy of space in printing; and there are one or two other small abbreviations.

874. But does Dr. Moon publish his works *in extenso* as they are given for the sighted, or are they abridged?—I think some of them are abridged. Encyclopedias, and so on are abridged. That is a question which Dr. Moon can answer better than I can. And I may say it resolves itself chiefly into a question of expense.

875. (*Sir Henry Selwin-Ibbetson.*) Did I correctly understand you to say that in your opinion it would be wise to make the attendance at school compulsory on blind children in the towns and in the country?—Yes, I think so.

876. And at the same time I think I understood your evidence to be (and you have repeated it to-day) that you are in favour of their being taught when they are at these schools by the sighted teachers and not by special blind teachers?—I do not object to the blind teachers at all. My evidence was to show that it is practicable to be done by sighted teachers. In London, where a number of blind are congregated, it is possible, and may be well to have special teachers, but in the country, where they are dispersed, I think the ordinary sighted teachers can do it very well.

877. It is not your opinion that a sighted teacher approaches the teaching of a subject better with regard to blind children than a blind teacher?—I think that in that respect a blind teacher has some advantages over a sighted teacher in the case of teaching a blind child.

878. In country districts, in cases where it would be almost impossible to get the teaching from the blind, and where therefore it would fall entirely upon the sighted teachers, you do not think that there would be any great difficulties in the teachers devoting time enough during the school curriculum to the blind children as apart from the sighted children?—I do not think so, and at present in London even the ordinary day-school teacher does so. A great portion of the time the blind are taught by the sighted teachers.

879. That is in board schools; but I am asking with regard to our village schools, where the teaching power is very small, as it is in many of the village schools of the country, and where the teacher has to superintend himself a small number of children but a great variety of classes; if there were one or two blind children he would have practically, would he not, to devote himself to those as a separate class?—I do not think so.

880. You think that he could take those in conjunction with the sighted children?—I think so.

881. Because otherwise it would be a great additional burden upon the teacher?—I do not think the work would be great. All the oral teaching there would be no difficulty about; and with regard to the literary work it is easy; but the arithmetic work would be a little more difficult.

882. With regard to the question of type, I think I understood you to say that in London to your knowledge there were not above 50 cases where the Braille type was in use?—I meant that in London amongst the working people, those who have really got manual occupation, whose hands are hardened by use, there are not fifty cases of people who can read fluently in Braille's type.

883. Then from your experience, for a person in after life who is engaged in manual employment, the Moon type is far easier to acquire than the Braille type?—Unquestionably.

884. (*Admiral Sir E. Sotheby.*) You said, did you not, that there was great unwillingness on the part of parents to send their blind children to school?—That was the evidence from Sunderland which I was quoting.

885. Do you think that in London there is greater unwillingness on the part of the parents of blind children than there is on the part of the parents of sighted children?—I do not think so. There have been one or two cases in connexion with the London School Board where there has been a little difficulty, but nothing more than is met with in the case of ordinary sighted children.

886. You referred to masters in schools being able to teach the children; would that have the same effect in workhouses?—I think so, certainly.

887. You think there would be no difficulty in masters in workhouses teaching the blind children?—Not at all.

888. I suppose you are aware that blind people can read much more quickly in the Braille system than in the Moon system?—I am not aware of it. If you put a fluent Braille reader side by side with a fluent Moon reader, I should say that the fluent Moon reader would read even more quickly than the fluent Braille reader, even with equal advantages, notwithstanding the less space to be covered by the fingers.

889. From your experience are the guardians willing or otherwise to pay for having blind people taught at these institutions?—I have heard of cases where they have done it, and I have heard of no unwillingness when it has been brought before them. I think that some of the guardians are fully alive to their duty.

890. (*Mr. Johnson.*) You were in the habit of instructing the blind in Moon's type in the board schools, were you not, in the beginning of the movement?—In the beginning of the movement one of our teachers was appointed for the very purpose.

891. For how long were the pupils in the board schools at that day instructed in Moon?—For, I should think, three or four years.

892. When was it discontinued in the board schools to instruct them in Moon?—I am not aware that it is discontinued now. They have books in both Moon's type and Braille's type. Of course immediately the teachers from the Normal College were appointed they set about introducing the Braille type.

893. Is it your experience that they teach Moon's system now in the board schools?—I do not know; I am not aware of its being discontinued. I have nothing whatever to do with the board school teaching now.

894. You say that there are Moon's books printed in 250 languages; does that extend over the Continent and over the world?—There are specimens of all languages of the Continent and of pretty well all over the world.

895. Do you know of any Braille books being printed in any other languages except English, French, and German?—I do not know particularly about that.

896. What do you suppose is the number of books existing now on sale in Braille's type?—I cannot tell.

897. Do you think that the number is larger or smaller than of those in Moon's type?—It is much smaller I should say.

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898. What are the books in Moon's type; do they consist of religious and educational subjects of all kinds?—Yes. I have given a full classified list this morning. (*Vide* Question 798.)

899. Have you any reason to believe that there is any special teacher in the board schools now teaching Moon?—No; I have not any reason to think so. In fact I feel that as a charity we have nothing whatever to do with the children; it is the country that has to do with it. I have given evidence to show that I felt that as a charity it was not our work, but that it belonged to the country, and that the blind were entitled to all the benefits of the education which the country provided for the sighted. I have nothing whatever to do now except to superintend, by the parents' request, the evening visits of our teachers, and by lending them books, and so on. That is all that we now do for the children in London.

900. As I understand, in your opinion the larger number of people who have come under your observation read by Moon?—Yes, out of all proportion.

901. You have mentioned the subject of pensions and you have told us that your desire is that some alteration should be made in the age at which pensions are given; have you any idea of the number of pension societies which give pensions below the age of 60; I suppose there are very few?—Very few I suppose, but I think Day's Charity, with which you are very well acquainted, does it.

902. Are you aware of any other?—No.

903. Does the Protestant Blind Society do it?—There is a full list of all the pensions in the report of the committee of the Charity Organisation Society, which I have submitted to the Commission, and it contains the ages and all the particulars and all the information.

904. That report was issued 10 years ago?—Yes; but the conditions of age remain. There is only one addition, and that is Gardner's Trust, and I do not think there is any limit of age there, and they give money I believe to the extent of 3,000*l.* per annum.

905. And they have certain rules and certain questions to be answered with regard to the character of persons, and the cases are investigated, are they not, before pensions are given?—Very carefully, I think.

906. I suppose you know that such inquiries are made in other pension societies?—Yes, very fully. I think that very great effort is made now more than formerly to prevent the overlapping of these charities, but very much has been done since this inquiry by the Charity Organisation Society.

907. I understand you to say that you see no difficulty in sighted schoolmasters and schoolmistresses giving what is called special education to the blind?—Ordinary education; I should not say special education.

908. Writing and reading?—Yes.

909. Of course you attach some value to the assistance of blind teachers as well, under sighted supervision?—Yes, in special schools, certainly.

910. And it is the case in almost all the special schools, is it not, that there is sighted supervision?—That is more the case now than it was formerly.

911. Have you any experience with regard to the supervision which is exercised in workshops?—It is nearly all sighted.

912. And with regard to the teaching of music, they are generally sighted teachers, are they not?—There is one illustration that is quite the opposite; at the Normal College the chief instructor, I believe, is blind.

913. So that in almost all the institutions in the country connected with the blind there is now supervision by sighted people?—Yes.

914. And those sighted people are very often assisted by blind assistants, are they not?—I should think so, but I have not a very intimate acquaintance with the industrial institutions or the special schools.

915. You mentioned the Sunderland institution with which Miss Byers is connected; that was originally a branch of your society, was it not?—It was founded by us, and as I explained in my previous evidence it has grown into a very successful industrial work, and now the education of the children is carried on side by side, and all the blind in the town are also visited by a home teacher, so that you have a threefold combination there; it is what I consider to be almost a model, and if the same system could be adopted throughout every town you would have a perfect provision for the blind. That institution had its origin in our visit to Sunderland, and telling them of their wants and getting it started.

916. The home teacher there is a blind man, is he not?—He is a blind man.

917. He is examined by Government, and he gets a grant from Government, does he not?—I do not know that particular fact.

918. In that particular school that you have instanced the two systems are taught concurrently, are they not?—Both the Braille and the Moon.

919. The Braille more for the correspondence, and the Moon for reading and tangible use?—Yes.

920. (*Dr. Tindal Robertson.*) Is there any system of writing by Moon's plan?—Yes, there is a writing press and a whole system.

921. With regard to that, may I ask what is your opinion as to the comparative facility with which people can write by the Braille system and by the Moon system?—I think Braille is infinitely superior in the way of writing. I have no interest in promoting one system beyond another.

922. (*Mr. Johnson.*) In your experience, is there any other system that is at all used besides the Braille and the Moon system, have you any experience of the Roman system being used at all?—It is used to a very small extent indeed, in fact, it is dying out. The Roman system is most used at Worcester College and at York School for the Blind. They have what is called the Worcester system, which is composed of capital letters, but beyond that I think it is dying out.

923. Can you tell us the reason why it is dying out?—The reason is this, that the large majority of the blind cannot feel the Roman characters, there are too many lines. The number of people who read the Roman character is almost nil, except at those two colleges which I have mentioned.

The witness withdrew.

Miss Best and Mr. David Hodge examined.

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924. (*Chairman, to Miss Best.*) Are you a head teacher of a London board school?—Yes, in Bowling Green Lane, Clerkenwell.

925. (*To Mr. Hodge.*) Are you a head master of a London board school?—Yes, of the Cook's Ground Board School, Chelsea.

926. (*To Miss Best.*) You have a number of blind children in your school, have you not?—Yes, at the present time the number, I think, is 12 or 14; I am not quite sure which.

927. Are they taught in the different standards according to their respective abilities?—Yes, they are classified by standards just the same as the sighted children.

928. And are they in the same classes with the sighted children?—They have separate instruction in the morning by a teacher who is totally blind, but they mix with the other children in their standards in the afternoon, and take their work with the sighted children.

929. The special instruction is, I suppose, for the work that they cannot be taught with the sighted children, is that so?—No, they could be taught it if there were opportunity to teach them separately; but the difficulty is that one teacher cannot very well teach two systems, that is to say, teach the work to the sighted children and teach a separate system to the blind children.

930. Would you think that even one blind child, say, in an elementary school in a country village, would require some additional assistance and would cause additional labour to a teacher?—Undoubtedly it would cause additional labour.

931. (*To Mr. Hodge.*) Can you give any approximate idea as to how many sighted children that addition would be equivalent to?—It all depends, I think, upon

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the capability of the blind children and of the sighted children that you have to teach.

932. (*To Miss Best.*) Are you of opinion, from your experience and observation of the teaching of blind children, that every certificated teacher can teach blind children?—If he or she will take the trouble to learn the system I am aware that it is quite possible.

933. Is there much difficulty in acquiring the necessary qualification for teaching blind children on the part of a certificated teacher?—I should think not. I thought I would learn to read it myself, so as to be able to check their work, and I learnt the greater part of the alphabet in twice going over it with the teacher. The Braille system is reduced to a rule, and if you learn it in a given way, for instance, that a single dot in the right-hand corner is A, you can very soon get the alphabet by heart.

934. Do you, in your school, teach the blind children in all the subjects that are taught the sighted children?—Yes, I think there is no exception but drawing.

935. What are the subjects that are taught in your school?—Reading, arithmetic, writing, spelling, grammar, poetry, singing, needlework, and drawing; but the drawing the blind children do not take part in.

936. You have no other class subjects?—No.

937. And no specifics?—There are no specifics now.

938. Except the drawing, the blind children are taught all those subjects?—Yes.

939. What assistance have you from blind teachers; have you more than one teacher?—No, I have one blind teacher.

940. And that blind teacher gives the special teaching in reading and writing to those children?—Yes.

941. And sewing also?—No; but in arithmetic also.

942. And all the rest is taught by the ordinary teachers with the sighted children?—Yes. The blind teacher has a room to herself.

943. A little class-room?—Yes, it was a committee room at one time, and it is utilised now as a class-room for the blind school. The blind teacher is quite away from the rest and she has the children with her the whole of the morning, or rather they assemble in the girls' school with the rest for scripture, and then when scripture is over they go to their own room, and they remain with her from 10 minutes to 10 till 12 o'clock. Then they assemble with the rest at a quarter to 2 and remain with them until half-past 4, the blind teacher having another school at Shadwell in the afternoon.

944. Then she practically teaches two schools, one in the morning, and another in the afternoon?—Yes.

945. Do you know what her salary is?—I think it is 65*l.* a year, but I am not quite sure.

946. And for that she teaches probably 24 children, 12 at one school and 12 at the other?—I think the other class is not so large as mine; it will not exceed it, at any rate, but I think it is under it.

947. How do you consider that the blind children compare in their attainments with sighted children?—Taking them on an average I do not think they are quite so quick at their work as sighted children are.

948. Is there any branch of their work in which they excel, in memory work, for instance?—Yes, decidedly.

949. The absence of sight seems to make them less reliant upon sight and more reliant upon memory?—Decidedly so.

950. Their poetry and their grammar, and such subjects as that, I suppose, are well acquired?—Yes, anything that is memory work they seem to be particularly quick at doing; but the absence of observation of course renders them less quick in points that require observation.

951. Is it your opinion that the teaching of these blind children with the sighted children is of advantage to the blind?—Decidedly. I would not wish myself to see them shut away by themselves all day.

952. It makes them more cheerful and more self-reliant, I suppose?—Decidedly; and the other children too seem to take more interest in them, and it gives them almost unconsciously the idea of helping those who are not quite so well able to help themselves.

953. So to speak it educes the sympathies of the sighted children, and it acts to the mutual advantage of both sighted and blind?—Decidedly so, in my opinion. I find in the matter of dismissal, for instance, as a blind child leads out in a line with the others they will always make room for her without being told, they do not seem to think that they are doing it, but they naturally let her pass on first or else one will stand aside with her as circumstances may require. I have never come across an instance of any harshness or unkindness or thoughtlessness towards a blind child.

954. Then sympathy and courtesy and kindness are the result to the blind children of training them with sighted children?—Decidedly so.

955. What standards may these children be in?—I have five in Standard I., one in Standard II., and then the next set of children are in the boys' school. They are both taught together by the blind teacher, but they separate in the afternoon.

956. Have you ever had any blind children in the higher standards?—I have two girls in the fifth standard.

957. Of what age?—One 11 and the other 12, I think.

958. That is a very fair attainment, is it not?—Yes, very fair indeed.

959. May I ask how long those children who are in the fifth standard have been under education?—I do not know; they were there when I took charge of the school.

960. How long ago is that?—This is my second year.

961. What standard were they in two years ago?—They were in the third standard then. I know that they have gone up from the third, but I think they have gone up from the second.

962. Then practically they have gone from the second standard to the fifth standard in the London Board School?—Yes.

963. And if they remain until they are 13 years of age they will probably get to the sixth standard, or may even get through it?—Yes. If I am examining the remainder of the standard I always send for the blind children to take their part at the examination, and they do the same work, and generally achieve very much the same result as the sighted children.

964. And they enjoy their work, I suppose, in the school?—Yes, and they always like being sent for to come up and be examined with the rest. They think it is quite a little holiday to be sent down to and told that the school is being examined, and that they can come upstairs.

965. When the school is examined by Her Majesty's inspector how are those children examined?—In reading they read to him; he puts a book before them and he judges of their reading by what he hears, and he usually questions them as to the meaning of what they have read in the same way as he would another child. In dictation the child spells out to him from her own writing, or else he gives it to another blind child of another standard to spell; then as she goes through he writes on a piece of paper any word that she has not spelt to him correctly. In arithmetic she reads her answers, and he says whether they are right or wrong. The grammar is oral usually.

966. And they come in I suppose for the average grant of the school?—They are on the schedules exactly the same as the other children.

967. And they are paid just the same?—Yes.

968. And I dare say your school will earn 17*s.* a head?—It was 18*s.* 4¾*d.* at the last examination.

969. Then the grants have steadily augmented in your school; that does great credit to your teaching, but I suppose I may assume that you have a very good staff right through the school?—Yes, I am satisfied with my own part of the staff.

970. What number of children have you to teach?—I have 300 on the books, and I have a staff of four assistants and myself.

971. Including the blind one?—The blind children are on my register; they do not have a separate register, but I have four assistants without the blind teacher.

972. You have the blind teacher in addition?—Yes, she does not count on my staff.

973. Have you any pupil teachers?—I have one candidate, but she goes to the centre.

974. Then that is about 60 children to a teacher?—Yes, I have Standard I. on my own hands.

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975. Do you consider that there is any advantage to the blind child in employing a blind teacher; is there more sympathy, or any advantage in any other way?—Yes, I think there is this advantage. If a blind teacher can do it the child feels that it is not beyond her power to do it; but if she is told to do a thing or shown how to do anything by a sighted teacher, there is an inclination for the feeling to rise in the child's mind, "Oh, you can do it because you can see." But I find that if the teacher is blind the child sees no reason why she cannot do what her teacher can do who is blind also.

976. (*To Mr. Hodge.*) May I ask you what is the number of children in your school?—The number on the roll is 495. The number of blind children in my own department alone is three now; we have had as many as 12, but the blind class is formed, of course, of children from the boys, girls, and infant departments. I think now the blind teacher has about eight. At one time we had 13 or 14 blind children, and the teacher then used to devote the whole morning every morning in the week to the children; but since the number has been reduced she comes now three times a week.

977. What standards are your children in?—I have now one in Standard I., one in Standard III., and one in Standard IV.

978. Are your observations as to the capacity and intelligence and attainments of the blind children entirely in agreement with Miss Best's?—I rather disagree with her. I think my blind children on the whole are equal to any of the sharpest of the children in my school, with one exception, and that is a boy in the first standard who is mentally incapacitated from some cause or another. With that exception the blind children are very bright children indeed.

979. Do you agree with Miss Best that they excel in some departments?—Yes, they do decidedly in memor work. I may say that we have one little boy named John Gill who got a Gardner Scholarship, and who is in the Normal College. Another boy named Louis Cockburn is also in the Normal College at Norwood. Another boy named John Carter went, but I think he committed himself in some way or another when he was there and was expelled, and I think the poor fellow has since died.

980. But you agree with Miss Best as to the influence upon blind children of being taught with the sighted children?—Yes, in every respect.

981. And you agree with her as to the advantage of having a blind teacher?—Yes, I think the fact of having a distinctive blind teacher in the morning sets them on their course. The plan adopted with us is this. The blind teacher generally at the beginning of the year inquires for instance in arithmetic what rule we are going to teach first and generally how we are going to teach it, so that she may begin teaching it exactly in the same way as we do. Therefore the blind child gets its start in the morning with the blind teacher, and in the afternoon it comes and practises with us almost in the same rut as the other children are in, having been taught by the sighted teachers.

982. What standard did the blind boys who have obtained scholarships attain in your school?—John Gill was in Standard II., Louis Cockburn and John Carter were boys who came into the school for a time almost expressly that they might go and qualify themselves for scholarships. They came in and did what work was necessary for them to get a scholarship.

983. How old was this boy, John Gill, who was in Standard II.?—I fancy he was perhaps a year behind what a Standard II. boy generally is, but then the difficulty was with the parent, I think. His mother was very anxious indeed that he should not come to school, and there was very great difficulty about it, and she thought we were treating her very hardly when I set the school board officer on him, and would have him there. For a very long time she raised all sorts of objections. The boy was simply minding a baby in the streets, and getting into all sorts of mischief; but when he had to come to school and bend to the work, he proved himself a very good fellow indeed.

984. Are you of opinion that it is a matter of kindness to these children to put them under the Elementary Acts, and compel attendance at the same age as other children?—Yes. I have another case of a boy named Greenaway. He came from the infant school to me, he is not totally blind, but he requires blind teaching; that young gentleman has not been near me for a considerable time, and I cannot get at him. Immediately I put a school board officer on to him they flaunt a medical certificate that he is not fit to come to school; but so far as I can see, the boy ought to be at school. I saw him only yesterday.

985. The tendency on the part of the parents of these poor children is to keep them out of school?—The tendency on the part of the parents of these children is to coddle and spoil them altogether.

986. And so to unfit them for life?—Just so. Another boy, I think, called Butler, came to us from Pimlico, and he went, I think, to the Normal College at Norwood for some time. He had been kept at home and coddled up and made much of and shielded to a terrible extent, and that boy was like a little frightened thing for a long time when he came amongst us; simply, I think, from the treatment that he had had. The boy was a sensible boy, but he was so timid that he was afraid to come amongst the rest, and I think they had to send him away from Norwood.

987. You think that blind children's coming to school developes self reliance and courage?—Yes.

988. And that it is a proper training, fitting them for work and for the world?—Yes, for their life; I should like to impress, too, very strongly upon the Commission the idea that Miss Best gave just now, that it has a very refining effect on the other children. I have noticed frequently, as she has said, that sympathy for the blind children is brought out to a very large extent indeed.

989. Do the sighted children take them backwards and forwards to school?—Yes.

990. Is that done voluntarily?—In most cases I believe the parents of the blind children give them a few pence. They volunteer to do it, but I believe the children would undertake to do it even without the pence.

991. (*To Miss Best.*) Have you found any difficulty in getting your blind children to school?—There was a difficulty some time back, and I think that that is how it is that at the same age they compare unfavourably with the other children; but it seems now to be very much dying out. I think the parents see that the children are really happier and better off at school, and that they are well treated and cared for, and therefore the difficulty is being removed.

992. And I suppose when the child is at school more attention is given to its cleanliness, and therefore to its health?—Yes; there are many cases where if a child is not coming to school it is not properly washed till midday, and perhaps not even then; but if it has to appear at school it must be washed in the morning. (*Mr. Hodge.*) With regard to the case of John Gill, I may tell the Commission that he writes from the Normal College to his mother with the Braille type, and she frequently brings the letter to the school for one of the boys to read it to her. I believe that at the very last Government examination, when Mr. Campbell came into our room, I had two blind boys reading John Gill's letter to his mother.

993. And you had no difficulty as to inspection?—None whatever. Gill has passed his standard, Stevens has passed his standard, and Marshall passed his standard in the ordinary way; he worked his sums, he read the type to the examiner, and he read from his book, and the same with the dictation, and they all passed.

994. I dare say you have had experience in your earlier career of small schools. Let us take a village school where there are perhaps 50 children and there is one blind one amongst them, do you think it is possible for that child to benefit by the instruction that is given by the ordinary certificated teachers, and for the teacher to conduct that school without considerable additional labour?—Personally, I think it could be done. I recollect that Gill was the first boy I had, and he read from Moon's type, I think the raised type, and after a while I got to read that quicker with my eye than he could read it with his finger; and the same with arithmetic, I could tell his figures by the angle at which he put his type. As he came up from the blind teacher he had to make rows of ones and twos and threes, and by constantly looking at those rows of figures to see that he was doing them right I learnt them. Of course I had to depend upon him entirely; if he had put down a row of threes and called them ones, I should not have known any better, though I might have found it out from the blind teacher.

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995. But I am supposing that you were the master of a small village school and that a blind child in that village required teaching; what should be done in that case?—Personally speaking, I think if I knew the system of the type for the arithmetic and could read in the raised type, I should see no difficulty whatever in teaching a blind child any more than a sighted child.

996. Do you think that every teacher when sent to a training college should be taught to read blind type?—I suppose that every teacher who is sent to a training college is an intelligent individual. It would certainly be an addition to the curriculum. (*Miss Best*). I think it would require very little labour to get a general idea of blind type because it is reduced to a system. That arrangement of the type you can learn by looking at it in a very few minutes; all the even numbers go either vertically or horizontally and all the odd numbers go at the angles.

997. You have been at a training college, I suppose?—Yes.

998. Where were you?—At the Home and Colonial College.

999. Do you think that you might without any disadvantage to you in your career at the Home and Colonial College have learnt just enough of the best system of teaching the blind, without interfering with your general proficency?—With the aid of a good text-book, I think so; that is to say, if there were black dots in the text-book, representing the pricked dots of the Braille system, I think it would take very little time.

1000. Then you think it might reasonably be required of the training colleges that they should give some elementary instruction in the teaching of the blind?—I think it would have to be very elementary, I do not think that they could go in for much of it.

1001. But you think that we might require some elementary instruction?—I think the subject might be brought under their notice and sufficiently started, so that if cause arose for their teaching it they could follow it up; but I do not think it could be thoroughly taught in college with all that there is to do, and with the pressure that there is. (*Mr. Hodge.*) I think it is not that the teachers could not do it; the question is whether they have the time, having to do what they have already. As regards their capability of doing it I have no doubt they are quite capable of doing it. (*Miss Best.*) I think time is the only question that comes in as to their being able to do it, either learning it or teaching it.

1002. (*Sir Lyon Playfair.*) It is very much, I suppose, a question of organisation, is it not. If you had a school in a parish, and had very little aid, do you think that one blind person coming to be taught might not interfere considerably with the organisation of the whole school?—That is just the difficulty, that you must teach that child individually. Of course, our method with classes is collective teaching, but you could not teach a blind child in that way. Therefore, if you have a class of 30 children, and there is one blind child amongst them, 29 children must be doing non-superintended work while you are teaching that one blind child.

1003. (*Chairman.*) And where there is a minimum staff it would break down the organisation of the school?—Yes.

1004. (*Sir Lyon Playfair.*) And while one child would receive the benefit of individual teaching, the 29 might suffer by reason of the want of individual attention during that time?—Decidedly, with the present code to work to.

1005. (*To Mr. Hodge.*) You spoke of your blind pupils having been reduced so much; what do you consider is the cause of the reduction?—We have lost two who have gone to the Normal College, and Stevens is exempt from school attendance altogether; I have lost sight of him entirely; I rather fancy that he has gone away from the neighbourhood. But there are one or two that ought to come in to supply their places; in one case I know the child is running in the streets. I think too the school board officers rather sympathised with the parents in not wishing to place the blind children at school; I do not think that we have the blind children put on the schedules as we do in the case of the sighted children.

1006. You do not believe that there is a reduction of the blind in your district, because the reduction from 12 to 3 is a great reduction?—It is a great reduction, but I could not say what the cause is. My impression is that a blind child, simply because he is a blind child, would be allowed to run riot.

1007. In large towns where you can get the services of a blind teacher going from one school to another, you think there will not be any practical difficulty in teaching the blind with the sighted, whatever it might be in the country schools where the same facilities did not exist?—I think there would be none whatever in large towns.

1008. (*Dr. Tindal Robertson.*) You have both of you spoken of the comparative mental equality of the blind children and the sighted children; have you noticed any difference in the physical condition of the blind children and of the others?—Yes; I should say that the blind children are not nearly so robust as the others. (*Miss Best.*) I think that is so in most cases; I was just thinking my own school through. I do not know that I could say so with respect to those who form the class at the present time. There is one child that perhaps looks more delicate, but the rest who are at present in school seem to be in very good health.

1009. (*To Mr. Hodge*). Do the blind children go through the same kind of physical training in the board school as the sighted children?—They just do the extension drill. (*Miss Best.*) The girls do the Swedish drill with the rest.

1010. (*Chairman*). That is the Ling system is it not?—Yes.

1011. (*Dr. Tindal Robertson.*) (*To Mr. Hodge.*) Have you any idea as to the cause of difference physically?—I have thought several times whether it is that they are kept more at home and that they do not get the run that the ordinary sighted children get.

1012. Then it is that system of coddling which you spoke of in your evidence that does the mischief?—Yes, I think so.

1013. (*To Miss Best.*) Have you any idea what the reason of the difference is?—I should agree with Mr. Hodge there. I think that in those cases where the children do seem to be weaker it is that the mothers think that because they are blind they cannot do anything and must stay at home, and they have nothing to develop them at all physically. I find that in those cases where they begin to come to school early they lose that timidity which absence of sight seems to give a young child, and as they lose that timidity so they seem to strengthen physically, because they join more readily with the other children.

1014. (*To Mr. Hodge.*) Do they join in the games with the other children?—Very little, but to some extent they do. (*Miss Best.*) They do not seem willing to play in the play ground, because there the children mostly play games which consist of running about after each other, and there are many obstacles. (*Mr. Hodge.*) I have noticed in the case of one of our girls in particular, who is now at school, that in round games where the girls take hands and go round, she is just as lively and boisterous as the rest of them, but she has a girl on each side of her, and they go round together. I frequently notice that blind children are not only blind, but are generally afflicted in some other way as well.

1015. (*Mr. Johnson.*) I suppose that as a class the blind are more feeble physically than the sighted, are they not?—I think they are, taking them as a whole.

1016. And that is your experience from the number of blind that you have had?—Yes.

1017. Have you had much experience beyond those eight?—No, I have had no experience except those who have come under my notice at school.

1018. You do not, I suppose, think there is any difficulty in teaching them the elementary subjects by the appliances which they use for blind people, that is to say, if you were in a country village and you had one or two blind children coming to your class, if you had time you would find no difficulty in instructing them in the raised type?—I think not.

1019. You think, I suppose, that any intelligent person might learn the use of those appliances in a week, or in a day perhaps?—I should think so. I have never really set myself the task to understand it; it is simply what I have to do in my ordinary work as the blind children come under my notice just the same as the sighted children. I want to know what they are doing just the same as the sighted children; and I make them read what they are doing from their slate and I make them read like the rest. I treat them exactly like the sighted children.

1020. (*To Miss Best.*) You do not think there would be any difficulty in the training colleges in getting this primary instruction given to the future schoolmistresses?—Not so far as learning it goes; it is only a question of time.

1021. So far as the learning goes it would not occupy very much time, would it?—I should not think so. As Mr. Hodge says, I have never set myself to learn it, but it seems to be a thing which you become acquainted with by just associating with the blind children.

1022. You do not consider that it should be a *sine quâ non* to appoint blind teachers of the blind; you think that sighted teachers could teach them almost as well?—Yes. I think there is only that one point which I have mentioned before that the child feels, that the sighted teacher has the advantage of her by being able to see. I do not know of any other difficulty in the way.

1023. Do you think there is any advantage in having sighted teachers by reason of the sympathy which they are able to give to the blind pupil?—I think the blind teacher having confidence herself is rather inclined to inspire confidence in them. You may show too much sympathy sometimes and injure them by excessive sympathy as you might injure them by the want of it. Our blind teacher says to me sometimes, "Do not make "any difference with them; do not make them think that "they cannot do the same as the others." She is always anxious that they should not be excused from anything that the other children do.

1024. (*Mr. Johnson.*) In the school which you superintend what is the system that you teach them to read in and to emboss in?—The Braille system.

1025. Do you teach the Moon system at all?—No, I have never seen it. (*Mr. Hodge.*) Our boys had the Moon system at first, I believe, but now they use the other system.

1026. The Moon system is not taught in either of your schools?—Not now.

1027. (*Dr. Armitage, to Miss Best.*) What do the blind children do during play hours?—In the morning they always go out to play themselves; that is to say, they have a recreation time and they go for five or ten minutes, just as the case may be; but the other children are not out at the same time, and so they have not the difficulty of getting in their way. The blind infants, I believe, go out with the other infants; but in the girls school they do not have play time.

1028. You have Swedish exercises, I think you said, at your school?—Yes.

1029. (*To Mr. Hodge.*) Have you the Swedish exercises?—No, we have the ordinary military drill, in which the blind children go down and take part with the others. I recollect, I think it must have been two winters ago, that Gill used to go and join in the sliding between two boys in the playground; they made an artificial rink by sprinkling down water in the playground; and I think Sparkes does the same now.

1030. Can you give us any idea about any ordinary school teaching that goes on independently of the blind teacher; about how much of that teaching is applicable to the blind children, that is to say, how much of it does not appeal directly to the eye?—In the teaching of geography, for instance, a blind child could not see the map; but in our case the blind teacher has a raised map downstairs, and goes over the geography of England with a blind child with the raised map, and he brings his raised map upstairs and has the geography lesson upstairs with us as well.

1031. My question rather referred to this, it is evident that a blind child cannot profit by teaching unless it is by the ear; about how much of your teaching in school is done on the black board?—The black board is used nearly every minute of the day; a teacher cannot get on without his black board; if he is worth anything at all he must use his black board every minute.

1032. How does a blind child follow the lessons that are taken on the black board?—He cannot take them at all.

1033. Then that is lost to him?—That is lost to him.

1034. Can you give us an idea how much lost time there is in that way?—I cannot tell you exactly. I know that a blind child must of necessity lose that part of the instruction; but in taking arithmetic, for instance, while the teacher is working a sum on the black board, the blind child works it in type, and if the teacher says "four eights are thirty-two" on the black board, the blind child is doing "four eights are thirty-two" with his type. And the same in dictation, if the teacher is spelling a word the blind child is pricking it down, and although the teacher may be writing it in chalk for the sighted children, he is also spelling it for the blind child to put it down with his pricker.

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1035. He does read the figures for the blind child as well as writing them for the seeing?—In working a problem the teacher would give out the problem, and the blind child would proceed to work it; and then the teacher works it on the black board for every one to see it done as a pattern, and then the blind child works it with the teacher as the teacher is doing it while the other children are really looking on and working.

1036. Do you think that in the case of a country village where perhaps there is only one blind child it would be practicable for a lady or gentleman in the place, taking an interest in the child, to learn the special system of arithmetic and of reading and writing, and to teach the child outside and then to let it come into the village school to work with the other children?—That would be just the system I think that is carried on by the London School Board. A special teacher would give a start in the blind work and then the ordinary teacher would carry it on.

1037. I am speaking of a volunteer teacher?—That would be just the same, except that you would have volunteer teachers instead of paid teachers.

1038. Do you think that the special teaching which a blind child would require is too difficult for an ordinary volunteer teacher outside the school to undertake?—I do not think so.

1039. (*Mr. Arroll.*) Is knowledge more rapidly imparted to a blind child by a sighted master than by a blind master?—You cannot tell that because a blind child gets its initial start from the blind teacher downstairs.

1040. (*To Miss Best.*) Have you any experience of that?—I have no experience of that either. I only see the teaching by the blind, so that I cannot judge which they would get on more rapidly with.

1041. (*Sir Henry Selwin-Ibbetson, to Mr. Hodge.*) I do not know whether your experience has been gained from country schools or whether it has been entirely in board schools?—Mine is entirely in the London board schools. (*Miss Best.*) And mine also.

1042. (*Chairman.*) The difficulty which occurs to me with regard to our village schools where the teaching power is very small is as to whether the teachers can devote sufficient time to make a separate class for their blind children?—Unless they had outside assistance in teaching them I do not see that they could. (*Mr. Hodge.*) I recollect that when I was a pupil teacher I had a boy at school who was a dumb boy, and I firmly believed from the beginning that he was simply dumb because he was deaf, and I got that boy to pronounce my name and to say "chalk," and several other words, simply because I got hold of the idea that he was not really dumb, but simply deaf. I used to make him take hold of my throat and pronounce the word, and he used to produce the sound of the word.

1043. (*Chairman.*) That is the German system?—I did not know it was the German system; I thought it was my own at the time. (*Miss Best.*) With regard to the question which was put by one of the members of the Commission as to being in school, although the children may not be able to be thoroughly taught in a village school with a small staff, I should by no means keep them out of school. Let them be in school, I should say, by all means.

1044. (*Sir Henry Selwin-Ibbetson.*) You think that the mere association with other children is of great advantage to them?—Yes, there are many lessons in which they would get great benefit if it was only by the ear. I would not in any case let a blind child be kept out of school, even if it could not be taught any system.

1045. You think, in fact, that it would be a benefit to the children if it was made compulsory that blind children as well as other children should attend school?—Decidedly. Of course in a village it would not be hard upon a teacher, because our Exception Schedule would extend to a blind child. (*Mr. Hodge.*) I see no reason why a blind child should not go into the school under any circumstances, whether it could go the length of the other children or not. There would be many lessons in which the teacher could give a little more attention to the blind child.

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1046. (*Chairman, to Miss Best.*) And under the present Exception Schedule the child would be counted on the register and paid for just as though it was a sighted child?—Quite so. I had an instance at the last examination; I found that a child had been sufficiently long in the school to be on the Government Schedule, but not in the Blind School long enough to pass Standard I. The inspector allowed her as an exception, although I had a blind school in the building. (*Mr. Hodge.*) I have a similar case.

1047. (*Admiral Sir E. Sotheby.*) Have you observed amongst the blind children that there is more musical talent than amongst the sighted?—I have not noticed that. They take the singing with the other children. (*Miss Best.*) I have not found any child so much before the others as to call attention to it.

1048. (*Mr. Johnson.*) They are too young to show exceptional talent, I suppose?—Yes, they would hardly show it.

1049. (*Chairman.*) You only teach vocal music, and they are taught collectively and sing all together?—Yes, you hardly know the individual capacity of them in music.

1050. (*To Mr. Hodge.*) Are these blind children as a rule of the poorest class of the community; do you think that they come from a lower class than the average of your children?—The majority of mine do.

1051. (*To Miss Best.*) What do you say to that?—I think about half of my class are quite amongst the poorest. The other half are just able to go on comfortably. I have a very poor school, taking it altogether

1052. You are at Clerkenwell, I think you said?—Yes.

1053. Are the fees generally remitted to those blind children or not?—I have no blind children whose fees have been remitted. I have one blind child, and a sister who is in the school because of her; they come from a distance; the board will not remit the fees, but they do not pay the fees.

1054. That is to say, the fees become in arrears and payment is not enforced, is that it?—Yes, they go in arrears terribly, and if you attempt to speak to the parents they say, "Well you insist upon their coming "to school; we do not want them to come to school, "and why should we pay the school money." (*Mr. Hodge.*) In some cases they get fined and they take the fine out of the school fees afterwards; they do not send the fees until they have made the fine up.

1055. Do you think that the parents can afford to pay the fees?—A large number cannot afford to pay the fees, it strains them to do it.

The witnesses withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Saturday, 23rd January 1886.

PRESENT:

THE RIGHT HON. A. J. MUNDELLA, M.P., IN THE CHAIR.

THE RIGHT REVEREND THE LORD BISHOP OF LONDON.
THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. SIR HENRY SELWIN IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Miss LOVELL examined.

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1056. (*Chairman.*) You come from the Home for Blind Children in Goldsmith's Place, Kilburn Priory?—I do.

1057. Is that an institution which is supported by voluntary contributions?—Yes.

1058. What number of children are there in the Home?—33.

1059. Are those children supported entirely at the expense of the subscribers to your institution?—Not entirely.

1060. Do their parents pay part of the cost?—Ladies subscribe for most of our children; they send them to us, and guarantee the payment of 8*l.* a year.

1061. Do you teach and board those children?—Yes.

1062. They reside in your Home?—Yes, they live with us.

1063. At what age do you take them?—At 3 years of age.

1064. And how long do you retain them in the institution?—We have some now who are 20 years of age.

1065. But do you retain them from their third year to their twentieth year?—One girl is now 20, who came to us when she was 5 years old, when the Home was in Worcester.

1066. Do you keep them after that time or do you train them up to a certain age, and then do they enter upon some industrial career?—We have made no rule for it except with boys, and we pass the boys off now at 12 years of age. The girls we have kept, so far.

1067. What becomes of the boys after 12 years of age?—Most of them have gone into other institutions.

1068. For industrial training, I suppose?—Yes. One went to the Norwich School last year.

1069. What is the cost per head of the maintenance and training of the children in your institution?—Two years ago it was about 21*l.* per head.

1070. Have you any report and balance sheet of your institution?—Yes, Mr. Johnson has one.

1071. Are you yourself a teacher, or are you the lady superintendent?—I am teacher and superintendent of the education.

1072. Have you had any experience in teaching before you became a teacher in this institution?—I never taught the blind. I had taught in sighted Government schools; I had a Government School in Lincolnshire.

1073. Then you are a trained teacher?—I am not exactly trained, although I passed examinations and obtained a certificate years ago.

1074. (*Mr. Johnson.*) You were trained at Lincoln, were you not?—I was not trained (weak health at that time prevented).

1075. You were at the training college there, were you not?—I never stayed in the training college, but I passed examinations there.

1076. (*Chairman.*) Are the children at your institution, exclusively of the poorer classes?—Yes, exclusively.

1077. Do the parents contribute anything towards the maintenance of those children?—Yes, a few pay something towards it but I cannot tell you how much.

1078. What is the kind of teaching that you give these children?—I try to take them through the standards so far as I am able to, with the books and so on that we have. I aim at that so that they may be systematically taught.

1079. Are they examined annually?—Only by the lady superintendent.

1080. Up to what standards have you succeeded in carrying any of these children?—The fifth standard has been reached only in the case of one child, because they begin so late; they have only begun to learn systematically in the last four years.

1081. What subjects do you teach beyond the ordinary standard subjects, reading, writing, and arithmetic?—Only music at present; we have not gone farther yet. I include geography, grammar, and history amongst ordinary subjects.

1082. Do you teach them sewing?—Yes, we teach them sewing, knitting, and chair caning.

1083. At what age do you begin teaching them cane work?—We teach them chair caning at about 12 years of age. Knitting, of course, we teach them as early as they can begin.

1084. Do you find that those children are capable of acquiring knowledge of reading, writing, and arithmetic with as much facilty, or with very nearly as much facilty, as sighted children?—Yes, nearly, those that are capable. We have many who are incapable, I am sorry to say, who really have brain weakness, and other weaknesses.

1085. Is it your opinion that the blind children are as a class physically weaker and mentally weaker than sighted children?—The larger proportion of them are, only that as other homes have not taken them in we have, and therefore we can hardly speak fairly on that subject, as we have so many who are incapable. We have taken them really out of pity.

1086. Your institution would hardly be a fair representation of the class, because you have taken children that other houses were not willing to take; is that so?—That is so.

1087. You have, I believe, some suggestions to make as to the general domestic training of blind girls; the Commission will be very glad if you will be good enough to make your statement upon that matter?—I find from experience that a great many of the elder girls are physically strong; but they have no special talent for anything as regards music, or lessons, or hand work, and yet they would like to do house work, and we have lately let them do some, and they do it very fairly and enjoy it.

1088. What kind of house work and domestic work are blind girls capable of doing satisfactorily?—They began by sweeping and scrubbing, washing all their own tea things and breakfast things, and so on, laying tables and clearing away, making beds, cleaning boots, and cleaning plate.

1089. Doing general household work?—Yes. We have not tried every kind of work, of course we have only begun it; but we find that it makes them happy.

1090. Do they not require some superintendence and assistance from sighted persons?—A great deal more at first than others of course.

1091. Do you believe that it would be possible to find employment for blind persons in this capacity?—I wish I could say that I believe it; I wish it could be so, but I cannot say what employment could be found for them.

1092. You never allow them to light fires I suppose, or to deal with fire in any way?—We have never tried it, so that I cannot speak from experience; I only tell you what I know from experience. It would be dangerous, of course, to let them have anything to do with fire.

1093. You wish to suggest to us the need for the very early training of blind children; the Commission will be glad to hear what you have to say upon that point?—I think there is great need of that, and that parents should be very strongly impressed with it.

1094. We have had evidence before the Commission that it would be of the greatest possible advantage to the blind children that they should be brought to school very early with sighted children, and that they should associate with sighted children; do you agree in that?—Yes, I think it might be very good for them.

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1095. Is it your experience that this gives them courage and self reliance and cheerfulness?—Cheerfulness ours have a great deal of: they are very cheerful and bright. They are all blind, but they are very happy. I should have stated that a few of the children are not totally blind.

1096. You have suggested on the paper which is before me that these children should be trained early before the inertness which is so natural to them becomes a settled habit, which is quite in conformity with the evidence which we have had; is that your view?—Yes, we had a great many brought to us at the age of eight who could not hold a spoon, and they would not know the top of a pinafore from the bottom of it; you would have to take six or seven weeks to teach them a little thing like that. It quite hinders all other work with them for a long time. Some of them never come to anything, and it is just because they have been brought up as babies, nursed, and fed and carried down stairs and their clothes put on, and never told which was one thing and which was another.

1097. They are treated from childhood by many parents as perfectly helpless persons, and that habit clings to them through life?—Yes, it does, and they bring them to us and we can never get it out of them whatever we do.

1098. You have suggested that blind children should be taken through the standards year by year; is that your opinion?—Yes, I think so, all that are capable. It gives them something to aim at, and I have found them get on much better since I aimed at it.

1099. Will you tell us what assistance you have in teaching these children?—I have none now, excepting the blind girls themselves.

1100. For instance, the girl of 20 whom you say you have in the institution could be very useful to you, could she not?—Yes, the elder girls do everything for the little ones. We keep no nurse for the little ones since those elder girls grew up, and they do the work very nicely. One girl of the age of 20 teaches the young ones music.

1101. Are the Commission to understand that in your opinion blind teachers can be very usefully employed in teaching?—Very usefully with sighted supervision, but not much so without it; the deportment is so bad, the children sit in such bad positions, and so on, that they get into very bad habits if you have not always your eyes upon them.

1102. It has been stated by teachers before the Commission that blind teachers encourage the children very much to pursue their studies; that it gives them the faith and confidence that blind persons can acquire considerable knowledge and usefulness, and that that is the advantage of blind teaching; is that your opinion?—Yes, it is, they can teach them the elementary parts of their education much better than I can. They can teach them their letters and show them how they have done it themselves much better than I can.

1103. We have also been told that blind teachers are sympathetic with blind children, and understand them much better than sighted teachers; is that your opinion?—Yes, I think they do. The blind teachers are very hard upon them very often, and I think that does them good.

1104. Do you find an indisposition on the part of the parents of the poorer class of blind children to send their children to school and to train them early?—Very great. They have even brought them to us and taken them back again because they could not bear to have them disciplined and taught properly; and those children have gone back just to go to the workhouse and do nothing probably.

1105. You have suggested that there is a need of more class books for teaching; what is your reason for saying that?—If we went through the standards there would be that need because it makes the work of a sighted teacher so hard if you have to dictate everything and give everything orally to two or three standards. You cannot set them down much to class work in geography, though we have, in a measure, guides to the maps; but there are a great many class books that we should need if we came under Government inspection, otherwise our work would be so hard that we could never succeed at all.

1106. We had evidence yesterday from London School Board teachers that these children pass very good examinations?—Yes they would I am sure.

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1107. And that some of them are in some departments of knowledge in advance of sighted children, that is, in memory work?—Yes, they would be.

1108. It has been stated that their memory is strengthened by their having to rely less upon books than upon their memories; is that your experience?—Yes, where there are a great many teachers.

1109. Where they have a sufficient staff?—Yes.

1110. You have had experience of teaching sighted children; are you of opinion that it requires a much better staff to teach blind children than to teach sighted children?—Yes, decidedly.

1111. Have you taught in small rural schools?—Yes, I have.

1112. Supposing that in a rural school there were one or two blind children, do you think that a teacher who was conducting a rural school with a minimum staff could manage to teach one or two blind children?—Yes, I do think so with the Braille type, because they can write from dictation just the same as the others; and as regards arithmetic, if we could have arithmetics written in Braille, I think they could quite go with the others in everything if they were capable children, if there was no other weakness but blindness.

1113. Assuming that all other things were equal except the blindness, you think that they could do as well as the other children?—I do.

1114. Do you teach the Braille system?—Yes, on alternate days. Of course I teach it entirely in writing but I let them read other types.

1115. Do you teach them the Moon type also?—Yes, because we have it in a great many books, and I let them learn it. I do not find that it hinders them, they get on with both. I had a little girl came from Oxford two years ago, and she passed first in the Second Standard, and she is now in the Third Standard, and she learnt both types in three months.

1116. How old is that child?—She is 10 years old now.

1117. She is not much behind other children, and if she had been brought to you at the age of five, I suppose she would have been quite up to them?—She would have been quite up to them now.

1118. She would have been in the Fourth or Fifth Standard, I suppose?—Yes, she would.

1119. Have you found great difficulty in acquiring knowledge of the type and methods of tuition for the blind?—No difficulty at all; it came to me. I never took much trouble to learn it.

1120. Do you think that ordinary teachers might acquire in the training college, without much additional labour, sufficient knowledge of the types for teaching the blind, and of the methods?—I do, easily.

1121. Without, you think, entailing too great a strain upon the teachers?—Yes, I am sure they could.

1122. And it would not be a very difficult thing?—No, not at all difficult, very easy.

1123. And in that case an ordinary blind child coming into a rural school, and being taught with the other classes, would not be a great burden?—If it were a capable child, like many that we have, it would not be at all a burden. I should enjoy teaching it, and it would not make any difference.

1124. (*Sir Lyon Playfair.*) Supposing that you had charge of a rural school, do you think that if you had one or two children who were not already trained, it would take up much of your individual attention for some time?—Yes, it might.

1125. After their early training, I suppose you find that they can be taught collectively with the others?—Yes, but not before it.

1126. They do not require the same individual attention?—They do not now; but I do not think that an untrained child, as we have them, could possibly go with others, because we have to teach them every little thing of ordinary life, and that makes it very hard for us too.

1127. (*Dr. Tindal Robertson.*) Would it be possible for you to let any of the older girls train the very young in the first instance as to the more elementary parts of their education?—They can train them better than I can.

1128. That being so, supposing that you had a school in a rural district, composed of some 50 or 60 pupils, could you as a sighted teacher not get one of your older children to teach the elementary parts to a blind child before you yourself took her in hand in general class?—I do not know whether sighted girls would. I think those girls who can see would be very injudicious with blind children.

1129. I am speaking of sighted girls in an ordinary rural school, the higher educated girls?—But the girls who can see are very injudicious in their mode of treating the blind; it is the blind girls who can do it best.

1130. With regard to music, you said that the music was taught in your school by one of the old pupils; from whom did she acquire her knowledge of music?—From a master.

1131. Is there a regular master in the school?—No, we have one who comes in every week.

1132. On what system does he train them in music?—Upon the sighted system.

1133. Do you mean by Braille, by notation?—He teaches it them as if he was reading it from one of our own books, but he is blind.

1134. Then does he teach by the Braille system by notes?—No, he does not.

1135. Does he allow them to feel the notes when they are learning music?—No.

1136. He teaches them simply by ear?—Yes, and by explaining all the theory of the notes and telling them what they are like; and we also have the raised type notes so that they can feel it for themselves when the master is not there.

1137. But are they encouraged to do that?—Oh, yes.

1138. That is what I wanted to get at, whether they really knew the music except by ear alone or by ear and notation also?—They know it by notation also.

1139. (*Dr. Armitage.*) Can you tell us how many of your children are paid for by the guardians of the parishes?—I cannot tell you how many are paid for by the guardians of the parishes, but there are several I think. Some are paid for out of the Gardner Fund. I find we have five children wholly paid for by guardians of parishes, and one partly, the parents assisting.

1140. You might let us know that perhaps if you can find it out?—Yes, I will let you know.

1141. I did not quite catch from your answer what becomes of your girls when they leave; do you think that any of your girls after they leave you become self-supporting or nearly so?—Only one has left us who has become so.

1142. What is she doing?—She is doing chair caning, knitting, and domestic work. She quite supports herself and partly her mother too. That is in Gloucester.

1143. Is she paid for her housework?—No, she is with her mother, and she does her mother's housework, and she does knitting, and chair caning, and entirely supports herself and partly supports her mother.

1144. Do you know of any case in which a blind girl is either paid for housework or gives her work for her board and lodging?—I only know of one of our girls who is kept now for that, and that one not entirely for housework.

1145. But not outside?—No.

1146. Do you practice your children with any kindergarten work?—No, not yet.

1147. You have no straw plaiting or paper plaiting?—They have done straw plaiting for hats in former years, but now that is out of date. They did a great deal of straw plaiting at one time, and they used to be paid for that.

1148. Is that given up?—Yes, they do not use it; we do not have any demand for it now, so that they have not done it lately.

1149. Was that in your time?—No, not much of it it was done a little after I came.

1150. Have you formed any idea as to whether it is a useful thing for blind children to learn to use their hands by straw plaiting and other kindergarten work?—I think that anything which employs their fingers is very useful.

1151. But at present you have no experience of that?—No, their fingers seem to be employed all day in lessons and knitting, and other things now.

1152. (*Mr. Arroll.*) I think you stated that the average cost of each child was 21*l.*; does that include clothing as well as maintenance and education?—No, they pay for their clothing.

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1153. Do you teach the young people gymnastics and Swedish exercises?—Yes, as much as we have time for; we have children of so many ages that we find very little time to get the things in, but I give them such exercises in spare moments.

1154. Although you are the superintendent of a blind school, you would be disposed to recommend that blind children should be sent to sighted schools so as to make them shake off their indolence and helpless habits?—I should think it would be good for them. I cannot speak from experience, because I never saw a blind child before I was in a blind school, but I know that the indolence is dreadful. It is the one great thing that we have to battle with from hour to hour.

1155. (*Admiral Sir E. Sotheby.*) Do you find much musical talent amongst your children?—Not any more than there is amongst sighted children I should say.

1156. You say that you teach them to make cane chairs; do they ever try to draw bristles and make brushes?—No, not at all.

1157. They are particularly suited for that work, I believe. Then to go to another matter, the arithmetic, you say is taught on the Braille system; that is because it is more easily written, I suppose?—Yes, that system is much more easily written than any other.

1158. Have you ever tried them at making their own clothes?—They have helped; they have done a little in that way.

1159. Can they do part themselves?—I think they could, but we have not had much experience in that way

1160. Will you tell us what is the system on which you proceed; is the education taken in the morning, and the domestic work afterwards?—Before breakfast they make their beds. One girl sweeps her own little room, and they fill all the water jugs and bottles in all the rooms.

1161. Is the work divided, half being educational and half other work?—Yes. Our children only do house work now out of school, the same as other children. They come into school at a quarter past nine, and then we have Bible class, and then we have lessons from 10 to 12; then they go for their walk and they have their dinner, and they come back into school at half past two, and stay till half past four.

1162. How much of that time is employed in caning chairs?—The afternoon.

1163. For how long?—For two hours. Some of them cane chairs out of school. We get a great many chairs to cane. We had about 100 or 150 last year. Then they do beaded cuffs, and they knit.

1164. Can they make the beading of the chair?—Yes.

1165. Then you make a good profit, do you not?—Yes, that brings in a good deal in time. They make hundreds of pairs of bead cuffs. They are always knitting for outsiders. We get a great many more orders than we can execute speedily with so many little ones.

1166. Can any of them cane more than one chair in the day. No, not more than one, I think, as a rule. They have never been able to sit down to it all day, so that I could not say. They do other little things as well.

1167. (*Mr. Johnson.*) I believe you have 32 pupils at the present time?—We have 33 now.

1168. 21 girls and 12 boys?—Yes.

1169. Is that your ordinary number?—We vary very much.

1170. What has been the largest number that you have had in the school at one time?—We have had 34.

1171. What should you say would be the average number?—27 or 28. We have never since I have been there got much below 30.

1172. They pay 8*l.* a year, do they not?—Yes.

1173. But that does not include clothing?—No.

1174. I understand that they pay 4*l.* a year extra for clothing; is that so?—Yes.

1175. And they pay 2*l.* a year extra for music?—Yes.

1176. You say that the music is taught orally with notation?—Yes, it is.

1177. It is taught by a blind organist, is it not?—Yes.

1178. Does that blind organist attend very often?—Once a week.

1179. Have you many pupils under instruction in music?—Five, with the music master, and three others, with the girl teacher.

1180. I believe that you have at the present moment eight who remained till they were 20 years of age?—We have only two who are actually 20; but there are others getting up to 20. We have about eight elder girls.

1181. Eight elder girls out of 21?—Yes.

1182. What are the ages of the youngest ones that you have?—Three and a half and four.

1183. How many have you of about that age?—Only two, but the one who is three and a half years old cannot walk or talk.

1184. Then these very young ones are not able at the present moment to receive much education?—No, not any.

1185. It is more physical training with them, is it not?—Yes.

1186. Have you any calisthenic exercises?—Yes, we do a little at that; but not so much as I should like.

1187. Is there no drill?—Yes, we have a little of it, but not so much as we might have if we had more time.

1188. You say that some of the children are employed in caning chairs; how many as a rule are employed in industrial work in your school?—They are so young. We have not more than eight elder ones, I think, the rest of them are young and a good many of them have only come lately.

1189. I see in the balance sheet that the caning of chairs last year amounted to 7*l.* 5*s.* 0*d.*; does that represent the profit only?—Not quite all profit. I cannot ascertain how much of the sum is so.

1190. What raised systems do you teach them in the school?—The Moon and the Braille, and they take up Roman, some of them out of school, the Worcester College type.

1191. The Roman type I believe you used for the purposes of communicating with their friends?—Yes, Roman writing.

1192. Otherwise they write in Braille, do they not?—Yes, always.

1193. Do you teach Braille and Moon consecutively in the school on alternate days?—Yes, in the way of reading.

1194. Do you find that they have as much facility for learning the Roman type as for Braille or for Moon?—No.

1195. I do not mean the Worcester type, I mean the ordinary Roman letters?—I rather think they learn the Braille quickest; I cannot say which they learn the quicker of the two. We do not use Roman in school.

1196. But they learn Moon quickly too, do they not?—Yes, both of them; they learn one as quickly as the other, I think.

1197. Do you in the education of the children follow entirely the Government code?—Yes, as far as I possibly can with myself only.

1198. I think it would be satisfactory for you to put in this as evidence: that of the 12 examined, 12 passed in reading, 9 in writing, 8 in arithmetic, 12 in geography, 6 in grammar, and 5 in history; I am quoting that from your own report?—Yes. The history and grammar seem to be rather bad because we did not state as we ought to have stated that only five were examined in history. It is the first time that we have stated anything of the kind.

1199. (*Chairman.*) Who passed them?—The lady superintendent. We have not had an opportunity for inspection. The lady superintendent took the sums and so on out of the "Schoolmistress" newspaper which you most likely know.

1200. The superintendent, I suppose, is the person who resides in the house and superintends the household affairs?—No, the lady superintendent lives away from us.

1201. She is, I suppose, the lady who has the superintendence of the home generally?—Yes, she is the only lady belonging to the home.

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1202. And this is the result of her examination?—Yes.

1203. (*Dr. Tindal Robertson.*) Is any time allowed for play and for physical exercise, and if so, to what extent?—All the younger ones play from a quarter to nine to a quarter past nine. The elder girls go and do house-work instead. We cannot always let those who are 19 and 20 years of age play, but the younger ones all play for that half hour, and then they play when they come from their walk for half an hour till dinner time. Then they have a little bit of play after dinner perhaps, if dinner is over pretty early, and then they stay up till 7 o'clock after tea, when they play at games, and so on. Then they have another half hour from half past 4 to 5 at play.

1204. (*Chairman.*) Practically they have more time for play than the children of poor persons, because there is very much more done for them?—Yes, for the younger ones. Of course the elder ones have work to do all day long.

1205. Is there any playground attached to the house?—There are nice playgrounds, one in the boys' part and one in the girls'.

The witness withdrew.

MISS ROSE HISCOCK examined.

Miss R. Hiscock.

1206. (*Chairman.*) You are mistress of the Juvenile School for the Blind, I think, at Wandsworth?—Yes.

1207. How many children are there in that school?—Fifty.

1208. What are their ages?—From 7 to 13.

1209. You are a trained certificated teacher, are you not?—Yes.

1210. Where were you trained?—At Whiteland's College.

1211. How long have you been teacher of this school?—Three years.

1212. Where did you acquire the requisite knowledge of the type, and the method of instruction?—At the school itself.

1213. What assistants have you?—I have two blind monitors.

1214. What ages are they?—One is 18 and one is 24.

1215. Have they been trained in the school?—Yes, they are old pupils who have left.

1216. What standards have they passed?—I do not think that they have passed any standards.

1217. They were instructed before you went to the school, were they not?—Yes; the elder one I have only had for the last three or four months.

1218. Where was she instructed?—At St. George's.

1219. But that school is now examined, is it not?—Yes.

1220. Have you no evidence as to her standard of attainments?—I think she left before they were examined.

1221. Are they good teachers?—Yes, very good.

1222. What is your own estimate of their attainments? Are they persons who would have passed the 6th or 7th Standard?—I think the elder one might have passed the 6th Standard, and the younger one might have passed the 4th Standard.

1223. Then they assist you, I suppose, in teaching, reading, and arithmetic?—Yes.

1224. Do you teach your children according to the standards of the Code now?—No, I divide them into three sections. The younger teacher takes the quite young children and the elder one takes the second division, and I take the first myself.

1225. Will you tell us the subjects that they are taught in your schools?—Scripture, of course, reading, writing, and arithmetic, geography, and English history.

1226. Do you teach sewing?—No; we teach knitting.

1227. Do you think that the blind children are generally as strong physically as sighted children?—No.

1228. Do you think that they are defective in point of physique?—Yes, I do.

1229. In respect of mental capacity, what do you say of them?—I think that the majority of mine are above the average.

1230. Do you mean above the average of sighted children?—Yes.

1231. Are they quick and clever, then?—Very quick.

1232. And do they learn as quickly as sighted children?—Yes, I find that the elder ones learn more quickly.

1233. What are the subjects that they learn more quickly; is it chiefly memory work that they learn more quickly?—Yes, chiefly.

1234. That is to say, poetry, history, and everything relating to facts, grammar, and so on, they acquire and retain better than sighted children?—Yes.

1235. Then at what age do they pass out of your school?—At about the age of 12 or 13.

1236. They pass out of your school to go to the school at St. George's-in-the-Fields, do they not, for industrial training?—Yes.

1237. Are they quick at mental arithmetic?—Yes.

1238. Taking your children from 11 or 12 to 13 years of age, what standards do you consider that they are equal to?—About the Fourth Standard.

1239. Then when they leave you at 13 years of age you think that they would pass out equivalent to the Fourth Standard?—Yes, the majority of them.

1240. But you know that that is not the standard in which the sighted children pass out at the age of 13?—No, it is not; but we do not have them from the age at which sighted children begin. We have some of them perhaps at 10 or 11 years of age, and then they begin to learn their letters.

1241. And when they come to you first to learn they are often very helpless, are they not?—Yes, very helpless.

1242. Have any of them who have come to you ever been at school with sighted children, say, in the London Board Schools?—I do not think they have been in London Board Schools. I have country children who have been to a country school.

1243. Are those children better for having attended a school with sighted children than those who have not been to school at all?—Yes, I think so.

1244. In what respect. Are they more self-reliant?—Yes, and they are quicker if you talk to them. They have a better sense of answering what you want, and their ideas seem to have been cultivated.

1245. Do you teach them physical exercises and play?—I do not teach them that in school; they have a drill master.

1246. Is it military drill that they are taught?—Yes.

1247. They are not taught the Swedish drill or any gymnastic exercises?—No.

1248. Then the subjects taught are two different systems of reading, are they, that is to say, the Braille and the Moon?—There are three different systems of reading.

1249. What are they?—Alston's, the Moon, and the Braille.

1250. Which do you find that they acquire easiest?—I think that they acquire Moon's easiest.

1251. Which do you consider is the most useful to them?—Alston's system, the Roman letters.

1252. What have you to say as to the modes of embossing?—They have two modes of embossing, the Roman letters and the Braille.

1253. Do they use the Braille mostly for correspondence?—No, I think they use the Roman letters.

1254. That is for correspondence with sighted persons?—Yes.

1255. What are the various occupations which you regard as suitable for these blind children?—They learn to do almost all kinds of house work, such as scrubbing, and of course they learn to do knitting to a very great extent, and they make their own beds, and a few of them sew.

1256. It is a mixed school, I suppose, boys and girls?—Yes.

1257. (*Dr. Tindal Robertson.*) Do they generally pass from your school to the parent school?—Yes.

1258. Do you prepare them generally according to the same plan that they adopt there?—Yes.

1259. You said that they did not do sewing except in a very small way; is that because there is a difficulty in teaching them sewing?—Yes, they want so much individual attention.

1260. But you think that it would be very useful to them in the future if sewing could be taught systematically?—Yes, I think it would, certainly.

1261. (*Dr. Armitage.*) You say that you consider the Alston system the most useful; what are your reasons for saying so?—Because I think that it does not isolate them, they are to a certain extent on an equality with sighted people and sighted children.

1262. Do they all read Alston?—Yes.

1263. Do you find that they learn Alston as easily as they do Moon?—I always teach them Alston first, and then after that I find that they learn Moon's very quickly, but I have not tried the other way of teaching Moon's first.

1264. What length of time does it take a child on an average to learn by the Alston system to read fluently?—I should say perhaps six months.

1265. What time does it take by Moon's?—After they have read Alston's they will read Moon's in two or three weeks, or at any rate in a very few weeks.

1266. Do you teach by Braille?—Yes.

1267. Before Moon or after?—I teach Braille the last.

1268. About what time does it take to learn the Braille system?—I have only taught that lately, and I have found that that has taken perhaps three months before they could read it at all fluently.

1269. Have you any school books on the Alston system?—Yes.

1270. What books have you?—I have the Psalms, the Gospel of St. Mark, and two volumes of English History.

1271. But the English History is the only school book?—We use all the others in the school, and we have a primer.

1272. What school books have you in Braille?—I have no school books in Braille.

1273. You know, I suppose, that all the standard readers are published in Braille?—I did not know it.

1274. Do your children do much by writing; do they write out exercises, and write out their lessons?—Yes.

1275. By what system do they write?—By Braille and by Roman letters.

1276. What is the difference in rapidity between writing the Roman letters and in Braille?—They write the Braille much more quickly.

1277. Can you give us an idea how much more quickly?—Quite twice as quickly.

1278. Do you teach music?—No, only singing by ear.

1279. Are you under Government inspection?—No, but we have an inspection.

1280. (*Sir Henry Selwin Ibbetson.*) I understand you to say that you teach all three systems?—Yes.

1281. The advantage of teaching the Roman character, the Alston character, is principally in regard to communicating with sighted people, I suppose?—Yes.

1282. (*Admiral Sir E. Sotheby.*) I suppose you thoroughly understand all these systems yourself?—Yes.

1283. (*Mr. Johnson.*) You told the Commission just now that you had children from the age of 7 to the age of 12?—Yes.

1284. I suppose the object of your school is merely educational?—Yes.

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1285. And when you have done with them in your school then they are drafted off into the larger school, where a similar education is continued, is it not, by a certificated and trained master?—Yes, and mistress.

1286. What do you suppose is the average age of the pupils on their admission to your branch school?—Ten.

1287. May we take that as the age at which they first come in?—Yes.

1288. They come into the school at the age of 10 on an average?—Yes.

1289. Do you suppose that if they were to come to you earlier, by the time that they left the branch school, they would have made very much more progress than they do?—Yes.

1290. Your difficulty is, I suppose, in getting them at 10 years of age perfectly untrained and untaught?—Yes.

1291. You believe that if these children were trained earlier with the sighted children in a board school before they came to you, you would have a much better element to deal with?—Much better.

1292. You have stated that the three systems are taught in a school; which do you think is preferred by the children themselves?—I think there is not much preference with them between Alston and Braille.

1293. Do you think there is any advantage in the Alston over the Braille?—Yes.

1294. For what reason?—Because, as I say, it does not isolate them from the sighted people.

1295. When a child writes in the Alston system, any other child not specially educated could read it?—Yes.

1296. But if any child writes to his friends in the Braille system they must have a key before they can decipher it?—Yes.

1297. Are you aware of the reasons which lead the committee to teach the three systems?—No, I am not.

1298. Do you believe that the Moon system is nearly approaching to an alphabetical system?—Yes.

1299. There is very little difference between the formation of the letters?—Very little, indeed.

1300. Then you recommend the Braille system for correspondence amongst themselves and for taking notes?—Yes.

1301. And you recommend the embossed Roman letters for the purpose of communicating with the sighted world?—Yes.

1302. Do you believe that it is an advantage that the blind should be associated as much as possible with the sighted?—Yes.

1303. Your reason for saying so being that it does not isolate them so much?—It does not.

1304. (*Chairman.*) Is there any maximum age for admission to the school?—I think not.

1305. What is the oldest age at which they send any children to you?—I have had them sent at the age of 13.

1306. And you have kept them how long?—Perhaps a year. If they were below the average we have kept them 18 months.

1307. Before you passed them to the higher school?—Yes.

1308. Supposing that a child comes to the school knowing either a Braille or a Moon, or both, is he taught the Alston characters?—Yes.

1309. Is the Alston type used for the purpose, of education, or only for correspondence with the outer world?—For both.

1310. In fact you teach the Alston system first, do you not, to learn the letters, and to learn to spell and to learn to read, and then you teach them the Moon and the Braille afterwards?—Yes, in the third section of the school with the younger children they are taught the Alston type only. When they pass up to the second section they learn Moon, and when they pass up to the third they learn Braille.

The witness withdrew.

Miss Weaver examined.

Miss Weaver.

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1311. (*Chairman.*) You are a teacher under the London School Board?—Yes.

1312. You are quite blind?—Yes, quite.

1313. Where were you trained?—I received the first part of my education at Brighton, and after that I went to the Norwood College.

1314. At what age did you enter the institution at Brighton?—I think I went to the school when I was about 11. I lost my sight when I was 10 years old.

1315. Previously to the loss of your sight had you been at school and received instruction?—Yes, regularly.

1316. And you had obtained a fair knowledge, I suppose, of reading, writing, and arithmetic before you lost your sight?—Yes.

1317. May I ask to what circumstances your misfortune is attributable?—I lost my sight quite suddenly. I was treated by the doctor at the time for the digestive organs being out of order, but it was a kind of low fever that I had. We never really knew what was the matter with me. I lost my sight in one night quite suddenly.

1318. And then you went to the Brighton Blind Asylum?—Yes.

1319. How long did you remain there?—About five years.

1320. You received there nothing but mental training, I suppose?—That was all.

1321. When you left there you were 16 years of age, were you?—Yes; I did not go to the college until some time after that.

1322. At what age did you go to the Normal College?—At the age of 21.

1323. How long did you remain there?—Two years.

1324. What instruction did you receive there?—I studied the organ in the first place when I went, and after that I went more in for the school work, as my attention was turned in that direction. Then I took up the ordinary school branches more thoroughly.

1325. And you now teach in certain schools for the London School Board?—Yes.

1326. What schools do you teach in?—I teach in five schools at present.

1327. Which are they?—The schools at Wornington Road, Notting Hill; Stephen Street, Marylebone; Cook's Ground, Chelsea; Waterloo Street, Hammersmith, and Church Street, Kennington.

1328. How often do you attend those five schools?—That depends upon the number of children in the centre.

1329. How many blind children are there at each of those schools that come under your instruction?—At Stephen Street, Marylebone, I have seven in attendance now; at Wornington Road eight; at Cook's Ground two; at Hammersmith two; and at Church Street seven.

1330. Do you teach all the blind children who are in those schools, or only the younger ones who require your special instruction?—I teach all the blind or partially blind children.

1331. Those that require blind teaching in fact?—Yes.

1332. Then you attend, I suppose, on certain mornings in the week, or on certain afternoons, at each school?—Yes.

1333. You go from school to school?—Yes.

1334. What is the nature of the instruction that you specially give?—I prepare them for their class work.

1335. What kind of instruction do you give to these children?—I teach them reading, writing, slate arithmetic, a little geography, and a little grammar; a little of each as far as I have time. The time is limited, and I am not able to do very much in that way, but as far as I am able I give them a little of all that they will receive in school.

1336. All the code subjects, I suppose?—Yes.

1337. How much time do you spend in each school generally?—Two hours; that is half a day in each.

1338. Then if you have five schools you can give to each school about four hours a week, I suppose, that is two mornings or two afternoons a week?—At present I am teaching at Stephen Street three mornings a week, that would make six hours there; and at Wornington Road I am teaching three times a week, six hours there; because there are more children. I only teach once a week at Cook's Ground, once a week at Hammersmith, and twice at Kennington.

1339. You distribute your time, I suppose, according to the number of children that there may be in each school?—Exactly.

1340. What is the age of the youngest children that come under your instruction?—The youngest that I have is 3½ years old.

1341. What do you teach that child?—He simply learns to count, and he learns several letters of the alphabet.

1342. You teach him to tell the letters by touch?—Yes. He learns to count and do various little things like that, though not very much, of course.

1343. Are you of opinion that it is a good thing for these children to come to school as early as possible?—Yes, indeed I am.

1344. What is the advantage of their coming as early as possible?—I think that directly they mix with other children they enter into their games, and they feel that they are one with them at once; I find it so with the children that I have to deal with.

1345. It takes away their sense of isolation and of dependence, is that so?—Yes, I think so.

1346. And it makes them more courageous and self-reliant?—Yes.

1347. If a child comes later to the school, say at eight or nine or ten years of age, do you find greater difficulty in teaching that child?—I do not know that I find it more difficult, but they do not then quite take their place amongst the other children for a little while. For instance, if a child comes to us at 10 or 11 or even 12 years of age, as is very often the case, not knowing anything at all, that child is very backward as compared with other First Standard children.

1348. Is it not the case that the child is not only backward in learning, but also very often, through being kept at home, very helpless?—Yes, indeed.

1349. And you think that the education with the sighted children is in every way an advantage to the blind children?—Yes, I think so.

1350. Would you from your experience recommend that the children should go to the ordinary day school with the sighted children, as far as possible, to obtain their early education, and that they should then be trained for industrial occupations afterwards?—I quite believe in that, because I know from my own experience how I felt when I lost my own sight. For a time I was kept away from school, and when I did go I disliked being with blind children, and yet I had an uncomfortable feeling in being with those that could see. I quite know how it is. If I had been thrown into school at once I believe that I should have found my level and taken my place directly.

1351. Do you find that the blind children whom you are accustomed to teach make very fair progress in comparison with the sighted children?—Yes, I think they compare with them favourably.

1352. Are they specially quicker at any kind of work than at another?—I find them as a rule very quick at mental arithmetic.

1353. And in all kinds of memory work, I suppose?—Yes.

1354. And you think that the habit of relying upon memory developes that faculty, and that they do their memory work better than the sighted children perhaps?—Yes, I think so.

1355. Do you teach them poetry?—Yes, a little.

1356. Are they fond of poetry?—Yes, very.

1357. Is that one of their favourite studies?—I think, as a rule, they like mental arithmetic and geography better than anything else; I find that they are very fond of those two subjects.

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1358. Do you think that a blind teacher can impart instruction in certain branches to the blind as well as or even better than sighted teachers?—If I may be allowed to say it, I think so, and the reason why I think so is because a blind teacher is able to meet their difficulties better than those who can see.

1359. And you have sympathy with them?—Yes, exactly.

1360. Do you think that the sighted children treat the blind children kindly and sympathetically, and that it is good for them also?—As a rule I think so. There are cases in which they are not as kind as they might be, but I think as a rule they are kind.

1361. You have a guide, I suppose, who accompanies you from school to school?—Yes, a little girl.

1362. Do the School Board provide you with a guide?—No, I have to make my own arrangements for a guide.

1363. At your own expense?—No, not at my own expense.

1364. They pay the guide?—Yes.

1365. And you think that for teaching reading and writing, which have to be taught by touch, a blind teacher can do quite as well as a sighted teacher?—Quite as well.

1366. Can you teach knitting, for instance?—Yes.

1367. And do you?—Yes, in some cases.

1368. Do you teach sewing?—I have never tried to teach sewing, but I can sew myself, and if there was more time I should try to teach sewing.

1369. The subjects that you teach are entirely mental subjects?—Yes.

1370. Have you anything to do with the infant class at all?—Our children are mixed, they are of all ages; we cannot have a separate class for the infants, they are mixed with the others.

1371. Do they do any kind of Kinder-garten work?—Yes, a little, and with the other children in school they do a good deal of that.

1372. Do you teach them any Kinder-garten work, such as the use of the fingers in plaiting or in paper work?—I have tried to teach them to weave baskets and things of that kind, and to make paper mats in one or two cases.

1373. And you think it is a good thing for them to be taught the use of their fingers?—A very good thing.

1374. (*Dr. Tindal Robertson.*) Will you kindly tell the Commission what you did in the interval between the time when you left the Brighton School and the time when you went to the Normal College; were you engaged in educating yourself during that time?—I was at home with my parents.

1375. Were you working with the view of becoming a teacher?—Not while at home. I had a good deal of reading, and I spent more time in music than anything else. I did a little knitting. As a child, till I lost my sight, I always meant to be a school teacher, but that I could, being blind, seemed wholly hopeless, until I heard about the Normal College, when I determined to gain admission and try what I could do.

1376. From your subsequent experience can you tell us what were the defects, if there were any, in the training at the Brighton Institution?—At that time I did not think it was defective.

1377. But from your subsequent experience in what respect do you think it could be improved?—The lessons were entirely oral at that time. We had no raised maps or globes or figures or anything that the children are using now.

1378. With regard to the system of teaching by the different types, do you find that as is the case with sighted people, the fact of writing a thing down two or three times impresses it upon the memory?—In my own case I found it a very great advantage.

1379. In the case of children have you found that it impresses it upon their memory if you make them write it down?—Yes, I think so.

1380. For that reason would you recommend the use of any particular system in order that that may be managed?—I use the Braille system myself for writing.

1381. Have you ever tried any other system of writing?—No. I keep up my own writing from having seen how to write; I still keep that up myself, and I have taught the children in several cases to write with pencil.

1382. On the card?—Yes, and with Moon's apparatus.

1383. Is there any great difference as to facility between Braille's system and Moon's system?—Oh, yes.

1384. Which is the easier?—Braille, I think.

1385. By very much?—Yes, by far.

1386. (*Dr. Armitage.*) What system of reading have you?—Braille and Moon.

1387. You use Moon as well, then?—Very little. Some of my younger children I teach the Moon letters to.

1388. Do you begin with Moon?—When they are little children I do.

1389. Do you find that your children become good spellers?—As a rule they do. They seem to have a very good ear for catching up the sound of the letters. I have one or two children who will never learn to spell, I think, but as a rule they spell well.

1390. Do you think that the blind children are as good spellers as the seeing when they have been the same time in school?—Better, I think.

1391. Do you think that that has anything to do with their writing exercises?—No, I do not think so. They generally spell according to the sound, I find.

1392. You think that their writing from dictation has not much to do with their power of spelling?—No, I think not.

1393. What class books have you?—We use Nelson's Royal Readers principally, and the geography.

1394. Are they published in Braille's type?—Yes.

1395. Do you find it an advantage to have the same class books that are used in seeing schools?—Yes, a very great advantage.

1396. What maps do you use?—We have the hemispheres, and we are also using the maps of Scotland, Ireland, and England.

1397. You have raised maps?—Yes.

1398. Do the children learn geography from raised maps easily?—Yes.

1399. Do you think there is much difference of difficulty between a blind child learning from a raised map and a seeing child learning from an ordinary map?—I think it takes a much longer time to impart the same amount of knowledge to the blind children, because they want individual teaching. I find in my own classes that being so mixed as regards their powers, having the little children and the bigger ones together, they are not always able to take the same kind of instruction. I find a little difficulty in that way.

1400. Do you think you could teach geography satisfactorily without maps?—No.

1401. Have you a globe?—Yes.

1402. What system of arithmetic do you use?—Taylor's arithmetic.

1403. Do you use the octagonal slate?—Yes.

1404. Are you satisfied with it?—Yes, quite.

1405. (*Dr. McDonnell.*) We are all struck by the development which the sense of touch undergoes in blind persons. From your experience of the blind, not specially of children, but from your experience at Norwood and other places where you have met with adult blind, do you think that the sense of hearing is much increased and becomes more acute in blind people?—I think so; in my own case it does. I notice sounds I think very much more quickly than others.

1406. What we ordinarily call "ear" is something distinct from hearing; a person may hear very well and yet have no ear; do you think that the ear for music is capable of considerable development in the blind?—Yes, I think so.

1407. Have you known in your experience cases of persons who in their earlier days were not supposed to have good ears who became good musicians afterwards?—Yes, certainly.

1408. Do you think that the ear is capable of as great development in the blind as the sense of touch is capable of becoming developed?—Yes.

1409. Have you observed anything of the same kind in regard to the sense of smell; do you think that the

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blind recognise each other by smell?—I have never found that they do.

1410. Is their sense of taste acute?—I have not noticed that either.

1411. You are perhaps aware that there are some persons in these islands who make a good deal of money by their sense of taste, wine tasters and tea tasters, for instance make very large incomes sometimes; do you think it would be possible to develop amongst the blind that sense of taste so as to make it of profit to them in this way?—That I cannot tell.

1412. Have you ever known anything of that kind?—No.

1413. (*Mr. Arroll.*) Do you teach music?—No.

1414. (*Admiral Sir E. Sotheby.*) You said, did you not, that you were prepared to teach music?—I did not say so.

1415. Have you gone on with your music at all?—I play the organ a little.

1416. Not the piano?—I play a little, but I do not keep up my practice much. I did play a few years back more than I do now.

1417. Is that because you have not sufficient time or because you have no inclination for it?—I have not sufficient time.

1418. But have you the inclination?—Yes.

1419. (*Mr. Johnson.*) I believe you stated that you attend five schools?—Yes.

1420. The average attendance is 5, is it not, 7 in three schools, and 2 each in two others?—At present. The numbers vary.

1421. Is your time in those schools entirely devoted to the special education of the blind children, teaching them types and teaching them how to read?—Yes.

1422. The sighted teacher does the rest of the ordinary education, does she not, and you do what may be called the extraordinary?—I try to supply what they cannot get in school.

1423 You teach them subjects which if you were not there would be taught in the ordinary school?—They could not learn to read or write or to do their arithmetic with another teacher I think.

1424. You teach those three things?—Yes, and geography.

1425. And you prepare them for their work?—Yes.

1426. How many read fluently amongst the pupils that you have under your instruction?—That depends upon the length of time that I have had them at school.

1427. But how many can read fluently at present?—Out of the seven at Stephen Street perhaps four can read fluently.

1428. Do those four read both Moon and Braille?—Both Moon and Braille; Braille principally.

1429. Do you give equal instruction in Braille and Moon?—In Braille principally.

1430. What is the proportion of time that you give to Braille as compared with what you give to Moon?—I prefer teaching Braille entirely.

1431. That is not my question. I only ask you the time that you give to each?—I cannot tell the time that I give.

1432. Do you give half to each?—No.

1433. Do you give one-third to one and two-thirds to the other?—I should hardly think so.

1434. Do you give one-fourth of the time to one and three-fourths of the time to the other?—Not more I should think.

1435. Three-fourths to Braille and one-fourth to Moon?—Yes, about that, so far as I am able to say.

1436. Have you any knowledge of any other system of embossed writing besides Moon and Braille?—The Roman system I have a little knowledge of.

1437. Can you read yourself in Roman type?—I have never been a successful reader in the Roman type.

1438. Did you ever write in Roman type?—Not now, but I used to do so.

1439. May I ask where you learned to emboss in Roman type?—At Brighton.

1440. During your time I believe they almost always instructed the pupils in writing in the Roman character, did they not?—Yes.

1441. Did they teach you Braille at Brighton?—No.

1442. When did you first begin to learn Braille?—Not until I went to Norwood.

1443. As I understand, you were educated first at Brighton, then there was an interval of four years, and then you went to Norwood?—Yes.

1444. Might I ask whether you went to Norwood under any one of the Scholarships?—No.

1445. You went simply being selected by the Committee of Norwood?—I went through the kindness of Mr. Bevan and other friends who were interested in me.

1446. If you were asked your opinion, which system of embossing and reading should you say was most advantageous to the blind?—The Braille system I should say, undoubtedly.

1447. Do you not think that it is more advantageous for the blind than for the sighted because it is a system that the sighted cannot themselves understand without a key?—In my own case I found that all my friends took it up with great interest, and they both read it and write it.

1448. They learnt it?—Yes.

1449. But it is a system that must be learnt separately?—Yes.

1450. That is to say, that if there were the same facilities in Roman type an ordinary sighted person could read your letter without any key, whereas in the Braille system they must have a key to decipher it; is not that so?—Yes, a key at first, not afterwards.

1451. (*Chairman.*) Have you a good supply of books and apparatus for teaching in the London Board Schools?—Yes.

1452. And good embossed maps for geographical teaching?—Yes.

1453. And embossed globes?—Yes.

1454. Do you consider that the education of the blind children at the London Board Schools is good and successful on the whole?—Yes, I think so.

1455. How does it compare, in your opinion, with what you have had at other schools?—In what way do you mean? I have had no other experience at other schools.

1456. Do you think it is better or worse than what is taught at blind schools?—Better, I should think.

1457. Without naming particular institutions, do you consider that the education which is now given to blind children in the London Board Schools compares favourably with that which is given in blind institutions so far as you know them?—Certainly, I do; the other is not to be compared with it so far as my own experience goes.

1458. In your opinion the advantage of being educated with sighted children up to the age at which the blind child leaves school is great?—Yes.

1459. The association and teaching in common and listening to the oral teaching is all to the advantage of the blind children?—Quite so.

1460. And you think that the staff is ample for teaching the blind; when you are away from the school, for instance (because you only go to some schools two hours a week), do you think that for the rest of the time the children are well taught?—I think so, as a rule.

1461. Can you tell us anything about the standards that any of them take; how do they keep their place when they come to school early with the sighted children?—They pass from standard to standard. I find no difficulty whatever in that.

1462. Do they pass a standard a year?—Yes.

1463. Have you had any blind children in your time that have passed the Fifth Standard?—Yes.

1464. Have any gone higher?—Not of my own children.

1465. Have you had any being taught in the Sixth Standard?—Yes, I had one girl in the Sixth Standard.

1466. What age would she be?—She was 16.

1467. Will you sum up in one answer what in your opinion are the advantages to the blind children of being taught by blind teachers?—They see and know what the blind teacher does, and they feel that if one blind person does it they are able to do the same. I know that my own children feel that.

1468. It encourages them?—Yes.

1469. You think that being taught by blind teachers gives them more ambition and more confidence as to what their attainments may become than if they were taught by sighted teachers?—That is my experience.

1470. Have you any suggestion to make as to the better training of the blind either educationally or industrially? Have you formed any scheme in your own mind as to how the blind should be dealt with?—I think there is a little difficulty in finding employment for some who are not able to be trained as teachers, or as organists, or as pianoforte tuners; but I have not thought of anything that could be done in that way, although the difficulty has occurred to me several times.

1471. The difficulty is that of finding employment for them, I suppose?—Yes.

1472. And the fact that in most industrial employments they are at considerable disadvantage as compared with sighted persons?—Yes, I think so. *Miss Weaver.* 23 Jan. 1886.

The witness withdrew.

I called Miss Weaver's attention to the apparent discrepancy between answers 1378 and 1379, and answer 1392.

She explains that in the former her mind was upon her personal experience, and upon that of her children in other matters than spelling; while in replying to the last question, she had in mind two or three children who will copy page after page of Braille without mistake, but who would fail in spelling the very words they had just written, or even words that they had been made to write several times over, showing that the writing in their cases was purely mechanical.

M. C. Greene.

Miss Scott examined.

1473. (*Chairman.*) You are a teacher of the blind children in the London Board Schools?—Yes.

1474. And your district is mainly amongst the poor of Clerkenwell and Shadwell, is it not?—Yes.

1475. How many children do you teach?—I have 25 at present.

1476. Are they in two schools?—Yes.

1477. Do they occupy your whole time?—Morning and afternoon.

1478. And you give half a day to one school and half a day to another; is that so?—Yes.

1479. May I ask if you were born blind?—No.

1480. At what age did you become blind?—When I was two years old.

1481. Where were you yourself trained and educated?—I was at the Edinburgh School for the Blind for five years, and then I went from there to Norwood.

1482. At what age did you go to the Edinburgh school?—I was seven years old when I went to the Edinburgh school.

1483. And you left it at the age of 12?—Yes.

1484. At what age did you go to the Norwood school?—When I was 13.

1485. And you remained there, how long?—Till I was 19.

1486. At the Edinburgh school you received, I suppose, a purely elementary education?—Yes.

1487. You had no industrial training whatever, I suppose; you were merely taught reading, writing, and arithmetic?—And a little knitting.

1488. Then when you went to the Royal Normal College what was the course of your education there?—I learnt music, and then I was trained for a teacher.

1489. A musical teacher?—No; I learnt music a little, and then they thought I would make a better school teacher than a music teacher, and they had me trained for a school teacher.

1490. And during the six years that I think you said you were at Norwood you received a general education and training for teaching?—Yes.

1491. How long have you been in the service of the London School Board?—Six years and a half.

1492. During that time you have been preparing the children in those districts to which you are now attached for general elementary education; is that so?—Yes.

1493. You give them, I suppose, all the teaching that is necessary for enabling them to read and write and do arithmetic by touch?—Yes.

1494. And the other teaching is done in common with the rest of the sighted children?—Yes.

1495. Are you of opinion that it is desirable that blind children should begin very early in the board schools?—Yes, I think that it is better. I went to a sighted school myself when I was three years old, and I think that I learnt almost more there than I learnt at the Edinburgh school.

1496. You think that your going to a sighted school from three to seven years of age laid the foundation for better instruction even than you received at the blind school?—I am sure it did.

1497. Then may the Commisson gather that in your opinion the blind should be educated in day schools with sighted children?—Yes, until they are ready to go and learn a trade or learn music. I am sure it is better. *Miss Scott*

1498. You would not recommend that blind children should be kept apart from sighted children and put into institutions up to the age of 13 or 14?—No; not unless they were feeble minded blind children who wanted special training.

1499. But an average blind child who was healthy and of ordinary capacity you would have trained just as you would train a sighted child, with sighted children?—Yes.

1500. And you think it is an advantage that he should be so trained, do you not?—Oh, I am sure it is; they do not feel their blindness; it is not such an affliction. They take their place with the other children, and then it really makes them children; they join in all childish games, and the girls are anxious to learn needlework, and to knit, and to do just what the other children do.

1501. It excites emulation amongst them, you think?—I am sure it does.

1502. I should be glad if you would give to the Commission, irrespective of any questions that I may put to you, your views upon the advantages of the day school beyond what you have already stated?—I think that when an ordinary blind child goes into a sighted school it teaches that child independence, because he sees that the sighted children run up and down stairs and go about alone, and he is anxious to do the same. Then of course he sees the other children skipping and running in the playground, and the little girls knitting and doing needlework; and when the others are drawing many of my blind children will learn to hold a pencil and try to use it, though it is of no use to them except that it teaches them to do it properly, and makes them ambitious.

1503. You say that it is of no use to them?—No, it is of no use to them so far as teaching drawing is concerned, but it becomes useful to them by and bye, when they come to write with a pencil; they do not hold it awkwardly.

1504. Did you ever know blind children do any modelling in clay?—Yes, the blind children at the Norwood College do modelling, but our children have done none yet.

1505. Do you think it is an advantage that blind children should be taught by blind teachers?—I think that the children are more willing to do what their blind teacher tells them, because of course they know that you cannot see, and that you have had to do exactly the same as they have; and, further, the parents place more confidence in a blind teacher than they would in a sighted teacher.

1506. Why is that?—I think it is sympathy, because, having blind children of their own, they feel for you, and the mothers will often say to you, "Ah, miss, you "know what it is to be blind, and you can feel for "him," and they will trust you.

1507. You think that it also gives the parents the courage and self-denial which induce them to send the children to school?—I am sure it does. If I have a very bad case in a dreadful neighbourhood, if anybody who could see were to go to the parents, more likely than not

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they would not trouble to answer them, or they would pretend they were not at home; but they would never do that if I went, and generally you can get the parents to send their children. The more rough the parents are the more kind they are to us.

1508. Do you go sometimes to the rough parents if they will not send their children to school, and remonstrate with them?—Yes, I always go if necessary. I give the name to the visitor, and if I think it is a difficult case and the visitor cannot persuade the parents to send their children to school, our superintendent will ask me to go, and generally in most cases I can persuade them.

1509. May I ask you on what grounds the parents are reluctant to send the blind children to school; is it from a mistaken sense of their helplessness?—I think that is it mostly; and if the blind children are useful, active children, the parents are glad of the excuse to keep them at home to mind the little ones, or to help them in any way.

1510. In your visits to the parents of the blind children you always encourage them to send their children to school?—Yes, I just tell them how I got on, and how other children have got on that I have had, and then that always induces them to send the children to school.

1511. Do you find that the children who come early to school lose their sense of helplessness and become more courageous and self-reliant than those who come later?—Yes, I am quite sure they do. I have an instance now of a boy who is attending my school at High Street, Shadwell. He came to me at six years old; he is now eleven, and for the first three years, through being at home until he seemed six, he was quite imbecile. It took me all that time to break him of all his imbecile ways, and now he is really quite an active boy; everybody notices what an improvement there is. Had he stayed at home he would have been an imbecile. His mother sees it now. They were so fond of him that they would never have parted with him to go into an institution, so that of course he would have been obliged to stay at home if his parents had not been persuaded to send him to day-school.

1512. You are Scotch, are you not?—Yes.

1513. Taking the case of a solitary blind child in a rural parish of England or Scotland, do you think that if the child was sent early to school the teacher could manage to master enough of the system of teaching the blind to be able to give that child instruction up to a certain age?—Yes, I am sure that if the teachers were interested and anxious for the child to get on they could do so if the child had ordinary intellect.

1514. But you think that the isolation of blind children and the neglect of their cultivation has a tendency to deteriorate the activity of the intellectual faculties, and in fact to hinder their development?—I am sure of it.

1515. And they become stupid and helpless?—I do not think we get nearly so many imbecile children now as we used to get when we first began in board school work, because now we get them at the age of three and four. Parents send them now without half the trouble there used to be. When I went first half my children were 12 or 13 years old, and they had been neglected all those years, and of course I could not do so much for them at that time.

1516. You think that putting them in blind institutions at an early age with blind children is not nearly so good as educating them during the same years with sighted children?—I am quite sure it is not, because they go into institutions and they have their food and their bed and every comfort, and they never realise where it comes from; and then when they come out of the institutions they are helpless. They have no idea of the use of money. Then they are apt to despise their homes because they are so much poorer and less comfortable than the institutions; whereas when they stay at home they know what the struggle is and they can help in it.

1517. (*Mr. Johnson.*) That applies to all blind institutions, does it not, whether in London or in Edinburgh or anywhere else, and sighted institutions too?—Yes. I think that if the children stay at home until they are 12 or 13 years of age they are old enough to realise that their homes are poor and that their mothers and fathers have to work hard for the money.

1518. (*Chairman.*) And they are in sympathy with their parents and willing to help in the struggle; is not that so?—Yes, I am sure it is.

1519. Would you like to supplement your evidence in any way by stating anything that suggests itself to you, either for the better teaching of the blind educationally or for their better training, or for helping them in after life?—The only thing is that of course it is very hard when the children have finished with us to find institutions into which to send them; it is such a great trouble to get them into the institutions. You have to try to get them in by vote. Of course we cannot do that, and in many cases the parents are ignorant and do not know how to go about it; and so unless we take a great deal of trouble the children are obliged to stay at home after we have finished with them. We have got scholarships for many in the Norwood College, but in the case of those who cannot learn music and who have to learn trades we have great trouble to know what to do with them.

1520. When you have finished the education of the children at the London Board Schools, the difficulty is to get them properly trained to earn their living?—Yes, if they cannot afford to pay, and when the guardians do not feel justified in paying it. When the father is able to work they perhaps think that the father might pay; but then sometimes it is hard upon the parents if the payment is 10*l.* or 12*l.* a year where there are many little ones.

1521. Then you would like to see the children educated in the ordinary schools up to the age of 13 or 14 until they have passed the Fifth Standard?—Yes.

1522. And then you would like that they should be placed in institutions in order to give them an industrial training for five or six years before they are sent out into the world to get their living; is that so?—Yes. Some institutions into which they could get by good character and ability if the cases were deserving without so much trouble; now it is almost impossible sometimes.

1523. Have you any suggestion to make as to the kind of occupation which the blind might follow with advantage, other than those that are generally known to the public, such as basket weaving, brush making, mat making, chair caning, and musical teaching?—No.

1524. Do you think that the blind have a special facility for acquiring a musical education or not?—I think some blind people have, but I think they only average as sighted people generally. It is because perhaps your eyes are shut and you listen more to music, and that makes people think that blind people are more fond of it.

1525. Do you not think that some of the faculties of the blind are more developed than those of sighted persons?—Yes, that is just because you have to use them more, just the same as if you were without one hand you would have to make the other do more.

1526. And so the senses of hearing and touch are better developed in the one than in the other, are they not?—Yes.

1527. May not that lead to a better capacity for musical instruction?—Yes, I think it does.

1528. You think that where blind persons are capable of being taught music there is a better opening for employment than if they are taught the ordinary trades which the blind are taught?—Yes, if they are taught music and can do it successfully I am sure there is. There is more money to be made at music than there would be at a trade, because of course a blind person cannot generally work so quickly at a trade as a sighted person.

1529. Have you any blind acquaintances or friends who have been successful either as performers on the organ or as musical teachers, or otherwise?—Yes, I have several blind friends.

1530. (*Mr. Johnson.*) Earning money?—Yes; I know several in London now who are earning money and doing well.

1531. (*Chairman.*) Are they earning a living?—Yes, I bought myself a piano some weeks ago from a blind friend who is in a piano business at Brixton, and who is doing very well. He has a small warehouse and sells pianos.

1532. Is he making a living?—Yes, he is making a living. He has four little children, and they seem very comfortable and happy.

1533. I gather from your remarks that in your opinion the teaching which is now given in the London Board Schools is good and satisfactory?—Yes, I think it is.

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1534. How does it compare with the teaching that you had yourself at the Scotch institution?—It is over so much better than what I had, because of course the Braille methods of reading and writing were not invented when I was at school, and we could only write with the greatest difficulty and we had no nice reading books at all.

1535. You think that the Braille method is a very valuable invention for reading, writing, and arithmetic?—Not for arithmetic, but for reading and writing it is.

1536. But for all practical purposes of instruction, for the dictation and for the exercises which the children have to do in school?—Yes, and it is most valuable to us. I copy most of my school books and grammars and geographies and anything I may want in Braille, and of course in any other system of writing that would be impossible.

1537. Then the blind children actually learn from the same school books as the other children do?—Yes, we have the Royal Readers in Braille, and of course the other children use them.

1538. But for grammar and history and dictation you make copies, do you, for them?—Yes, they make copies upstairs. The blind children are obliged to listen to the other children reading from their grammars and histories, because different districts use different histories and grammars, and we could not have them all in Braille. We have one history and one grammar.

1539. (*Sir Lyon Playfair.*) When your children go up to the classes of ordinary sighted teachers to learn, for instance, arithmetic, do those teachers know the systems at all, and can they look at the children's sums and see that they are correct?—Many of the teachers are so much interested that they learn the system, and those who do not, call the children up to the table and they read the figures of their answers, and then the teacher can tell if they are right.

1540. Then they try to co-operate with you in carrying on your system?—Yes, the teachers are most interested and kind.

1541. Do you find that your children going up under the ordinary teachers progress as rapidly as the other children?—Yes, I think that ordinary blind children progress as well as ordinary sighted children, and a very clever blind child will sometimes do better than almost any child in a class, because it attends to its work when the other children might look round.

1542. And in mental arithmetic it is specially so?—Yes, in any oral lessons.

1543. So that you find no practical difficulty in getting the ordinary sighted teachers to co-operate with you in the education of the blind?—No, I have no difficulty, unless the blind children are feeble-minded, and then, of course, it is impossible for the teachers to do anything for them any more than letting them sit still; and of course I cannot do much myself under those circumstances.

1544. (*Dr. Tindal Robertson.*) Judging from your experience at the different schools at which you have been, and from your experience as a teacher under the London School Board, could you give us any suggestions as to what would be the best way of teaching in a rural district, supposing that there was a large school there and only one or two blind children in that school?—I should think it would need some person who thoroughly understood the work to begin with the children; and after the children were nicely started, if the teacher were interested the children would get on.

1545. Do you think it would take a great deal of time on the part of the teacher to acquire sufficient mastery of the system to be able to instruct those one or two children?—No, it would not take long.

1546. Would they be able to acquire the knowledge of it in their ordinary preparation for school teaching without encroaching too much upon their time?—I think so, because of course the arithmetical type one can learn in the matter of a minute or two; the Braille system is very easy. Many of the sighted teachers can now read it and write it sufficiently to be able to teach it, and of course in geography the teacher can see the maps as well as the children.

1547. (*Dr. Armitage.*) In the case of a blind child in a rural school where there are no other blind children, have you thought at all what would be the best way of bringing that child up?—I should think it would be best to leave it at school; but of course there would need to be some one to start it when it was put into the school, and to go to its home and talk to its parents. That is what I try to do. When I go to the parents I ask them to teach the children to dress themselves and let them be useful at home, and wash up the tea things or do anything that they think is useful.

1548. Do you think that if some lady resident in the place could take an interest in the children, she could learn sufficient of the special system used for the education of the blind to enable her to ground the child and prepare it for the school?—Yes, she could; but I think that as with sighted children it would be better to have some one who was really a trained teacher and understood it. Although a lady would be better than nothing it would be better to have a trained teacher.

1549. I understood you to say that you did not think the teacher would have the time to give to one special case?—No, I do not think that a teacher in a rural school would have the time unless the blind child had been started by some special person; but I think that if a blind child was started by a special teacher, and if it was a blind child of ordinary ability, then the teacher would be sure to give the time and would get the child on.

1550. How would you suggest starting this child by a special teacher?—Of course there would need to be some special teacher appointed by the school board, or by some one, to start the child.

1551. What system of reading do you teach?—Braille and Moon, Braille principally. Moon I use a little. I use Moon more where the children are feeble minded, or where they have lost their sight at eight or nine or ten years of age, when their fingers are hardened and they cannot so readily learn Braille.

1552. Which do you think is the more useful system as an educational system?—Braille is much more useful, I think; many of my children who have poetry to copy out that they are learning for their examination, would copy it out in Braille in a drawing book, and then when the other children use their books the blind children can se theirs too.

1553. Have you any experience of Alston's system?—I can read it a little, but I have never used it.

1554. Do you think Alston's system is as useful, as an educational system, as Braille?—No. I can write with Alston's system too, but then it takes such a very long long time, and with that system a blind child could never hold its place in a class in a dictation lesson, whereas with the Braille system it can.

1555. Can you read what you have written in Alston's system?—Yes, but then it is so slow.

1556. About what is the difference of time between writing a page of the same size in Braille and in Alston?—I could not say; it is so long since I have used Alston. I think I wrote it fairly well when I used it, and it used to take me a very long time.

1557. You think that it is much slower at any rate?—I know it is.

1558. Are your children good spellers when they have been with you a couple of years?—Yes, especially when they go into school young, and have been in the infant school for several years, they are all good spellers. If they come into school late they are not good spellers.

1559. Do you think that the power of writing from dictation improves their spelling?—Yes, my children copy down the same words to spell as the sighted children every day, and then I see that they learn them, and of course that must improve them.

1560. Then you think that they learn to spell better in consequence of their having to write a good deal of their work?—Yes; still I think their being in an infant school from four to seven years of age enables them to spell almost more than anything, because they thoroughly learn the sounds of the letters there.

1561. What maps do you use?—The maps of the British and Foreign Blind Society.

1562. Do you think that blind children learn as easily as seeing children from maps?—Yes, I think an ordinary child will. Of course they want a teacher to show them the map first of all, and to show them where the principal places are, and then they will soon find the other places.

1563. Do they use the guides which are published with the maps?—Yes, when they are in the upper standards I always give them the guides.

1564. Do you think them a help?—Yes, I think them a great help.

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1565. (*Admiral Sir E. Sotheby.*) What do you think would be the best employment for the blind children after they have left these schools, trades or music?—It depends upon their ability. Some of them would work well and do well at trades that would not do at all well at music.

1566. And there are others that are better suited for learning trades than for learning music?—I think that part of them are suited for trades and part for music. The class of children that I think would do best at trades are the partially blind children. We have a great many of those, and they would have been neglected altogether if they had not come to us. Their eyes are too bad for them to go upstairs and do lessons with the others, and they come to us and get their education; and then they do almost as well at trade as if they could see.

1567. But you have no experience yourself of blind people being taught trades?—I learnt a trade myself before I went to Norwood.

1568. What trade was it?—Brushmaking.

1569. That was merely the drawing of bristles, nothing more, I suppose?—That was all.

1570. Women's fingers are more supple than men's for drawing bristles, are they not?—Yes, I suppose they are.

1571. You made, I suppose, hair brushes?—Yes.

1572. Did I rightly understand you to say that the Norwood School only gave scholarships for music?—I take it that scholarships are not based upon musical tastes, but upon good abilities and educational progress. In the case of any of my children who are musical I get a form and fill it up and let them go and try.

1573. But if any of the children were highly educated and had arrived at the Sixth Standard they would not be entitled to the scholarship, would they?—Yes, because they examine them in education, they would not take them if they were only musical.

1574. I thought you said before that scholarships were confined to those who learnt music?—I did not mean to convey that idea.

1575. (*Mr. Johnson.*) You were educated at the Edinburgh school, were you not?—Yes.

1576. You were there some years, were you not?—Yes.

1577. How long is it since you left the Edinburgh school?—Twelve years now.

1578. And you went through the regular curriculum of education at the Edinburgh school?—Yes.

1579. And you were taught in the various types?—They taught me to read Moon.

1580. And Alston?—Yes.

1581. That is the ordinary Roman type?—Yes.

1582. And you read that very well, do you not?—Pretty well.

1583. At that time there was no other type used in Edinburgh, was there, but Moon and Alston?—No; they had just got their Braille set.

1584. You left Edinburgh when you were twelve years old; is that the ordinary time at which you think children leave institutions in Scotland?—Oh, no, I think many of them stay longer than that; but in Edinburgh the school was apart from the institution. The children were supposed to stay in the school until they were 14. Then you had to get another form to be filled up to go into what is called the Blind Asylum there to learn a trade.

1585. Then you were at the school in the country. I know Edinburgh very well, and the three institutions there; which of them were you at?—I was at a little blind school in the town which does not exist now.

1586. It has been moved into the country?—Yes.

1587. Did you go into the industrial portion?—No, I left the school, and they thought I had learned all I could at home.

1588. Your time was up in short?—Yes.

1589. Then you had four or five years interval before you went to Norwood, had you not?—No, only eighteen months, and in that time I learnt brushmaking.

1590. Where did you learn brushmaking; did you learn it in the institution?—No.

1591. Did you find it a lucrative employment?—I am afraid I was not long enough at it, and I was not old enough.

1592. You did not make very much progress in it?—I learnt it, but not to make anything by it.

1593. Then you went to Norwood?—Yes.

1594. With a scholarship?—No, the Edinburgh Committee paid part and my friends at home paid part. There were no scholarships from Edinburgh.

1595. You went to Norwood to learn music, I think you said?—Yes.

1596. Why did you not continue with your music?—I always wanted to be a teacher from the time that I was little, and Dr. Campbell said that if I would like to be a teacher he would have me trained.

1597. They only train pupils at Norwood who have a special talent for music, do they?—No, they will train you for a school teacher as well.

1598. How many school teachers have been turned out from Norwood in your experience?—There are five of us now under the London School Board.

1599. You write, I suppose, in the Alston mode yourself now?—No, I hardly ever use it now.

1600. Do you think there is any advantage in teaching the children the three systems, Alston, Moon, and Braille?—No, I should never teach Alston myself in school; I think that one system is almost as much as the children can master, the same as sighted children.

1601. At that early age?—Yes, I am sure it is.

1602. You have told us something about partially blind children; have you many of those under you?—A great many.

1603. Can you tell us anything like the proportions?—Out of my 25 children I think there are about 10 who are partially blind, but of course that depends upon the neighbourhood, and it depends too upon the interest of the school board visitors. Sometimes parents are willing to send their partially blind children to school; in other cases again they cannot bear the idea of sending them to a blind class because they are not quite blind, and they will not send them.

1604. I suppose you are aware that partially blind children are not, as a rule, admitted into blind institutions in the country?—I thought there was only one institution into which they were not admitted. I know there is one institution which does not admit the partially blind; I did not know there was any other.

1605. (*Chairman.*) Do you consider that the training which you received at the Normal College was very good for you as a teacher?—Oh, yes.

1606. You think that you were really well prepared for teaching purposes?—Yes.

1607. And you learnt the art of teaching at the Normal College?—Yes.

1608. And do you think that whatever education you might have received you would have been as good a teacher without that special training?—I know I should not.

1609. Practically the Normal College is to a blind teacher what a training college is to a sighted teacher?—Yes, it is just the same.

1610. (*Dr. McDonnell, through the Chair.*) The children whom you describe as partially blind require the same teaching as the totally blind, do they not?—Yes.

1611. And for all educational purposes they are practically blind?—Yes, although many of them can see so much that perhaps they can see large print or write on a slate for a little time; but directly they do it for any length of time their sight fails them.

1612. Very often they are children who are in process of becoming blind, are they not?—Yes, very often they are.

1613. And if a strain was put upon their eyesight it would probably confirm the blindness, would it not?—Yes, it would. I have one child in particular who came to me at six years old, being then almost blind. He learnt with me; now he is 12 or 13, and his sight is coming back to him, and he is gradually learning to read and write like the sighted children; but then of course it comes easy to him after having passed his standards. He is now in the Fifth Standard, and if it had not been for our school he would have been sitting at home all these years doing nothing.

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1614. And probably his faculties would have been benumbed, and he would have been a stupid child?—Yes, I am afraid he would.

1615. (*Mr. Johnson.*) Do you think that the number of blind children that come under your observation is on the increase or decrease?—I think it is on the increase, but I do not think that it is because of the increase of blindness, but because they are better looked up than they used to be.

1616. (*Chairman.*) You think there are some who are not yet reached by the London School Board officers?—No; I think that all the really blind children are reached by the London School Board officers; I do not say that they are all in school, because there are some cases in which the parents will not send them; they say that they are delicate, and they send doctor's certificates, and you cannot compel them. Then there are some who are really delicate and cannot come. But I think there are many partially blind children that we do not get that we might have. I think we ought to have the name of every child who does not attend a sighted school owing to bad eyes, and then we could find out about them. When I go to the parents they know that I should not say that I wanted the children to attend a blind school if it was not really necessary; and the parents will trust us and take our judgment generally.

The witness withdrew.

Adjourned to Monday next, at 12 o'clock.

32, Abingdon Street, Westminster.

Monday, 25th January, 1886.

PRESENT:

THE RIGHT HON. A. J. MUNDELLA, M.P., IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.

CHARLES E. D. BLACK, ESQ., *Secretary.*

The Rev. B. G. JOHNS, M.A., further examined.

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1617. (*Chairman.*) You attend here to-day in order to supplement your evidence of the 18th of December last?—Yes, I shall be quite ready to answer any questions that may be put to me.

1618. You propose, do you not, to give us evidence as to the industrial employment of the blind?—Yes, I think I have a few things to say on that subject.

1619. Will you be good enough to make your own statement as to the trades which in your opinion are found to be the most practically useful for the employment of the blind?—Yes; by practical trades I mean those which are found to be the most useful and most profitable to the blind boy when he leaves an institution. Those that seem to me to be the most practical in that sense are basket making, mat making, weaving, chair caning, knitting, and netting.

1620. Would you not include brush making?—Most assuredly; I had omitted that.

1621. You are aware, are you not, that on the continent brush making is very largely taught the blind, and that the Government contracts even for the confederated German army of the German States are tendered for by the blind institutions there?—Yes, I can to a certain extent corroborate that by the fact that all the brushes that we can make at the school find a ready sale; and we even supply, I think, Lincoln and Bennett, the great hatters (I only mention this as an index of what the quality of the work is), with all their hat brushes, so that I am very glad that you were good enough to point out that omission.

1622. Have you ever had any Government contracts?—Not for brushes, but we have had for many other things; for many kinds of mats and rubbish baskets, and such things as those. I should speak of those trades as being the most practically useful, because there are some others which are carried on in many institutions, I believe, with some success, possibly with some considerable success, and which owe their success in a great measure to their being locally useful; such as at seaports the making of various kinds of ships' fenders, and ropes which are found useful there, but which are not found useful elsewhere. I should not include those as being amongst the most practically useful trades. We ourselves at the school made shoes at one time, and in fact all the shoes worn by the children in the institution were made by the boys; but that was given up; it did not answer thoroughly well. They made shoes, but they were awkward and coarse and clumsy, unless they had a good deal of sighted supervision, more than it was found practicable or possible without great expense to give them.

1623. Whilst we are on the subject of shoe making, I should like to ask you whether you are aware of any attempt having been made to employ blind persons in the great shoe-making districts, such as Northampton, Kettering, Leicester, and Stafford?—No, I am not aware of any such attempts, but I can quite imagine that it could be practically done if there was good sighted supervision.

1624. Would it not seem that if it were possible to find some trade in which the blind could be employed in some department of the factories it would be of great advantage to the blind?—Most eminently useful.

1625. I see that you include weaving among the trades in which you would employ the blind; to what kind of weaving do you refer?—To the making of cocoanut matting chiefly.

1626. That is hand-loom weaving I suppose?—Yes. Then there are mats of fine wool which you might almost say were woven; they are made by a similar plan, not as the ordinary door mat is made. I mean a mat with a coloured centre and coloured border; those are woven of a very fine kind; but the cocoanut matting I suppose, would stand the best chance, and be considered in the trade exceedingly good of its kind. Then I class amongst those trades that are not so practically and so widely useful one more besides the making of shoes, and that is the making of sash line, and for this reason, that although we at the school can make exceedingly good sash line, and sell what we make, it involves the working of two blind people, or at all events of two people. When a blind boy or a blind girl goes away able to make sash line, they very often fail and are unable to carry it on because they cannot get someone else to work with them. The machine itself requires a person on each side of it to make an interchange of the strings, a girl could do it by herself, but it would be a very slow and tedious operation, and very poor work.

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1627. Is not sash line already made by steam power?—I think so, but ours is so good that it is very often sought for; it is made so strongly and of such good material, and any other kind that we offer to supply will not be accepted. Then the rope making to which I think you alluded when I was examined before I should class among the local trades, and not as being so widely useful, because a boy when he gets away from us, unless he happens to go to a place where there is a rope walk, has no chance.

1628. But there again I think you are in competition with steam power and factory labour, are you not?—I am not aware that rope is made by steam power.

1629. I know that in the making of cords and twines, and all the ordinary kinds of cordage which are used, steam power is now employed very largely and with very great success?—Very probably.

1630. And a much finer article is produced by steam power, I believe. Do you include, for instance, in your rope making the making of cables, and the making of ropes for shipping purposes?—Yes, it would apply to that, but I do not think that any blind man has ever attempted making anything beyond ordinary rope. The sash line that we make is such as you would hang ordinary pictures with; it is very strong indeed, but small. Then I should call some trades more practical again, and others less practical, because a place to work in cannot always be found; and what might do for a basket maker will not do for a weaver, so far as regards accommodation. If a man has a loom he may not have any place in which to set it up, and he cannot always get a place. Then there are one or two trades which require some sighted supervision to help them to make work that is good enough to sell, and it depends in a great measure upon whether that supervision can be got or not.

1631. I assume that basket making and cane work are the things which are in most universal demand; is not that so?—Yes, I quite think so.

1632. And in the provincial towns and even in the rural districts basket work and cane work will find employment for blind people, will it not?—Yes, all I know would confirm that idea most strongly.

1633. Then is not the difficulty one of organisation; that the blind person requires to have a room for his special working, and to be supplied with his material; is not that so?—It is so.

1634. Is there no kind of association in the country that keeps up a regular correspondence with the blind people scattered about the country, and that supplies them with raw material?—Not that I know of.

1635. Do you think that it would be a great advantage if there were some central depôt for supplying blind people with raw material at wholesale cost prices, and corresponding with them in matters relating to their industry?—Yes. There is a suggestion that I should like to make on that point. I should say that, on the whole, the commoner and simpler the employment, the better for the blind. That would corroborate what you said about chair caneing and basket making as being commoner and simpler work, and being carried out without any great trouble as to the place of working, and as not requiring a large quantity of tools. Chair caning can be carried on almost anywhere in fact. Then I say the commoner and simpler the employment for the blind the better. That also more or less includes there being no colour employed, because if he had to use colours a blind man would be apt to be in difficulty if he were left alone in a cottage, so that he could not make coloured baskets or use coloured wools in the making of rug work, such as he would be able to understand and make very well with a hint now and then from a sighted teacher, whereas if he were left alone he would make mistakes and not be conscious of his mistakes. Then I mentioned the time that is necessary for mastering a trade; that is a point upon which I think you would find it useful to get some information.

1635*a*. Will you tell the Commission at what age you think the blind should begin to acquire a trade?—The trade masters, so far as I have met with them, say that on the whole they would prefer a boy, even if he were a clever boy, to be not under the age of 12 or 13.

1636. Then it would seem that the course to be pursued with the blind should be very much like that pursued with the sighted; you would first give them a good elementary education?—Yes.

1637. Accustoming them to manipulate objects with their fingers, such as, for instance, to begin with the infant school, the Kindergarten work, and a little modelling with clay?—Yes.

1638. And then when they had completed their elementary education you would recommend that they should, say at 13 years of age, be instructed for a certain number of years exclusively in industrial employment?—Yes.

1639. We have had before us evidence, upon which I wish to ask your opinion, to show that blind children educated with sighted children up to 13 years of age make very much greater progress as compared with blind children who are educated together with blind children; have you had any experience on that point, or has your experience been confined entirely to the education of the blind with the blind?—Not entirely; I have had some experience the other way, inasmuch as I have had to deal with a boy who came from being taught amongst sighted children. His testimony speaks both ways. If he happened to have an exceedingly clever teacher he perhaps would be all the better for having been with sighted children; but if he had an ordinary hum drum sort of teacher he would learn nothing at all. It must in a measure depend upon the cleverness and dexterity of the teacher.

1640. It would depend upon whether the boy was properly taught?—Yes.

1641. But supposing that he was properly taught by both blind and sighted teachers in company with sighted children, and that he had been accustomed to mingle in all the games, and to receive the same instruction as the sighted children, and to go backwards and forwards to his home, and had so gained confidence and courage, he would be all the better for industrial purposes, would he not?—If the thing had been thoroughly well done; but that is a very strong if.

1642. Have any children as yet come to your St. George's School, where you train the blind, from the London School Board?—Not that I can recollect. We had one boy, I recollect, about a year or two ago who had got into some board school for a time, but they were very glad to get rid of him, because I imagine no provision had been made for him at all, so that he knew nothing or next to nothing.

1643. What age was that boy?—I should think, as well as my memory serves me, he was about 14 when he came to us.

1644. Then if you received a boy at the age of 13, properly instructed so far as the elementary instruction goes, you would put him in the blind institution and train him with other blind persons by the aid of sighted teachers?—Yes.

1645. How long would it be necessary to keep him there?—Do you mean both for educational and industrial purposes?

1646. I am assuming that he came to you having passed in the fourth or fifth standard of elementary education, which he ought to do. Supposing that he had done that, would not all that he would require for elementary education be to keep up that education?—Yes.

1647. So that an hour or so a day would be sufficient to maintain and improve his elementary education, and the greater part of his time would be devoted to industrial training?—Quite so.

1648. That being the case, how long must that boy remain in an institution to be taught those industries to which you have referred?—From what the industrial masters themselves tell me, and from what I have seen myself personally, I should think that you could not do it thoroughly under four or five years.

1649. Of course the capacity varies very much with the blind; some would have to remain till 17, some till 18, and some till 19 years of age?—Yes; that would entirely depend upon the chances of early life, and upon whether or not they had been neglected and left to lie about as useless.

1650. It would depend upon their early development?—That is so. If a boy has been left in a corner, and it has been said, "Oh, he is only blind, let him get out of the way," and they have taught him nothing and trained him in nothing, it takes a year even before he can learn how to split a bit of withy for the beginning of basket work. He cuts his fingers, and cannot do anything.

1651. We have had evidence that there is nothing so injurious to the blind as to isolate them and keep them at home, and, as some of the witnesses have said, to coddle them, the result being that they become helpless and stupid and entirely dependent?—Yes, and vicious.

1652. And you believe that the earlier you begin to train them and make them self-reliant the better it is not only educationally but industrially?—Yes, from the age of seven. I do not think you can do much before the age of seven.

1653. Would you confine your teaching to one department of industry, or would you teach them basket making, mat making, and weaving, and so on?—That I can answer very clearly, because I think we have found it almost universally true that a boy who attempts to master two trades fails in one certainly, and possibly in both.

1654. You think that he should either take up basket making or brush making or mat making, as the case may be, whichever he is best adapted for and shows ability for?—Yes; and for two reasons, not only that he will not master both under training equally well, but that when he has left us he cannot carry on both. I have known a boy come to me and say, "Can you move me, "sir, out of the basket shop into the mat shop? My "teacher says that I have learnt all I can of mat making; "will you move me so that the rest of my time I can "give to the other trade?" In bygone years I have done that, and the master has said, "Well, he is a "thoroughly good mat maker; he has two years more "to spare; probably he will pick up some knowledge "of basket making which will be useful;" but I do not remember any one instance in which he has carried on both trades successfully, though he has tried to do so. So that on the whole I should discourage it.

1655. Which should you regard as the simplest trade for them to acquire?—I suppose chair caneing would be the most simple, and next to that basket work. If a boy cannot do very finished and very fine basket work he can learn to make a rubbish basket and to make it exceedingly well, as well as a sighted person; but he may fail in the very fine things, even although he acquires a certain amount of dexterity. The French people will beat him and undersell him even if he makes it exceedingly well.

1656. Is there any large trade in England in the kind of basket making that is common in one of the blind institutions of Germany; that is to say, travelling baskets, such as are used in place of portmanteaus, supplied with bars and locks?—We make a very considerable number. We make the Prince of Wales's clothes baskets, for instance, which are all square, and which are all supplied with locks and bars. They cost a good deal of money. I only mention the Prince of Wales because he happens to be one of the people who can afford it, but we make them for those who can buy them. We make them of very capital material and strength.

1657. Are you able to make those and sell them as cheaply as they can be made ordinarily?—We have to contend with the trade in the open market, and if we did not sell them as cheaply as people can get them elsewhere nine tenths of our customers would not buy them at all.

1658. (*Sir Henry Selwin-Ibbetson.*) Have you gone in at all for the parcel post baskets?—We have made a very large number of baskets for the parcel post, and we hoped we should get them to repair, but the Post Office were not as good as their promise.

1659. (*Chairman.*) What would be the cost of the training and maintenance, say for five years, of a blind boy or girl; of course they all board in the establishment?—Yes. That is not a very easy question to answer offhand, but I think in my former evidence, in answer to question 633, I gave you what I supposed to be a fair average for four institutions.

1660. But when you spoke of 50*l.* as being the cost did you refer to your St. George's School, which is purely industrial, as I understand?—It is not entirely industrial.

1661. It is industrial, supplemented by a little education, because the younger children attend the Wandsworth School?—Yes, but that has not been in operation yet long enough to affect us very much. We are only just beginning to receive children. Perhaps you will allow me to supplement this in one point. You were asking me about the five years' time necessary for mastering a trade. I see I have put in a note here: "A "part of each day being kept for school." That part during the first three years that a boy comes to the St. George's School is about an hour and a half, or perhaps an hour and 40 minutes, in the schoolroom, and the rest of the day is occupied mainly in the industrial work. I would say also here that the change from the one work to the other is good for the boy. He gets a little relief; after three or four hours of basket making he goes in and has an hour at arithmetic, or reading, or what not. That would partly answer the other question you asked me, about the little time that is given to education in the St. George's School. It is little, and it decreases as years go on. In the fourth year he would give up a little of the schooling; in the fifth year he would give up a little more; and in the sixth year he would get no schooling, and nothing else but industrial work.

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1662. (*Mr. Johnson.*) You forgot to mention music?—Yes, I should have said industrial work and music.

1663. (*Chairman.*) The music is partly industrial work; you teach some of the blind to earn a living as piano tuners, do you not?—As piano tuners and organists.

1664. We have dealt hitherto with those who have been blind from early childhood; have you any who come in who have become blind after having reached 18, 19, or 20 years of age?—Yes.

1665. For how long do you train them?—For just the same time.

1666. Do they require as much training after having been sighted up to 18 or 20 years of age as a blind child requires?—In some cases they require even more, and if you will allow me I will tell you why I think so. It would seem, of course, at first sight that a boy of 18 or 19 years of age would be much more easily taught than a boy of 12 or 13, both being blind; but a boy of 19 may come to us who has not been blind perhaps more than a couple of years. I say to him, "How did you lose your sight?" and he will say perhaps, "I had a "stone thrown at me a year or a year and a half ago, "and that has gradually blinded me." Then I say, "What have you been doing ever since?" and he says, "Oh, that knocked me over to such a degree that I did "not recover from it; it completely upset me, and I "could not do anything." I say, "Have you done anything?" and he says, "Nothing whatever; I have "merely stayed at home in my father's cottage; I have "done nothing ever since this accident; it completely "prostrated me." Then if he has been affected by fever and he has lost his sight in that way he is more shattered than if he had become blind at an early age.

1667. It becomes a new departure in life to him?—Yes, so that a boy of 19 in many cases requires quite as much care and quite as much training and quite as much teaching as a boy of 13.

1668. Of course he is totally unable to read or write or correspond, or to do anything which the blind usually do?—Yes, and if he has been neglected for three or four years before he comes to us at the age of 19 he has forgotten an immensity of things which he once knew. Even the knowledge of Roman letters, which he probably knew as well as he knew his own name at one time, fades out of him, so to speak, and he has no knowledge to help him practically.

1669. Up to what age do you take adult persons in your blind institution?—The age ranges from 7 to 20.

1670. But supposing that a person has become blind at the age of 25, what course would you adopt with him?—We cannot by our charter take them at such an age as that.

1671. Are there any institutions, as far as you know, that give instruction to persons becoming blind after 20 years of age?—I am not aware of any.

1672. Then persons becoming blind after reaching manhood or womanhood can get no instruction?—They can get instruction from us in this way. The committee have founded an adult shop, and into that shop they occasionally admit a blind man of 25 or 30 years of age if he shows enough capacity to be taught without very much special teaching. They do not undertake to take in grown-up men as a rule who know nothing, because that would require a very large number of teachers.

1673. Do you find that the teaching of music is of advantage as a trade to earn their living other than as a recreation to the blind?—I think I spoke of that strongly in my former evidence. I do not know that I can add to that.

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1674. Will you proceed with your statement as to the difficulties in the way of the blind?—I would, if you please, make this one remark. I think I spoke of music as being exceedingly good and useful in every possible way as a recreation and an amusement, but I think I may say even more than that. I have known cases where it has softened a boy in such a way that he was taught in every way more easily and better by having learnt music. A rough, uncouth boy by getting into the choir and being taught to play the piano or the organ got softened down and the door was opened in many ways to him, so that it has a most admirable effect in every possible way. But if you ask me whether I would send a boy out at random into a place 100 miles away to get his living as an organist or as a tuner, I think the chances are 19 out of 20 that he will come to grief.

1675. But as a means of enjoyment and recreation for the blind music is excellent, is it not?—It is most excellent in every way. Then as to the difficulties in the way of the blind generally, and the difficulties which beset the average blind boy or girl who leaves the school, the first thing I think that he finds in his way is the competition against him as a basket maker, which is very fierce. I have known the case of a blind boy, for instance, being in a little town where there were two other basket makers. They were exceedingly angry that this boy was able to make a good basket, and they did all they could to prevent his getting trade. If he lowered his price they undersold him. Now that sort of difficulty I do not say is very common, but it is one of the difficulties; they have to meet with competition. A few customers will buy from him because he is blind, but a great many will not buy from him because he is blind; they think that it is an inferior basket that he makes. Then a difficulty which he meets with, and a great one, is the lack of orders. He makes a thoroughly good basket, but he cannot go round and offer it for sale, and he cannot get the orders to go on making them, so that he starves, or is in danger of starving. Then good materials, good withies, or whatever he wants for his trade, are exceeding scarce in the country, and they are not only scarce, but they are dear. Then there comes a temptation to him that he should buy a second rate sort of material instead of a good one. Then he makes a second-rate basket, and when he has made a second-rate basket then he gets the name for making inferior baskets, and then he is worse off than ever.

1676. You are quite satisfied that it is important that he should have access to raw material of the best quality, and at the lowest cost price?—Yes. Then I should venture to suggest, at all events in rough and in mere outline, such remedies as these if they could be applied. You would want a great central depôt or central depôts here and there, which would undertake to keep a register of good workers who were blind, and a register, if possible, of customers who would patronise the thing if good baskets were made, and of people who would supply to the blind good materials at cost price. Then would come the very thing to which you alluded just now, viz., central workshops for adult skilled workers; but that would not include the training of adult workers, because in their case the difficulty is where they are to learn. If you opened a great adult workshop and said that you would take in basket makers and weavers, you would find that you could not possibly take in skilled workers and people who need teaching at the same time; they would upset all your plans at once. Those seem to me to be some of the difficulties in the way of the blind, and I have also suggested some of the remedies which in my opinion would in a great measure remove some of the difficulties.

1677. So far as your experience goes, can you give us an idea of what would be the earnings of an average blind person in some of those industries to which you have referred?—That I think would be partly answered by our report on page 15. I take it that the earnings which are given there as the earnings of the basket makers in our adult shop would be the average earnings of a man if he was a good workman and if he could get employment in his own place, because those men are only really paid what journeymen's wages are. Perhaps we make the thing as easy as we can for him, and offer facilities which he could not have in his own home; but this would not be far above the average.

1678. On page 15 of your report you state the average earnings of basket makers at 15*s.* 11½*d.* per week; is that in your workshop?—That is in our adult workshop.

1679. And you put the average earnings of the mat makers at 16*s.* 3¾*d.* per week?—Yes.

1680. Those being the earnings, do you make a profit or a loss upon the manufactured article?—I think the shop barely pays its expenses. It pays its expenses and there is a trifling profit.

1681. But supposing that those persons were working at home, because they cannot remain in the institution after you have thoroughly trained them, what should you say their average earnings would be?—I think that you would then have to take off perhaps 10 per cent.; they would get less because we offer them facilities in the shop. In the first place they are in the presence of a sighted supervisor; then they have a comfortable room to work in, they have good tools, they have space, and they have all they want.

1682. And you provide them with fire and light, do you not?—We provide them with fire and light, and with their dinner.

1683. When those persons leave your establishment to set up for themselves in the country their earnings will not compare with these, will they?—No.

1684. And as a matter of course the blind are always handicapped in competition with the sighted by not being so quick as a rule?—Some of the clever workers in that adult shop I do not think would be beaten in point of quickness.

1685. Do you think that in brush making, basket making, and weaving some of the blind are as quick as sighted persons?—Some of them.

1686. But that is not the average?—No, not the average. But you see many of these adult workers, as we call them, have had their six years' training in the school, and then they have had perhaps three or four years in the adult shop, so that they have gradually become very clever workmen in point of fact.

1687. Is there any such organisation known as this: that when the blind leave the institution for the country, for some country village or provincial town, certain persons are appointed to correspond with the parent institution, and to act practically as guardians over them, and to assist them in their efforts to obtain a living?—I am not aware of anything of the kind.

1688. Does it not suggest itself to you as being an excellent thing that there should be some system of that kind in operation?—I do not quite understand the system which you suggest.

1689. I will give you one instance to illustrate my point. They are trained, we will say, in Dresden; they belong, say, to the town of Chemnitz, a town of 100,000 inhabitants; there are nine blind persons there, and the clergy and some of the benevolent persons are appointed by the parent institution at Dresden to look after those nine blind persons; the Dresden institution supplies them with raw material, and will even lend them 5*l.* to begin business with; and all the assistance which they get through life they get through the parent institution, and if the first year they fall short of 5*l.* or 10*l.* this is given to them instead of a pension to eke out their earnings, and so it continues all through their life; and any begging or immoral habits, or anything that is discreditable to them, would forfeit the protection of the parent institution. You see that that is a very highly organised system; do you not think that something of that kind would be very desirable in our own country in every county in England?—In the case of such a school as you suppose, in England, as a rule, they would not have the power of devoting their funds for that purpose.

1690. But I am supposing that there are, as you know there are, very large endowments, that are now given as pensions, and you yourself gave very important evidence in your former examination upon that point?—I have a final word, if you will allow me to add it, upon the question of pensions. I left off at this point at which I should like to resume: that the central workshop for adult skilled workers is one of the remedies, and one which, if it were thoroughly carried out, would partly effect that which you wish to effect by the system which you have spoken of as being in operation at Dresden. If you have a central depôt for good workers, a list of customers, a register of skilled workmen, good materials at cost price, and a workshop where they can carry on their trade, you have covered an immense deal of ground.

1691. But even after that would there not be many of the adult blind who would not be able to earn their own living?—There would be some, but the thing would be almost gigantic if such a system as you indicate were carried out in England. The only other final point that I have down is this: the Commission were good enough to ask me to furnish them with a list of persons to whom they might write and ask how the blind persons were getting on. That list is almost completed for you, and I should like to have the opportunity of saying one word in connexion with that, as to the danger that exists in dealing with returns from the blind people themselves, arising from the fact that there is a tendency on their part to make the worst of their condition rather than to make the best of it. I have found that in trying to get returns from the blind people the cause of their making the worst of their condition was this, that they had an idea that the inquiry into their condition meant that you were going to help them in some way. Perhaps the Commission will allow me to say that I know that, speaking generally, there is now amongst the blind a sort of general expectation that a great number of them are going to get pensions, that that is to be the final result of the matter, and that it will settle them all comfortably for life. I know that that idea is widely afloat amongst the blind, so that I think that when the answers to the inquiries of the Commission come to you, you will find that John Smith, for instance, makes the worst of his condition, and says that he is only earning about 3*s.* a week, and that he is awfully badly off, and he hopes that you will do something for him. As to pensions I have written down this as a note: "The "worst thing that could befall them as a rule." I am speaking of people of 25 or 30 years of age, or up to a time in life when they cease to be able really to set about good honest hard work. I think it is the worst thing possible, and yet I know from continual experience that pupils and other blind persons who have not been pupils have written to me saying, "Well, the fact is I "am 25 or 30 years old now, and I cannot get anything "to do. Do for mercy's sake get me a pension. You "are connected with this and you are connected with "that, and if you only represent my case you are sure "to get me something;" and they look upon the Commission as the powerful machinery that is going to rectify the whole thing, and think that there is a golden age coming.

1692. You regard the pension system as being thoroughly demoralising?—Yes, I do, on the whole; unless it is for an old person, or for a person who is suddenly incapacitated or plunged into very heavy misfortune.

1693. (*Mr. Johnson.*) Or as an aid to industry?—Yes, occasionally as an aid to industry.

1694. (*Chairman.*) What would you recommend should be done with the large funds now in existence which are applied to pensions?—That is a very wide question, but possibly I might say this much, that I think they should be devoted mainly to those who are incapacitated in the way that I indicated, that they should not be given to people of 25 or 30 or 35 years of age, but that such people should be content to wait until they had tried every possible chance of getting work, and were either unable to get it or had never been trained in work, and in fact could not get their living in any other way.

1695. Then you would use the pensions to aid and supplement industrial effort, and not to supersede it?—Quite so; that is the very thing that I would do if I had the chance.

1696. Is there any other matter that you would like to state to the Commission before you are cross-examined?—No.

1697. (*Mr. Johnson.*) While we are on the question of pensions, I should like to ask you whether you have any experience with regard to the societies which grant pensions to people younger than 60 years of age?—Yes, I have a thorough knowledge of one society which grants small pensions of 6*l.* a year to persons who are not under 40; but it rarely happens, even in that society, that the pensions are given to persons so young as 40, because the great majority of the candidates have reached 50, some 60, and some 70 years of age.

1698. Then the societies for giving pensions to persons under 40 years of age are very few; there is Day's Charity and your own charity, but I do not know of any other?—Speaking of our charity, we do not give them below the age of 40.

1699. I believe Day's Charity is the only charity that gives a pension as low as the age of 21?—The Gardner Trust I believe gives pensions without reference to age. In the case of Hetherington's Charity I think the age is 60.

1700. And I believe that in the case of almost all the City Companies the age is 60, is it not?—It is so in the case of a considerable number of them, I believe, but I will not be sure about all.

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1701. Do you think that it would be an advantage if those pension societies could be amalgamated under a central control?—The idea never occurred to me, but it would be an exceedingly difficult thing to amalgamate them in that way. Take the little society, for instance, which grants pensions to persons who are not under 40 years of age; that has been kept alive by individual effort, and if it was proposed to merge it into something else, that individual effort would come to an end, and the thing would die.

1702. I am not speaking of the very small charities. The society for granting annuities to the poor adult blind is almost entirely, as I understand, subsidised by the friends of the society; but I am speaking of great societies, such as Hetherington's, the Cordwainers, the Clothworkers, and what are called the City Companies?—I see no advantage that would arise out of their being amalgamated. If they were wisely managed and the pensions distributed as they are now, and not given to people below a certain age, I do not see why they should not work just as well.

1703. I suppose you are aware that several of these trusts have been established with specific conditions, such, for instance, as that they are only to be given as charities for people who live in certain districts, and so the people who live in another district are excluded?—Yes.

1704. And that would be a difficulty, I suppose?—Yes; and in some cases they are limited to freemen of a certain company.

1705. It would be difficult, as interfering with existing rights and with the intentions of the donors, I suppose?—Yes.

1706. But you recommend that the pensions should not be distributed in the way in which they are now distributed?—That they should not be scattered at random.

1707. Have you any knowledge of the way in which pensions are applied for?—I think there are separate rules for each class of pensions. With regard to Gardner's Trust (and it is about that only that I can speak with anything like knowledge), I imagine that anyone can apply, and he makes the best of his case, and I do not know that there is very much individual inquiry, except that perhaps such a reference as this may be made, as it has been made to me more than once: "This person says he was once a pupil with you in "your school; did he leave you with a good character, "because we think of giving him a pension?"

1708. In the Pension Society, with which you yourself and I are connected, what are the steps which you take before a candidate is recommended for a pension?—He must have the following qualifications: He must be not under 40, he must not have any other pension, the harder he is at work or the more proof he can give of being at work and doing something for himself the better that is considered. Then the petition itself, so far as regards the exact facts, is verified by a clergyman or a magistrate, and we request him to tell us anything he can with regard to the candidate.

1709. And then the applicant is placed upon the list of candidates?—He is placed upon the list of candidates.

1710. And then he is submitted to the votes of the subscribers?—Then the subscribers see that list of cases and hear what the man's qualifications are, and vote for him if they think that it is a deserving case.

1711. So that his case percolates first through the committee, and then goes on their recommendation to the body of subscribers?—Quite so.

1712. That is the only Pension Society that you know of, I suppose, that is conducted in that way?—I am not aware of any others.

1713. You have given an account of the average earnings of the trades which are carried on in your adult workshop; are all the people in the adult workshop former pupils of the school?—Almost all of them.

1714. And they have almost all been trained at the school?—Yes.

1715. That, I suppose, is the pick of your institution, is it not?—Well, we do not shut a man out because

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he is not first class, if he comes with a good character and is a tolerable weaver. Of course we had rather that he was a first-class man, but we do not shut him out because he is not.

1716. In your experience, taking 100 people educated for a trade under very good masters, under the best masters that can be provided, what do you think is the proportion of excellent workmen that are turned out as compared with the indifferent ones?—I should not like to state a fixed number, but I should say that the average would be one-third good ones, in fact very good ones half certainly would be what might be called fair average workpeople.

1717. And that one-third, you think, if they were placed in proper positions and with some help, would be able to support themselves?—Unquestionably.

1718. Then what about the other 60?—They would earn a little, that is to say, probably three or four shillings a week.

1719. Then you believe that taking as a basis 100, 30 out of the 100 would become good workmen?—At 30.

1720. How many do you think would become what you call inferior workmen, or very moderate ones, who would not be able to compete with the outside trade?—Perhaps a quarter.

1721. And then what would you say as regards the residuum?—They would probably fail, and fail to such a degree that they would be hopelessly bad, so that the committee would probably communicate with their friends and say, "We have tried them for two years "and we are afraid that we cannot teach them anything," but that is a small number.

1722. I suppose that the committee of your school take the greatest precautions they can to get the very best masters that the market produces?—The very best; and if long training and good wages will procure them, we have got them.

1723. I think it would be satisfactory to the Commission to know what the masters in your institution cost. You carry on an educational occupation for something like 70 to 75 boys, do you not?—Yes, the number rises to 80 sometimes.

1724. Could you tell us what the trades cost to carry on; I mean what are the wages of the necessary masters. You have got a trade manager, of course?—We have a trade manager.

1725. What do you give him a year?—I think you have the details in the note which I furnished the Commission officially.

1726. Is it 175*l.* a year?—Yes.

1727. How many sighted masters have you in the basket shop?—In the basket shop there is a sighted workman at the head of it, and an old blind pupil who works under him.

1728. And that basket-making teacher gets 84*l.* a year, does he not, and the assistant blind man gets 48*l.*, does he not?—Yes, and his dinner.

1729. Then with those two teachers you carry on your basket instruction for 70 or 80 pupils?—Yes, but they are not all in that one shop; about 40 of them are in the basket shop. Then you go to the brush shop and the mat shop.

1730. In the brush shop you have two masters again?—We have three there.

1731. Your principal man gets 87*l.* a year, I believe?—His wages are I think 37*s.* 6*d.* a week.

1732. And there is one assistant at 30*s.* a week, is there not?—Yes.

1733. And the other assistant gets 30*s.* a week also, does he not?—Yes.

1734. Then you carry on the mat making also by means of a superintendent?—Yes, a sighted man.

1735. At 40*s.* a week?—Yes.

1736. And a shopman at 26*s.* a week?—Yes; the shopman is only for the sales, he does it all.

1737. And that is about the amount that the trade costs in wages?—Yes, not including the two sighted teachers in the adult shop.

1738. Then the out working department, where you have the old pupils who are working after they have been thoroughly instructed in the institution, is managed also by two other assistants, is it not?—Yes, by two other sighted teachers.

1739. One for the mats and one for the baskets?—Yes.

1740. (*Chairman.*) I suppose that all this expenditure is included in the 50*l.* each per annum?—Yes. Whilst I am upon that I may mention that sighted supervision is actually and essentially necessary, because we have tried the other plan and found that it did not answer.

1741. (*Mr. Johnson.*) I suppose you do employ blind assistants whenever you find an opportunity of doing so?—Yes; for example we have had this young man in the basket shop for the last 10 years, and we shall probably have him for the next 10 years.

1742. Then your opinion is that the blind in trade work should be supervised by sighted superintendents?—Otherwise it would be checkmated in a month.

1743. Of course in the branch school which you have been speaking of, at Linden Lodge, there is no industrial work?—There is not.

1744. The salaries of the officers and the cost of the domestic arrangements come to considerably less than 50*l.* per head per annum, do they not?—Probably they do.

1745. But taking all the instruction, and all the food and clothing, and education, and doctoring, and lodging for the whole of the children, they come to less than 50*l.* per head, do they not?—About 50*l.*; I do not say that they would come to under 50*l.*

1746. With regard to some portion of your examination as to type, have you any experience as to the number of books which are printed in Moon's type and in Braille's type; I do not mean embossed by hand?—In Moon's type I have a very large number.

1747. Is it a very lasting embossing; does it give way very much?—It lasts fairly well; pretty much the same as that Roman type which you have before you.

1748. You have put upon the table a book in the Roman type; has this been in use for some time?—That has not been in use, but it was printed 25 years ago, and it has stood so far the test of time. How much it will stand in point of usage I am not quite sure.

1749. Do you think that the Braille type stands as well up in relief after use as the Moon type?—I should think that it varies a little. So far as my knowledge goes that which is done by a clever Braille writer by hand is stronger on the whole than what is done by machinery or by the other process. I believe Dr. Armitage would probably tell us that there is some which is done by machinery.

1750. But as a matter of fact you do not make use, I suppose, of printed books on the Braille system?—A few of the small ones.

1751. But most of the books that you do use are embossed by the pupils themselves for their own use?—They are embossed by Marchant, the resident musical instructor, and by one or two of the boys whom he has taught for musical purposes only.

1752. To go back to the question of trades for one moment; do you think that even very specially clever blind workmen can compete largely with the trade?—They do.

1753. Do you not think that there is large competition against them?—A very fierce one.

1754. Is not one of the difficulties of the trade the getting rid of the manufactured produce; in other words is not the market the difficulty?—That is the difficulty, the demand.

1755. Have you any suggestion to make, beyond what you have already made, to increase that market?—I do not see any other way.

1756. I suppose you think that the more excellent the work the more readily they can compete or be on the same level as the ordinary trades?—Unquestionably.

1757. Have you any experience upon the question of blind people working in ordinary workshops with sighted people?—I have known one or two cases of basket makers, but they are looked upon disagreeably, as it were; the sighted people do not help them as they might, and as you would expect that they would. They seem to think that it is a sort of interference with their chartered rights, and that the blind man ought to be somewhere by himself out of their way.

1758. You were a member, I believe, of the committee of the Charity Organisation Society which prepared that very elaborate report?—Yes.

1759. Do you remember that at the time there were efforts made to ventilate the question of whether blind boys could not be apprenticed to sighted people and employed in sighted workshops, and that great difficulty was experienced?—Yes, I know it was discussed.

1760. (*Admiral Sir E. Sotheby.*) You say that there is great competition in the making of baskets; I suppose that arises very much from the foreign and prisons trade?—In a great measure. I know it did in the case of mats for some years in our school.

1761. The prison mats under sell you very much, do they not?—To a very large extent.

1762. I suppose they sell at about half the price?—I do not know that it can as far as that, but my trade manager said that they sold considerably under the cost of the material, without allowing anything for workmanship.

1763. You say that the two occupations which are best adapted for blind people are basket making and brush making?—And chair caneing.

1764. Can a blind person finish a basket by himself without any help?—I think so, a clever one can.

1765. Can a blind person complete a brush without any help?—He cannot absolutely finish it, but he can get work from a brush factory, and do a certain part of it up to what you might call nine-tenths of the work, and the other tenth must be done by a sighted person.

1766. Can they make the backs?—They cannot bore the backs; they must have the backs given to them bored already for them. Then they draw the hairs and do the rest of it, and then some sighted person must finish it.

1767. As a rule can they do much more than draw the bristles?—The clever ones can.

1768. Do you teach them at your shop more than the drawing of bristles?—Yes, a little more.

1769. What do you say is the maximum age at which you dismiss your pupils?—We give them all six years, and the average age, I suppose, of those who come to us now will be about 12 or 13, and we hope to be able to keep them until they are about 18 or 19.

1770. You say that you are not aware of any institutions that take in adults as pupils to learn a trade?—No, I am not aware of any.

1771. You are not aware that they do so in the General School for the Blind in Berners Street?—No. I thought that they mainly received them there if they were masters of a trade; I did not know that they took them in to teach them.

1772. Do you think that, as a rule, the pensions are fairly bestowed, or do they go by favouritism?—I think they go a great deal by favouritism. I think that where the matter is left to the individual choice of a board the individual knowledge which they have helps them.

1773. Have you any sick fund amongst the blind people at your institution?—In the adult workshop they have a little sick fund of their own.

1774. Are they able to support themselves when they are out of work?—Entirely: they keep it afloat by themselves without any help, so far as I know, from outside.

1775. Are you aware that Kent, the large brush-maker, employs blind people?—Two of our blind girls have got employment in brush drawing, but I am not quite sure whether it was there or not. I am very glad to hear that he does employ blind people.

1776. (*Sir Henry Selwin-Ibbetson.*) I think I understood you to say that after the education was over in your institution, or in any institution where the men have to provide for their own living, you would like to see central depôts established for them with registers of the men scattered about the country, and with registers also of customers likely to employ them?—Yes.

1777. That applies to those who are good workmen, I suppose?—Yes.

1778. Then I understand you to say that there are a certain number who after two years are turned out almost practically hopeless so far as trade is concerned?—There are very few of those.

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1779. But I understand you to say in one of your former answers that there was a considerable percentage of them who were in that position?—If I said anything which implied that I did not intend to say so. I find that a very small per-centage of them fail entirely. A boy may go on for six months and he cannot do anything, at 12 months he cannot do anything, and possibly he may go on for 18 months and then suddenly something comes to him; he either learns a bit of music or he gets on with his reading, or something or other seems to waken him up, and then suddenly he is able to do in his basket work what he seemed hopelessly unable to do six months before, and we save him.

1780. I understood you also to say that there were a certain number who, not being sufficiently skilled, would be unable to earn, say, above 3*s.* a week?—Yes.

1781. And those on going out into the world would not of course be able to earn more than that?—Less, if anything.

1782. You have suggested what you think ought to be done with the skilled workmen; have you any suggestion to make to the Commission as to how you would deal with those men who would be scattered in their homes, some of them only being able to earn a very small amount, and some of them not being able to earn anything at all?—I do not know what to do with them, because the things which were made by them would command no sale; they would only be able to make a very inferior basket which nobody would buy.

1783. And they would be of no use in that central workshop which you talked of?—No, for the same reason, that nobody would buy the things which they made, unless, as is sometimes the case in the institution with which I am connected, the trade manager reports to the committee that a large number, or a considerable number, of baskets have accumulated, having been made by pupils in *statu pupillari*, when they were quite beginners, and asks what he is to do with them, saying that he cannot sell them as first-class goods. In that case the committee say, "You must get rid of them, "sell them for what you can."

1784. Practically those inferior workmen would be left to become street beggars still?—Yes. Then those baskets are sold as inferior goods, and some of the wholesale people have bought them from us in that way. We say to them, "Will you take 50 of these "baskets?" They say, "They are not worth much, "but we may find a sale for them, and we will give "you so much apiece for them."

1785. And it would be no use keeping these people longer in an institution, because as a man got on he would not develop a further power for learning?—He might; in fact, I recollect one case of a boy who went away apparently hopelessly stupid, but he seemed to set to work, and by dint of plodding on he recovered himself in about a year or two and was getting a living.

1786. My only object in putting these questions to you was to find out whether you had any suggestion to make with regard to those who, not being skilled at a certain age, were turned adrift?—I do not know what you can do with them. I think that they must subside into the average which seems to exist in all trading operations; they are inferior workmen, and there is an end of them, so to speak.

1787. (*Mr. Arrol.*) Would your experience induce you to say that the mingling of the blind with the sighted in early years tends to make the blind more independent?—In a certain sense possibly it might, if by independent you mean more self-reliant; but I have had no experience on that point.

1788. Should you be disposed to recommend that the young blind should be educated in sighted schools up to the age of 12 or 13?—I do not see that the advantages outnumber the disadvantages, so to speak; I do not see what the great gains are. If one boy, for instance, in a class is blind and the others are sighted, I do not see what the blind boy gains by being among the sighted ones that he could not gain, perhaps with some addition, if he were amongst 20 blind boys.

1789. Do you not think that the congregating of the blind in institutions and drawing them away from their families is injurious to the family and also to the child?—I am not aware of anything that would lead me to hold that opinion. I think that everything should be done that is possible not to cut them off from their families, above all not to cut them off from the rest of

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the world as if they were different except in the mere matter of the loss of their sight. I think that everything should be done that could be done to bind them fast to the rest of the world, but I do not know that they become more cut off by being associated with other blind boys.

1790. Is not that the tendency in institutions?—I think not, so far as I am able to judge.

1791. In answer to question 658 you have been good enough to give the Commission some general information as to the scale of the wages of the blind; could you state what are the annual average earnings of the workers?—The average weekly earnings of a basket maker are 15*s.* 11*d.*

1792. I am aware of that; but you may find some who are indifferent workers, and some who are very good workers, the average being 15*s.* 11*d.*; we do not see how many men earn that amount; could you not give the Commission some information as to the average annual earnings of the blind?—Taking it all the year round the average earnings of a thoroughly good basket maker I should say would be about 15*s.* per week.

1793. Have you any knowledge of the system upon which the Blind Pension Society distribute their pensions?—Which blind pension society do you refer to?

1794. The society in London.—I have only actual knowledge of that one of which I have spoken to the Commission.

1795. I suppose that is St. George's?—No, that is a small society called the Society for Granting Pensions to the Poor Adult Blind. I have a thorough knowledge of that.

1796. (*Dr. Armitage.*) Mr. Arrol, no doubt means the society which used to be called the Protestant Blind Pension Society?—I have no personal knowledge of that, except that I know it has grown up from a small beginning to a very wide charity, and they distribute, I believe, a very large sum of money.

1797. (*Mr. Arrol.*) You have no knowledge of that society?—I have no personal knowledge of that.

1798. (*Dr. McDonnell.*) You have males and females in your institution, have you not?—Yes.

1799. Is intermarriage among them common?—It is not common.

1800. But it occurs?—It occurs.

1801. Do you look upon it favourably or do you discourage it?—I look most unfavourably upon it, and I do all that I can to prevent it.

1802. You would like to discourage intermarriage amongst the blind as far as possible?—Most unquestionably.

1803. On the subject of pensions you evidently do not think that the pension system as it has been hitherto worked for the benefit of the blind has been on the whole good?—Not taken as a whole.

1804. Of course there are pensions and pensions; there is nothing in the pension system which is necessarily demoralising, but you think the way in which it has been worked is objectionable?—Yes, that is to say that a pension may be given to the right person, but unfortunately in a very large number of cases it is given to the wrong one.

1805. Pensions to soldiers, for instance, are not demoralising?—Not at all, because soldiers do not get them until after they have done good service.

1806. Let us suppose that instead of anything like a pension system, which we all know to be very objectionable, we change the word to an assurance against blindness. Let us suppose that there was a large national insurance company to which we all contributed, and that in the event of any of our children being blind, or in the event of any of ourselves being afflicted with this calamity in later life, we should be absolutely entitled to a certain sum, say 3*s.* or 4*s.* a week, so that an industrious blind person would have his pension plus his earnings, and plus the benefits of his good conduct. Do you think that that would lessen some of the evils arising from the pension system as it is at present worked?—Yes, but it would hardly reach those who are in the greatest need of it.

1807. I propose it as an universal national system of insurance against blindness?—But how are you to get people to pay?

1808. I am assuming for a moment that the amount necessary comes out of the taxes, and that it is in the nature of an insurance company, and that every blind person, rich or poor, these gentlemen at the table, and others, however wealthy or however poor, should be entitled to a small pension, say 3*s.* or 4*s.* a week. Under this system, as you see, every blind person would be raised above absolute starvation, but the blind person who was industrious would be raised considerably above starvation, and would in fact be very well off. Do you think that such a system as that would bring more to the front real industry, and real intelligence amongst the blind?—That is very hard to answer. It is so wide a scheme that I scarcely realise how such a thing could be worked, and therefore I can hardly give an answer to your question. It seems to me to be a scheme of universal benevolence, which of course will produce some good fruits, but I do not quite see how it is ever to be got to work.

1809. In fact you do not like, without further consideration, to answer a question upon such a large basis as that?—No, it has never occurred to me in that light.

1810. (*Dr. Armitage.*) To follow up one of the questions put to you by Dr. McDonnell, you said that you would discourage blind intermarriages?—I would so far as I possibly could.

1811. Have any of your work people at your blind workshop intermarried?—Yes, some have.

1812. Can you tell us how many?—I cannot tell you exactly, but I know that there are several who have married blind women.

1813. You do not, I suppose, make that a bar against their employment?—Oh, no! Such marriages as I speak of have, I believe, been contracted after admission to the adult shops, but we should not make it a bar. Some of them have married without telling us that they were married, and we found it out afterwards.

1814. If a workman whom you employ marries a blind person, you do not on that account dismiss him?—No, we do not, but the committee discourage it and think it is highly disadvantageous. It would be infinitely better for a blind man to have a sighted wife.

1815. In what way is it discouraged?—I can give you an individual case. I knew a blind boy who announced his intention of marrying a blind woman, and I was asked if I would speak to that boy, and do all I could to prevent his marrying the girl, and divert his attentions to another quarter. I did my best, but he persisted and said that he was determined to marry that blind woman, and she announced her intention of never marrying anybody else, and so the marriage was carried out. I tried all in my power to prevent it, and I let it be known in our shop that the committee decidedly objected to it; and I gave them the strongest reasons I could give.

1816. Can you tell us whether in any of the cases in which your blind work people have intermarried, both the man and the woman have been trained at your school?—Very few of them, I think, but some of them were trained there.

1817. Could you tell us how many?—No, I could not, because the cases are rather scattered over a wide number of years, and the marriage has been the result, not of any intimacy in the school, for there they have practically no possibility of intimacy; they are unknown to each other, many of them even by name, but in spite of that the intimacy has sprung up afterwards by meeting at classes and meeting at places where blind people congregate. There they get on affectionate terms very quickly.

1818. What practical evil do you think results from such intermarriages of blind persons?—I will tell you of a visit which I paid to one such person. He was a man who had three children, the wife herself being blind. The place was in a most miserable condition of dirt and squalor, not the mere result of poverty, but from the fact of the wife being a blind woman, and being unable to do many things and see many things which a sighted person could rectify. The man was as unconscious of all this misery and squalor as was his wife. If he had a sighted wife who could look about, she could keep the children clean, and the floor clean, and the bed clean, and the house clean, and the whole place clean, and herself clean, and her husband clean. They were both very dirty. I do not think that they seemed aware of it, though the man was a hard working man, and did what he could.

1819. Have you a large number of applications for admission to the workshop?—A very considerable number, but then we cannot entertain many of them, simply because they must be more or less able to work.

1820. Has it ever occurred to you that a very good way of discouraging intermarriage amongst the blind would be to refuse to employ those who have intermarried?—The idea has been brought forward, but I think that the committee were rather unwilling to adopt it as being a very strong measure; and they also found that it was evaded in a measure, and that the marriages were contracted quietly after the admission had taken place. It is very difficult to find out. If the man lives in Shoreditch, for instance, we do not know quite whether he is married; tidings do not come to us, and the man takes care not to tell us. We see him everyday in his workshop, and he does his work, and that is all we know about him.

1821. I am speaking not only of admission, but of dismissal?—The committee have never undertaken that.

1822. Are you aware that it is done in many workshops?—No, I have never heard of it. I did not know that they went the length of dismissing them.

1823. (*Chairman.*) Are the children of such marriages often blind?—Not to my knowledge. In the case of which I have spoken all three of the children have most wonderful eyes, splendid eyes.

1824. (*Dr. Armitage.*) Your objection to these intermarriages is, I suppose, principally on account of the pauperising effect upon the parents?—On account of the misery it brings upon the parents.

1825. (*Chairman.*) And upon the children?—And upon the children.

1826. (*Dr. Armitage.*) You say that you expect that for the future a very large number of your pupils will come to St. George's from Wandsworth?—We hope so.

1827. The time for which the children are allowed to stay at the school is six years, I believe?—Yes.

1828. Does that include the primary school at Wandsworth?—No; I think the committee are now about to make a formal resolution to the effect that the training at Wandsworth shall not be a part of that six years; that if they need it they shall have six entire years when they come to us at St. George's.

1829. So that a child trained at Wandsworth, and coming into St. George's, will have the right of staying there six years?—If he needed it. If it was found that he was a good basket maker at the end of five years, I imagine that the committee would say to him, "Well, "now, we have done all we can for you."

1830. Supposing that a case is admitted, say at the age of 10 years or 12 years, at St. George's, the child would stay for six years and would have to leave at the age of 16 or 18?—Very rarely at the age of 16.

1831. Say at the age of 18?—Yes, he would have to leave at the age of 18 or 19.

1832. Speaking from your experience, do you consider that a blind man, however good a workman he may be, is capable of battling with life at the age of 18?—I do not think that he is likely to be more capable at 19 or 20 possibly.

1833. You think that he has as good a chance of success in life if he starts at the age of 18 as he has if he starts later?—If he is an average man in point of physical strength and intelligence, and is a good workman, I do not see why a blind man of 18 should not do what a blind man of 19, or even one of 20 years of age can do.

1834. When a pupil comes into St. George's you say he continues his education; what system of reading have you?—If he comes to us as an ordinary pupil we give him the Roman letters first. We try him with that, and if he cannot master that we try him with Moon, and while that is going on he will probably pick up a little Braille, and he will probably do that in addition to one of the two other things.

1835. What class books have you in the Roman letters?—We have a primer, an English grammar, and English history.

1836. Have you any other printed class books in use either in Braille or in Moon?—No, I think not.

1837. I mean books like the Royal Reader, or books of that description?—We certainly have not any in Roman letters.

1838. Have you none in any system?—We may have a few books which we have had given us, or which a few individual pupils have bought, but they are not in regular use in the school rooms.

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1839. I understand from what you say, that with the exception of the primer and the grammar, and the English history, you have no class books in use either in the Alston system or in any other system at the school?—We have no regular set of books.

1840. I am speaking of the books that are used in the classes?—We have no such books; I do not know that any such exist.

1841. You are not aware that nearly the whole series of the Royal Readers are published in Braille?—I was speaking of Moon.

1842. I was speaking of any system. Do you consider that the blind are capable of studying geography?—To a certain extent.

1843. Do you teach it?—Yes.

1844. Have you any maps?—Yes, we have a few maps, but what we rely upon most is oral teaching in geography, and perhaps you will allow me to say why. When you asked me pointedly whether we used any embossed maps, I may tell you that I do not encourage the use of them for the main reason that so far as I can judge from what I have seen of the system of teaching by embossed maps, the blind, as a whole, do not realise what they seem to realise when they touch an embossed map, that they have no very accurate or due conception of distance or size, and I do not think that they are helped by embossed maps.

1845. Then in point of fact you do not use maps?—We rarely use them at all. We use a large globe.

1846. With regard to the shoemaking, you say that has been given up?—That has been given up.

1847. Are you aware that shoemaking is carried on to a large extent at Copenhagen, and that it is considered to be one of the best trades that the blind can work at at home?—I was not aware of that.

1848. You do not happen to know that there are a few blind workers in London who live at home?—No, I am not aware of that. Some of our old pupils tried a little mending and cobbling, but they were never able to make a new pair of shoes and that has been given up.

1849. Was that carried on in your time?—Yes.

1850. Can you tell me what mechanical aids the blind had for making shoes?—It is so many years ago that I cannot give you any accurate information as to that.

1851. Had they any guides for cutting out?—Yes, they had, and they had the partial help of a sighted teacher, but even with that they did not get on.

1852. Have you noticed the exhibits of shoemaking from Copenhagen in various exhibitions?—Yes, I have.

1853. What did you think of them?—They struck me as being good.

1854. Where they something of the same sort as you use at St. George's?—The manufactured articles were what I saw.

1855. I mean the guides?—I do not think they existed in our day.

1856. Did you observe the methods by which the work was done?—Yes, I did. Those did not exist in my day. I am speaking of 25 years ago.

1857. Then you are speaking of shoemaking as not being a good trade for the blind without the improved methods that are used now?—I hardly know enough of the improved methods to tell you.

1858. You did not refer to shoemaking carried on by the kind of system that they adopt at Copenhagen?—I did not know that it was carried on there, nor do I know even enough to assure me that a blind boy in a village could without help make a pair of shoes.

1859. They do it in Denmark?—In the schools?

1860. In the villages. Shoemaking is found there to be one of the best trades that the blind can follow at home. You say that the blind do not succeed in getting employment at the seeing manufactories; can you tell us the reason of that?—I think it is partly through jealousy on the part of the workmen. I remember an individual case where it was so, where the master of the shop said he would take a blind boy in and the other sighted workmen said, "If you take him in we will "make it hot for him."

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1861. (*Chairman.*) Was this in London?—No, it was in a country place.

1862. (*Dr. Armitage.*) Have you ever heard the objection stated by seeing manufacturers, that the blind work slower than the seeing, and that as they occupy the same space they are less profitable as workers?—No, I have not heard the objection put forward in that exact shape.

1863. You say that weaving is carried on extensively at St. George's?—Yes.

1864. Do you find that it is profitable after the blind leave the school?—If they can get customers for their work.

1865. But do they get customers?—They get some.

1866. Do you know how many blind weavers who work at home are able to make eight shillings a week?—I could not give you that off-hand, but the result of the inquiries which the Commission are about to make will probably supply you with that information. I cannot give you off-hand their names and trades, but I know that there are some who are working with looms at the present time. There are not, however, many, for the very reason that the Committee in those cases where it succeeds at all must give a loom, and they will not give it until they know that the man has got a place to set it up, and a chance of getting employment.

1867. Are you aware that the cocoanut mat weaving is carried on very extensively in prisons?—I have not that knowledge. I know it is made, but I did not know that it was extensively made. I know that taking it all round we can sell what we make.

1868. But you stated, did you not, that you sold it at higher prices than those which are charged by the ordinary shops?—No; I said that in some cases the prison manufactures under sold us, but that was in the case of mat making. I made no mention, as well as I can recollect, of anything about any other sellers of goods.

1869. I was speaking of prison mat making as competing with your mat making?—I said that the people who made mats in the prisons under sold us.

1870. Then it follows from that that a blind man working at home could not sell his mats except as a matter of charity?—It might not interfere with him at all. They under sold us because they wanted to shut us out of the market, but a single blind boy working in a town or village might make enough mats without being interfered with by prison labour at all.

1871. We have been speaking of a central depôt; would it be in your opinion practical for the blind school itself to supply the raw material to its former pupils at cost price; do you do it yourselves?—If an old pupil writes up to the committee, and says, "I am in want of material; "will you let me have it of good quality, and I will pay "for it," the manager lets him have it; but it is not a part of the systematic work of the schools. If an application was made in that way I believe the committee would entertain it.

1872. Do you supply it at the wholesale cost price?—The manager would let him have it at the very smallest price at what it cost us, which is wholesale.

1873. The institution would make no profit upon that?—None whatever.

1874. In speaking of trades you have not mentioned mattress making; have you any experience of mattress making?—We have never tried it. I saw one of the Scotch schools where they told me they made a considerable number of mattresses, but when I come to inquire into the number of sales, although a great number of mattresses were made, it was rather foggy how many were sold; so that on the whole the committee, who had sent me to Scotland to see that school amongst others, thought that unless we had the chance of a good sale we had better let it alone; and I think in addition to that that a blind boy could hardly carry on mattress making single handed.

1875. (*Mr. Arrol.*) May I ask when you were in Scotland?—I think it was about 12 years ago.

1876. (*Dr. Armitage.*) I think it would be interesting to the Commission to know the conditions and manner in which you admit your workers to the workshop?—An outsider, that is to say, one who has not been trained in the school, fills up a paper stating his age and everything about himself and what he can do, and bringing forward some testimony as to his character. That goes before the committee, and they see if he is a well conducted good man, and he is what he states in his paper, and then if they have room for him they take him in. If he is an old pupil we know all about him when he makes his application; we know what he can do and we know pretty well what his character is; and if we have an application from an old pupil we give the preference to him.

1877. Can you tell us about how many there are in the shop who are not old pupils?—That I cannot tell you off-hand.

1878. But there are some?—There are some.

1879. How long do you retain your outworkers?—There is no definite limit; they are retained *dum bene se gesserint*, while they conduct themselves well and can work.

1880. In selecting your outworkers do you take the best of your old pupils who apply; that is to say, if six pupils applied for a situation would you take the best out of the six?—That never happens, but if such a thing did happen we should probably take the best. I do not remember the case of any two coming at the same time, because you see they leave really at intervals; they are scattered over the country, and the applications come chiefly from those living in London. Therefore we do not get any two or three applications at one time; we generally get one.

1881. About how many vacancies do you have annually?—For the last year or two we have scarcely had any vacancies, for the reason that the shop was full.

1882. Then I understand that practically the workshop at St. George's is like any ordinary workshop disconnected with the school, for the purpose of giving work to adult workpeople, no matter whether they have been trained at St. George's or not?—Yes, exactly.

1883. And to give them work permanently so long as their conduct is satisfactory?—Yes.

1884. Has it ever occurred to you, or to the committee, that it would be a desirable thing to alter the constitution of that workshop somewhat in this way: instead of allowing workpeople to come in there and stay for life, to make it a sort of transition stage between the school and the outdoor world, so that your basket makers who have been trained in the school should pass through the workshop, remaining a couple of years, say, so as to finish them still further in their work, and that from thence they should go to their homes?—I do not think it has, for one reason, that the people appointed were men of good character, and so long as they behaved themselves and worked hard there seemed to be hardly any strong reason for turning them out; and the majority of them then would have only been in London, and they might have been driven up for employment again in the same way as when they applied to us.

1885. My question had reference rather to the training of your pupils; supposing that such a system were adopted the workshop would always be considered as a transition stage; do you think that if there was a transition change of that sort your pupils would be likely to succeed better than they do now at home?—I do not know that they would; they might gain. Of course they would have the advantage of a year or two's further experience in their trade, but there would be no great permanent difference between them when they came in and when they went out.

1886. You stated in one of your answers that at St. George's, the principal institution, there was not more than about one hour and a half or an hour and 40 minutes given to the intellectual training of each pupil; did you mean that answer also to apply to the pupils who are training for musicians?—No, I was not speaking of musicians then, I was speaking of the work in the school-room.

1887. (*Chairman.*) You were speaking of their general education?—Yes.

1888. (*Dr. Armitage.*) But you have a great many, have you not, who are being trained as musicians?—We have not a great many; we have some.

1889. Can you give us an idea how many there are learning to be organists and piano teachers and tuners; are there five or are there 20?—I should think there are about a dozen altogether. Every organist who is trained learns tuning as a part of his business.

1890. What is the intellectual training apart from the musical training that they have; about how many hours a day does it occupy?—A boy goes to school in one of the two divisions in the morning for five days in the week.

1891. How long does that last?—That takes an hour and a half or an hour and forty minutes.

1892. Then the intellectual training for a musician takes about an hour and a half or an hour and forty minutes?—No, that has nothing to do with musicians.

1893. I am speaking of musicians?—I am speaking of work in the schoolroom.

1894. (*Chairman.*) You have stated, I think, that the intellectual training is plus the industrial training, and you spoke in your evidence in chief of acquiring a knowledge of the organ and pinno tuning as part of the industrial training, the same as basket-making, or anything else; is that so?—Yes.

1895. (*Dr. Armitage.*) I do not think I have made myself quite intelligible. You have somewhere about a dozen blind persons who are being trained as musicians, have you not?—As organists; but if you ask me whether those are the only persons who are being taught music, that is not so; there are 30 instrumental performers in the band who are all having instrumental instruction.

1896. For the sake of simplicity we will confine ourselves to the organists. In the case of a boy who is being trained as an organist, how many hours a day schooling has he in the first place intellectually and then specially musically?—This musical instruction is not carried on in the schoolroom at all.

1897. Where is it carried on?—It is carried on by the musical instructor in his own music room; that is cut out of the industrial training.

1898. Outside the school?—No, in the school; but I spoke of the instruction in the schoolroom as that which was given by the schoolmaster; he has nothing to do with the music.

1899. But surely your musical instruction is carried on in the building?—Yes, but not in the schoolroom where the ordinary reading, writing, and arithmetic are taught.

1900. I do not mind in what part of the building it is carried on; but I wanted to know about how many hours a day an organist has to learn music?—Then I have altogether misled you, because I did not know that you were dealing with the point of music alone. His musical teaching and work is altogether apart from his ordinary work in the schoolroom in the morning. Perhaps you will let me tell you, so far as I can, what an average boy's run through the day is, and then you must gather what particulars you can from it.

1901. Will you give us an organist's day?—An organist's day only differs from another boy's day in that a certain portion of his time is given to practice with his musical instructor. I think that my way of proceeding would have answered your question in a measure. A boy, for instance, this morning goes to chapel at half-past 8 o'clock; at 9 o'clock the bell rings, and he goes into the schoolroom; he is there with his division say till 10.40; if he belongs to the second division he goes in at 10.40 and comes out at 12.30. During that time, if he be a musician, unless it is for a special reason, he does not receive any musical instruction, but as soon as that is over the musical instructor, who is himself a blind man, takes anyone of those boys that he wants, and gives them a lesson or half an hour's practice, or an hour's practice, till the dinner time comes. During the afternoon he again gives him at such times as he thinks good and can arrange with the other musical pupils, either half an hour or an hour as the case may be, such instruction as his individual knowledge and talent require. One boy has a little more and another boy a little less, and that time is taken out of what would be called his industrial training. If I were to say that an organist has so many hours a day I should not be speaking accurately, because one man may not have so much and another man a little more. The instrumental performers in the band have some additional practice, which an organist, if he is a pure organist only, has not. A performer in a band may have practice on his trumpet or special practice with his teacher at a time when an organist has not any.

1902. I think there has been some misunderstanding of this question. Are your organists trained as pure musicians, or do they combine the music with some trade?—The aim of the committee is that if possible a basket maker should be sufficiently good as a basket maker to be able to do something with that trade, and also as an organist. They certainly do not give him the idea that he is only going to be an organist, and that he had better give up his industrial trade.

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1903. Then your musicians also learn a trade?—If possible. In a former part of my evidence the Chairman was good enough to ask me whether, if a boy was a basket maker or a mat maker there was much chance of his being a clever organist, and I said that in the very great majority of cases the organist liked the organ a great deal better than he liked the baskets, and that he shirked the basket making if he could; but still the wish of the committee is that he should not shirk it, so that if he fails as an organist he may have something to fall back upon, and as the great majority of organists do fail, it is exceedingly advisable that they should have something to fall back upon.

1904. May I be allowed to sum it up in this way in order to see if I have correctly understood you, an organist gets about an hour and forty minutes, or an hour and fifty minutes in the school in the morning, and then he gets about an hour at various times with the music teacher, and the remaining part of the day he is in the workshop?—I cannot tell you the exact time that he gets in practice and teaching, he may get far more than an hour, he may have as much as two hours.

1905. And the remaining part of the time he spends in the workshop?—Yes, then he may also devote some of his leisure time to music.

1906. (*Chairman.*) He may practise?—He may practise and he does.

1907. (*Dr. Armitage.*) You spoke of sash line making as an occupation I think for girls mostly?—Yes.

1908. Do you know of any case in which a girl who has left the institution is maintaining herself by sash-line making?—No, not maintaining herself.

1909. Do you know of any case where that is carried on?—Yes, I do. I know a case for instance at the present time where I was asked to send a blind girl who could teach sash line making, in order that she might teach some other blind girl to make sash line.

1910. I am speaking of a blind girl who at home is carrying on the trade of sash line making; do you know any case in which that is done?—No, and I think I in a measure indicated that, because I said that it requires two people to make good sash line.

1911. You do not know of any case in which a blind girl is carrying on that trade at home?—Yes, I think that several are doing what they can, but they cannot get orders for their work.

1912. If they cannot get orders they can do nothing I suppose?—Then it turns upon the meaning of the word "can"; they could do something if they had the chance, but practically they get very few orders.

1913. Do you think that it is very desirable in a school to continue to teach a trade which is found by experience to be of no use?—Certainly not, if they were taught that only; but the girl who learns sash line making learns knitting and netting, and chair caning, if she has the power for it; she is not taught sash line making only.

1914. But you think that so far as the sash line teaching is concerned their training is thrown away on them afterwards?—I think "thrown away" is rather a strong term for it.

1915. But if they cannot get orders for the work surely it is thrown away?—But they do get orders in some cases; I cannot say that it fails altogether.

1916. You were speaking of the pension society that you are connected with; can you tell us how many blind people are receiving pensions from that society?—45 I think.

1917. Are they male and female?—Male and female.

1918. What do the pensions amount to in the year?—6*l.* each.

1919. So that the amount of pensions given is six times 45, that is to say 270*l.* a year?—Yes.

1920. (*Dr. Tindal Robertson.*) With regard to the matter of inter marriage amongst the blind you are aware, are you not, that there are certain cases of intermarriage?—Yes.

1921. Do you know, or have you ever heard, of a case in which the result to the children has been either that

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they have been blind or that they have suffered from any other kind of infirmity?—Not so far as my knowledge goes.

1922. With regard to pensions; do you happen to know of your own knowledge that there is more than one person enjoying pensions from different societies?—I have found such cases.

1923. (*Chairman.*) Where people have been enjoying a plurality of pensions?—Yes.

1924. (*Dr. Tindal Robertson.*) Are pensions generally granted by the system of votes or by the system of gifts from the governors?—I think they are granted by the system of gifts; in the case of the City Companies I believe entirely so.

1925. Can you tell us from your own knowledge whether there is any kind of communication between the different pension societies before they give the pensions to those different persons who seek for them?—Yes, I know that the application must come in some shape from the blind person himself.

1926. That is not the point, the point of my question was this: do you know whether there is any communication between the different pension societies, or between the persons who give pensions, as to the persons who make the applications for those pensions?—I think there is a little, because I have received communications, though very rarely, from some other society which granted pensions, or from some other body of governors, asking whether I know anything of so and so who had applied to them, and whether we gave him any help.

1927. Is such communication in your knowledge general, or is it only occasional?—It is very rare.

1928. With regard to the question of these large endowed societies which have large pensions to give, supposing that there was no legal obstacle in the way, do you think that they could be administered better and more to the advantage of the blind than they are by the present system?—Yes, I think that if a set of more searching questions were framed, and closer inquiry was made amongst people who knew the applicants in their own parishes, for instance, more good might be done. I think that a man who is not worthy of support very often gets it, because they know very little about him, and his case happens to be pushed.

1929. You made some suggestions as to the remedies which you would adopt for the better employment of the blind; I am not taking the question of education at all now. Supposing that you had a rural school in a country district, do you think there would be any difficulty in the sighted teacher who taught the 50 or 60 children belonging to that school giving elementary education to the one or two blind children who might be there?—None at all.

1930. With regard to the remedies which you suggest, you propose in the first instance that there should be depôts from which materials might be sent at cost price, and that then the blind should be subsequently looked after in some way or other; would you propose that that should be simply carried out in London, or that it should be done in the provinces as well?—I imagine that you would want more than one depôt in London; you would want them scattered.

1931. But the point is whether you would extend that to the provinces, or whether you would have it administered by one large depôt in the metropolis?—I would establish as many depôts as were needed in the chief centres throughout the country; for instance at York, Leicester, Exeter, Plymouth, and so on.

1932. Would you have those administered under Government superintendence, or under what one might call voluntary superintendence?—So long as it is thoroughly efficient I do not think it matters which way it is.

1933. You have had a long experience, of 30 years or more I think; from your experience which plan would you consider to be most certain to be advantageous?—I should think that a thoroughly efficient body of six or eight men, if you could find them, would do it best.

1934. In each district?—Yes.

1935. That would involve a very large number thoroughout the country, would it not?—Surely in most average towns you would find six or eight people who would work it; if you could not you would be obliged to come back to the ordinary machinery.

1936. Would you propose that there should be any system of Government inspection at all with regard to the education of the blind, or with regard to these depôts which you suggest should be established in different districts?—I see no special advantage that would be obtained in that way that could not be obtained in the ordinary way.

1937. Would there be no advantage in the way of taking some kind of united action which they could not possibly do I suppose if they were in different centres?—No, I do not see that there would be any special advantage in having a Government connexion.

1938. Then could you give us any suggestions as to whether Government help or interference or superintendence might be used advantageously to the blind?—I do not see upon what ground you could reasonably argue that that which would be done by a central department of the Government could not be done by the ordinary machinery.

1939. What ordinary machinery do you refer to?—Such machinery as now rules ordinary institutions.

1940. You refer, I suppose, to the present system of pensions, and the present system of non-education in the rural districts, and, in fact, the present system which we are met to try to remedy?—No; when I speak of the ordinary machinery I mean that which accomplishes the best part of what is being done now, which it will be taught to do better. When you ask me pointedly whether I see any advantage that would be likely to arise from the management by a special Government Department, I say that I do not see that that which could be accomplished by a special Government Department could not be done by the ordinary machinery.

1941. (*Sir Lyon Playfair.*) But supposing that special Government grants were made to institutions for the efficient education of the blind, how would those grants be received unless there were some Government supervision?—That would follow as a matter of course. If an institution applied for Government aid and wanted help, then, as a matter of course, the government would say, "Well, if we help you we must see what you are "doing with the money."

1942. Supposing, for instance, that one of the recommendations of this Commission (I do not know what the Commission will recommend) was that a stimulus should be applied to the education of the blind by giving grants for the efficient education of the blind, you do not see any objection to Government supervision of those grants?—Certainly not.

1943. (*Chairman.*) Do you see any objection to the mere educational part being inspected by Government inspectors, so that there might be a comparison of the various methods of education that are in vogue throughout the country, and the results might be given in an annual report to Parliament?—No, I can see no decided objection to it.

1944. Would not great benefit probably arise from such inspection, as bringing to light the best methods and systems of instruction?—It might; but thorough inspection would do that under any condition, whether it were Government inspection or not.

1945. Not whether Government or not, because you could not have a thorough inspection unless you had a uniform test to apply to every institution, and a volunteer inspector might have a standard of his own quite different from that of a Government inspector?—Quite so.

1946. Are you of opinion that the institutions which are not subsidised by Government would object to the inspection of their educational systems?—I am not aware of it.

1947. It could be offered to them, at any rate, and they might accept or decline as they pleased?—In the case of the institution with which I am connected we have had a very wide range of inspectors and examiners. The London Diocesan Board have sent us one gentleman for several years, and we have lately had an examination and inspection by first-rate trained teachers; and the gentleman who examined this year and last year in the boys' school was the secretary of the Battersea Training College, and the mathematical master in it, and a barrister-at-law, so that he would be of the same rank and position and training as a Government inspector.

1948. Always providing that he applied the same tests and the same standards?—Quite so.

1949. In the course of your evidence, in answer to a question that was put to you, you spoke of the advantage that you thought would accrue from the amalgamation of the pension charities; did I understand you rightly to use those words?—No; I do not see how an amalgamation could take place. Inasmuch as many of the charities connected with pensions for the blind are the result of purely individual local voluntary subscription and voluntary effort, I do not see how you could fuse them. For instance, in the case of this little society of which I spoke, I remember the foundation of it. I recollect that two or three gentlemen took it up and individually set to work and went about getting money for it until they had got money enough to elect two annuitants. They fought the battle on year by year and year by year till they had got the number to 10, 20, 30, and 40 annuitants. It was mainly through the efforts of those gentlemen and their friends that they got it to float, and I think that they would strongly object to being fused into anybody else, and reasonably so. The subscribers to that fund would say, "We started with "these men for this object, and we decline to be fused."

1950. Of course persons who are raising voluntary subscriptions have a right to dispense them as they please, but I am referring more particularly to pensions given from endowments; would it not be a great advantage that those endowments should be fused or amalgamated and given upon some recognised principle?—That I entirely agree with; that is a distinct question altogether.

1951. I am requested to ask you whether in the Braille system there are any books of the Scriptures, so far as you know?—I think there must be some, but I have not any personal knowledge of any.

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1952. But you said, did you not, in answer to Dr. Robertson, that you saw no difficulty in a single child being taught in a rural school if the teacher was disposed to teach it?—I did.

1953. Is there not this difficulty, that you require a special literature for that single child, which would be expensive?—It would require a special book to read.

1954. It would require more than a single book, a single book would not be sufficient?—Say one or two books.

1955. You must begin with a primer, and you must carry it through as the child goes up the standards; he would require special books, would he not?—He would, but he would read with his fingers among the rest while the rest of the class read with their eyes; and for all oral lessons he would be equally qualified with the rest of the children.

1956. Do you think that the ordinary certificated teachers could, without much difficulty, master enough of the principle of blind teaching to instruct a blind child?—Yes, because the teaching of a blind child in no very broad strong sense differs from the teaching of a person who is not blind. He needs to be taught the same letters, and to read and write and cipher, and so on, so far as the elements go, in the same way.

The witness withdrew.

Mr. CHARLES FARRER examined.

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1957. (*Chairman.*) You are foreman of the industrial department of the Association for Promoting the General Welfare of the Blind in Berners Street, are you not?—Yes.

1958. What instruction do the blind receive at that institution?—In brush making, basket making, wood chopping, and chair caning.

1959. How many persons are there in your institution?—There are about 47 indoors at work.

1960. You do not board them, do you?—No.

1961. It is simply day employment, is it?—That is all.

1962. Are those for the most part persons who have had a previous training?—No, a very few indeed; in fact I do not think there are any.

1963. Are they persons who have become blind after they have reached manhood and womanhood?—More than two-thirds of them.

1964. Have you in your institution any persons who have become blind, say, after 30 years of age?—I think there are about two or three cases.

1965. Then between the ages of 20 and 30 you have more perhaps?—Yes, a great many more.

1966. What is the principal cause of blindness in persons of that age?—I have hardly gone into that question, but I know that there are only about 3 per cent. who lose their sight by accident.

1967. Then is it mainly through some disease, or the *sequelæ* of a disease that persons become blind?—There is not the slightest doubt about it, aggravated by fever.

1968. Then would you say that fever is the most frequent cause of blindness?—Yes; small-pox, rheumatism, and all that sort of thing.

1969. And those persons who come to you having become blind at from 20 to 30 years of age are naturally in a perfectly helpless condition when they come to you, are they not?—I would sooner have those between the ages of 12 and 20 than those who are older, because after the age of 20 they are generally labourers, carpenters, and so on, who lose their sight.

1970. And they have never had any kind of industrial training I suppose?—Very little indeed.

1971. But supposing that they had had a previous industrial training and had been accustomed to work with their heads and their hands, would they not more easily pick up a trade?—Oh, no, because when they lose their sight they become helpless and they lose confidence in themselves.

1972. And the first thing that you have to do, I suppose, is to inspire them with confidence and self-reliance?—That is the main point.

1973. Those who come to you between the ages of 12 and 20 have had a previous education, I suppose, so far as mental education is concerned?—Yes.

1974. And you can give them the industrial training?—That is all that we devote our institution to.

1975. How long does that industrial training occupy?—With some much longer than with others; it all depends upon the person himself.

1976. It depends upon his ability?—Yes, and upon his touch chiefly.

1977. When those persons who have come to you between the ages of 12 and 20 have been trained by you do they pass out of your institution?—No, we are obliged to keep them as a rule and find employment for them.

1978. Have you applications from many persons for whom you cannot find employment?—I think there are about 200, if not more, on the books now wanting to come in.

1979. And you have no room for them?—We have no room, and we have not sufficient work to give them.

1980. What do you find that those persons who cannot get into an institution do as a rule?—They depend upon their parents or else perhaps they beg in the streets.

1981. Do they receive alms from the workhouse?—To a small amount; it is not much, not sufficient to keep them.

1982. If they once get into the habit of begging in the streets it is rather difficult to reclaim them, is it not?—Very, because they get more in the streets than they would in the workshop.

1983. In begging in the street they get into the habit tramping from place to place, do they not?—Yes.

1984. And of course they must have somebody to accompany them, and they are in association with persons of more than doubtful character, are they not, generally?—I have not come in contact with many of them.

1985. But from what you hear of those who tramp from place to place, is not that so?—Those that I have heard of do not care about institutions whatever, and they would rather keep to their old calling.

1986. And that is begging from place to place?—Yes.

1987. What is the obstacle to your employing many more of those; is it that you have not room for them,

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or is it that you cannot find employment for them?—We cannot find employment for them.

1988. Do any of your workmen beg also?—I do not think there are any; there was one, but he gave it up. If they do, it is unknown to me.

1989. But you forbid begging, do you not?—Oh, yes.

1990. What sort of wages do those people whom you employ earn?—The average is about 13*s.* a week, but some earn more than that.

1991. Do the men earn more than the women, or how is it?—The men earn double what the women earn.

1992. Do they not do the same work?—Yes, the women do the brush making, but they are so very slow as a rule. At all the institutions which I am acquainted with they find that the women are the greatest obstacles that they have to contend with; they are so very slow, and the class of work that they do they cannot get rid of.

1993. Is it your opinion that a blind foreman or a blind teacher can give instruction to the blind better than a seeing teacher in some of these departments?—He may show a blind person how to work better, because the way in which a sighted man uses his tools may not be the same way in which a blind man uses them; but after he has learnt that, I think that the supervision of a sighted person is very good.

1994. In the superintendence of those 47 persons whom you employ what assistants have you?—I have only one under me, to whom I give the material, but I see to all of it myself.

1995. Is the one under you a sighted person?—Yes; he does the writing for me.

1996. Then he is useful in directing the application of colours, is he not?—Yes; that I could not do by any means whatever.

1997. That is his principal source of usefulness, I suppose?—Yes, in picking out the different coloured hairs for brushes.

1998. Do you think that if you had larger workshops you could find employment for a larger number of persons than you now have?—The greatest difficulty that we have is how to dispose of our goods after we have made them. We can make a great many more with the number of hands that we have, but the difficulty is where to get rid of them.

1999. Are any of those persons in your employment in the enjoyment of a pension?—A few of them, not a great many.

2000. What sort of pensions do they get?—They get Day's pension, that is about 12*l.* a year, and the Clothworkers' pension is about 5*l.* I think those are the principal pensions that they get.

2001. When they get pensions do you think that it disinclines them for industrial occupation; are they less eager to work?—No, I do not think so, because the pensions that they get are so small; they are only about 12*l.* a year in one case and 5*l.* a year in another.

2002. Is the pension given irrespective of age?—I think that in the case of the Clothworkers' pension the blind person must be 50 years old; but in the case of Day's there is no limit.

2003. Do you know any person who is in the enjoyment of two pensions?—There may be some in our institution but I am not acquainted with them.

2004. I do not mean in your institution, but in London?—I believe there are some in London who have got several pensions.

2005. Do you not think that that is a very bad system?—Well they do not do any work if they get two or three pensions.

2006. Have you any suggestion to make as to the better training and employment of the blind generally in industries?—That is such a very difficult question that I cannot form any opinion upon it; but I think it would be far better if the sighted and blind worked together in a shop.

2007. And if there was some mutual assistance?—They would require that.

2008. Do you think that if the blind and the sighted worked together, the number of trades in which the blind could be employed might be very largely extended?—I do indeed. There are many things which a blind person cannot do entirely, but which he might do if he were assisted by a sighted person.

2009. You are aware, I dare say, that more than half the blind become so after they are 20 years of age?—I have been acquainted with about 300 blind persons during my 32 years' experience, and I think that two-thirds of them are over 20 years old.

2010. But were they over 20 years of age when they became blind?—We will say from 12 upwards, because there are very few children born blind.

2011. You know that it is possible to train those who are blind under the age of 20; but there are no institutions that I have heard of, except your own, training those over 20; do you know of any?—No, unless it is the Leicester Institution, because I have been there myself for a fortnight to instruct them some years ago.

2012. Do you ever admit persons of 40 or 45 years of age to your institution?—We have done that, but as a rule they are very slow in learning.

2013. Do they ever acquire sufficient dexterity to contribute materially to their own living?—No, as a rule they are very very slow, because in general they are so feeble, because blindness brings on nervousness.

2014. Has your long experience suggested anything to you that can be done to improve the general condition of the blind?—No, I have not thought much about that, only that I think the principal thing is to provide workshops for them; it is the best thing that you can find to do.

2015. And as far as possible with sighted persons?—Yes, but as you know there are very few sighted workshops where they will take a blind man in.

2016. What is the objection?—Because they require two persons to do the work of one.

2017. Have you had any experience at all of the education of blind children with sighted children?—I was in St. John's Wood School for five years myself.

2018. Is that a blind school or a sighted school?—A blind school.

2019. You have not come in contact with any of the children educated in the London Board Schools recently have you?—Not any, that is a thing that might be done to bring up the blind with the sighted in the schools.

2020. That develops their self-reliance and courage does it not?—Oh, yes.

2021. (*Sir Lyon Playfair.*) I see you give 1*s.* per week as a gift to the women; is that because they earn less than the men?—They earn a great deal less, in fact they only earn on an average 2*s.* per week, they are so slow, and we give them 200 per cent. in order to enable them to get 6*s.* per week.

2022. Is that found to be the result of female labour generally?—It is indeed.

2023. Do you give anything to the males above their earnings?—Twenty per cent. above the general wages that are paid to the sighted. For instance we will say that the proper wages for a woman are 1*s.* 4*d.* a dozen for brushes, and we pay her 4*s.*, that is an addition of 200 per cent.

2024. (*Dr. Tindal Robertson.*) You say that the women are slow in their work; do you attribute that slowness to their being feeble, it is not that their fingers are less gifted with touch, or anything of that kind, is it?—No, they are very good with the touch, but they are naturally slow.

2025. Does that proceed from their being more feeble, or do you attribute it to any other cause?—It is a thing that I cannot fathom at all; but it is so in the case of those that I have been acquainted with.

2026. Is it possible that the fact of the men having been trained to labour, and the women not having been trained to labour might account for it?—It might.

2027. But you have formed no idea about it yourself have you?—No, none whatever.

2028. Is it so with the younger ones that go in?—Just the same. Of course there are one or two exceptions that I have come across, but they are not worth mentioning.

2029. Are the exceptions cases in which they are stronger in physical capacity?—Yes, they are indeed.

2030. So that it might proceed from that cause?—Another reason I think is that most of the women have lost their sight in infancy, and they have been brought up as useless.

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2031. You were taught yourself in St. John's Wood I think you said?—I was self-taught in most things.

2032. How long have you been blind?—I have been blind close upon 40 years.

2033. What age were you when you become blind?—I was 11 years old.

2034. Do you use any particular kind of type?—I use them all for a change.

2035. Do you do any of your accounts yourself in connexion with the home?—Yes.

2036. In what way do you keep them?—I generally use Alston's system if I use any system at all.

2037. You keep your accounts in that way?—Yes; but I do very little in it, that I trust to sighted persons.

2038. For correspondence what system do you use, if you have to correspond with a blind person?—I should use the Alston letter for a blind person because the blind and the sighted can read it.

2039. Then you would use that altogether in preference to any other system?—I should.

2040. Have you ever been taught the Braille system?—I know it to some extent.

2041. Have you ever used it for the purpose of writing?—No, there are so many dots and so many contractions in the system that it is puzzling.

2042. (*Dr. Armitage.*) Did I rightly understand you to say that you kept your accounts by Alston?—Yes, if I want to keep any at all.

2043. In what way do you use Alston in keeping accounts?—You know the shape of the letters I suppose; it is the pin type; you prick it through the paper, and it raises it on the opposite side the same as you do with the dotting system.

2044. You use the pin point type for keeping your accounts?—I do not say that I do use it, but I should if I required it.

2045. Then you do not use it in fact?—No, I do not.

2046. You would use it, only you do not use it?—I look upon it as the best, because if I say to a sighted person, "Can you read this"? he says, "Yes"; and if I use the Braille, and ask him whether he can read it, he says "No" directly.

2047. My question was this: Practically in keeping your accounts do you use Alston's system?—I do not. The quickest to use is Lucas's.

2048. When your pupils first come to you do you find much difference in them whether they have been trained intellectually before or whether they have been ignorant when they have come to you; do you find that those who have been to school and have learnt to read and write as long as they had their sight, and who have been otherwise trained become better workmen than those who have received no such training?—They may, but I am sorry to say that I have become acquainted with very few indeed who had received previous training.

2049. (*Chairman.*) You know a great number of blind persons; are the majority of them very ignorant; are they able to read and write as a rule?—Very few of them I think; of course we have some who can read and write, but I do not think that there would be more than 10 per cent. who can read and write.

2050. Only 10 per cent. of the blind persons of your acquaintance can read and write properly?—I do not think there are more than that.

2051. Take reading to begin with?—There are more that can read.

2052. What per-centage do you think can read?—More than half of those in our institution can read.

2053. But those who are in your institution are above the average of the class, are they not?—I do not know whether they are or not. I do not think that there are more than 10 per cent. in our institution who could read before they lost their sight, if so many; I should question whether there are more.

2054. (*Dr. Armitage.*) You say that you discourage begging?—Oh, yes.

2055. If any of your people take to begging will they not be dismissed for it if they continue begging?—If it came to the committee's ears I have no doubt they would.

2056. Have such cases occurred?—In Mr. Levy's time they have occurred, and he has warned them about it, and some of them have left on that account. Some of them would rather leave than give it up.

2057. Did you say that the only institutions that you know of in which they trained blind workpeople, who are over the age of 20, are those in Berners Street and at Leicester?—I think there are more than that, but I am not acquainted with them.

2058. You do not know that it is the usual thing that almost all workshops do it?—I think that they may take them in over the age of 20 at the Liverpool Institution, but I know they have done so at Leicester.

2059. You do not know that it is the usual thing, and that almost all workshops do it?—I would rather have them under the age of 20.

2060. What occupations do the blind women follow in Berners Street?—Brush making and chair caneing.

2061. Can they only earn 2*s.* a week at chair caneing?—Our two best hands take sometimes 9*s.* per week; but then we put 50 per cent. on to their wages.

2062. I thought you said it was 200 per cent.?—That was in the case of brush making. On the chair caneing we put 50 per cent.

2063. What is the highest wage earned by a woman at brush making?—The highest wage that I have known them to earn is 8*s.* a week; that is to say, they take 8*s.*, but they only earn one-third of that.

2064. They earn rather less than 3*s.*?—Yes, 2*s.* 8*d.*, or something like that.

2065. What is the average wage?—The average earnings of a woman is about 5*s.* 6*d.* a week at brush making.

2066. That is what they take?—Yes.

2067. But they earn only one-third of that?—That is so.

2068. If a woman receives 6*s.* a week she only earns 2*s.* a week; is that it?—That is all.

2069. Do you employ them at all at knitting?—No, only when a little order comes in for a few stockings, or anything of that sort.

2070. What is your experience of sash line making as an employment?—That we have given up for sometime, it paid so badly.

2071. Do you know any outside blind women who are supporting themselves by sash line making?—I do not; and another thing, I know that they cannot.

2072. (*Dr. McDonnell.*) In your experience among the blind workpeople, do you think that teaching them to read is a matter of great moment?—It is a pastime to them, but I do not think there are many of them who take to it unless they are in a school.

2073. But if they are taught reading in a school in their early days, and are trained in that, you can teach them other things better afterwards, I suppose?—Yes, they will continue it.

2074. It developes their intelligence?—Yes. I say that everybody ought to learn it, young or old.

2075. So that you are greatly in favour of instruction, and I gather from your evidence that you are in favour of educating the blind with the sighted?—Yes, I think that ought to be done.

2076. You stated that under some circumstances the blind would get more in the streets than they do in the workshops; supposing that every blind person in London was entitled to a small pension as a matter of right, in the same way as a soldier is entitled to his pension after his service in the army; supposing, for instance, that the public knew that every blind man in London got 4*s.* a week, and therefore was not in a state of absolute indigence, is it not probable that then alms would not be so freely given in the streets to the blind?—But that would not keep them out of the streets.

2077. Do you think that if these blind people had a pension in addition to the wages that they earn they would not be much more comfortably off than they are now with what they get in the streets?—I have no doubt that some of them would give up going into the streets if they could get sufficient without it.

2078. Do you think that a system in which every blind person would be entitled to something would,

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upon the whole, have the effect of bringing more blind persons to your workshops to add to their 4*s.* a week and make into 10*s.* ?—Yes, they would do it then.

2079. That is done now actually, is it not, to a certain extent in your shop, because you add 50 or 100 per cent. to their earnings?—That is so.

2080. Supposing that the whole of the blind people in London had to start with something like 2*s.* or 3*s.* a week, and then if they come to you to work they could increase that 2*s.* to 6*s.* or 8*s.*, you would not be obliged to give them the assistance that you now give?—No; but the main point in taking blind persons into our shop is this. They say, "Can you give us constant work? if not, we are better off where we are." That is the question they generally ask.

2081. They look for constant work, and you think that constant work is a matter of great consequence?—I do, indeed. Of course, we have some that would not go into the streets on any account, whatever temptation might be held out to them.

2082. You said that men with four or five pensions do not do any work?—No, but there are very few of those; I have only heard of them.

2083. Still I suppose that any man with a pension has less inducement to do work than a man that has not any?—There is not the slightest doubt about that.

2084. But if you gave every man, to start with, the right to a small pension, then all of them would have the additional inducement to work to get more?—Yes.

2085. And you think that the additional inducement would tend to make them work, in order to add to their small pension?—I think there would be an encouragement to work if they had a pension given to them.

2086. You said that the blind were greatly aided in their work by having sighted people working with them; do you think that the blind and the deaf and dumb could be employed together, so as to increase the employment open to both?—That is a question that requires thinking about, because the deaf and dumb, as a rule, are rather spiteful, and the blind not being able to see them would get some nasty knocks at times.

2087. A deaf and dumb brush-maker, for instance, could do the boring of the holes for the brushes very well, and the blind could do a great deal of the other work in brush making; have you ever known any cases in your own institution where a deaf and dumb man with eyes was used to help a blind man without eyes?—We have never had such a case; but we have had cases in which they have been blind and deaf.

2088. Then you have had no experience of that kind in your institution?—No.

2089. But you think that the deaf and dumb are often so cranky and crotchetty that perhaps they would not get on well together with the blind?—Perhaps they might not; if they were looked after well they might; but I have known them very spiteful myself, so that I can speak from experience.

2090. Do you know whether in the trades unions in England there is any indisposition to allow blind people to be employed in the factories with sighted people?—There are few cases where they have taken them in, but they are very few indeed.

2091. Have the trades unions any objection to allow it to be done?—That I cannot answer. I know that they are very prejudiced against blind persons working at all.

2092. I have been assured that there is a very strong prejudice, and I want to know whether you know within your experience if such is the case?—I have been told by blind people who have tried to get employment in sighted workshops that it is very difficult indeed. Mr. Kent, the brush maker, is the only person I ever heard of who gives employment to blind people.

2093. Have you ever heard of a blind man being head over an establishment, and finding it impossible to employ blind people in his shops?—No, I never heard of that.

2094. (*Mr. Arrol.*) Does the average wage of a workman of 13*s.* include the subsidy of 20 per cent.?—Yes, it is about from 16 to 20 per cent. upon the wages.

2095. Have you turned your attention to the question of firewood making?—Yes, we do a very large quantity of that.

2096. Do you find it very profitable?—We do not, only it helps to keep the trade together.

2097. (*Admiral Sir E. Solwby.*) Are there any pensions given by the association to old work people who are too old to work?—Yes, we have several.

2098. They are paid by the institution?—Yes.

2099. Do you think that the blind can make fitch work?—Some of them can do it pretty well, but it requires sight to do it well.

2100. Can any of your blind people bore?—Yes, they can do the plain boring for the backs of brushes.

2101. You say that Mr. Kent had some blind people in his establishment; do you know why they left him?—The wages that he paid them were so very low.

2102. Then he did not encourage them to stop?—No. We have a woman at our place who used to earn 2*s.* or 2*s.* 6*d.* a week, and of course when she came to us she took 6*s.*

2103. Do you think that the making of baskets and brushes are the best trades to encourage blind people to learn?—If they are to depend upon their own work they are.

2104. Is the making of baskets better for them than the making of brushes?—Most decidedly.

2105. Can a blind person complete a brush as a rule?—I know one or two who can, but there are very few.

2106. Does the society that you belong to take adult pupils?—Yes.

2107. What is the age of the pupils that they take?—We have taken them from the age of 17.

2108. And what is the maximum?—About 25.

2109. Do they learn much after that?—In two or three cases they have got on very well indeed, but they are only exceptions.

2110. What is the length of time that it takes before a man can make a good basket?—They give a sighted man seven years, and I think you ought by rights to give a blind man 14 years; but we only give them three years.

2111. You say that you have known no instance of a deaf and dumb sighted person working with the blind; have you known any instance of a deaf and dumb and blind person working with the blind?—Yes, I have known three cases.

2112. How have they got on?—Very well indeed.

2113. Had you a man from Swansea?—We had a long time ago, but he left us.

2114. Do you know why he left?—No; one reason I think was that we had not sufficient work to keep him going.

2115. Was it not because the guardians would not pay for him any longer?—That was one point; but we had not sufficient work for him; the contract was finished.

2116. You say that the women only earn 2*s.* a week at brush bristle drawing; are they constantly at work during the day?—The work from the time they come in till 6 o'clock at night, and very nearly all their dinner hour.

2117. And they could not earn more?—I have had experience with them for the last 25 years in the case of women alone, and I have never found it so.

2118. Do you make your calculations mentally or in writing?—I can do it both ways, but I make them chiefly mentally.

2119. Can you state to the Commission what is the origin of the institution that you belong to; was it to give employment, or to teach, or what?—It was established in the year 1854 on purpose to find work for the blind at the rate of 6*s.* a week, and to give them the full amount that their article brought, the institution finding the means of getting rid of it.

2120. And did they get rid of it?—No, in the year 1856 they had to raise subscriptions and form it into an institution to enable the shopman to pay the rent of it and dispose of it.

2121. Do they get rid of most of their work that they do now?—We have done it.

2122. Is the place overstocked?—No, we manage to get through all our material.

2123. And have you been able to keep the people employed?—Up to the present time we have.

2124. At the wages you have stated?—Yes, up to the present time.

2125. (*Mr. Johnson.*) Have you got any amount of stock on hand just now?—I do not suppose that we hold three months' work.

2126. Then you keep all the hands on in your institution whether you have got sale for the work or not?—That is our motive.

2127. Then sometimes you get a great accumulation of stock, do you not?—Many years ago we did. We have taken Government work to keep it down.

2128. Have you any difficulty in getting Government work?—Yes, because we have to compete with the sighted prices, and we lose on the average; in fact on the women's work alone we lose 2*s.* 6*d.* a dozen.

2129. But what you consider a loss upon that is made up by the charity of the institution?—Exactly; we do not lose on the real value of the articles.

2130. Then how do you arrive at what is the proper price to pay; are you guided by the price outside?—I guide myself by that, by the trade book.

2131. And then what you add to that is the supplemental charitable gift to them?—Yes, exactly.

2132. You were, I believe, educated at St. John's Wood School?—Yes, I was there five years.

2133. You were with Mr. Levy, were you not?—Yes.

2134. And there you learnt, of course, the Lucas system of reading?—I did.

2135. I heard you say that you prefer the Roman character because you think the sighted can read it as well as the blind?—That is only in corresponding with sighted people.

2136. Do you think that there is any value at all in Lucas's system?—I can read it twice as fast as any other system.

2137. But you have been long trained to it?—Yes, I have.

2138. Do you find many people reading that system?—Not so many as there used to be.

2139. What is the system that they mostly read now?—Moon's.

2140. Have you any classes connected with the institution for teaching them to read?—Not now.

2141. There used to be in the time of Mr. Levy, were there not?—Yes, several.

2142. I understood you to say that there were only 47 workers?—That is indoors.

2143. I see that you have got in the list that you have five attendants, 14 basket workers, and 33 brush makers?—Yes, those are indoors and outdoors; but I am speaking of those on the premises who actually work at the trades.

2144. But the 103, including those that work in and out of the house, are all treated with regard to subsidising their wages in the same ratio, are they not?—No. For instance, you will find a tuner put down there; we find him jobs to do.

2145. But you do not supplement his wages?—Not at all.

2146. He only gets what he earns?—That is all.

2147. What do you suppose that one tuner gets?—I do not know. I have known tuners to earn a pound a week, but that is in very few cases.

2148. Do you think there is much opening in the occupation of pianoforte tuning for the blind?—Only in the factories.

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2149. Have you any knowledge whether they are largely employed in the factories?—I am told of one firm up at Camden Town that employs six.

2150. What do you suppose are the wages that those six get?—Strohmenger, in the Goswell Road, pays two guineas to one man because he is a very fine tuner.

2151. You do not teach tuning, do you?—No, nothing besides those trades that I have mentioned.

2152. What is the average earning on wood chopping?—We pay them 15*s.* a week.

2153. What per-centage of that is earned and what per-centage is given as a grant or subsidy?—We pay the wood choppers about 8*l.* a week and they make on the average 10,000 bundles; and the sighted wages would be 1*s.* per hundred.

2154. (*Chairman.*) You double it?—Yes, or as near as you can come to it. I have calculated it many times; it is 1*s.* 11*d.* per hundred.

2155. (*Mr. Johnson.*) Supposing that you did not subsidise them, what do you suppose would be the real earnings of the wood choppers?—7*s.* 6*d.*, or from that to 8*s.* a week.

2156. I have the return of another institution in my hand in which they say that the earnings of the wood choppers amounts to 9*s.* 6*d.* a week without any subsidy?—You must bear in mind that they work more hours than our men do whatever institution it is.

2157. Do you approve of sighted supervision in workshops for the blind?—I think it ought to be encouraged.

2158. And you think that the work is more efficiently and properly turned out under sighted supervision?—Decidedly.

2159. But of course you would avail yourself of any blind talent in the way of assistance?—By all means.

2160. What in your opinion is the best market for the productions of the blind?—I really do not know.

2161. Do you think that the market is exhausted now, or do you believe that if you had double the number of people employed you would be able to get just as much patronage for your work and sell your work as easily as you do now?—I think we might dispose of a good deal more than we do if we had premises in a good open thoroughfare.

2162. That was tried, was it not, in Oxford Street?—It was, but the lease fell in.

2163. Have they not done as well in the bye street as they did in the open thoroughfare?—No, they have not.

2164. Then you are of opinion that it would be a great advantage if there were other depôts established for the sale of articles of blind manufacture?—I am, indeed.

2165. I see that you grant pensions in your society to 26 pensioners; how are those pensions bestowed?—The average is about 6*s.* a week, and to some we pay more.

2166. Are those pensions given to old people who have grown old in the employment of the society?—No, not altogether. Some years ago some of them were elected for pensions without work.

2167. And the society took the old grants over?—Yes.

2168. I think you said that you preferred the Roman type to any other?—No. I said that if I was corresponding with any person I should use it.

2169. In consequence of using the pin type?—Yes.

The witness withdrew.

Adjourned to Wednesday, the 3rd of February at 2 o'clock.

32, Abingdon Street, Westminster.

Thursday, 4th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D.

CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. WILLIAM HIBBERT examined.

Mr. W. Hibbert. 4 Feb. 1886.

2169*a*. *(Chairman.)* You are one of the senior teachers of the Home Teaching Society for the Blind?—Yes.

2170. How long have you been in that position?—Nearly 13 years.

2171. Will you state how long you have been blind?—I have been totally blind for rather more than about 15 years.

2172. What was the cause of your blindness?—An accident. My father was a veterinary surgeon and farrier. I was following the same occupation, and the point of a nail entered one of my eyes, and sympathy destroyed the second. I was about 18 years old when I met with the accident, so that I have been for 15 years totally blind.

2173. You had had a good education before your accident?—I was preparing for college.

2174. As a veterinary surgeon?—Yes.

2175. What is the district that you visit?—The south-west district, commencing at Charing Cross, and embracing Westminster, Pimlico, Chelsea, Knightsbridge, Brompton, and Kensington.

2176. What is your salary?—28*s*. a week.

2177. And you have an allowance for your guide?—Three shillings.

2178. In your district how many blind are there, as far as you are aware?—124 that I myself visit.

2179. What proportion of those are over 20, and what proportion under 20?—I have but four under 15 years of age; one is a child of three years, one a child of 11 years, and of the other two, one is 13, and the other nearly 15.

2180. Can all those above 20 read in any particular type?—The majority of them read in Moon's type.

2181. A few read in Braille's type, I believe?—About half a dozen.

2182. Do any read in Frere's type?—About four. Frere's type is not much used now.

2183. Then there is Alston's type, the Roman type. How many read in that type?—Five of them who have been educated in St. George's.

2184. How many have been trained in institutions?—Twenty-six.

2185. London institutions?—No, in London and provincial institutions.

2186. Do you find any difference in the training of those who have been trained in London, and those who have been trained elsewhere?—Those that have been trained in London, I should say, are certainly the best; others come to London after they have left the institutions in the country.

2187. Do the blind generally come up to London from all parts of England?—Many come up to London as being the centre where they can obtain either employment or something equivalent to employment, that is to say, in the way of pensions.

2188. They come for pensions principally?—Or employment.

2189. How many books have you for your district?—In my library there are 450.

2190. All in Moon's type?—Yes.

2191. What is the number of blind in your district who receive pensions?—Twenty-two.

2192. What do the blind in your district do to get their livelihood?—The majority of those who have been in the institutions are now earning their living in the street.

2193. In what way?—In various ways; music, singing, selling things, and begging, some in reading.

2194. What is the course you pursue in teaching the blind in your district?—The first thing that we introduce to them is the alphabet card, a card which we have with the alphabet embossed upon it; they get their fingers over the respective letters till they become familiar with them.

2195. How long does it take you to teach any one who is totally unacquainted with reading?—That depends upon the intelligence of the person; some that I have given a card to have learned it then and there, whilst others have been months before they could master the different positions; we have about eight or nine characters, which, when reversed in position, represent different letters. In Moon's system, the characters are grouped. The letter A would stand for four characters, as would also B and C and E, so each of those would represent four characters by reversing the position. Some minds would grasp that at once, whilst others would be months in doing so.

2196. Have you a regular course in your district; do you visit the same people once or twice or three times a week?—Once a fortnight; the ground is rather extensive in which the people are. One end of the district is Charing Cross, and from there it extends through Westminster, Pimlico, Chelsea, Knightsbridge, Brompton, and Kensington.

2197. Do you devote one day a fortnight to each blind person?—No.

2197*a*. How many people do you visit in a day?—The average number visited would be from 10 to 12 per day.

2198. How long a time would you remain with each person?—It depends. If they only require books to be changed, a few minutes; if they require a lesson, probably it is an hour.

2199. How many of those whom you visit merely require a change of books?—All the readers; those who have become readers after they have been taught require nothing more than a change of books.

2200. Which trades do you think are the most suitable trades to teach the blind?—Basket work, I should say, would be about the best; not chair caning and mat making.

2201. As a rule do you find that the blind stick to the trade which they have learnt and endeavour to get their livelihood by it?—There is no opportunity of their exercising it after they leave the institution.

2202. Is there no general depôt for the sale of the work of the blind in London?—No.

2203. Is there no shop in each district where work done by the blind could be sold?—No.

2204. Has any endeavour ever been made to start a depôt of that kind?—Yes. There have been efforts made in that direction.

2205. Have they failed?—Yes. There were two persons of the name of Colmer who started something of that description in the Gray's Inn Road; they were nephews of the Secretary to the Indigent Blind Visiting Society, but they failed in their endeavours.

2206. Was there any opposition upon the part of the tradesmen in the district to the establishment of such a depôt?—Not that I am aware of.

2207. Has any impetus been given to the basket making trade since the parcel post has been introduced?—I did hear that there was a great pressure for baskets at the time the parcel post was coming into existence, but since then, after the immediate demand was supplied, I do not think there has been much difference.

2208. Do you know if the blind make hampers to any great extent?—I suppose they do.

2209. There is a very large sale for them, is there not?—Yes.

2210. You say you suppose they do make them; do they or do they not?—I doubt whether they are properly taught to make those things.

2211. No one in your district makes any?—No.

2212. Have you any schools for blind children in your district?—No, except the board schools.

2213. You mentioned that there were four blind children under 15 year of age in your district?—Yes.

2214. Are they at school or not?—One has just left school, she is now nearly 15; one is at one of the board schools; one is in the workhouse, she is crippled as well as being blind. I believe they sent her to a school in the country, but they returned her as not being capable of managing for herself; and the other is a child of three years.

2215. Do you attach great importance to blind children being taught as early as possible?—Yes.

2216. Both their letters and some trade?—No, I would not join the two together by any means.

2217. You mean that you attach importance to their being taught their letters at an early age?—Yes.

2218. But you do not attach equal importance to their being taught at an early age some way of earning their livelihood?—No; I would have them taught a trade at the proper time, but not in childhood.

2219. How early ought they to begin to learn a trade in your opinion?—Certainly not till they are 14 or 15 years of age.

2220. Do not you think that a boy or girl of 10 or 12 years of age could learn to make baskets or hampers?—No, I do not believe that they would properly learn it before they were 14 or 15, because before they had become intelligent enough to understand what they were doing they would have completed their time in the institution in which they were, and so they would be neither fit for one thing nor the other. I can give several instances where blind persons who have come out of schools at the age of 17 have not learnt the trade they were supposed to have been taught; and have afterwards gone and learnt something else.

2221. You think that the schools do not teach them their trade?—The fact is through their going in too early to learn a trade. If they had been kept to their general education till a certain time and then put to a trade it would have been far better; the two ought not to be mixed in my opinion. Sighted children, whether boys or girls, are not apprenticed till they are 14 or 15.

2222. Do you think it would be possible to educate blind children in company with seeing children?—Certainly.

2223. You think that it would be an advantage to them to be taught with seeing children?—Yes.

2224. Do you think that the pension system is necessary?—Seeing that there is very little chance of the blind earning their livelihood except to a limited extent I should say that the giving of pensions to the blind was about the best thing that could be done for them.

2225. You do not think it possible that the blind could earn their own livelihood?—No, apart from institutions it is utterly impossible.

2226. I suppose there would always be a preference given to the seeing over the blind in any trade?—Sighted workmen work three or four times as fast; even in chair caning a blind person would take from four to five hours for one chair which a sighted person could do in one hour, taking the day through. A blind person works much slower than a sighted person.

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2227. Have you known any cases of blind men being married to blind women?—Yes, I have had a great deal of experience during the last 12 or 13 years of such cases. I have four blind couples now in my district. I had five up to last week, I have four now.

2228. Who arranges these marriages?—They arrange them themselves.

2229. Is any artificial stimulus given to the intermarriage of blind persons?—I think rather the opposite.

2230. You do not think it advantageous that blind men should marry blind women?—No.

2231. Have they generally large families?—No.

2232. What is the ordinary number of children they have?—Three or four.

2233. Are they generally all sighted?—Yes, every one.

2234. Can you tell us anything about the houses of the blind; do they differ from the houses of sighted persons in cleanliness, for instance?—No, in the case of those four blind couples that I spoke of, their houses are equally clean, but I have frequently found where there is a sighted wife and a blind husband that the rooms are not so clean.

2235. Where they are both blind you say that the rooms are well kept?—That is my experience.

2236. Are the children of blind parents sent to school the same as other children?—Yes, the same as other children.

2237. You say that a certain number in your district earn their livelihood by begging in the streets; do you know at all what their earnings are in the streets weekly?—No.

2238. Can you judge whether they get enough to live comfortably?—They earn more, undoubtedly, than they would by working at any institution.

2239. Can you draw a distinction between those who are actually begging and those who are earning their livelihood in other ways in the streets?—There are about nine singing and playing in the streets. I do not know whether you would call that begging.

2240. Are there any bad characters among the blind in your district?—There are some who bear a rough name.

2241. Are there any who have been brought up before the magistrates?—Not that I am aware of. I am only there once a fortnight.

2242. You say that they earn more money by begging in the streets than they would if they worked in an institution?—There are some who have other employment; for instance, they have mangles at home, and I have known a blind man and a healthy strong woman earn as much as 30*s*. a week at mangling. Some are engaged in wood chopping on their own account, by which they would earn a similar sum, that is to say, a man and a sighted boy.

2243. How many in your district earn as much as the amount you have mentioned by mangling or by cutting wood, or any other occupation?—That I am not quite positive about.

2244. You have told us that some earn as much as 30*s*. a week with the assistance of a sighted son or a sighted wife?—Yes; I do not say that that is at the present moment, but I have known of such cases. I have had two such instances during my time.

2245. Therefore you would qualify your former statement in this way, that whereas a man being blind working by himself could not earn his livelihood, a blind man with the assistance of a sighted boy or a sighted wife could earn his livelihood?—Yes. There is one man now in Chelsea who is earning his living in that way, and he has said that he has earned 30*s*. a week, he and his boy; that is at wood chopping, firewood making. He prepares the wood and sells it on his own account.

2246. Why should not blind boys be apprenticed to sighted masters, and in that way be enabled to earn their livelihood when they grow older?—I see no reason why they should not.

2247. Of course the difficulty would be on the part of the master?—Yes, but the deaf and dumb are put out in that way; they are put out under hearing and speaking and seeing masters.

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2248. There is a prejudice against having blind apprentices, I presume?—In some cases blind have been apprenticed after leaving school.

2249. I understand you to say you think it would be a good thing if that practice were generally adopted?—Yes; if it was made worth the master's while he certainly would see that the blind person mastered his trade, and being under the supervision of a master he would have a far greater chance of becoming a perfect worker than if he were left to himself.

2250. You think the blind should work in combination with and under the supervision of others rather than be left to themselves?—Quite so.

2251. Do you know anything about the blind in workhouses?—Yes; I have three workhouses in my district.

2252. Do the blind in those workhouses work at anything?—No; they do a little knitting as an amusement. The majority of them are advanced in years.

2253. What workhouses are there in your district?—The Chelsea, the St. George's, and Kensington.

2254. And in neither of those do the blind do any work but knitting?—No; in a district in which I was formerly the blind worked at wood-chopping; that was St. James's, Westminster.

2255. I suppose under the supervision of sighted persons the blind could do a great deal of that kind of work in a workhouse?—Yes; it depends upon the age of the person.

2256. You say that the majority of those in the workhouses in your district are aged?—Yes.

2257. What proportion of the blind persons that you visit have become blind after they have arrived at the age of 40, for instance?—The majority of those that I have met with have become blind later in life, say, after they have arrived at the age of 40 years.

2258. From accidents?—From various causes.

2259. Have those who had learnt trades before they became blind been able to do anything for themselves?—In one or two instances I have known them follow their trade; for instance, one man that I visited had been a tailor, and he still continued his trade by the help of his wife; he made me an overcoat on one occasion.

2260. I suppose he could turn a sewing-machine with the assistance of a boy?—He did it all by hand.

2261. I suppose a blind tailor could work a sewing-machine with the assistance of a wife or child to guide the work?—Yes; the sewing-machine was taught in an institution called the "Alexandra," at one time.

2262. With regard to the various types for the blind, have you any preference for one over the others?—Moon's type is certainly the simplest and easiest.

2263. Have you any suggestions to make to the Commission with regard to the treatment and education of the blind?—I do not think I have anything further to add to that I have already suggested, that they should be educated with sighted children.

2264. And work under sighted masters?—Yes; that would give them, in my opinion, a better chance of earning something towards their livelihood.

2265. And you think pensions are a necessary evil?—Rather a necessary good.

2266. You speak of those who are unable to follow any trade, persons who have become blind late in life?—Yes, when it is impossible for them to be taught trades to earn anything by; because if they learn a trade they never gain sufficient speed to do anything; the young ones are very slow who are taught from childhood, and the elder ones must necessarily be slower.

2267. (*Sir Lyon Playfair.*) How many of the 124 in your district are in workhouses?—About 25, I think.

2268. You said that of the 26 who have been trained in institutions, the majority were on the streets. How many are earning any livelihood at all by their work?—Five or six of those 26 are now working at the institutions.

2269. Are all the remaining 20 on the streets?—No; some are at home.

2270. You said that there are three children under 15, 26 trained in institutions, and 25 in workhouses; that leaves 70 other persons; are those 70 all receiving pensions, or doing some sort of work?—Some of them are receiving pensions, and some are working at home.

2271. But they are not on the streets?—No.

2272. Are there many of them making any livelihood?—They are assisting, or helping towards it.

2273. And some are kept by their own friends?—Yes, and by the aid of pensions.

2274. Are there a good many in receipt of pensions?—Yes.

2275. Are you aware, of your own knowledge, whether any of them have duplicate pensions, pensions from different institutions?—Yes.

2276. Are there several such cases?—Yes.

2277. They succeed in getting pensions from different institutions?—Yes, a few of them.

2278. What would be the amount of a pension?—10*l.* is the amount of a Christ's Hospital pension.

2279. Would several of them receive 10*l.* from one institution, and 10*l.* from another institution?—Yes, some would have four or five, or five or six smaller pensions.

2280. (*Dr. Tindal Robertson.*) Would you adopt any different method in teaching a child under 15 to that which you would adopt in teaching one over that age?—No, the method would be the same if there was the intelligence.

2281. I mean as to the system of teaching?—We have but the one system.

2282. Do your society give any facilities for enabling you to teach in any other system than that one?—No.

2283. Do you teach writing by that system?—There is a writing system, I believe.

2284. Do you teach writing by it?—No, our instruction is simply in reading.

2285. Do you know the writing system yourself?—No; it is easily acquired, but it is more tedious to use, and the Braille system would certainly be preferable.

2286. Have you any acquaintance with the Braille system?—Yes.

2287. Should you, if you had facilities for teaching that system, think it advisable to teach young children (who have greater delicacy of touch than grown up people) by that system in preference to any other on account of its being so much easier to write by that system?—As a writing system; I should not as a reading system.

2288. What is the difficulty in it as a reading system, I mean in the case of a young child whose touch is sensitive?—There would be no difficulty if his touch was equal to it.

2289. Do not you find that the touch of young children is perfectly equal to it?—Their touch is more sensitive than that of the aged.

2290. Is not it so, as a rule?—Yes.

2291. You spoke of the disadvantages of blind people intermarrying, but you said that their children were not blind, and you said also that, as a rule, their houses were kept clean. Will you tell us what you think are the disadvantages therefore in two blind persons marrying?—They must have eyes of some sort to supervise, and those eyes must be paid for.

2292. Then it is a question of money mainly?—They may manage to keep their own house clean, but for any business or other purpose some one must supervise.

2293. Do the blind people make their own fires?—Yes.

2294. Would they be capable, if fairly intelligent, of doing as much as other people without any sighted assistance?—Under fair circumstances they would.

2295. You are principally confined to teaching; you do not know much about trades, except from what you see in your visiting?—I have learnt a trade myself since I have been blind.

2296. But your experience is more with regard to teaching than with regard to trades?—I have to do with those who have been taught trades.

2297. What plan would you suggest for making the blind more dependent on themselves, or, in other words, more able to earn a living?—My suggestion was that they should be placed under sighted masters, under whom they would have facilities for acquiring a knowledge of ordinary trade. In an institution, after they have been taught a business or trade, they have no idea of the ordinary operations of buying and selling.

2298. Do you think that if a central depôt were established in London, and other depôts were established in the provinces, where the blind could have opportunities of disposing of their work, it would be an advantage to the blind?—Yes, it would be a decided advantage over the present system.

2299. Could you suggest any other system which would be preferable to that?—If these blind pupils were placed under sighted masters they would obtain work with those masters eventually, or with others, when it became general. I think the system would gradually develop, so that the blind would be able to work by the side of sighted workers.

2300. My question had reference to providing some means whereby the work of the blind, when produced, might be profitably disposed of. At present the evidence is that they are not able to get a sale for their work?—The establishment of such depôts would, no doubt, be an advantage.

2301. What are your reasons for thinking that it would be an advantage that blind children should be brought up side by side with sighted children?—They would be more fitted to occupy a position in the world than they are by being shut up together; they contract habits which are prejudicial.

2302. Suppose you take a school in a rural district where there are 50 or 60 sighted children, and one blind child was introduced into that school, do you think that the sighted children might be educated so as to be able to communicate sufficient instruction to that blind child?—They could do so, certainly, with a very little help from the schoolmasters or teachers.

2303. (*Dr. Armitage.*) Do you visit the workshop at Kensington?—No.

2304. Do you know any blind who are employed there?—Yes, I have known some.

2305. Are there any in your district who are employed there?—No.

2306. You do not visit a blind man of the name of Northmore?—I do not.

2307. You say there are five in your district who can read Alston's system?—Yes.

2308. Have you heard them read?—Yes.

2309. And you know that they can read fluently?—No, I will not say that.

2310. How many of the five can read fluently?—They can read passing well.

2311. What age are they, are they adults?—Yes.

2312. How many mat makers have you in your district?—None.

2313. Do you believe that mat making is a good occupation for the blind at home? Are mat makers who work at home able to sell their work so as to be able to make a fair profit by it?—The difficulty is in selling at all.

2314. Have you visited any mat makers since you have belonged to the society?—Yes.

2315. Can you give us the approximate weekly earnings of blind mat makers?—No.

2316. Are there any who are supporting themselves by mat making?—Not in my district.

2317. Have you any sash-line weavers in your district?—There are some who were taught it, I believe, in school.

2318. Have you any who carry on sash-line weaving at home?—No.

2319. You say there are no schools in your district except the board schools; do you know the class that is held in Ebury Street?—Yes, that is not for the education of children. I think his Lordship referred to the general education of the blind.

2320. (*Admiral Sotheby.*) You say that you go round to the blind people in your district once a fortnight; do you think a fortnightly attendance is sufficient?—When they have been once taught to read we supply them with books which they read themselves. We teach them to read, and after they have been taught to read I simply call and change their books.

2321. With regard to those you are teaching to read, is a fortnightly attendance enough for them?—Frequently I call once a week and sometimes oftener than that at the beginning; but our usual visits are once a fortnight.

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2322. You say that the making of baskets is the most profitable industry for the blind to be taught?—Yes, with chair caning.

2323. Why do you think so?—Because there is more to be earned at that work than any other.

2324. Can a man complete a basket for himself without any help?—Yes.

2325. Is that the only work that the blind can do without help?—There is chair caning.

2326. Anything else?—Some say they do brush drawing, but there is the finishing.

2327. Can they bore holes?—Yes, that is done by the aid of a machine.

2328. How much do basket makers earn?—I have heard them say that they have earned 20*s.* or 30*s.* a week.

2329. Working at home?—Yes.

2330. When they work at home where do they get the material?—There are business houses, in the Borough particularly, where rods and canes are bought.

2331. They buy the material in small quantities?—Yes.

2332. If they bought it in large quantities they would get it cheaper, would they not?—Yes.

2333. They could get this material from institutions much better in quality and cheaper?—If the institutions would supply them.

2334. Those institutions that have brought up these blind people would supply them if they were asked, would they not?—They have not been supplied from any institution that I am aware of.

2335. You say there are no shops attached to institutions where they sell things made by the blind; do you mean things made at the institution?—No, I was speaking of those things that would be made by outside workers, after having left the institution. Each institution has it own workshops, and its own sale-shop.

2336. Why do not the blind make hampers?—They do, those who are able.

2337. You say that a blind person can cane a chain in four or five hours?—Yes, and some would even do it in three hours.

2338. What profit would he make upon that, I mean an ordinary chair?—An ordinary chair would be caned for 1*s.*

2339. And the profit on that would be how much?—Eightpence, and if the chair was beaded with a piece round the upper side it would be 3*d.* more, that would be 1*s.* 3*d.*, and that would cost the worker a halfpenny more.

2340. And he would do four in a day of 12 hours?—A very fast worker would, but the majority would not do much more than two.

2341. That would be 1*s.* 4*d.* a day?—There is one advantage in chair caning, that it requires no tools and it takes no room.

2342. A blind person working at chair caning would make 8*s.* a week at that rate?—Yes, if fully employed.

2343. Can they get employment in chair caning as a rule?—They do get some, but not sufficient.

2344. Suppose they went about the streets, as sighted people do, they could get sufficient employment, could they not; sighted chair caners get plenty of employment, I am told?—But they sit down and do one chair in an hour; in the way it is done in the street it is done in half an hour; they do it by the Dutch system; that is a very inferior way of caning chairs.

2345. How do you know that the rooms of a blind couple are much cleaner than they are when the woman is sighted?—I do not say that they are always much cleaner, I simply say that I have found them cleaner.

2346. How do you find that they are cleaner, if you are blind?—I can tell by the smell for one thing, and if they offer me a seat I can put my hand on it before I sit down.

2347. If the people are not clean in their habits, what do you expect to find?—What I do not want, that is what I have found.

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2348. Do you think, as a rule, that the blind are more immoral than the sighted?—I think they are not.

2349. You said you had not heard of any blind people being employed by sighted masters?—I did not say that there were not any, because I have heard of one here and there.

2350. Are you aware of blind people being employed by Kents, the large brush manufacturers?—Yes, some years ago they employed some, I believe.

2351. Have they not blind people in their employ now?—Not that I am aware of.

2352. Do you know why they left off employing blind workers?—I do not; their works are at Bow, which is out of my district.

2353. Do any of the blind work as carpenters?—I have heard of one who lived over in South London, who had done some carpentering.

2354. Do you know a man of the name of Farrer, who is a carpenter?—No; I know one who is a brush drawer, who is foreman at the institution.

2355. Do you know whether he is a good carpenter?—No.

2356. You say that you have been taught a trade; what trade have you been taught?—Brush drawing and chair caning.

2357. Have you tried to get a livelihood at brush drawing, or did you merely learn it as a recreation?—I learnt it to try and do something by it, but brush drawing was of no use outside the institution; the chair caning I carried on for some time.

2358. How much did you earn a day at it?—I never did more than two chairs in a day. I did five in two days, once.

2359. That is 1*s.* 4*d.* a day?—They were rather large chairs.

2360. You said that it would be better that blind children should be brought up with sighted children, because when they are brought up by themselves they are apt to acquire prejudicial habits; what habits were you referring to?—They distort their features for one thing; they wriggle and twist and shake themselves about, and all manner of things.

2361. (*Dr. McDonnell.*) I think you said that the blind make towards London; do you think that the proportion of the blind to sighted people in London is larger than in other parts of the United Kingdom?—No, I do not know that it is.

2362. I understood you to say that the blind make towards London?—Yes.

2363. If so, would not the proportion of the blind in London be larger; if there is a determination of the blind from the provinces to London, do you think that the proportion of blind in London is larger than in other parts of England?—No, I only say they would make towards towns wherever they were located. The reason I say that is because I have several who have come from various parts of the country.

2364. You said that apart from institutions it is quite impossible for the blind to earn a livelihood. I presume you mean in general?—Yes; and when those who have been taught in an institution leave it, there is no market open for anything they may do; and that being so it is impossible, apart from an institution, for them to earn a living.

2365. That is to say, though you have known exceptional cases where they may earn 20*s.* or 30*s.* a week, yet, as a rule, the blind are not able to get on so as to earn a livelihood without some assistance from an institution?—That is what I mean.

2366. You spoke of the pension system as a necessary evil, that is to say, the pension system as at present worked. But suppose an insurance fund for the blind were established, out of which I or any of the gentlemen at this table, in case we became blind, would be entitled to a pension or an insurance, do you think that that would be equally objectionable. Supposing your father had paid a small sum annually, by virtue of which he would have been entitled in the event of himself or any of his family becoming blind, to get 15*l.* or 20*l.* a year for the rest of his life, do you think that would have been objectionable?—I do not see any objection in it at all.

2367. You think that a system of insurance for the blind on a large scale might be an improvement upon the pension system as at present worked?—Yes, I think myself that if they were assisted when they first became blind it would prevent a great number of them seeking the streets or the workhouse. A working person who becomes blind is reduced quite to beggary before he can get any assistance at all, and the moment he accepts parish help he is then debarred from these pensions.

2368. Suppose that there was a great system of insurance, to which everyone in London subscribed a small sum, so as to insure himself or any member of his family against want in the event of their becoming blind, and that consequently everyone would be entitled to 10*l.* or 15*l.* a year if such a misfortune should befall him; and suppose that in the case of children who became blind this money was expended in their education, and that when they came to an age at which they were able to work it was given to themselves to supplement the wages they were able to earn, so that if they were able to earn, say, 20*l.* a year they would have the insurance besides to help them; do you think that that would be less objectionable than the pension system as it is at present worked?—That would be preferable if it could become universal.

2369. Do you know what wages the blind are able to earn at the institutions?—Of course there are different institutions, and the wages would differ at the different institutions. In London there are three or four different institutions, and they all differ, but I believe they would range between 30*s.* and 2*s.* 6*d.* and 3*s.* It would be only foremen who would get 30*s.* There is a very great margin between them and those who would come next to them.

2370. (*Mr. Arnold.*) You stated that you have 26 in your district that have passed through institutions, and you said that the majority of those 26 are earning a livelihood on the streets and in various callings. Can you state whether your society has done anything in the way of obtaining employment for the majority in institutions?—I do not believe that we have anything to do in that direction at all.

2371. Are we to understand that your society does not endeavour to assist those that have been trained in institutions to get employment?—I have no idea whether they have assisted them or not, but that is not the object of our work; we simply teach blind people to read.

2372. Do you not think your society might advantageously extend its operations by endeavouring to get employment for your blind?—I have no opinion to give in regard to that.

2373. Are any of your blind employed in public works; I mean in manufacturing establishments, in spinning straw ropes, or anything of that sort?—No, not any.

2374. You stated that there were 25 in your district in workhouses; would you be disposed to recommend that those should be allowed to remain at their own homes, that is to say, that they should have out-door relief?—The majority would gladly accept it, while some would perforce be compelled to remain in the workhouse through bad health or infirmities.

2375. (*Sir Selwin-Ibbetson.*) Though out-door relief might be discouraged in general, yet with regard to the blind you think it would be an advantage to make an exception?—Yes, because when a person becomes blind and suffers in health he is compelled to seek refuge somewhere, and the workhouse of the parish to which he belongs is the only place open for him. Then when once he has entered the workhouse his little home is broken up, and he is obliged to remain in the workhouse, as there is nowhere else for him to go to.

2376. I understood you to say that your work lay principally among grown-up people?—Yes, among adults.

2377. And you also said that in the case of children you would discourage their being taught trades in their early lives?—Yes.

2378. You would confine their teaching in early life to the acquisition of general knowledge?—Yes.

2379. Have not you found that children learn a trade quicker when you have to teach them as children than when you have to begin with them at a later period of life?—I should say myself that from 14 to 15 would be quite early enough to teach a trade. At that age those who were being taught a trade would fully understand what they were about, and what value it would be to them afterwards, and they would themselves endeavour to do the best they could, whilst if you were to endeavour to teach them a trade when they were a few years younger than that their minds would not be so alive to the value of the education taught, and I think they would not be so capable of acquiring a knowledge of a trade as they would if they were a little older.

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2380. In the case of sighted children of the age of from eight to 16, I have found that where you carry on their general education and their industrial work at the same time, the children easily acquire a knowledge of their trade, which is of inestimable value to them in after life?—Sixteen would be just the age at which they would be benefited more than during the whole five or six previous years.

2381. You said that a person who learned a trade late in life was so slow in accomplishing his work that he competed badly with sighted men. May I ask you whether you do not think that if he had had some instruction in his trade from childhood upwards, he would be quicker at the work and more able to compete with the world in general?—Those that I was speaking of as being so extremely slow, are those who have lost their sight when they have got to be 40 or 50 years old; all their movements are slower.

2382. You think that it would be an advantage to have institutions to which blind persons could be drafted after their general education was completed, and where they might be taught a trade from the age of 14 or upwards?—It would be decidedly better that they should be drafted to such institutions after the age of 14.

2383. So that they would go out into the world at 17?—I would give them up to 20.

2384. I suppose, in your opinion, there ought to be attached to any scheme of industrial training some means of registry by which the capabilities of the blind could be ascertained, and I presume you would be in favour of establishing workshops where the goods of blind workers could be placed for sale?—Yes, until such a place is in operation, of course, what they learn when they leave the institution is almost valueless.

2385. If such a registry and such a depôt were established, the training which the blind got in the institution could be afterwards utilised for their maintenance in life?—Yes. The German blind institutions carry on that system with their pupils so long as they require any assistance or help.

2386. They are always kept under the eye of the institution, and they are assisted in their work?—Yes, and I should say that such a system would be an incentive to morality.

2387. Do you think blind children could be trained to do household work?—Yes.

2388. There is nothing to prevent their being trained as household servants?—No, they could do a great many things in a house.

2389. They could even light fires?—Yes.

2390. Do you know of any who have been trained to do cooking and other household work?—Yes, those who are married; in some instances blind women have married, and they have always performed the household duties, even to washing and ironing and mending and making.

2391. There is nothing to hinder them from taking the position of household servants, if they could find such employment?—No.

2392. (*Mr. Johnson.*) In what institution did you learn chair caning and brush making?—At St. John's Wood. I undertook the travelling there for some years.

2393. It was in that institution you gained your knowledge of industrial work?—Yes.

2394. You say that there are 124 people in your district; what is the average age of those people?—The greater part of them would possibly be over 50, certainly over 40.

2395. Half of them would be over 40 or 50?—More than half.

2396. Do you visit at all or have you anything to do with the Ebury Street class?—No, I have nothing to do with the class, I only have to do with those who go there.

2397. Do you visit any of those who attend the class?—Yes.

2398. What is the system of reading which is pursued there?—Moon's I believe principally; formerly Frere's was in use, and latterly the Braille system has been introduced.

2399. Is there any instructor in that class from your society?—No.

2400. Do you receive any pension yourself?—Yes.

2401. What from?—From the Blind Man's Friend.

2402. Day's Charity?—Yes.

2403. Do you receive any pension from anything else?—No.

2404. You stated that you knew of instances where blind people had three or four or five pensions;—Yes.

2405. Are those instances very numerous?—No.

2406. How many such cases do you know of?—I daresay I could give you a dozen.

2407. From what pension societies generally do they draw their pensions; is it from the city guilds?—Yes, in addition to those outside.

2408. Principally from the city guilds?—Yes.

2409. And the Blind Protestant?—Yes.

2410. In fact from all the societies?—Yes, Gardner's Trust as well; but as soon as the blind try to help themselves they withdraw their assistance.

2411. Do you know of any who have a pension from Gardner's Trust who have pensions also from other sources?—Yes, several.

2412. When you say several how many would you say?—I would say two or three.

2413. They get it by mistake if they do get it?—We may suppose so.

2414. Do you think that at the present time these pensions are distributed in an equitable way, or would you suggest any other mode in which they should be distributed?—I would adopt the suggestion put to me by a member of the Commission, that is to say, to establish a universal insurance; that is the only other mode that occurs to me.

2415. You say that there are a number of persons who receive two or three pensions, and that points to the fact that those pensions are not distributed in a proper way; can you tell the Commission in what way you think pensions should be distributed so that there should not be a duplication of pensions?—It would require some consideration to devise a plan by which that evil might be remedied.

2416. Do not you think that it would be a desirable thing if a register were kept of all those people who received pensions?—Yes; I believe they do keep a register at some of the institutions.

2417. Do any of the people in your district hawk things in the streets?—Yes, there are some I visit now.

2418. What articles do they hawk?—One makes shoelaces and sells them in the street.

2419. Is there a large proportion of those 124 you visit that hawk things about the streets?—A few go out with lights and papers and such things.

2420. A certain number of them get their living in that way?—Yes, or help towards getting a living.

2421. You stated that you have heard that blind persons can earn wages of from 25*s.* to 30*s.* a week by wood-chopping?—That is a man and his sighted boy.

2422. Have you any experience of blind people who are wood-choppers without sighted assistance?—At the institutions I believe they earn about 15*s.* a week.

2423. How have you arrived at that information, that they earn about 15*s.* a week?—Only from themselves.

2424. At what institutions do they earn 15*s.* a week?—At Berners Street, the Association for the General Welfare of the Blind.

2425. Are you sure that they earn 15*s.* a week there?—That is what they tell me.

2426. That is with the help of machinery?—The work is divided, I believe; some saw, some chop, and some tie, but they are each paid, as far as I can gather, separately.

2427. Are they paid journeymen's wages or by piecework?—By piece-work; there is so much per 100.

2428. I think you said that the average earnings of basket makers in your experience were something

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between 1*l.* and 25*s*?—Not the average earnings. I have known them to earn as much as that.

2429. Is that at their own homes?—Yes.

2430. What do they earn at institutions. I mean at workshops attached to institutions?—The hours are limited, and they would not be able to work as long as they would in their own homes. I have known them work at their own homes up to eight or nine o'clock at night, whereas at an institution they would leave off at five or six.

2431. You said that there were 25 of those you visit in workhouses?—Yes.

2432. Chelsea, St. George's, and Kensington?—Yes.

2433. Are any of those employed?—One or two of the females do a little knitting, that is all.

2434. Is there any school that they can attend, or any instruction given them in reading?—Only what I give them.

2435. The only instruction is in Moon's type then?—Yes.

2436. There is no instruction in Braille?—No.

2437. And no instruction in Alston?—No.

2438. Do the parish authorities find books?—No, the society supply them, and I teach them every fortnight.

2439. Do you think it would be desirable to have schools established in workhouses in which the blind might be taught by permanent teachers?—No, many of the blind in workhouses are not able to read at all.

2440. Do you mean by that that they are not capable of being instructed?—Yes, they are past instruction.

2441. What is the average age of the 25 in the workhouses?—Sixty or 70, I suppose, some are 80.

2442. Then there are very few children?—Only one, and that is a girl who is a cripple in addition to being blind.

The witness withdrew.

Mr. William Tibbles examined.

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2443. (*Chairman.*) I believe you are one of the teachers of the Home Teaching Society for the Blind?—Yes, a junior teacher.

2444. Have you been blind all your life?—Yes, since I was three months old.

2445. Was it from any accident that you became blind?—From inflammation.

2446. What is your salary?—1*l.* a week and 3*s.* a week for a guide.

2447. What is your district?—It includes Kentish Town, Hampstead, Kilburn, Hendon, and Portland Town.

2448. What is the number of blind people on your register in that district?—112.

2449. What is the number of children under 15 years of age?—21.

2450. What is the number of married blind?—37.

2451. What is the number of those who work?—28, and in those I include those who work partially.

2452. How many of those who work earn their own livelihood?—About 14.

2453. Out of the 28?—Yes, I do not say that those 14 are all in my district who support themselves; there are others that I could not account for who do certain things.

2454. What is the number who have been at blind institutions?—22.

2455. What is the number in workhouses?—20.

2456. Of those in the workhouses how many work in the laundry?—Two.

2457. Is one a child?—Yes; and the remainder are old and incapable of work.

2458. What number are in institutions or schools visited by you?—28.

2459. What number read in Moon's type?—95.

2460. How many read in Braille's tyye?—20.

2461. How many read in Lucas's type?—26.

2462. What are the ages of the 22 who have been trained in institutions?—They would be between 20 and 60.

2463. Are those included in the 28 who work?—Yes.

2464. Have all those who earn their livelihood been brought up in some institution?—Yes.

2465. You are sure of that?—Yes.

2466. What is the work which they do?—Some are tuners, some are music teachers, some do basket work and chair caning, and one knitting.

2467. What would be the highest and the lowest wages that they would get?—25*s.* would be the highest, that would be what the tuners would get.

2468. At basket making what would the earnings be?—The remuneration in basket making is very uncertain; some get very little at basket making.

2469. Are they able to make vegetable hampers as well as baskets?—I have not put that particular question, but I should think so.

2470. You do not know whether they do it or not?—No.

2471. What number of books have you in your district in Moon's type?—348.

2472. How many of the blind in your district receive pensions?—About 15.

2473. Do you know of many who receive pensions from more than one society?—No; there are one or two.

2474. What would be the amount that they receive from one or more institutions?—I cannot answer that.

2475. What age are those who receive pensions; out of the 15 are there any under 40?—Yes.

2476. How many are there under 40?—Two or three, I should think.

2477. And the remaining dozen would be over 40?—Yes.

2478. Have you much acquaintance with the earnings and occupations of the blind?—I know something of them.

2479. Have you any views as to the best way of enabling the blind to earn their own living?—I should advocate for one thing, as a means of getting more work for the blind, the formation of district committees.

2480. For the sale of the work of the blind?—For the purpose of procuring work for those engaged in industrial work.

2481. When do you think that the training of the blind in industrial work should begin?—It should begin early, I think, not later than 10 or 12.

2482. The education in reading should begin, of course, as early as possible?—As early as possible.

2483. Was it so in your case?—Yes, I went to school very early, I should think at about seven or eight.

2484. How old were you when you were able to read Moon's type or any other type?—I could read Lucas's type after being at the institution some little time.

2485. Could you read it when you were 10 years old?—I could read Lucas at 10.

2486. How long did it take you before you were able to read it—About two years.

2487. What institution were you trained at?—St. John's Wood.

2488. Were you taught any trade?—A little music.

2489. Has it been of use to you?—No.

2490. Have you any special taste for music?—I have not a particular talent for music.

2491. Did you attempt to learn any other trade?—I did a little brush work, but that I did not follow.

2492. Do you think that it would have been to your advantage to have been taught some trade thoroughly?—I must say yes. I should have felt it very much if I had not obtained my present appointment.

2493. How long is it since you obtained this appointment which you hold now?—About 10 years, when I was 21.

2494. When did you leave school?—When I was about 17.

2494*a*. Then from the time you left school, when you were about 17, till you were 21, how did you manage to support yourself?—I lived with my friends.

2495. Have you any pension?—No.

2496. You did not attempt to earn your own livelihood in any way at that time?—No.

2497. Are you of opinion that it would be a good thing for blind children to be sent to school with sighted children?—Yes, decidedly.

2498. And do you think that rather than teach the blind to work by themselves, they should always be taught to work with sighted people?—I think that isolated training for the blind in any case is decidedly bad.

2499. You do not approve of the system of training the blind in institutions by themselves?—No.

2500. Are you married?—Yes.

2501. Have you married a lady who is sighted?—Yes.

2502. Do you think it very objectionable that blind men should marry blind women?—Decidedly.

2503. Have you been married long?—Yes.

2504. You do not assist your wife in any way in the house, or in any work that she does, you being a teacher?—No, I do not.

2505. But you would be able to assist your wife in many of the duties of the house if you had not other occupation?—Yes, certainly.

2506. Can you give us any information as to the lives and history of the blind in your district? Should you say that the blind in your district are a moral well-behaved class?—Yes, I should think that the blind in my district would compare favourably with the blind in any other district that I know of.

2507. Do any beg in the streets?—There are one or two street readers.

2508. The blind in many cases not being able to earn their own living are living in idleness; do you find that that has any tendency to make them immoral?—There may be one or two exceptions, perhaps, but speaking generally I think they are moral.

2509. You say that those who receive pensions are 15 in number?—Yes.

2510. Do they do anything to earn their own livelihood?—Some of them.

2511. Do you think that the receipt of those pensions takes away any stimulus which they otherwise would have to earn their own livelihood?—I think not.

2512. You think that pensions are necessary then in many cases?—Yes, I think it desirable to give pensions to those blind who are in part supporting themselves.

2513. Blind persons who are over 40 or over 50 years old?—Or even under, if they are unable entirely to support themselves, but are doing something to support themselves.

2514. Have you any suggestions to make beyond those which you have already made with regard to the teaching of the blind?—I have already implied that I should advocate the sending of blind children to board schools.

2515. And after that would you send them to some industrial school of a general character or of a special character?—Rather of a general character than of special.

2516. Do you think that there should be greater means of facilitating the sale of the work of blind people?—Yes; and with a view to affording such facilities I think the formation of district committees, taking under their charge the working portion of the blind in each district, would be a great advantage.

2517. Do you think that the failure of many of these depôts for the sale of the work of the blind has been due to the fact that they were not conducted on ordinary commercial principles?—I am not qualified to give an opinion upon that, but I think the opinion of those who are well informed upon the subject is that that is the reason.

2518. (*Mr. Johnson.*) I understood you to say that 15 of those you visit receive pensions?—Yes.

2519. And that one or two receive double pensions?—Yes.

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2520. Can you tell me about the ages of those who receive pensions?—The majority of them would be over 40 or 50.

2521. And I understood you to say that two or three were under 40; from what societies do they draw their pensions?—I have not been directed to inquire specially into pensions, and I have not done so.

2522. Are you aware that a great many of the pension societies do not give pensions to persons under the age of 40?—Yes.

2523. How would you suggest that these district committees, to further the sale of work of blind people, should be established?—I should suggest, in the first place, that a number of ladies and gentlemen really interested in the blind should meet in each district; that to them should be given the names of the blind able to work at different trades; further, that each institution should keep a register and should supply to the committee of each district the names and addresses of pupils leaving; that it should be the object of the district committee to seek in all ways to induce their friends and the public generally to give their work to the blind.

2524. You would so dispose of the work done by the blind at their own homes?—As far as possible.

2525. You think it would be of great advantage in certain districts to have workshops established?—Certainly.

2526. In connexion with these district committees?—In connexion with these district committees, if it could be done, or even independent of them. I think that workshops should be established in different districts.

2527. Are you of opinion that the blind would be benefited if a central depôt were established where they could purchase material at cost price?—Certainly.

2528. Have you been able to ascertain in your visitations whether the blind workers have found a difficulty in getting a market for their productions?—No, I have not experienced that so much. There is some difficulty in the blind getting work.

2529. At the institutions or at their own homes?—At either in some places.

2530. Are there many amongst those whom you visit who carry on industrial work at their own homes?—One or two.

2531. Out of the 112?—Yes.

2532. Are there any out of that 112 who are working in institutions?—A few at St. John's Wood and Kilburn Institutions.

2533. About what number?—Seven or eight.

2534. Do I rightly understand that out of the 112 there are 100 not doing any work at all?—No, 14 out of the 112 are earning their own livelihood.

2535. What are the resources upon which the other 100 live?—Twenty out of them would be in the workhouse.

2536. Have you any experience with regard to the selling of manufactured work?—No.

2537. You were at the St. John's Wood Institution?—Yes.

2538. Had they any difficulty at that institution in disposing of work done by the inmates?—I think not.

2539. They had no surplus stock?—They may have had some.

2540. With regard to getting sighted labour to assist the blind; is there a difficulty in getting blind people into sighted workshops?—I understand there is a difficulty.

2541. Have you any experience with regard to that?—No.

2542. Do you think it a desirable thing that blind boys should be apprenticed to sighted manufacturers?—Yes, and that is an opinion generally entertained.

2543. Have you any experience in London of blind workers being employed in sighted workshops?—I have one who works for a sighted man.

2544. But there are very few such cases, I suppose?—Very few.

2545. You yourself were instructed in some trade or employment besides that of music?—A little brush work.

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2546. But in nothing else?—No.

2547. You had no capacity for it probably?—I do not know. I left St. John's Wood Institution when I was only 17.

2548. However, you gave it up?—Yes.

2549. Amongst those whom you visit, do any obtain a livelihood as musicians or tuners?—Yes.

2550. How many?—About four.

2551. What do you suppose their earnings are?—One tuner makes 25*s.* a week.

2552. Do any of those you visit play any instrument in the street?—I have one case of that kind.

2553. What instrument does he play?—A little organ.

2554. Do any of them get their living by singing in the street?—No, I think not.

2555. Do any of those whom you visit live by begging?—That would depend upon whether reading in the streets and selling cigar lights would be considered begging.

2556. I mean begging in the streets?—No, none of them. The police would stop that.

2557. You have told us that you think 10 years is the proper age at which instruction in industrial work should be begun; what is your experience that leads you to that opinion?—I think that it would be an advantage that blind children should be brought up with seeing children in an ordinary school till they are about 10 or 12 years of age; that would give them more courage and confidence and they would be more thoroughly taught to use their hands; and in every way I think they would be brighter and quicker.

2558. Among the blind that you visit in your district are there any blind couples?—None.

2559. You disapprove of blind persons intermarrying?—Decidedly.

2560. (*Sir Selwin-Ibbetson.*) You say that you would not only like to see blind children educated whilst they were young, but you would like industrail training to be mixed with their general education after the age of 10?—Yes, 10 or 12.

2561. You think that if they are taught industrial work at as early an age as that it gives them greater facility in the work that they may afterwards have to depend on for their livelihood?—I think so.

2562. A knowledge of a trade acquired as early as 10, makes them more proficient in that trade than if they learned it at a later time?—Just so, but it depends upon the training being sufficiently prolonged.

2563. (*Mr. Arrol.*) You recommend that blind children should be educated at the board schools?—Yes.

2564. Do you see any objection to their being educated at blind institutions?—Blind institutions are useful, but I should consider that the education at a board school was preferable.

2565. Have you any further reasons than those you have already given that would lead you to recommend that blind children should be educated at a sighted school?—I believe that being taught to do things on sighted principles really widens the capacity of the blind altogether.

2566. Do you think that it renders a young child more self-reliant?—Decidedly, and if young blind children are put with seeing children at an early age they will be prevented from forming bad habits. I do not mean immoral habits, but objectionable habits which the blind are in the habit of forming when they are kept by themselves.

2567. On the question of pensions, you, I think, said that you were in favour of giving them to people under 40 years of age. At what age might you be disposed to recommend that pensions should begin?—I would say at 30 years of age, if it could be shown that the man or woman was doing all he or she could, but was yet requiring some further assistance; I would say that people of that class ought to be pensioned.

2568. Do not you think that those who were learning a trade from 15 to 25 ought to be pensioned whilst they were not able to earn anything for themselves?—Yes, I think that too would not be undesirable.

2569. As regards blind people in workhouses, you say you have 20 in workhouses in your district. Do you not think it advisable in the case of the blind that they should get out-door relief in place of being required to go into the workhouse?—Not in all cases perhaps; some of the blind are very old, and they would really be incapable of taking care of themselves; out-door relief might be desirable where they have friends.

2570. You think that they are better attended to in the workhouse than at home?—I speak of the two workhouses I visit; I can say that the blind inmates of those workhouses are well attended to.

2571. (*Dr. M'Donnell.*) Are any of the blind in your district in receipt of out-door relief?—Not to my knowledge.

2572. All those that are relieved by the rates are under the compulsion of going into the workhouse?—I believe that is so.

2573. Do you think that in many cases, if not in all cases, of blindness out-door relief might be given, blindness being taken as a sufficient test?—Not in all cases, certainly.

2574. If you selected any, on what grounds would you select them: every blind person is on the brink of being poor, if not absolutely poor?—If a blind man can earn by a trade 1*l.* a week, I do not know that he ought to come upon the rates.

2575. Suppose you give 5*s.* in out-door relief to a man not earning anything, you are then rewarding him for his want of industry, and giving nothing to a man who is industrious and who earns 1*l.* a week. Is that a good plan?—I would assist the working man, perhaps, with a pension rather than by giving him parish relief.

2576. It would become a pension?—I thought you meant it in the form of parish relief.

2577. If 5*s.* was given by the parish to every blind person it would be a pension. Suppose every blind person got 5*s.* out of the parish in out-door relief, and every industrious man had 5*s.* in addition to his 1*l.*, while every idle man had nothing but 5*s.*, that would be giving an encouragement to the industrious man. Do you think there would be some advantage in that?—Yes, looking at it in that way there might certainly.

2578. That would be less objectionable than giving out-door relief upon an irregular and bad system?—Yes; I am certainly in favour of assisting those who in part support themselves.

2579. So that if out-door relief could be given so as to encourage industry, you think that would be a good system?—Yes, if it were given in a way to encourage industry.

2580. You spoke just now of children brought up in blind institutions acquiring bad habits; you mean eccentric and odd habits, making faces, and so on?—Yes, I said I did not mean immoral habits.

2581. (*Admiral Sir E. Sotherby.*) Do you know of any blind children in your district who do not go to any school at all?—I have four or five.

2582. What means are being taken to induce or to make them go to school?—In two cases perhaps feeble health is the reason that they do not go to school.

2583. They are too sickly to go to school?—Yes, the children are extremely delicate. I know, in the case of one of them, a girl, it was found that she had other ailments in addition to being blind.

2584. Is it not the fact that when sickly children go to school they become much healthier afterwards, particularly the blind?—I think it is very likely.

2585. Do you know anything about the wages that the blind get outside institutions?—It is uncertain.

2586. Do you know anybody who maintains himself by a mangle or chopping wood?—Yes, I know of one man who maintains himself by a mangle.

2587. What are his wages?—I could not speak definitely; mangling is a thing that fluctuates very much.

2588. What are his maximum earnings, do you think?—He might earn 10*s.* or 15*s.* a week.

2589. Do you know anybody who maintains himself by chopping wood?—No.

2590. What institutions are those in who support themselves?—They are not in institutions; some of them do work for institutions.

2591. What institutions?—Some of them do work for the St. John's Wood Institution.

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2592. Do they work for any other institution?—One, I think, works for the Berner's Street Institution.

2593. What work do they do for the St. John's Wood Institution?—Two are teachers, they live out of the institution.

2594. They do not make anything?—Not those, and in addition they are musical.

2595. Do you think that the blind as a rule have more musical talent than the sighted?—No, I do not see why they should.

2596. You say that you were brought up at the St. John's Wood Institution; what were you taught there?—General education, a little brush-making and a little music.

2597. You work in Kentish Town?—That is part of my district.

2598. Is there no institution there for the blind?—No.

2599. Which is the nearest?—I think St. John's Wood; then there is the Home at Kilburn, chair-caning is done there.

2600. What work do they do at the St. John's Wood Institution?—I believe they have started a new industry in the shape of rope making.

2601. Do they sell much of their work out of doors?—I do not know.

2602. (*Dr. Armitage.*) Have you any mat makers in your district?—No, I think not now.

2603. Have you any sash-line weavers?—No.

2604. (*Dr. Tindal Robertson.*) Were you taught at St. John's Wood any other system than the Lucas system?—That was the only system taught when I was there.

2605. Have you since made yourself acquainted with any other system?—Yes, I read Braille and Moon and Lucas.

2606. You do not teach any other than Moon?—No.

2607. Suppose you had children, and you had facilities, would you attempt to teach them any other system. Suppose you had time enough and proper facilities, would you think it an advantage to teach them any other system?—I think the Braille system is of advantage for educational purposes.

2608. You were not taught music by Braille's system?—No.

2609. By what system were you taught?—By ear.

2610. By ear only?—No; we were taught chords, the proper arrangement of scales, and so on; we were not taught simply by ear in the sense of a teacher playing a passage and expecting it to be caught up by the ear. The teacher would, of course, tell you certain notes to play, he would tell you what notes formed a chord, he would read out the chord to you, and you would learn it in that way.

2611. You are aware that by Braille's system you can teach by musical notation?—Yes.

2612. Do not you think that a very great advantage to those who learn music?—Certainly.

2613. And they may be able to learn it more scientifically and correctly that way?—I consider that the Braille system is of advantage to musicians.

2614. With regard to the system you suggest of establishing district committees, suppose you had a large depôt in each of the large towns of the country, where material might be bought and things might be sold, and where a register of the blind people might be kept, do you think that would serve the same kind of purpose?—Not altogether. I think it should be the object of those district committees thoroughly to urge upon their friends to give the blind their work.

2615. You should canvass in fact in order to sell the work?—Each gentleman would have considerable influence among his friends if care was taken in the selection of the committee.

2616. Do you think a voluntary system would be better than a State-aided system, or a system under the control of the Government?—I think there is ample room for the two.

2617. Do you think you might rely upon the voluntary system?—No, I think State aid is required, but I think that a voluntary system might assist the State as far as possible.

2618. (*Chairman.*) Did I rightly understand you to say that the school board looks after all the blind children in your district by its attendance officers?—I have some few who do not go to school.

2619. With the exception of those who are prevented by infirmity from going to school, do they all attend school?—No, some of those 21 are in St. John's Wood School and Kilburn Institution.

2620. But the school board sees to the education of all the children in your district who are not in institutions or who are not prevented by physical infirmity from attending school?—Yes, I think so.

2621. We have been told by a previous witness that the houses of the blind who have married sighted women are sometimes less well kept than those where they are both blind; do you find that so in your experience?—I have not had any cases in which both the man and the woman have been blind.

The witness withdrew.

ROBERT BRUDENELL CARTER, Esq., F.R.C.S., examined.

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2622. (*Chairman.*) Are you connected with any of the blind institutions, or ophthalmic hospitals?—I have been connected for many years with ophthalmic hospitals. I am ophthalmic surgeon to St. George's Hospital and consulting surgeon to the Shropshire Eye Hospital, and was formerly surgeon to the Royal South London Ophthalmic Hospital. I am a surgeon practising in ophthalmic cases solely and have been so for many years.

2623. The Commissioners would be glad to have some evidence from you with regard to the preventible causes of blindness; looking at the Census Returns for 1881 for England and Wales, we find that there were 1,958 cases of blindness from birth. Judging from your experience would you say that blindness can be transmitted from parents to children?—In the first place I should like to say that I should much doubt the accuracy of that census statement. I should think in all probability the cases returned of blindness from birth would include a very large number of persons who had lost their sight in the first few days of life, because cases of blindness from birth are very rare.

2624. Would you say that blindness in the case of infants, say, under the age of five years is preventible, or is it an infantile disease which no human precaution can absolutely guard against?—The best way in which I think I can answer that question is by referring to an analysis made by Dr. Cohn of Breslau, who took the causes of blindness in 2,573 lost eyes (his table does not state in what proportion they were cases of double blindness or of single blindness), and he divided them into three classes. Class 1 includes cases which in the present state of knowledge could not have been prevented, for example, blindness arising from tumours of the brain or congenital blindness; Class 2 includes cases which might probably have been prevented by prompt and skilful treatment; and Class 3 includes cases which might and ought to have been prevented. The relative proportions of the three classes are 225 per 1,000 for the first, 449 per 1,000 for the second, and 326 per 1,000 for the third. The value of Dr. Cohn's table is largely diminished by the fact that it includes cases occurring at all periods of life, whereas in referrence to the question of the prevention of blindness it is chiefly important that we should have figures showing the causes of blindness at an early period of life. The Ophthalmological Society of London appointed a committee, of which I was a member, to ascertain as far as possible what amount of blindness was caused in this country by purulent ophthalmia in early life, from which cause, if persons were guided by adequate knowledge, no eye would ever be lost. We found that rather over 30 per cent. of the inmates of asylums were blinded from that cause, and we calculated that there were then in the United Kingdom, including Ireland, about 7,000 persons who had lost their sight from that cause; those persons suffering from blindness, caused within the first few days of life, which ought to have been and could have been prevented by a very small amount of

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pains and trouble. The blindness which is produced by disease occurring during the first few days of life is entirely preventible. The disease itself might always be prevented by washing the eyes of the child with disinfectants just after its birth, and might always be cured by calling in the aid of a doctor in time.

2625. A great number of persons become blind between the ages of 45 and 65; are there any special occupations in which the workers are liable to lose their sight before that age?—I think not. I think the next most fruitful cause of blindness is the severe ophthalmia which is apt to become epidemic in large schools or in armies, a form of ophthalmia which occurs at any period of life; it was first introduced into Europe on the return of Napoleon and the French army from Egypt.

2626. It had been chronic in Egypt?—Yes, and like many other diseases, when brought on new soil it flourished amazingly. In the year following the return of the French army from Egypt it broke out as an epidemic in Belgium, where it is said to have destroyed in a single year one eye of 10,000 people, and two eyes of 3,000. An epidemic of very much the same kind, though much less severe, prevailed some time ago in some of the great schools which are maintained by London boards of guardians for workhouse children. There was a school at Hanwell where nearly every child had this epidemic ophthalmia, and there was another school at Anerley where the children were similarly affected. The causes of the disease were thoroughly investigated and were removed, and both those schools have been ever since free from ophthalmia, and are not likely, I think, ever to suffer again from it.

2627. What were the causes of that epidemic ophthalmia?—Overcrowding mainly, bad arrangements in the dormitories, insufficient food, and so forth. I have no doubt that the epidemics affecting those schools would tell very much upon the existing statistics of blindness in the United Kingdom, because though not a very large number of children lost their sight as the immediate consequence of the attack of ophthalmia, the eyes were frequently left in a condition in which they would go on from bad to worse, and many of those cases would terminate in loss of vision at some later period of life. The same statement would apply to an earlier period in Ireland; a somewhat similar epidemic raged in that country, but the persons attacked by it were in most cases children or soldiers, because they were the two classes of the community who were most brought together in large numbers. Putting such outbreaks as those out of the case, I do not think there is any special liability to blindness at any period of life beyond the age of infancy. There may be a special liability to it in particular crafts and trades.

2628. Has your attention been called to any way of guarding against that liability in those particular crafts and trades?—The liability would be I think chiefly from accident. In some trades the workman is exposed to flying chips of metal, and in others to flying pieces of glass and so forth. The means of prevention in those cases would be wearing mica or gauze spectacles, but that practically the workmen will not do.

2629. Are not there a good many cases of soda-water bottles bursting and injuring sight?—A good many undoubtedly. In St. George's Hospital every year there are two or three such cases; still the aggregate number is not very considerable.

2630. Blindness which comes on between the ages, say, of 45 and 65 you would regard as one of the consequences of age or disease inherent in human nature and not preventible?—Yes, age or disease. The disease called glaucoma is fatal to sight in a large number of cases; loss of vision is due sometimes to kidney diseases, heart diseases, diabetes, diseases of the brain and nervous centres, and other diseases, but preventible blindness is mainly blindness of early life, and all our investigations showed that about 30 per cent. of the blindness traceable through asylums or educational institutions in the United Kingdom was traceable to a single preventible cause.

2631. Have you observed in cases where two blind persons marry whether the offspring have a tendency to blindness?—I have not observed anything of the kind.

2632. Short sightedness is hereditary?—No doubt.

2633. But you have not found blindness to be hereditary?—No.

2634. A short-sighted eye is an eye prone to disease?—Yes.

2635. Have you observed anything in the course of the instruction given in our schools now which has a tendency to produce short-sightedness; has it affected the sight of the rising generation?—I think it has. The conditions under which instruction is carried on in this country throw great strain on the eyes of the rising generation, more among the better classes than among the lower classes; it throws a greater strain upon their eyes than a certain proportion of them are well able to bear. I should not say that the proportion is a very large one.

2636. Do you think that that produces blindness or simply weakness of sight?—Weakness of sight; generally speaking, it produces distress and trouble in the use of the eyes. I would like to mention that there is a very well known table of 2,528 cases of double blindness prepared by Professor Magnus; he takes as his test of blindness inability to count fingers beyond one foot, and he takes only cases of double blindness. He returns infantile ophthalmia as causing 10·88 per cent., but that does not refer only to blindness in the earlier periods of life, but it includes persons of all ages. The statement I made with reference to 30 per cent. applied to inmates of asylums and institutions, who nearly always go into those places young.

2637. Have you any suggestions to make with regard to the prevention of those infantile diseases affecting the eyes?—What I think we want is a better diffusion of knowledge among mothers and nurses with regard to the nature of this affection. The Committee of the Ophthalmological Society sent a deputation to the Local Government Board some time ago, to urge upon the Board that a printed paper of instructions should be given to parents by the registrars of births, using the Registrar's Office machinery for that purpose in the same way that the Post Office machinery is used for various purposes; but the officials of the Local Government Board were not inclined to carry out the suggestion, owing to the extra trouble that it would cause, and the matter fell through. Though that course, if adopted, would have had no effect in preserving the sight of the particular child registered, the registration coming later than the disease, yet it would have been the means of diffusing information among the poor about the curability of the disease if early treated, and the great danger to sight involved in its neglect. One day or two days' neglect may make all the difference between saving vision and losing it.

2638. You would advise that a properly qualified medical man should be consulted at once when anything appeared to affect the eyes of a newborn infant?—Yes.

2639. You know that on the Continent, by a system of Government publications, information with respect to such matters is circulated throughout the country; do you think that it would be a great advantage if either the Post Office or the Local Government Board were to publish a short summary of the precautions to be taken or the symptoms to be watched in the case of young children?—In the case of newborn infants I think that it would be of great practical utility. My first experience in ophthalmic matters was gained at Nottingham, in the centre of a great coal mining district, and I saw there an enormous number of people who had lost their vision from purulent ophthalmia in early life; they were the children of miners living in villages a long way from a doctor, and who had no idea of the importance of early treatment.

2640. All properly qualified medical practitioners are fully aware of the danger of neglect in cases of infantile purulent ophthalmia, and the nature of the treatment?—I should say, fully.

2641. You would not say that that was the case with regard to midwives?—No, I think the instruction of midwives in the matter is a thing greatly needed; and we have during the last 12 months obtained excellent results in some of the lying-in hospitals by disinfecting systematically the eyes of all newborn children in the first washing after birth; the means of doing that are very simple, and there is no reason why midwives generally should not do it. I see no reason why that should not be done universally. If that precaution were adopted, the result would probably be to extinguish the disease. The disease originates in inoculation at the time of birth, from secretions getting in the child's eyes at the time of birth.

2642. The disinfecting treatment at the time of birth would prevent that?—In an enormous majority of cases.

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2643. Are there no means at present adopted of circulating information among midwives and mothers with regard to the precautions that should be taken for preventing the disease?—None whatever, but the disease is a cause of blindness which a certain amount of diffusion of information would entirely remove, because the disinfectant is so cheap and simple, and so harmless, that nobody could hesitate to employ it.

2644. Are those precautions adopted in the cases of births of children in workhouses, for instance?—I could not say, but if they are adopted, it would not be officially in any way; it would depend on the medical officer of the workhouse.

2645. The adoption of proper precautions in the case of infantile purulent ophthalmia is what you would rely on principally as a means of preventing blindness in this country?—Yes. I have here a note by Dr. Magnus of the causes of blindness among 87 inmates of the blind institution at Breslau, and he found the following percentages:—Infantile purulent ophthalmia, 34 per cent., about what we find in this country; eruptive fever, measles, scarlet-fever, and so on, 18 per cent., in many cases that would be remediable; atrophy of optic nerves, 10 per cent.; congenital blindness, 10 per cent.; and sympathetic ophthalmia, at this, loss of one eye following injury to the other, another 10 per cent.; leaving 8 per cent. not accounted for. There among 87 inmates of a blind institution we have only 10 per cent. of congenital blindness, children born blind.

2646. Measles and scarlet fever are both causes of blindness?—To the extent of 10 per cent.

2647. Is there any treatment which is an absolute preventive in such cases?—I should say not, the conditions vary so much in individual cases. In some cases in those eruptive fevers, where the vital powers are very much depressed, you may get loss of an eye practically from mere death of tissue from exhaustion and extreme weakness; in other cases, in scarlet fever especially, you may get loss of sight from brain complications affecting the optic nerves; in measles you may get a chronic state of surface irritation, but then the patient seldom loses his sight unless the disease is of such severity as seriously to endanger life.

2648. (*Dr. Tindal Robertson.*) Would a weak solution of alum be of use in these cases of infantile purulent ophthalmia?—The solution that I have found most useful is a weak solution of perchloride of mercury, of 1 in 1,000.

2649. I ask that question because I have heard that in some parts of the midland districts it has been the custom of some philanthropic or medical society to send round packets of alum to be distributed by the officers of the parish, or some persons connected with the union, to women who are likely to give birth to children?—I should say the alum lotion is not the best astringent that could be used, though it might be very good for the treatment of the disease I doubt whether it would have much influence in preventing it, that is to say, whether it would destroy the infectious quality of the secretions; but it is a good application for the treatment of the disease, not so good as nitrate of silver.

2650. If any substance that was found to be the best for the treatment of infantile purulent ophthalmia could be sent round in the way in which alum has been sent round in the particular districts of which I speak, do you think that would be a useful thing?—A very useful thing.

2651. That might be done to a certain extent through the intervention of the Government, by the Local Government Board giving direction to guardians to have it done by their officers?—I see myself no difficulty if the Local Government Board would undertake it. We know that Government boards do not like to be saddled with additional work and responsibility if they can avoid it.

2652. As to what is called tobacco-amaurosis do you think tobacco is a cause of blindness?—I think one meets with a few cases, perhaps one or two in 1,000, in which tobacco has had a bad influence on the optic nerves. I made inquiries into that subject some years ago through ophthalmic surgeons practising in Egypt and Turkey, where everybody smokes all day long, where if any inquiry of this kind was being conducted the chairman would be smoking and I should be smoking, and I am told that loss of sight from nerve atrophy is very rare in those countries.

2653. (*Dr. Armitage.*) To follow out the question put to you by Dr. Robertson, suppose that remedies were furnished in order to disinfect the eyes of newborn children by nurses and midwives, it would be very important that, if possible, those remedies should be non-poisonous; do you know of any other remedies besides perchloride of mercury and nitrate of silver which would answer the purpose tolerably well?—I must draw a distinction between remedies to prevent the disease and remedies as a means of cure. The perchloride of mercury is a means of prevention, but the solution of perchloride of mercury that is used is so weak, containing only one part in 1,000, that there could be no danger of any kind attending its distribution or use; and I do not think we have any other disinfectant equally trustworthy and equally harmless. All the preparations of carbolic acid, which are so much used in general surgery in performing operations antiseptically, are detrimental to the eyes; they are apt to disturb the translucency of the surface, and till the perchloride of mercury solution came into use we had no thoroughly trustworthy antiseptic for eye operations. In all my eye operations I use a solution of perchloride of mercury. There are 480 grains in an ounce of distilled water; you would have something under one grain of perchloride of mercury in two ounces of distilled water; the ordinary medicinal dose of perchloride of mercury, which people may take for weeks together, is one sixteenth of a grain, so that a teaspoonful of that solution would be an ordinary medicinal dose which an adult would take three times a day, and a teaspoonful would be all that would be necessary to use for a disinfectant for the eyes.

2654. Have you any statistics showing that myopia is gradually increasing in English schools?—No such statistics have been collected, so far as I know; the only English statistics bearing upon the point are some statistics obtained at Marlborough School by one of the masters, in whose methods of examination I should not have entire reliance, and those statistics appear to show that about one-fourth of all the boys in Marlborough School are myopic.

2655. Is it your impression, from what you have seen, that myopia is less common in English schools than in German schools?—I should think so; if one walks through a German town and observes the number of persons with concave spectacles, one comes to the conclusion that the number of such people in proportion to the population is much greater than in England.

2656. Do you consider that the smaller proportion of persons in England suffering from myopia, as compared with the number of persons similarly afflicted in Germany, is due to the prevalence of out-door games in the English schools?—Certainly. The increase of myopia during the periods of study depends on the elongation of the eye-ball produced by the convergence of the two eyes upon a near point, and the production of myopia is a mechanical result; the eyeball tunics being not strong, not tough and firm as they should be, yield to this continued traction of the muscles upon the eyeball. Obviously, the better the standard of physical health of the child or student the less liability there would be to that yielding of the eye tunics from mechanical traction. American statistics have proved very clearly that underfed and badly housed children suffer in a greater proportion than others. I should also say that the mischief is mainly done in elementary schools; it is the first step that does the mischief. Some very interesting investigations were made by a Philadelphia committee under the chairmanship of Dr. Risley, which showed that it was in the beginning of education that these eye troubles came into prominence, and that the more advanced schools but carried on what others had commenced.

2657. What means would you suggest with a view to counteracting this tendency to myopia in elementary schools?—As in the case of infantile purulent ophthalmia, it becomes a question of diffusion of knowledge. The parents and teachers should be made thoroughly aware of the fact that there is a certain proportion of children, I have no means of saying what proportion, but not a very large one, whose eyes might be described as weak or vulnerable, whose eyes are not well calculated to bear the wear and tear of ordinary school life; and the arrangements of schools, which must always, of course, have reference chiefly to the requirements of the majority, are sometimes injurious to a certain minority. Now if parents would test the vision of their children, would see that before the child went to school it had normal vision and could see types of a certain size at a

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given distance, and would take early notice of the whole question of the vision of the child, not accusing it of stupidity or carelessness because it did not learn its lessons so quickly as other children, which is constantly done, I think all those children whose eyes were likely to be troublesome might, without much difficulty, be picked out from the rest, and with intelligence on the part of the schoolmaster there would be no difficulty in giving them certain advantages, giving them seats with a better light, for instance, and so on. I think a great deal might be done if the school books in common use were better printed, if the type were not so crowded together. I think great strain is thrown on the eyes of children from the way in which the books are printed which they have to use. There would then remain a small residuum of children unfit for school education, and whose education ought to be conducted in a special way with a view to the requirements of their eyes.

2658. Do you think that in the selection of school games it is desirable rather to select those in which quickness of the eyes is trained as in our English school games, or do you think that the German gymnastics are as good?—I should think our English games are very much better. I should like to see acuteness of vision made a point of excellence in all physical contests. I should like to see it taken up by volunteers or athletic clubs. I should like to see them give prizes for excellence of vision. A great many of the errors committed by parents and teachers with regard to children arise from the fact that they have not the least idea what a child ought to be able to see; they have no standard of vision. Everybody knows how high a boy of a certain age ought to jump and how far he ought to run in a given time, but people do not know what he ought to see; and I think they should know what he ought to see.

2659. (*Admiral Sir E. Sotheby.*) Do you know what are the comparative numbers of rich and poor children who are blind?—I have no idea. I should think the excess would be largely on the side of the poor, simply because the rich have important advantages in the way of early treatment.

2660. Are any instructions given in the lying-in hospitals generally with respect to the application of disinfectants with a view of preventing infantile blindness?—I could not say. That would depend on the medical staff of each hospital.

2661. Have you had any experience of cases of blindness or diseased eyes among the children of poor people from exposure to cold after measles or scarlet fever, from being turned out in the streets three or four days after they have recovered from measles or scarlet fever?—I have not seen cases of that kind which would be likely to terminate in loss of sight. I have seen cases of bad eyes from that cause, inflamed eyes or troublesome ulceration, but not cases leading on to total blindness.

2662. (*Dr. McDonnell.*) Could you give us a good and simple definition of blindness?—This definition was one adopted by Professor Magnus, that the scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required; and that involves cases and conditions that may differ very materially from each other. For example, I may mention a case of a gentleman under my care who had totally lost central vision, he could not see the point at which he was looking, he could not see anything straight before his eyes, he could not see to read or to write his name; but some of the lateral portions of his retina had been saved and he had a considerable amount of lateral sight; but his vision was of no use to him, he was practically blind. As I have already said, Dr. Magnus gave as a practical definition of blindness a state in which no occupation can be followed for which vision is required, and he took as his test in forming his tables finger counting at three feet, a person who could count fingers at three feet he excluded, and in some subsequent calculations be made the test still more rigid, he took finger counting at one foot.

2663. With reference to the preventive solution, the use of which you have recommended, do you think it would be safe to trust even so weak a solution of corrosive sublimate among the poor themselves for bathing their children's eyes?—I should think so, they would hardly be likely to administer it to the child, and at any rate could hardly administer a sufficient quantity for any great harm to be done.

2664. You think perchloride of mercury incomparably the best preventive?—Yes.

2665. And you think it is safe enough?—Yes.

2666. You think it better than any solution of alum?—I do, I have no evidence about the efficacy of alum.

2667. You think so dilute a solution of perchloride of mercury might be safely used?—Yes, certainly.

2668. I do not know how far they are reliable, but in the statistics with regard to blindness from ophthalmia in Ireland, in the census of 1861, 1,900 cases are returned as cases of blindness arising from ophthalmia, and 523 in the census of 1881; was not it known that there was an epidemic of ophthalmia in the first period?—Yes; I referred to that epidemic in Ireland in an earlier part of my evidence.

2669. Are you able to give the date of that epidemic?—I could not.

2670. However, it would be within that decade?—Yes, that period would cover it.

2671. (*Mr. Arrol.*) You have referred to certain outbreaks of epidemic ophthalmia in England and Ireland; could you give us any information with regard to any similar outbreaks in Scotland?—I have no information about Scotland.

2672. Do you think poverty and vice have much to do with the increase of blindness?—No, I should say not, except that they are contributory causes. A child brought up in a poor and vicious home would have less power of resisting any noxious influence and would have less power of recovery; but I do not think vice and misery have any special influence beyond that.

2673. You have no doubt found in rural districts that the number of blind is very limited in one district and very large in another; can you give any reasons for that?—I have sometimes seen accidental results of that kind. I remember that there was a village in Gloucestershire in which a very large number of the inhabitants were affected, not with absolute blindness, but with disease terminating in great impairment of vision, due to inherited syphilis. Syphilis had been introduced into the village, and many of the inhabitants suffered more or less from it. Putting such cases as that on one side, I do not think I have noticed any sharp lines of division between districts, except that in some villages, owing to their being a long way from the residence of a doctor, there have not been the same facilities for obtaining medical advice that there have been in other districts.

2674. You have not had brought under your notice the great difference in the number of cases of blindness in different parts of Scotland, the number in Kelso being some 76 per million, and in Shetland 2,323?—No, I am not conversant with the Scotch figures.

2675. (*Mr. Johnson.*) Do you know anything of blindness proceeding from particular trades; do you know whether shuttle blindness, for instance, exists to any great extent?—I have not met with it. It would be very easy for the Commission to get statistics of the employments of the patients of the London ophthalmic hospitals, and probably provincial ones; but I do not carry them in my head.

2676. (*Chairman.*) Probably you would be able to furnish the Commission with such statistics?—I will endeavour to do so.

2677. (*Mr. Johnson.*) Mr. Mundella stated that he had heard of certain cases of blindness resulting from following certain trades?—The only trades of that kind that occur to me at this moment would be those in which there was an obvious liability to accident to the eye. Then there is a condition of the eyes occurring among miners which does not produce blindness, but interferes a great deal with vision; they get oscillation of the eyes, technically called "nystagmus," which seems to depend on working for a long time in an exceedingly bad light.

2678. Shuttle blindness would probably be caused in the same way?—I am not conversant with shuttle blindness at all. I lived for several years in Nottinghamshire, where Mr. Mundella's goods are manufactured to a great extent in the cottages by framework knitters, but I do not remember to have seen any blindness at all traceable to that.

2679. Do you think that blindness from secondary syphilitic causes is on the increase or on the decrease?—I should think it is on the decrease, because the conditions of the disease are better understood and more readily recognised and the disease is better treated.

2680. You could not suggest to the Commission any other application instead of perchloride of mercury which would act almost as well and yet would not be so poisonous?—I have no personal experience of any other antiseptic which answers so well. A considerable number of experiments have been made in France on this point by Dr. Credé, and I could send to the Commission the formula that he has employed.

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2681. With regard to the epidemic at Hanwell and Anerley was there any evidence of it having been brought to those schools, or did it originate from dirt and overcrowding and want of good food?—I do not think any great attention was called to it until the early history of it was past investigation. When I went to investigate the conditions I could not get at anything to show how it had been brought there, but I found a state of things which was specially arranged to promote its diffusion, and when once established it went all over the place. I think out of 1,600 only 100 escaped, or something of that kind.

2681*a*. (*Dr. Tindal Robertson.*) With regard to myopia, you said that people suffering from it were more likely to become blind in later life than people who were not myopic: would you be inclined to recommend that there should be a periodical inspection by some competent person of children in schools, in order that attention might be drawn to any defect which might be coming on?—It would be very advantageous, but I cannot help thinking that it is a matter the responsibility of which should rest rather with parents. I think that they might be trusted to look after the eyesight of their children as they would look after their welfare in other respects.

2682. Take the case of board schools; do not you think in such cases where the parents were probably unlikely to know even that it was necessary or advisable to submit the children to such examinations, that it would be an advantage to have periodical inspections of the sight of the children?—I think it would be an advantage, but I rather doubt the practicability of it, and it seems to me that the better plan would be for school boards to instruct their schoolmasters to be on the watch for defective vision on the part of the children, and to call the parents' attention to any defect as soon as they noticed it, because with the abundant hospital provision in most of our large towns, there would be no difficulty in getting the necessary investigation made.

2683. The schoolmaster, if instructed, might refer those cases to the nearest ophthalmic surgeon, or to some ophthalmic institution?—Yes, or he might instruct the parents that something was wanted.

2684. (*Chairman.*) If you have any fuller statistics in your possession with regard to causes of blindness in Germany than those you have already given, the Commission will be glad to have them?—I will furnish the statistics *in extenso*. There are statistics of that kind which I think I could place before the Commission. In an encyclopædia now in course of publication, under the editorship of Dr. Eulenberg, there is an article on blindness, written by Dr. Cohn, of Breslau, and it contains a good many figures and facts.

2685. (*Mr. Johnson.*) Can you explain why it is that near sightedness and blindness are so much more prevalent in Germany than in England?—The wave of compulsory education swept over Germany before it reached this country.

2686. (*Admiral Sir E. Sotheby.*) Do you suppose that much blindness is due to syphilis?—Syphilis causes a certain proportion of blindness, but not a very large amount, I could not say how large.

2687. Has the action which has been taken with regard to the Contagious Diseases Acts had any effect?—It may have some effect, but syphilitic cases are better treated than they used to be; the character of syphilis is better known than it was. One great fact about syphilitic affections is that they are generally curable.

The witness withdrew.

Mr. JOHN NEATE examined.

Mr. J. Neate.

2688. (*Chairman.*) What age are you?—Twenty-four.

2689. Where were you educated?—At St. George's School.

2690. When did you go there?—In 1878, when I was 16.

2691. When you went in at 16 had you learnt anything?—Ordinary reading.

2692. Where you blind from birth?—No.

2693. You were able to read before you lost your sight?—Yes, ordinary type, but I had also learnt Moon's system and other systems before I went to St. George's. I had learnt Moon's and Braille's and Lucas's.

2694. What did you learn at the institution?—I learnt brush and broom making and chair caning.

2695. Were you taught music?—No.

2696. Perhaps you had no talent for it?—No.

2697. You did not ask to be taught music and were refused?—No; I was not refused. I did not ask. I was in the band.

2698. Were these the only trades that you were taught, brush making and chair caning?—Chair caning is not taught there as a trade. We learnt chair caning, but the chair caning is not a trade taught generally among the male pupils.

2699. Have you anything to say with regard to the institution?—No.

2700. Were you well treated when you were there?—Yes.

2701. And when you went out did you go out expecting to get work?—Yes.

2702. What means did they take to give you work?—I was furnished with a good set of tools.

2703. Did the institution undertake to buy everything that you made?—No, that is where I found a difficulty in obtaining employment.

2704. Have the institution any place of sale for work done outside the institution?—Their place for the sale of work is only for journeymen in the employment of the institution and pupils.

2705. Therefore your work could not be sold there?—No, without I was a journeyman.

2706. Did you try to sell any brushes or brooms at any of the retail shops?—Yes.

2707. Did you fail?—Yes.

2708. What shops did you apply to?—All manner of shops, oilshops, and in fact any shop that I could go to.

2709. Did you actually make those brushes and offer them for sale at those shops, or offer to make brushes for those shops?—I have nothing to do with brush drawing, it was pitchwork that I undertook.

2710. Have you made any brushes or brooms for sale and offered them to shops, or have you only gone to shops and asked for work?—I have made them and offered them.

2711. And you could not sell them?—No.

2712. What did they say, did they say that they were already supplied?—Yes, generally speaking.

2713. Did you ever receive any order from a shop to make any brushes?—No.

2714. How many shops did you go to?—I went to a great many.

2715. In what district?—All about.

2716. Where were you living?—Westminster; I went to Marylebone.

2717. Have you applied to any institutions to give you a pension in consequence of your being unable to sell your work?—No.

2718. How are you supporting yourself now?—With a little work that I can sell to people at times, and by writing the Braille system.

2719. How do you get money by writing the Braille system?—I am paid for writing books by the British and Foreign Blind Association.

2720. How much a week are you paid for writing books?—What we can earn.

2721. What do you earn a week or a month?—We are paid by the fortnight, generally speaking.

2722. How much a fortnight?—12*s*. or 14*s*. I have earned.

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2723. Do you depend on private charity at all now?—No.

2724. Have you any friends?—Yes, a mother.

2725. Do your friends do anything to support you?—Yes, they contribute.

2726. Can you make any suggestion with regard to any improvement in the system of obtaining employment for the blind?—No; I think if there were more workshops set up for the blind we might get on a good deal better, because the existing workshops can scarcely support their own journeymen.

2727. Do you think that is because the fact that the public may purchase the work of the blind at those workshops is not sufficiently known?—Yes.

2728. Do you think if there were more places for the sale of the work of the blind in various parts of London, shops in good thoroughfares, that there would be a more ready sale for their work?—Only for pitch-work. I do not believe that there would for basket or mat making.

2729. Do you know of any cases where blind people have worked with sighted people and have gained their livelihood in that way; for instance, in cutting wood?—Not in cutting wood, but I knew a blind man in Manchester who worked several years at basket-making with sighted people.

2730. Have you ever tried to get employment in a sighted firm?—Yes, I have.

2731. Were you refused employment?—Yes, they said they did not employ blind.

2732. You find a prejudice against blind being employed generally?—Yes, I do.

2733. (*Mr. Johnson.*) You were in the St. George's School?—Yes.

2734. For how many years?—Six.

2735. And you went through the brush department and the pitch department very well?—Yes.

2736. You were a very good workman?—Yes.

2737. Did you get a good report from the trade manager?—I believe so.

2738. You had learnt a good deal before you came to the school in general education?—Yes.

2739. Where did you learn of Braille, Moon, and Lucas, before you came to the school?—At various classes.

2740. Which classes?—Ebury Street, Red Lion Square, and Willis's.

2741. You were one of the early boys put to pitch-work?—Not one of the earliest.

2742. You were one of the early boys?—Yes.

2743. Were you given pitch tools when you went away?—Yes.

2744. Were you given an apparatus by which you could warm pitch at home?—Yes.

2745. Did you work at it at all?—Yes.

2746. And did you take any of the work that you produced to the school?—No.

2747. Why did you not?—They would not purchase it of me.

2748. Did you ever apply to the trade manager to know whether he could employ you?—No; there was no journeyman's shop at the time.

2749. It is sometime ago that you are speaking of?—Yes; I have left school 18 months, there was not a journeyman's shop for the pan work at the time I am speaking of.

2750. Can you work the pan work at your own house?—Yes.

2751. With success?—Yes.

2752. Do you know any others who have done so?—Yes.

2753. Have you made many brushes at home with our apparatus?—Not many, because I have no sale for them.

2754. What are the average earnings a day of a pitch worker in full work?—If I was in full work I could earn 5*s.* a day.

2755. That is the reason, I suppose, why pitch work has become so favourite an employment lately among the blind?—Yes.

2756. And the only thing is that you want a market for it?—Yes.

2757. You think that if the pitchwork were developed and a market were open to you it would be a very good occupation?—Yes, it would supersede every other.

2758. Therefore you think if workshops were established where you could work, or where you could dispose of what you did at home, it would be very advantageous?—I do think so.

2759. How many people are employed in printing Braille?—I do not know.

2760. Do you do the Braille printing work at your own house?—Yes.

2761. Who reads to you?—I get little children at times to read to me; sometimes I have to copy what others have written.

2762. You make two or three copies of a certain book or portion of a book?—Yes.

2763. What is the average that you get per day for that work?—They pay so much a sheet.

2764. What is the average that you can earn?—7*s.* or 8*s.* a week.

2765. That is paid for by what society?—The British and Foreign Blind Association.

2766. Is it at all done by the Indigent Blind Visiting Society?—Yes, it emanates from the Indigent Blind Visiting Society.

2767. Then the Indigent Blind Visiting Society and the British and Foreign Blind Association work hand in hand?—Yes.

2768. Do any of the persons who emboss Braille get pensions or doles from the Indigent Blind Visiting Society?—Yes, several.

2769. Is it done as a help to those people who are writing Braille?—I do not know; each recipient of the pension must get a subscriber.

2770. Are the doles or pensions from the Indigent Blind Visiting Society given to those persons who are embossing Braille for publication?—No; not in consequence of that.

2771. Have you any pension yourself?—No.

2772. Have you applied for any pension?—For Day's.

2773. When did you apply for Day's?—About 12 months ago.

2774. What amount have you been able to sell of your own work irrespective of any institutions. I do not mean this 7*s.* a week for embossing work, but what have you been able to sell of your own work amongst your own connexion without the aid of any institution?—I could not say. I have not sold more than 20*l.* worth of work since I left the institution.

2775. For want of a market?—Yes.

2776. (*Dr. Armitage.*) At what age did you lose your sight?—I lost it first at five years of age and recovered it again.

2777. Had you been trained in sighted schools?—No, I had not had a thorough training in sighted schools, I went occasionally.

2778. For what reason did you leave St. George's?—My time was expired.

2779. (*Admiral Sir E. Sotheby.*) You say that you do pitch-work better than any other?—Yes.

2780. Can you finish a hand broom without any sighted supervision?—Yes.

2781. If you pull the hairs will any come out?—No.

2782. You can finish your work at home as well as in a workshop?—Yes.

2783. At home you are able to prepare your pitch and apply it, and to put the bristles into the back of the broom so well that you can get a sale for that broom?—Yes.

2784. That is the only sort of work that you have endeavoured to get a sale for?—Yes.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 5th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR LEON PLAYFAIR, K.C.B., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNEL, ESQ., M.D., F.R.S.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOHN LANCELOT SHADWELL examined.

Mr. J. L. Shadwell.

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2785. (*Chairman.*) You are a member of the Council of the British and Foreign Blind Association?—Yes.

2786. Have you been so since its foundation in 1868?—Yes.

2787. Will you tell us the reason that prompted the Council to found it?—In order to examine into the different systems of educating the blind.

2788 What were the systems then existing, that is to say in 1868, when the association was founded?—The Roman system in different forms, Alston's type, and another Roman type printed at Worcester, and there were Moon's type, Frere's type, and Lucas's; all these were used in England, and there was also Braille's type that was used in France, and another type used in New York.

2789. Did the association come to any conclusion with regard to the superiority of any of those types over the others?—Yes, we came to the conclusion that the Braille type was the best generally, but that Moon's was the best in certain cases, for people who were either too stupid to learn a complicated system, or whose fingers were too hard to feel the point letters which were used in the Braille system, I mean letters consisting of points instead of lines as the letters in the Moon, Frere, and Lucas' types do.

2790. Was your idea that Moon's type was more suited for people who became blind late in life, and Braille's for those who learnt it in early youth?—I do not know that we came to the conclusion that lateness in life had very much to do with it; it is rather a question of hardness of the fingers.

2791. In the lower classes the hands of those who have in early life been accustomed to hard work are more hard and horny, and therefore perhaps less adapted to learn any delicate pointed type?—That is so.

2792. Can you tell us anything of the constitution of the Executive Council?—It was a rule that every member of the council should be so far blind as to be unable to read ordinary type with his eyes; and also that he should qualify for his position by learning at least three different systems.

2793. At the first commencement of the association did they put themselves in communication with all the leading associations at home and abroad?—When the association was founded the secretary put himself in communication with all the blind associations and institutions.

2794. What practical conclusion did the council come to?—The practical conclusion which they came to was that steps should immediately be taken to introduce the Braille type into all blind institutions in this country, and as far as possible to discourage the use of all other systems except that of Moon.

2795. You have already told us the reasons why you selected the Moon and the Braille out of the others may I assume that you are of opinion that it is not desirable to select one type as the only type to be adopted for the blind, either in this country or over the world?—I am of opinion that Moon's should be retained for the hard handed blind, and with that exception I think that the Braille system should be universally adopted.

2796. One of the objects of this association is to print books suitable for the education and reading of the blind?—Yes.

2797. And you think that the Braille type is more suited for educational work than any other?—Certainly.

2798. Can you state the number and the character of the books which have been printed by the association?—I have a list in my pocket. I counted the books, and I made out that about 60 different books have been stereotyped besides the Bible; but I believe that about 400 others have been what we call written; that is, not printed in a stereotyped frame, but copied by hand.

2799. In the cases where the books are stereotyped the embossed characters are stereotyped so that you may strike off any number of copies?—Yes.

2800. The others are only individual copies?—Yes, as to the character of the books, I should say from looking over the list that they are generally history and poetry. we have had several plays of Shakespeare printed, and several short poems of Gray, Wordsworth, Cowper, and others, we have had books on Universal history, parts of Green's History of the English people, and any interesting book that we can hear of which is not written in too diffuse a style. And as regards the manuscript books we have poems and books of travel and stories, anything which way be used educationally or which may interest the general reader.

2801. Has the result of printing those books been the improvement of the education of the blind throughout the country?—Yes, most decidedly. Before the association was established nothing of any consequence had been printed for the blind except the Bible, and if the blind wished to consult any other book it had to be read to them.

2802. Do you supply the other blind associations with books at a reduced cost, or how does your society work?—We supply a great number of schools, I think generally below cost price. I think never above, and if any schools subscribe a guinea a year to the association they are entitled to have all our books at half-price.

2803. Are your books used in every blind institution in England?—I think now they are used in all of them.

2804. Are they used in schools under the school boards?—Yes, I think they are read in all the schools of the country.

2805. Have you also issued maps?—Yes.

2806. Of what countries?—England and Wales, Ireland, and Scotland, the United States, Holland, Belgium, France, Europe, and Australia.

2807. Are those raised maps?—Yes.

2808. With the mountains raised and the rivers depressed?—The mountains are raised and the rivers are sunk, and the coast line is raised above the sea. It is impossible to emboss the names of places on the maps, as the names would take up too much room; but we put numbers on the map itself, and then we issue with the map a guide, explaining what those numbers mean.

2809. Was arithmetic taught before the Braille system was used in England?—Arithmetic, I believe, has always been taught in the schools, and the introduction of the Braille system has had little or nothing to do with arithmetic; although there is a system of numbers connected with the Braille alphabet. It is not at all a convenient system for working out sums, because the writer does not feel what he is writing; the numbers marked in the Braille system appear upon the opposite side of the paper to that which is turned towards the writer. For arithmetic it has always been usual to employ a board with holes in it, and to indicate the numbers by pegs stuck into those holes.

2810. Do they not employ, what you see universally in Russia, a series of wires with balls on them, what is

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called an abacus?—I have only once found an abacus in use in a blind institution, and that was in the Istituto Margherita di Savoia at Rome, which is under the management of nuns. I found a large abacus in the school room, by which the children were learning arithmetic.

2811. Why has it not been introduced into England?—I think it would be useful for merely teaching children how to add, but I do not think you could work out a multiplication sum in that way. I have not tried it myself.

2812. Are you aware as a fact that all monetary transactions in the shops in Russia are carried out by means of those beads?—My brother, who visited Russia about 20 years ago, told me that he had to bargain the shops in Russia by means of an abacus, but I do not know that a multiplication sum could be worked out in that way.

2813. Can you say why it could not?—I never worked with an abacus myself.

2814. Does your association do anything with regard to the employment of the blind?—We employ about 50 blind people in printing or copying out books for us.

2815. Do you send your books all over the world?—Yes.

2816. Is there any other establishment for printing the Braille type in England?—Some books in the Braille type are printed at Worcester at the college for the blind sons of gentlemen; those, I believe, are chiefly Latin and Greek books.

2817. Have you any suggestions to make with regard to the education of the blind generally?—I have nothing further to suggest than that the Braille type should be universally used.

2818. Have you any views with regard to the employment of the blind after they leave the institutions at which they have been trained?—I think that the best occupation for them is that of music.

2819. But suppose they have no turn for music?—If they have no turn for music, I believe that the best employments for them are basket making, brush making, chair caning, and mattress making.

2820. Are you aware of the difficulty which the blind experience in finding employment, and in selling their manufactures after they leave the institutions?—Yes, they find it very difficult, I know.

2821. Is there any unity of action among the blind institutions in London or in England, or do they all work independently of each other?—They work independently of each other.

2822. Have you been in the habit of having conferences either annually or at stated times, in order to take counsel as to the work in which you are engaged?—No; I have only attended one conference myself, and that was held about 10 years ago under the auspices of the Charity Organization Society; and there was one at York, I think, about three years ago.

2823. Is there any general agreement among the societies in London as to what improvements might be carried out or recommended, both in the education of the blind and in their employment in after life?—I think there is a pretty general agreement as regards the superiority of the Braille system for educational purposes, and I think there is a pretty general agreement as to the manual trades which can be practised by the blind.

2824. Do you think that it would be advantageous that the blind institutions should watch over and follow in their after lives those who have been trained in those institutions?—I think it most desirable.

2825. We have been told that as soon as they have left the institution, if they do not work as journeymen at the institution, the blind have no means of selling their work, they have no longer any connexion with the institution in which they have been brought up; is that so?—That is so. I think it would be very desirable for the institutions to look after their pupils after leaving, and to start them in business, to introduce them to customers, or to persons who would become customers, and give them advice as to the proper method of succeeding in business.

2826. Could not any advantageous changes be carried out by the institutions themselves in London without any interference by the state, or any legislation on the subject?—I think so.

2827. Is there any jealousy between the different societies which has prevented a mutual interchange of opinion?—I think there is.

2828. What do you imagine is the cause of that. Is it the question of rival alphabets?—Mainly I think it is. There is a natural unwillingness on the part of people who are accustomed to one system to listen to any proposal for innovation.

2829. Do you think that this Commission may be the means of bringing those various societies together, by calling attention to the subject and diffusing information?—I think it may do a great deal of good in the way of diffusing information, but I am not at all sanguine that the mere diffusion of information will do away with the mutual jealousy of the different societies.

2830. With regard to the education of the blind, do you think that they ought to be educated in the school board schools in London with sighted children, or that they ought to have separate training?—I think it is better that they should have separate training, but failing a good special school I think that the school board classes can do a good deal for the blind.

2831. Supposing the children were sent to schools with the sighted, do you think it advisable that they should have had some previous training or education in reading or writing in the Moon or the Braille system?—I think so.

2832. They could hardly be sent, could they, to schools with other children without some previous education?—They might.

2833. Would it not give very considerable trouble to the schoolmaster if they were sent without some previous education?—It would, unless the school board provided, as it does at present, special blind teachers for them.

2834. Of course it might be possible to have blind teachers in the towns, but in the country districts, where perhaps only one or two blind children at the outside might be found within the area of the school board, it would be a considerable additional expense to have a well qualified teacher for the blind, would it not?—It would certainly.

2835. Because I assume that even if it were made compulsory upon a certain number of the teachers in our national schools to have some knowledge of the system of teaching the blind, it necessarily must be extra work, and must be paid for accordingly?—Certainly.

2836. And the cost in the school board schools in country districts would be a serious question?—Certainly.

2837. (*Sir Lyon Playfair.*) We have had it in evidence that in towns blind children are well taught in board schools if they have blind teachers; have you any experience of teaching the blind by blind teachers in the ordinary schools under school boards in London?—I have not myself visited any schools to see how it is done. I knew a boy who was taught at a board school; I found that he had learnt something. I could not say that he had learnt very much, but he was not a promising child; he was rather a weakly boy. I have no personal knowledge of the working of the system.

2838. You are probably aware that the teaching of blind children in board schools is carried out to a considerable extent in London?—I am aware of that.

2839. The difficulties which you think arise under that system would chiefly arise in the case of country schools, where there would be fewer blind children?—Yes, it would be more difficult to introduce it in the country.

2840. You probably know that it is the practice to have a circulatory teacher in some country districts; do not you think that some of the difficulty might be got over by having teachers circulating throughout the small rural villages, where only one or two blind children would have to be taught?—I think that would be a help.

2841. Have you any decided opinion that it is desirable to collect blind children into schools, specially for the blind, before their general education begins?—I have a decided opinion that blind children would do better in special schools than in ordinary schools. I think that whereas for an ordinary child a home is, generally speaking, better than a school, for a blind child a school is better than a home. If a blind child is at home, its parents and brothers and sisters are constantly liable to do too much for it, whereas at a school, where everybody cannot be waited upon, the blind children are forced to wait upon themselves, and that is a very good thing for them.

2842. You say that you have had no experience with regard to the teaching of the blind in board schools?—I have no experience to speak of.

2843. (*Dr. Tindal Robertson.*) Do you epitomise, before they are printed off, any of the books which are stereotyped in the Braille system; are they printed in extenso or are they epitomised?—They are printed in extenso.

2844. Have you had any experience of writing in any other system than in the Braille?—I have had some experience of writing in the New York type.

2845. What is your opinion of that system as compared with the Braille system for writing?—I think the New York type is decidedly inferior.

2846. Do you think there are any other systems by which writing can be accomplished in anything like the same way as by the Braille system?—There are no others.

2847. With regard to music, have you any personal experience as to learning music by the Braille or by any other type?—I do not understand music at all myself. I know nothing about learning it or teaching it.

2848. As to conferences, are you aware whether any conferences have been held periodically, international conferences with respect to the blind?—No periodical conferences are held in this country that I am aware of.

2849. Are there any international conferences periodically held?—I do not think there are any periodical international conferences; the German teachers of the blind hold a conference every three years, and I think the American teachers meet every year, and to both of these some foreigners are invited; I believe they are ready to welcome foreigners if they choose to come, but they are not international representative conferences.

2850. Have you any knowledge of the results which have been obtained from those conferences which have been held in different parts of the Continent and in America?—I have read and heard something about the results arrived at by conferences in Germany, in France, and in the United States.

2851. Have you heard of any results from those conferences, first with regard to the education of the blind, and secondly with regard to the subsequent employment of the blind?—I do not think any conclusion has been come to with regard to the employment of the blind.

2852. Do you know whether any conclusion has been come to with regard to the education of the blind?—The general decision, both in France and in Germany, has been in favour of the Braille system; I think that in America it has been generally in favour of the New York system.

2853. Can you describe the New York system?—It is a point system, the letters are formed of points, somewhat in the same way as those of the Braille system, but whereas the Braille letters are each written in a separate cell, the New York letters have no separate cell for each letter; they are written continuously, so that a space which may at one time be occupied by a letter is at another time left blank. The Braille letters are higher than they are broad; the New York letters are broader than they are high, that leads to some inconvenience in writing, and more particularly in correcting, The chief difficulty we have found in writing, practically, in the New York system is that it is extremely difficult to correct when we have made a mistake. If I make a mistake in writing in the Braille system I have only got to count the letters which I have written until I come to the faulty one, and then to correct it. If I make a mistake in writing in the New York type, I have not merely to count the letters, but I have to remember what each one was, and how much space it occupied, until I come to the faulty letter, and then to correct it.

2854. Then your opinion is that the Braille system is preferable altogether for writing and for reading purposes?—Yes.

2855. Can you give us any idea as to the comparative speed at which one may write by those two systems?—I made some experiments many years ago when the association was founded, as to the speed of writing, and I think I could write rather quicker in the New York type, but the difference was not very material.

2856. Is there the same facility for acquiring music by notation in the New York type as there is in the Braille type?—I do not understand music myself, but I am told that the New York notation is very cumbrous.

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2857. (*Dr. Armitage.*) You say that about 400 manuscript books have been issued by our association, did you count our list of manuscript books?—I did not. I did not know where to put my hand on it.

2858. There are 280 manuscript books on that list. I thought perhaps you meant that the others had been written out by other societies?—No, I meant published by ourselves.

2859. You did not state what number of copies of each manuscript book in your list it is usual to issue; can you tell us what the number is?—I believe four copies are written of each.

2860. That you are not sure about?—That I am not sure about.

2861. In the printed books I do not think you mentioned the school series, Nelson's Royal Reader Series?—No.

2862. Have those been published?—Yes.

2863. Do you consider that those are of much value in blind schools?—I think so.

2864. You are aware, you say, that the blind are being educated to a considerable extent in the London board schools?—I am.

2865. Do you think that when blind children are being educated in schools for the seeing it is a desirable thing that they should possess the same reading books that are used by their seeing companions?—I think so.

2866. So that they should be able to read in class?—Yes.

2867. Was that the object with which Nelson's Series was chosen as the class books of the association?—It was.

2868. With regard to isolated blind children in village schools I think you said that it was necessary before they entered the classes of the seeing children that they should have some knowledge of the special methods used by the blind?—I think so.

2869. You know the primer issued by the association?—Yes.

2870. You know that the Braille letters are interlined with ordinary Roman letters in black?—Yes.

2871. Do you think it possible that when an isolated blind child in a village is found out, some lady might be induced to learn the system sufficiently to teach the blind child before going into the school?—Yes.

2872. So as to avoid the necessity of the schoolmaster spending his time upon that child?—I think that the clergyman's wife would generally be glad to do it, and well able to do it.

2873. Is it a difficult thing for the seeing to master the Braille alphabet?—It is a very easy thing to master the simple alphabet, it takes a long time to master all the contractions, and some people are deterred by the trouble of doing so.

2874. Do you think it is necessary for blind children in a village school to understand the contractions in order to be able to write?—In order to read or write with much facility.

2875. Do you not think it better that a blind child should read without contractions than that it should not read and write at all?—Certainly.

2876. Do you think it would be an advantage for the blind children in a village school to learn to read and write uncontracted Braille?—Yes, I think so.

2877. And that you think a lady might be able to teach?—Yes.

2878. Are you aware that a very large number of seeing ladies, about 20 or 30, are at the present moment engaged in writing out books for the blind?—Yes.

2879. Do they write in contracted or uncontracted Braille generally?—Contracted.

2880. Then they have learnt it?—Certainly.

2881. So it would be possible, you think, for any one taking an interest in blind children to master even the contractions?—Certainly.

2882. You were speaking about the use of an abacus for blind children at school. Do you think it would be convenient for each blind child to have its abacus before it?—I think it would not be so convenient as the arithmetic board, but it would be a convenience for the child.

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If I am to judge by the specimens I saw at Rome, they take up a great deal of space if each child has one.

2883. What arithmetical board is recommended by the association?- The octagonal board, a board with octagonal holes.

2884. Have you any experience of its use?—I have not used it further than simply practising, in order to learn the system. I have not taught it, nor have I used it myself in any calculations.

2885. Do you think the octagonal board fairly supplies to a blind child all the wants of written arithmetic, —that is, that the octagonal board is to a blind child very much what a slate and pencil is to the seeing?—Certainly.

2886. Are you aware of any improvement that could be made upon the present octagonal board?—I am not.

2887. I think you said that it was a board with octagonal holes, into which square pins could be fitted?—I did not say the pins were square. I do not know whether they are square or octagonal.

2888. But you think that the octagonal board fairly supplies to a blind child what a seeing child has by its slate and pencil?—Certainly.

2889. In speaking of the employment of the blind given by the association you mentioned the writers, are the stereotypers blind?—Yes.

2890. How many stereotypers are employed by the association?—Two.

2891. Is the person who corrects the manuscript books and the stereotype plates blind?—I do not know who corrects the stereotype plates; the person who corrects the manuscripts is blind.

2892. And makes a living by it?—He does.

2893. I think you said that there was a jealousy existing between the institutions, and that that caused a difficulty in co-operation; is it your opinion that that is partly due to their being private institutions and having to get their funds from the public?—I think it is.

2894. (*Dr. McDonnell.*) You are aware, I suppose, of what we have been told, that in several of the board schools in London 8 or 10 blind children are taught by a blind teacher for a part of the day, and mix with the other pupils at oral instruction during the rest of the day?—I am aware of that.

2895. Have you visited any of those schools yourself?—I have not.

2896. (*Dr. Armitage.*) You have recommended that the young blind should be educated in blind institutions; do you not think that that induces them to acquire peculiar habits of deportment, throwing their limbs about and contorting their faces, and so on?—I do not know that it does.

2897. Would you not suppose that educating the young blind with the sighted would give them greater self-reliance?—No, I think it gives them less.

2898. On what grounds do you say that?—I think that the sighted children are too much inclined to help the blind; that the blind get too much in the habit of expecting things to be done for them, so that they do not learn to do things for themselves.

2899. Have you any experience upon that point?—Yes, I have a little experience of it; I mentioned a boy whom I was interested in a short time ago, who was in a board school. I found that his mother did a great deal too much for him, and that when he was sent to a blind school he learnt to dress himself and do things for himself which I had previously advised his mother to make him do, and which he had never done.

2900. You have not, I think, told us what those 50 whom you employ to emboss your books earn weekly?—I cannot say.

2901. Are your books costly?—They are costly as compared with ordinary books for the seeing.

2902. How are they, compared with Moon's books?—They are very much cheaper.

2903. What would be cost of the one compared to the other?—That I cannot say. I do not remember the prices of Moon's books now, nor do I remember those of our own.

2904. As your books are very expensive, would you be disposed to recommend that the Government should subsidise those who printed books for the blind?—No. I should not recommend it.

2905. (*Admiral Sir R. Sotheby.*) Do you consider that the blind have a greater talent for music than other people?—I do not think that the blind have any particular talent for music.

2906. You think that the blind can gain a livelihood by making baskets, brushes, and so on, just as well as by teaching music?—I do not think they can earn anything like so much at basket and brush making as they can at music.

2907. Do you mean a few individuals, or do you take the mass of blind people?—I mean the mass of blind people, people who are blind in childhood.

2908. Can you state to the Commission what wages those who are teaching music get?—I believe that they earn from about 100*l.* to 250*l.* a year.

2909. Can you state where they earn 250*l.* a year?—Pupils who have been trained at the Normal College, and who go out into the world, can earn for themselves from 100*l.* to 250*l.* a year.

2910. Can you give the names of any such people, and state where they are employed?—I have heard a good many names; they are all set out in the report of the Normal College.

2911. Have you any personal experience of any of those musicians obtaining such high salaries; I do not know any of them personally.

2912. You go entirely by the report of the Normal College?—Yes.

2913. Do you know anything of the pursuits of the outside blind people in London, and how they gain their livelihood, when I say outside, I mean people who have been taught trades, do you know whether they beg in the streets or how they gain their livelihood?—I know that many are employed in the workshop in Berners Street. I know some beg, and I know that some are employed as visitors by the Indigent Blind Visiting Society. Some of them are employed as teachers by the Home Teaching Society for the Blind.

2914. Do you know the number employed at Berners Street?—I think it is about 74 altogether.

2915. They get employment there and receive wages?—Yes; I think that 74 includes some who are not actually there. I think some are employed as agents out of London, to sell the goods made at Berners Street.

2916. Do you know whether there are any outside blind people who receive orders from Berners Street to make different things?—Yes, there are some; there are some who work at their own homes, and who receive orders from Berners Street.

2917. Do you know whether they get any orders or employment from St. George's?—I do not know.

2918. You have no knowledge about St. George's?—No.

2919. You stated that you considered that the Braille system was the best?—Yes.

2920. Why is it better than Moon's?—Because it can be written, that is its great advantage, and because it is so contracted that books can be got into a much smaller space; the letters are so constructed that they take up a less space.

2921. Owing to that contraction, is not it very difficult for adults to learn to read it?—It takes some time to learn, it is so far difficult.

2922. Do you think that a person of about 30 or 40 could learn it?—Certainly. I have heard of a lady of 77 who learned it.

2923. That would be an exceptional case, of course?—It is an exceptional case for a lady of 77 to take the trouble. I do not think it is exceptional being able to learn it.

2924. You said that ladies might learn to read, in order to teach the blind. Would they not learn Moon's system much quicker than they would the Braille system, in order to be able to teach?—Certainly. Any educated person could learn Moon's system at a sitting, as I did. You have only to take up one of Moon's books, and if you know the ordinary alphabet, you ought to be able to read two or three pages pretty easily before you put the book down.

2925. Then Moon's system would be better for sighted people to learn with a view of teaching blind children?—If the object were simply to enable blind children to read, and to save the teacher trouble, certainly.

2926. You say you do not approve of blind children being taught with the sighted?—I think it is better that they should be in special schools.

2927. It gives them a sort of emulation?—Yes.

2928. (*Mr. Johnson.*) You have had some experience with regard to the treatment of the blind on the Continent, have you not?—I have been over a few blind institutions in Italy.

2929. Are you aware that they use the Braille system in Italy, as well as the Roman system?—I am aware that they use the Braille system. I only found the Roman system in use in one institution.

2930. Where was that?—At Naples.

2931. Have you been to Milan?—Yes, I did not find the Roman system in use there, I found the Braille system alone.

2932. You did not see specimens of the Roman system from Milan in the last exhibition?—No.

2933. Do you know that in some portions of Germany the Roman system is in use?—I have heard that there is a Stuttgart type, a Roman type; I have not visited Germany myself.

2934. Are you aware that the Roman type is also used in Amsterdam?—I am not.

2935. You have not seen the report of the conference at York?—Yes, I have read the report, if it is mentioned in it, I have forgotten it.

2936. Has the Braille system which is used on the Continent the same abbreviatons as the Braille system in which the books published by your society are printed?—I do not know what abbreviations are used on the Continent, but in French a number of signs are used for accented letters, and those signs we have used for abbreviations. I have read some Italian books printed in Braille type, at least I have read one Italian book printed in the Braille type, and I found that the same signs as were used in French were used there for accented letters, but I did not find abbreviations used either in French or in Italian.

2937. Supposing any of your books were used in French institutions, they would have to learn the contractions adopted in your system?—They would.

2938. They do not adopt contractions as a rule, do they?—No; of course the contractions which suit the English language would not suit the French or Italian language.

2939. Those contractions render the acquirement of the system more difficult, do they not?—Certainly.

2940. Would you say much more difficult?—Yes, it is much more difficult to learn 62 signs than to learn 26.

2941. I believe in the Moon system there are very few contractions?—Hardly any.

2942. And in the Roman system none at all?—Not as far as I know; I have never seen a book printed in the Roman system with contractions used.

2943. What is your opinion with regard to the relative value of the two systems, the Moon and the Braille, putting out of the question the Roman system; do you think that the Moon system should be taught generally for the purposes of reading, and that the Braille system should be taught for the purposes of writing?—Certainly not. I think that the Braille system should be taught universally for the purpose of reading and writing, and that in those cases where a man has lost his sight late in life, and his hands have become already hardened by work, or in the case of people who have lost their sight young, and whose hands have become hardened afterwards, if they care about reading at all they had better use the Moon system.

2944. Of course the sighted could not read Braille without the key?—Certainly not.

2945. Therefore if a child were to write to his parents in Braille the parents could not decipher what the child had written without an accompanying key?—No, certainly not.

2946. And you do not think that is a disadvantage?—No, I do not think it is a disadvantage to speak of, because I think if the parents care about corresponding with the child they ought to take the trouble to learn the system.

2947. Are you aware that there is a means of embossing by the ordinary Roman system, with pin points, by which not only the seeing can read it, but the blind can feel it?—I am aware that there is a system of pin point printing, because I have tried it myself. I got a press and tried to print with it, but I found that so far from the blind being able to read it, I could not read it myself.

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2948. Your touch was not sufficiently acute?—My touch was not sufficiently acute for that.

2949. Are you aware that it is employed very extensively amongst the blind schools in the United Kingdom?—I am not.

2950. You say you qualified yourself to give the preference to the Braille system by learning different systems; what were those different systems?—I learnt the Moon, the Lucas, the Frere, the Roman, the Braille, and the New York. I learnt them all.

2951. Why were you led to discourage all the different systems except that of Braille?—Because none except that of Braille and the New York system could be written.

2952. The New York system is Braille in a modified form, is it not?—Yes.

2953. You did not decide upon the ordinary Braille system of the Continent, but you took that Braille system with the addition of contractions?—I think we decided in favour of Braille before we introduced our contractions.

2954. Your society introduced those contractions?—It did.

2955. Are you aware that there is a very large literature in Moon's type?—I am not. I consider that the literature in Moon's type is very small.

2956. You have not seen the list which has been laid before the Commission?—No.

2957. We have had it in evidence that Moon's system has been printed in a great number of languages; have you any idea of how many languages it is printed in?—It is printed in 48 languages, but it is only the Bible over and over again in all those.

2958. Are there no educational books?—A few. I know when I lost my sight I wished to get books, and I got a catalogue from Moon's, and I found the choice of books was extremely limited.

2959. Have you any knowledge of the books that have been printed at Worcester?—I have some knowledge of them.

2960. Have you seen the list?—I have the list in my pocket; I have not used many of their books.

2961. Are you aware that a large number of books have been issued from the press at Worcester, and that amongst them is a number of classics, Virgil and Cicero, and some of the Greek classics printed in the Greek character?—I am aware that several classical books have been printed at Worcester. I have myself the Alcestis of Euripides printed by them, not in the ordinary Greek type, but in the Braille type.

2962. There are some printed in the ordinary Greek type, are they not?—I have been told so.

2963. In the balance sheet of your society I see that your subscriptions are about 300*l.* a year, and your sales 635*l.* a year. Do you give away any of the books?—Yes.

2964. What number do you give away?—That I do not know.

2965. Is the number considerable?—No. I think we try to sell all we can. I think if there is a new institution, and we think they deserve any help, we are generally glad to give them books. I myself took over a map to Montreal to help a struggling institution there.

2966. Your society is principally founded for the propagation of this particular system of Braille?—It was not founded for that.

2967. But that is one of your great objects?—It is now.

2968. Therefore you give away books where people are unable to buy them, as it were, to propagate the system?—Yes.

2969. As Moon does to propagate his system?—Yes.

2970. I see in your balance sheet that 214*l.* out of the 900*l.* expenses is paid in wages to the writers of manuscript books, can you tell me what they get a week, as

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I understand you employ 50 people in embossing books?—Yes.

2971. I see the writers have 214*l.* a year between them. I should like to know what are the wages paid to each person who embosses, per day or per sheet?—I think the pay is 1½*d.* per sheet.

2972. How many sheets are they able to do in a day, do you think?—I think they can do 10 sheets a day.

2973. That would be about 1*s.* 3*d.* a day?—Yes.

2974. We have had it in evidence that one man who is a great expert got 7*s.* a week; is that about the average?—I daresay. I do not know.

2975. Do you employ any women?—Yes.

2976. Do you pay them equally?—I believe we pay them the same price per sheet.

2977. What are the women able to earn a day by embossing books?—I do not know.

2978. Are most of your books that are for sale printed by hand or by stereotype?—Mostly by hand.

2979. Have you ever been connected at all with any great scholastic institution for the blind?—I have taught myself in a class under the Indigent Blind Visiting Society.

2980. You have been connected with no educational institution for the blind?—No. I have only visited them. I have gone over them.

2981. Do you think it would be advisable to obliterate altogether from the education of the blind the employment of the ordinary Roman type?—Certainly.

2982. (*Chairman.*) At what age did you become blind?—I became blind at the age of 17.

The witness withdrew.

General ARTHUR SCOTT MOBERLY examined.

General A. S. Moberly.

2983. (*Chairman.*) Will you tell us what society you are connected with?—The Workshop for the Blind of Kent.

2984. Are you on the council?—I am the secretary and one of the committee.

2985. How long has that society been at work?—It started at Christmas 1877.

2986. Where is it situated?—In South Street, Greenwich.

2987. What number does it employ?—At present we have 14 men, and there is one outside workman. We have 14 blind men working in the shop.

2988. Are your foremen sighted?—We have sighted foremen in two of the departments; in two of the departments we have blind men.

2989. How many sighted men have you to superintend the workshop?—There is the manager only.

2990. Where do your blind come from?—We have one from West Malling, near Maidstone, and another from Sevenoaks; but, generally speaking, they are from the neighbourhood. We have two men from Woolwich, and we have two men from the Greenwich Union.

2991. Do you take in all those in the county of Kent who wish to be employed?—Yes, we profess to have started it for the county of Kent.

2992. Have you ever had more people apply than you have been able to take in?—Not from the county of Kent.

2993. Do you take in people from the outside?—Some time ago we took in a man from the outside; but, as a rule, we strictly adhere to the county of Kent.

2994. What employment do you give them?—We make baskets and ship fendoffs, we cane chairs, and latterly we have taken to mattrass making.

2995. Do you do anything in the way of rope making?—No; we have made cork cushions, life-saving cushions; we made them at the suggestion of our president, Lord Dartmouth.

2996. Is there any special work in connexion with a seaport town that you can do, and which could not be so conveniently done inland?—Ship fendoffs and the life-saving cushions.

2997. Are the fend offs made of coir?—Yes; we exhibitedthem at the Fisheries Exhibition. We had no remarkmade about them.

2998. Between what ages do you take your blind people in?—From 14 to 40; we do not, as a rule, find that anybody after 40 acquires a capacity for any work easily; but we have, on one or two occasions, taken a man just over 40.

2999. We have been told that there is great difficulty in finding employment for the blind after they leave an institution in which they have been brought up and instructed. Do you put yourself in communication with blind institutions in order to receive the blind people into your workshops as soon as their course of training is finished in the institutions?—No.

3000. You simply wait till an application is made to you?—We have sent round circulars in the county of Kent asking the boards of guardians to send blind people to us, but we have had only a few responses to those circulars.

3001. Does that arise from there being no blind in those particular districts or from unwillingness of the blind to do work?—It must arise from this, I think, because we require tuition fees to be paid with the blind; ours is a small institution, and a very poor one, merely supported by voluntary contributions, and with any blind that we take in we want certain tuition fees, and we also require a guarantee that the parties sending them will maintain them properly in the neighbourhood.

3002. The work you give them, and the money they earn, is hardly sufficient to maintain them?—Quite enough I think. Some are earning 16*s.* and 18*s.*, and some 1*l.* a week.

3003. Then why do you ask tuition fees?—When they first come they do not earn anything; but when they have learnt their work they can earn sufficient to support themselves.

3004. Do the guardians pay the tuition fees in some cases?—In some cases the guardians do; but sometimes it is the blind people's own friends that help them; in one case the Charity Organization Society has done it.

3005. Of course it is at present voluntary with the guardians to send blind persons to your workshops?—It is voluntary.

3006. Do you wish the law to be changed so that it should be compulsory on boards of guardians to send them?—Yes, I think it would help the boards of guardians very much; I believe they are quite willing to send their blind to us.

3007. If they are willing to send them, and it is optional with them to send them, why do not they send them?—Because of the Local Government Board.

3008. Do the Local Government Board refuse to give their consent?—I think you will find that it is so.

3009. From your experience in dealing with boards of guardians, can you tell us of any case in which the Local Government Board have refused their consent to the payment by the guardians of tuition fees?—Yes; we used to have subscriptions from the Woolwich Board of Guardians till about two years ago, then the clerk of the guardians died and a new clerk was appointed, who pointed out that it was contrary to the Act that they should pay tuition fees. There were two men with us for whom the Woolwich Guardians were in the habit of paying, and on the advice of their clerk they said, "We must refer the matter to the Local Government Board;" and the Local Government Board then said that according to the Act they could not pay these tuition fees, that it was only allowable to subscribe for the maintenance. We had a correspondence with the Local Government Board about it, and at last they gave leave to the Woolwich Guardians to subscribe ten guineas annually to the Workshop for the Blind of Kent, but that does not cover the tuition fees.

3010. What are the tuition fees?—We have to pay 3*s.* a week to the teacher himself. In some cases it takes two or three years before a man is fit to carry on the work himself.

3011. Do you mean that it takes two or three years before a man can earn his livelihood and pay for his maintenance?—Sometimes it takes four or five years; in basket making, for instance.

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3012. It takes four or five years before his services can be remunerative?—It varies according to the capacity of a man; some men will pick it up in 18 months or two years, and earn a very fair amount, others will go on for three or four years before they are proficient.

3013. What are the tuition fees that you ask?—Three shillings a week; we used to have 5*s.* at first, but it was on the understanding that we gave the blind person something in order to help him to get his clothes and things. We had 5*s.* from the guardians, and we gave 3*s.* to the teacher and 3*s.* to the blind person; then we were losers of 1*s.*, which after a time we hoped to recoup ourselves as the man was able to do work.

3014. Then the 10*l.* 10*s.* you at present receive from the Woolwich Guardians does not pay for more than one blind person and a half?—About that, whereas we have two men from Woolwich.

3015. Cannot you get the board of guardians to subscribe more liberally?—It is the Local Government Board that interfere; they authorised them only to pay 10*l.* 10*s.*

3016. Do you know whether the guardians have applied to subscribe 15*l.*, say?—I do not know that. I do not know what the guardians have asked; we understood that that was all the amount they were authorised to subscribe. I want to call attention to these words in section 10 of the Act 42 & 43 Victoria, chapter 54:—"The provisions of the said section shall extend to "authorise the guardians, with such consent as is there- "in mentioned, to subscribe towards any asylum or "institution for blind persons, or for deaf and dumb "persons, or for persons suffering from any permanent "or natural infirmity, or towards any association or "society for aiding such persons," (I draw attention particularly to those words,) "or for providing nurses, or "for aiding girls or boys in service, or towards any other "asylum or institution which appears to the guardians, "with such consent as aforesaid, to be calculated to "render useful aid in the administration of the relief of "the poor: Provided always, that nothing herein con- "tained shall authorise any subscription to any asylum "or institution unless the Local Government Board be "satisfied that the paupers under the guardians have or "could have assistance therein in case of necessity." I wish to draw particular attention to these words in the preceding paragraph, "to be calculated to render useful "aid in the administration of the relief of the poor." This matter was brought up some years ago; the late General Bainbrigge attended before a committee, and gave his evidence, and from papers he has left I know that this clause was intended, among other things, to enable guardians to pay for the instruction of paupers at workshops, where they are taught but not maintained; and it was so construed by the Local Government Board until March 1884, when suddenly the paymants of the Woolwich and Greenwich Boards of Guardians were disallowed, and they were informed that "payments "from the rates could not legally be made for "instruction given to blind people in this work- "shop, because the statutes refer to maintenance only." We appealed against this decision, and I also had an interview with the late Mr. Fawcett, who it is well known took great interest in anything to do with the blind, and who promised to speak to Sir C. Dilke about the matter. No answer was returned by the Local Government Board until the autumn of 1884, when, as I have already said, permission was given to the Greenwich and Woolwich Boards of Guardians to subscribe 10 guineas per annum, nothing more being then said about maintenance. We had at that time two pupils from each union, three of whom had been paid for at the rate of 5*s.* per week, and one at the rate of 3*s.* a week, because he was sent from the Union (Greenwich) and fetched away, so that we did not give him anything back, and it seems to us much fairer for both parties that payments should be thus made, rather than by a fixed annual subscription. It is clear that county unions would not care to subscribe regularly on the chance of wanting to send a pupil at rare intervals, though the guardians in such places might be very glad to pay tuition fees for a short time, when they happened to have a blind pauper needing instruction. On the other hand neighbouring unions are likely always to have pupils to send, and the subscription of 10 guineas per annum does not anything like cover the cost of tuition for two men. If the word "subscribe" in an Act of Parliament does necessarily mean only to "give a fixed annual contribution," then I think it would be well to insert another clause authorising guardians to pay tuition fees for adult poor blind persons while receiving instruction in trades at workshops, and at the same time to maintain them with sufficient outdoor relief in lodgings. It seems specially desirable that the words "tuition fees" should be used, because last year when the Malling Guardians and afterwards the Sevenoaks Guardians asked leave to pay for the instruction of pupils at our workshop they were told that "the Local Govern- "ment Board does not think that the statute authorising "guardians to subscribe to any institution for the blind "enabled them to pay tuition fees only." On both occasions permission was eventually given for subscriptions of 10 guineas to be made annually; but it appears that the words "useful aid" are too ambiguous, as the question of their meaning is constantly raised afresh.

3017. The board of guardians by subscribing 10*l.* 10*s.* annually and the Local Government Board by authorising the subscription would seem to have conceded the principle, and therefore it is only a question of the amount to be given?—As I have said, from 1879 to 1884 the Woolwich and Greenwich Board of Guardians paid us 5*s.* a week per pupil, and they had no objection to continuing to do that, but unfortunately just at that time the clerk of the guardians at Woolwich died, and his successor read the Act in a different way and he got the guardians to turn.

3018. Is there any institution like yours in London?—I do not know of any; the nearest approach to it is Berners Street, I believe.

3019. Have you any suggestions to offer with regard to an extension of the principle of providing workshops for the blind throughout England?—I think it would be advantageous to extend it in every county if possible.

3020. And you would propose that it should be made clear that the guardians might contribute such sums from time to time as might be necessary in the first instance to teach the blind a trade?—Yes.

3021. And to assist them in maintaining themselves?—Yes, I strongly advocate payment by piece work. I would not give blind men weekly wages, but I would pay them distinctly by piece work, and I would not supplement their earnings with any grants on the excuse that they are poor blind. I think doing so has a tendency to pauperise them.

3022. Have you any acquaintance with the pension system?—No.

3023. Do none of your men receive pensions?—I believe there are one or two who do, not regular pensions, but they get small doles.

3024. They are eligible to receive certain doles or pensions?—Yes.

3025. And you think some of them do receive either doles or pensions?—There was one man who had learned basket making with us who went to Dover. I learned that he had a small pension; I think those with us now only receive a small pension from some society that gives 2*s.* 6*d.* a month, and coals in the winter; most of them get that I believe.

3026. Can you tell us of any men who have been trained with you who have been able to maintain themselves by industry afterwards?—I do not know about maintaining themselves. I have not heard lately from this Dover man, but I was told he was getting on very fairly there; he had been a policeman, and his health failed, and he was obliged to leave us, but I have heard since that he is helping himself in a good measure down there. There was one man who came to us at the commencement, a young man about 21 years of age; he was sent to us from the workhouse; he was a sharp clever young man, and within a year he was earning his guinea a week at ship fendoff making. After being with us a few years he was so insubordinate and impertinent to the manager, and to some of us, that at last we had to turn him off.

3027. Had he been blind all his life?—No, he had been a sailor. Then there was one man who came to us from New Zealand; he had lost his sight in New Zealand from having been thrown out of a cart, and the people out there thought that the only chance for him was to come home. He came home and he saw some medical man who said there was no chance of his ever recovering his sight. He came to us and learned basket making and got on very well; he was quite a young man, 21 years of age, when he came to us he was with

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us for two years and then he went out again to New Zealand. He wrote a letter in which he said that he hoped to be doing a very fair business out there, but he has not sent us any more information.

3028. Is there any other point with regard to the blind upon which you would like to lay your views before the Commission?—As to piece work, we tried helping our blind pupils a little by loans at first when they were learning new work, but we found it a failure, and now we have come strictly to piece work; we find it much better for them; it makes them work harder and more energetically.

3029. Do you know whether any of your men after they have left you have gone about the country begging?—I do not know what became of this young man that I was telling you about, the sailor whom we had to dismiss. Somebody gave him 5*l.* and he got a cart and went about hawking; but we have lost sight of him, and I have not seen or heard anything about him. I do not know what has become of him. Then another man who was with us has gone to New Cross; the Gardeners Trust have lent him money to buy some cane through us, and he does a little work there now. He comes to us now and then, but he does not manage to support himself.

3030. Do you think that some assistance in the way of pensions is required in most cases by the blind?—Yes, not as long as they can earn sufficient to support themselves.

3031. Do you think they can earn sufficient to support themselves?—I think as a rule they can. The plan we adopt in our workshop is to pay them as much as we possibly can, suppose the selling price of a basket is 5*s.*, and the cost of materials is half a crown, we as a rule take 2*d.* or 3*d.*, according to the size of the basket, for conveying it out, and we give the rest to the blind man So we leave the rent and the other expenses to be provided for by voluntary subscription.

3032. (*Mr. Johnson.*) Have you a market for all you can produce?—No, we get on pretty well with our ship fend offs we sell them almost as fast as we can make them, but not the baskets.

3033. Have you any surplus stock in hand?—Yes.

3034. Have you any difficulty in getting rid of those?—We get rid of the old stock as we can; we have some surplus stock, and it will be left on our hands, I fancy we made the wrong things at first; we endeavour now as far as possible to produce articles for which there will be a demand.

3035. One of the difficulties in the way of workshops is to get a market for all they produce, is it not?—Yes.

3036. In consequence of there being different degrees of excellence in the workpeople?—Yes.

3037. Do you think a central depôt would be a good thing where blind people could buy material at trade prices?—Yes, I think it would be.

3038. What are the average earnings of your workpeople?—That must depend on the time they have been with us. We have some men who are earning their 16*s.* and 18*s.* a week now. We have one man who came to us when he was 27, a basket maker; he came to us seven years ago, and he is earning 14*s.* a week now.

3039. How many basket makers have you?—We have nine basket makers.

3040. What are the average earnings of the basket makers; would they be 10*s.* a week all round, do you think?—About 14*s.* a week.

3341. What is the average earnings of the ship fender makers?—We have only two men at that work; each of them earn about 16*s.* a week.

3042. (*Admiral Sir E. Sotheby.*) You say your men are paid by piece work; how do you arrange the prices that you pay for piece work?—We take the price the article will sell for, deducting the cost of materials. We find out what a sighted man gets for baskets, and in that way we get at the price for piece work.

3043. You do not make brushes?—No.

3044. Have you tried it?—No.

3045. Will your establishment hold more than 14?—Yes.

3046. And you take blind men in if they offer themselves?—Yes.

3047. Do you give work to outsiders?—We have only one man working outside, who was formerly in the workshop.

3048. How many have you discharged?—Only one; when you use the word "discharged," I do not know whether you mean dismissed?

3049. No. How many men have left the institution since it was commenced?—About seven or eight.

3050. Did they leave because they were proficient in their work?—Not all of them; one of them we dismissed for insubordination. The Dover man went away because of his health, and one went to New Zealand, because he thought he was proficient. One man said he had got a place as a teacher, but he is since dead.

3051. You keep them as long as they like to stay with you?—Yes, as long as we have room for them.

3052. Do you give them their dinners?—No.

3053. You give them merely what they earn?—Merely what they earn.

3054. You do not supplement their wages in any way?—No.

3055. Have you any report of your institution?—These are the reports for the last six years (*handing them in*).

3056. You spoke about pensions, would you recommend pensions to be given to old workmen?—Yes.

3057. As a sort of inducement to men to work well, and to conduct themselves properly?—Yes.

3058. You would not recommend pensions to be given to young people?—No, unless it was just merely to help them till they could earn something, as long as they could earn something I would not give them any pension.

3059. Why do you not introduce brush making at your workshop?—We have only a small place, and we do not think we could very well introduce it; we have just introduced mattrass making.

3060. You have two sighted teachers?—Yes.

3061. What do they teach?—Mattrass making and ship fend off making.

3062. Not basket making?—No, the basket maker is a blind man; he has been blind 50 years. He is a man of 56 years of age, and a very experienced basket maker.

3063. Is he as competent to teach people to make baskets as a sighted man would be?—That I do not know.

3064. Comparing your baskets with those made by the sighted, are they equal in appearance?—Yes, I think so; any produced by this man, certainly.

3065. Are those which are produced by those that he teaches equal to ordinary baskets?—It depends on the men; some men turn out really good basket makers, and others not so good.

3066. (*Mr. Arrol.*) Would you be disposed to recommend that the boards of guardians should give outdoor relief while the blind are learning a trade?—Yes.

3067. Would you be disposed to extend that to the aged blind, so that they might not be required to go into the union?—I have never met with any case of the kind; they might take the relief in the shape of a pension, if they are getting old and off work and are deserving.

3068. (*Dr. Armitage.*) You say you have just introduced mattrass making?—Yes.

3069. What kind of mattrasses do you make?—We have only started that kind of work two or three months, the Greenwich Union have sent us some mattrasses to renew.

3070. Are they hair or flock?—Hair.

3071. Have you the means of steaming and cleaning mattrasses?—Not of steaming them.

3072. Have you accommodation to put up steaming apparatus?—No.

3073. Then, that you do outside?—Yes.

3074. How many men have you at work on mattrasses?—Two.

3075. Have you any women employed in the work?—We have no women at work on mattrasses in our shop.

3076. Do the men sew the ticking?—We give that to a woman outside; we engaged a woman for it.

3077. Do not you think it might be desirable to employ blind women in that work?—We would rather not have any blind women working with the blind men.

3078. But might you not give the work to blind women for them to do at their own homes. You are aware, I suppose, that in Scotland, where the mattrass manufacture is carried on to a greater extent than anywhere else in the United Kingdom, blind women are employed in sewing the ticking?—We have not been long enough in the business to take that subject up.

3079. Have you found from your experience in basket making that the form of the basket is one of the most difficult things for the blind to learn?—Yes.

3080. Do you find that they soon learn to make all clothes baskets, for instance, correct in form?—Yes, we find they do if carefully watched; our manager sometimes looks after them himself. The teacher is supposed to look at every basket as it is being made.

3081. Do you use moulds for your baskets?—No.

3082. Has it ever occurred to you that it would be a great advantage to use moulds?—No.

3083. Can you sell your fend offs readily?—Yes.

3084. Do you make a profit on them?—Very little.

3085. What wages can a blind man earn at making fend offs?—16*s.* a week.

3086. Have you any prison competition?—No.

3087. Who are your principal competitors in the market for fend offs?—I am not aware of any; there are several ships' companies who make their own fend offs; we have written to shipowners, and they say they employ their sailors when in dock to make them.

3088. (*Dr. Tindal Robertson.*) Have you ascertained whether the persons who come to work with you have been educated?—No.

3089. You do not know whether they are educated or not?—No.

3090. Do you know whether any of them are visited by the agents of any society for the purpose of teaching them to read, or for the purpose of reading to them?—I do not know.

3091. You have said that you think it would be advisable to establish workshops similar to your own in each county?—Yes. *General A. S. Moberly.* 5 Feb. 1886.

3092. Do you think that those should be carried on under voluntary superintendence, or by state supervision?—I think they should be carried on under voluntary superintendence.

3093. Do you think that the guardians would be likely to contribute unless there was some kind of Government supervision of the way in which their money was administered; would not they be more willing to contribute if a central workshop could be established in each county, which should be regularly inspected by some one appointed by the Government, that is to say, a workshop carried on by voluntary effort but superintended by Government?—I think small workshops would be better; you might have four or five centres.

3094. You said that you thought that such workshops should be established in each county?—Yes.

3095. My question was whether you did not think that if the guardians contributed a certain amount, as they do now, to workshops which were carried on by voluntary committees, it would be more satisfactory if they were superintended by some Government official?—I do not see why it should be more satisfactory that they should be so superintended. I may mention that we have guardians on our committee.

3096. (*Chairman.*) Where did your blind teacher come from?—He was at first at Southsea, and then at Berners Street.

3097. Have you any sale for work not made by the blind at your institution?—We get some things from St. George's which are made by the blind. We have sold a few fire screens which are not made by the blind. We have got them from a wholesale place where we could get them cheaper than persons could buy them, and we have sold one or two of them. Other things we have got from St. George's; as a rule, when persons have applied to us for mats we have got them from there.

The witness withdrew.

Miss BAINBRIGGE examined.

3098. (*Chairman.*) Have you been connected long with the same institution?—Yes, my father founded it in the year 1877, and I have known it from the time of its formation. *Miss Bainbrigge.*

3099. Do you confirm what General Moberley has said with regard to the institution?—Yes, in a general way.

3100. Is there any point upon which you wish to add anything to what he has said?—I think the guardians are very willing to co-operate with us; they have been very liberal in the out-relief that they have given to the men, and they do not raise more difficulties than they can help.

3101. Then the difficulty seems to be the legal difficulty?—Yes, as to the meaning of the words "useful aid," and also as to the meaning of the word "subscribe;" they interpret the word "subscribe" as meaning an annual subscription; they do not read it as enabling them to give a contribution towards the funds; and we think that it would be much better if the guardians were enabled to pay so much per man and so much per week from time to time for tuition fees, the guardians would be better able to carry out their arrangements than if they thought they had to pay an annual subscription.

3102. The Local Government Board seems to have conceded the principle?—Yes, but the question is always being raised afresh as to the meaning of the words "useful aid," it is assumed that they imply "maintenance," and the settlement of the question in each case involves a great deal of trouble; there seems to be some ambiguity about the words.

3103. Have you taken much interest in the employment and education of the blind generally?—Only in this particular workshop. One thing that seems to me to be wanted very much is the establishment here and there of small workshops, under the management of local committees, for the production and sale of work of the blind, to which men could be drafted from our institution when we get too many men and when the work that we are producing is too large for the demand. Last year we were getting too large a stock of baskets, and if it had not been for a good contract I do not know what we should have done with the stock. I think if there were such workshops established at, for instance, Maidstone, Chatham, and Dover, to which two or three of our men could be sent after they have learned a trade, it would be a great advantage.

3104. That could be done now under the existing state of things without any legislation or Government aid; it is merely a question of organization?—Yes; I do not know whether such workshops would want any subsidising; I daresay the thing might be done by private effort.

3105. Your idea would be to establish small workshops in various parts of each county, where two or three men drafted off from some central workshop should work together?—Yes. I think in every county or every centre of population there should be one large workshop where the men could be taught, and then there should be in connexion with this central workshop a number of these small shops supervised and managed by local committees. A house in a tolerably good position might be taken for the purpose, and the upper part of the house might be rented to the blind workers.

3106. Do you know of any pensions in Kent specially devoted to the blind?—I do not know of any special Kent ones.

3107. The blind go up to London for pensions?—Yes, I think so.

3108. Have you anything further to say with regard to the employment of the blind?—I do not think it would be a good plan to have these workshops too large in any particular district. I do not think it would be a good plan to get too many blind people together in one neighbourhood. I would not greatly increase the number in our institution, but I would establish a number of small

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workshops to which men who had been trained at our workshop could be drafted. Our head basket maker told me that of the men that we had in our shop now, he considered at least three were quite competent to set up for themselves without his supervision if they were sent into some country town or seaport town.

3109. Have you any other suggestions to make to the Commission?—I think it would be a good thing if a provident club or a friendly society for the blind could be established; embracing the whole of the United Kingdom, something like the Foresters' or the Odd Fellows'. Those societies do not take in blind people.

3110. That is a thing which could be started by private effort, is not it?—I do not think it could. I think the blind stand on a different footing to other people. I think they want more help in such things as that.

3111. (*Dr. Tindal Robertson.*) If you established a large number of small workshops in different parts of the country, would not you increase the expense very much?—I think local subscriptions would come in quite readily; it would be a great advantage to excite local interest, and to get local custom where the men are known. If the men were sent back to the places from which they had come, the people in the neighbourhood might be induced to take an interest in them, and to give them work.

3112. With regard to education, do you find that the men who come to your workshops have received any education of any kind?—I think most of them must have received a considerable amount of education, they are very intelligent, they seem to take a great interest in politics, and are very fond of being read to, but as a rule they do not very much care to learn to read; I have been disappointed at finding them so disinclined to learn to read.

3113. Are there any means in connexion with your institution, either directly or indirectly, of educating those who are found not to have received any education whatever?—The Society for the Home Teaching of the Blind has an agent in our neighbourhood, and he visits them, but he has been rather disappointed, I think. They seem to prefer so much to be read to rather than to learn to read themselves. There is one man of 25, who has just lately come, who is very anxious to learn; the agent is lending him books.

3114. (*Dr. Armitage.*) Do you think that the objection to learning to read depends a good deal upon the hardening of their hands by work?—Yes; that is the case generally. One man complains that it affects his head, that it gives him headache.

3115. What are your hours of work?—From 8 to half-past 5, with an hour interval.

3116. Do you think some of the disinclinations for reading may arise from the men being tired when they have finished their day's work?—I think it may. I think that is why they prefer being read to.

3117. We have been told by General Moberley that as a rule you do not sell work made by the seeing in your depôt?—That is so.

3118. Have you ever considered whether it would be desirable to do so?—Yes, we have considered it.

3119. What was your reason for deciding not to sell work made by the seeing?—We did not like people to think that things were made by the blind when they were not.

3120. You do not think that selling work made by the seeing, that is to say, the work which is found in ordinary basket shops, for instance, assists in selling the blind work?—I daresay it might, but we have a prejudice against it.

3121. You said you had had a large contract for baskets. Was that a Government contract?—No, it was from the docks.

3122. Would it be a material assistance to your workshop if you had large running contracts from public bodies, or from the Government?—Yes, if we could get a fair price; but we have never been able to get a Government contract. We have tendered, but I suppose our prices have always been too high.

3123. Do you think it would be desirable for the Government to confine their contracts for work which the blind are capable of doing, and doing well, to the blind?—Yes, I do.

3124. Do you think it would be desirable if they did that, that they should pay for the work at the usual price at which contracts have been taken for the last 10 years or so, without calling for tenders, so that an institution might have the opportunity of saying, we will take so much of the contract at such a price?—Yes, I do think so.

3125. That is to say, that the Government should fix the price and the institution should say whether they would take the contract or not?—Yes.

3126. You think that would be a great help to the institutions?—Yes, I think it would.

3127. (*Dr. McDonnell.*) You suggested that a provident club for the blind should be established. Suppose that all people in the United Kingdom were compelled to pay a certain sum annually, so that if anyone became blind he or she would be entitled to a certain allowance, I will call it an insurance, do you think that that would be an improvement on the present state of things?—That idea never occurred to me.

3128. Suppose that every person who became blind was by the mere fact of blindness entitled to receive from such an insurance fund, a certain sum annually, say 10*l.* a year. Suppose that in the case of a child the 10*l.* was spent in helping its education, and in the case of a young man who was being trained for some industrial occupation that it was spent in aiding the institution that gave him that industrial training, and that when he came to be an adult he should get the 10*l.* annually himself, that 10*l.* being an addition to the product of his industry, do you think that would be a good arrangement?—I think possibly it might be.

3129. You think that would be a better plan than the giving of pensions as they are given at present?—Yes.

3130. Have you any experience of pensions as they are given at present?—No, I do not think I can say that I have.

3131. You are aware that a good many blind people get small pensions from various institutions?—Yes.

3132. We have it in evidence that a great many get several pensions?—I believe that is so.

3133. That very often leads them rather to idleness than to industry?—Quite so.

3134. Under the plan that I am proposing every person would by right be entitled to a certain sum annually in case he became blind, so that if he were industrious he would have the 10*l.* in addition to what he was earning, and if he was idle he would still have something to fall back on?—I do not think blind people should have pensions if they can work.

3135. We will not call it a pension, we will call it an insurance; the man would be entitled to it because he or his father had paid his insurance money?—I should be inclined to have some limit of age, unless a man was disabled.

3136. Why should you limit the age; because, if you put a limit, those below that limit become idlers?—The only man that we have who does not seem to get on properly is a man who has a pension of 7*s.* a week.

3137. (*Mr. St. John Ackers.*) Do you find any opposition in the different trades against those who have been taught partly by charity?—No.

3138. You have not experienced that at all or heard of it?—No.

3139. (*Admiral Sir E. Sotheby.*) Do not you think that the best plan in giving pensions would be to give the pensions to the old workpeople?—I should like that the blind should pay 2*d.* or 4*d.* or 6*d.* a week, according to their wages, and that when they reached a certain age, or if they became disabled, they should have a pension.

3140. I am speaking of the pensions which are given to the blind by various institutions; do not you think they ought to lay down the rule that they will pay those pensions to people who have been at work and who are incapable of maintaining themselves any longer, instead of giving them to those who do no work but who are capable of work?—Decidedly.

3141. (*Mr. Johnson.*) Your expenditure seems to bear a large proportion to the wages. 1,186*l.* is the total expenditure, and all that goes into the pockets of the workpeople is 397*l.*; the rest is for materials, collecting, stationery, rent, and so on?—Yes; we could employ more men without being put to extra expense.

3142. The expenses of carrying on your work appear to be very large?—We have room for a good many more men, but we have not yet sufficient custom to employ more men. We have had applications made to us by older men, who I think might be employed at the mattrass work, but we have only lately started the mattrass work, and we cannot take on any more hands, and the older men are not very apt at learning basket work.

3143. However, the wages paid to your workmen are, say, 400*l.* as against a total expenditure of 1,100*l.*?—But you must remember that the material is included in that 1,100*l.*

3144. The actual profit distributed to the blind is in round numbers 400*l.* in the year, and in order to enable you to distribute that, 1,186*l.* has been required to be found?—You must take into consideration that the materials are included in the 1,186*l.*

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3145. 331*l.* was the cost of material out of the 1,186*l.*?—We built a new room out of the 1,186*l.*

3146. 400*l.* a year was the amount actually paid in wages to the blind people employed, there being 15 employed?—I think I said there were 14. We have 15 at present. Some of those who were pupils at the date of the report which you have before you are now earning more than they did then, they are counted in the number.

3147. What wages do you pay your pupils?—3*s.* a week, by way of encouragement, for the first six months, and then whatever they earn by piece-work.

The witness withdrew.

Mr. Alfred Midwinter examined.

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3148. (*Chairman.*) You are trade manager at the School for the Indigent Blind?—I am.

3149. How many years have you been connected with the institution?—Something more than 35 years.

3150. Where were you educated?—At Reading.

3151. How many blind do you superintend?—Male and female altogether the average number would be 150 or 160, or perhaps more.

3152. What are the trades carried on in the school which you superintend?—Mat making, matting weaving, brush making, basket making, sash-line making, and chair caning; and then there is some other work the girls do, such as knitting, netting, and that sort of thing.

3153. What is the value of the goods sold at the institution annually?—Something over 3,000*l.*

3154. How many blind and how many sighted teachers have you under you?—One blind teacher and five sighted male teachers, and one female teacher.

3155. How many blind can a seeing teacher superintend?—That depends upon the description of work that they are teaching.

3156. You say you have 150 people working under you?—Yes.

3157. What proportion of superintendents have you to each trade?—In the mat making there is one to about 16; in the brush making there is one to 14 or 15; in the basket making there is one to perhaps 40, at least one with a sighted assistant.

3158. Who does the blind teacher look after?—The blind teacher assists the seeing ones as a general thing.

3159. Have you always a ready sale for your work?—Yes; I have been there for 35 years, and there has never been more than an occasional job lot sold off; we have never had to have a general sale of accumulated stock.

3160. How do you sell your goods, through a warehouse of your own, or through retail shops?—We have a retail shop of our own, and the goods are sold through that.

3161. Exclusively through that?—Yes.

3162. Have you any income from endowments or trust funds?—I have nothing to do with the finance of the institution.

3163. Is the institution a paying one apart from endowments or trust funds?—You can hardly call it a paying concern, because it comprises two different parts; there is a school, and there is also an independent out-working department, and I think the independent out-working department is something more than self-supporting.

3164. How long do you keep the blind in your institution?—The pupils are kept for six years; sometimes the committee give them an additional six months.

3165. What do they do when they go out?—They return to their friends, those who have friends to return to, but eventually they get their living as they can.

3166. You do not follow them outside your institution?—No, in that respect it is like any other school.

3167. Do you hear from them afterwards?—We are in communication with a few of them, but as a general rule I do not know what becomes of them.

3168. You do not know whether they are able, having learned trades with you, to earn a livelihood afterwards?—It is only in a comparatively few instances that we hear of them.

3169. Have you any recommendation to make to the Commission with regard to the employment of the blind?—No. I did not come prepared to make any recommendation.

3170. Do you think that the blind had better be left entirely to voluntary charity, both for education and for training for a trade?—I do not see myself how any great improvement could be made in the present system.

3171. You have told us that you do not know what becomes of those who have been trained in your institution. The object, of course, of your training them there would be that they should earn their own livelihood; but as you do not follow them after they have left you, you do not know whether your instruction is doing good to them or not?—Only in the cases where we do hear of them from time to time. I know of instances where the benefit has been very great, but there are many instances where I do not know what becomes of the pupils at all; they came from long distances frequently, and it is very difficult to follow them.

3172. Do not you think it would be a great advantage that an institution such as yours should endeavour to keep up some relations with those who have been trained in it, so as to know what becomes of them, and then the institution might be able to assist them when they are out of work, and find employment for them in those trades which they have been taught in the institution?—I think it would be desirable if possible to know what becomes of them, and how they are doing, but I do not know that it would be so easy to ascertain that, and I do not think it would be very easy to find employment for a very large number in any central position.

3173. Then you think that the training which they get is very often thrown away by their not making use of it in after life?—There are occasional cases of that sort I have no doubt, but it depends very much upon the natural disposition of the person himself; if a person is energetic and persevering he can contrive to get a living; if he is somewhat indolent and apathetic, inclined to trust rather to Providence than to his own exertions, then he goes to the bad.

3174. Do you think there is greater temptation to the blind to throw themselves on the generosity of the charitable public by begging rather than working?—I think there is, but I think a great many of the blind would very much prefer to earn their own living.

3175. Is not there some excuse for their not working from the difficulty which they have in getting work, and selling their work when they have done it?—Yes, and I do not think that some of the blind look upon the act of begging exactly in the same way as a sighted person would.

3176. Do you know anything of the system of pensions; do you know of any blind people who receive pensions from one or more societies?—Yes.

3177. From how many societies?—I do not know.

3178. From more than one?—I know some who received pension from Day's Charity, and I know some who received a pension from the Protestant Blind Relief Society, and from the Clothworkers, but not all the same persons. That is a point upon which I think something

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might be done, if there has not been anything done already, because I think there are some blind people who are naturally of a cunning and scheming disposition, and who are enjoying two or three pensions, while another more deserving does not get a pension at all.

3179. Do you think that the blind should be educated along with the sighted, if possible?—Yes, I think so, if possible, in some trades, but it does not matter in others; in basket making it would be better if they could be educated among the sighted, but it is next to an impossibility to do it unless there were a larger number of teachers employed.

3180. Is not there a natural prejudice against a blind man being received as an apprentice with the sighted?—Yes, a blind man would take up exactly the same amount of room as a sighted person, and he would not do half the work.

3181. (*Mr. Johnson.*) You said that the out-working department is self-supporting?—Yes.

3182. Do you give the workers anything besides their wages?—The committee give them a dinner.

3183. They are paid exactly what they earn?—Yes, they are paid as far as possible by the printed list used out of doors by sighted workmen.

3184. That list is put up at the school?—Yes.

3185. I suppose the work done in the school by the pupils brings very little profit?—I can hardly say anything about that.

3186. I suppose there is a great deal of waste?—There is a great deal of waste attached to it.

3187. The out-working department makes up for the deficiency, does it not?—Yes.

3188. Do you think that a central depôt, where the blind could purchase their materials at a cheap rate, would be advantageous; that is to say, a depôt at which the materials should be sold to them at the cost price?—At the School for the Indigent Blind we always have a large stock of materials on hand, which we sell to any blind person who thinks proper to come there, at the cost price, and we do not take 10*l.* a year.

3189. Your committee have long recognised the idea that it is an advisable thing to supply material at cost price to out workers?—When I first took my present position I was instructed by the committee that if any blind person, I believe it was limited to any old pupil, wished to purchase materials at the school, he should have the privilege of doing it at cost price; and I do not think that a central depôt could sell it any cheaper than we do ourselves.

3190. What is the per-centage, do you think, of blind people trained and taught in your institution that rise to become good workers so as to compete in the market?—In the mat making and matting weaving, I should say that more than three-fourths of them become good workers, in the basket making there would not be so many, the basket makers labour under the disadvantage of more or less imperfect teaching, they require long experience, though it is the best trade possible, perhaps, for a blind man to learn young, because he is able to begin and finish his work without any sighted assistance when he has learnt the trade, that is not the case in any other trade that I know of which the blind are capable of working at, and in order to get the necessary skill to be able to work with sufficient dexterity and quickness to enable him to get a living, he requires a long practice because there is an infinite variety in basket making.

3191. The other trades are not so remunerative as basket making?—I was not speaking of the remuneration, but they are not quite so remunerative as basket making.

3192. What are the average earnings of people employed in the out-working department, who, of course, are good workmen?—The average earnings of the very best would be something about 21*s.* or 22*s.* a week, that is at basket making; the earnings of the mat makers do not differ very much from that.

3193. Then they would average about 1*l.* a week?—Somewhere about 1*l.* a week.

3194. What proportion of those whom you have turned out of your institution would be good workmen, and what would be the proportion of those that you could do nothing with?—There is a great difference now as compared to the time when I was more engaged in the teaching; the pupils for some years past have come into the institution so young that the per-centage of good workmen has fallen off. When I first went to the School for the Indigent Blind I had, I think; 40 under me, and they were nearly all young men, and the per-centage of those who became fair workmen sufficiently well to get their living was very considerable. I should think 75 per cent. of them.

3195. Can you tell the Commission anything about the market for the sale of blind men's work. Do you think that the market is capable of being further extended for the disposal of the work of blind people?—I do not know. If the trade were carried on to a very considerably larger extent, so that you could employ properly qualified travellers to get a sale for the work, then I think very likely you might get employment for a great number; but you must be able to get the men to do the work, and that is the weak point.

3196. Are there any that have been through your school that cannot get work because they are not efficient workers?—I have never known a good basket maker who has not been able to get his living. With the matting makers it is somewhat different. They will not have them to work in the shops with the sighted men, and it is a difficult job for the men to get employment. They can do the work exceedingly well, better than they can do anything else, perhaps.

3197. You think there is no difficulty in getting a market for all goods that might be made by good blind workmen in London?—I think not. I do not think there would if the trade was large enough to enable you to employ the necessary people to do the work.

3198. I believe you have executed some contracts for the Government for Woolwich?—Yes.

3199. And also you have made baskets for the Parcel Post?—Yes.

3200. You made the principal part of those?—A good many of those.

3201 And you have made wine baskets for the officers at Woolwich?—Yes.

3202. (*Admiral Sir E. Sotheby.*) What sort of baskets do you make?—We make all descriptions of baskets except the fancy work.

3203. You do not make any fancy baskets?—No.

3204. Do you consider that your sash-line making is remunerative?—We get a good fair profit on it.

3205. Do you do any pitch work?—Yes.

3206. How many men do you employ in pitch work?—We have only one journeyman employed at pitch work at present. We have a number of pupils.

3207. Does pitch work pay?—I hardly know whether it pays; if we get anything over the cost of materials we consider it pays.

3208. You have only one man employed at pitch work?—We only commenced last week.

3209. You said that you never had occasion to get rid of your things except when you have sold a job lot occasionally; what do you mean by a job lot?—That has been when the stock has accumulated. When I first went there I found a large stock of mats, perhaps 400 or 500; we have nothing that we want to get rid of at the present time; during the last 20 years we have sold all we could make.

3210. Whether by pupils or journeymen?—Yes.

3211. Do you sell all your things at the market price?—Yes.

3212. At the same price as the sighted would charge?—As near as possible.

3213. Do you employ any travellers as agents?—No.

3214. Did I rightly understand you to say that you give dinners to your workpeople?—Yes.

3215. What is the cost of those dinners per person per day?—From 6*d.* to 8*d.*

3216. That would be equivalent to giving them 4*s.* a week?—Yes.

3217. Are you aware that any blind men hawk about goods made by the sighted, representing them as being made by themselves?—I have never known any such instance, but I strongly suspect that it is done.

3218. Do you think that a general registration of pensions would be a good thing?—Yes; it would enable those who have the disposal of them to see whether one man was getting a lot of pensions.

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3219. Do you think it would be a good rule to have pensions given only, or principally, to old workpeople?—That depends; there are some people who are so entirely unable to do anything for themselves that they must be supported in some way or other; I think there are a great many blind people who if they had a small pension would be able to get their own living.

3220. How do you pay your bristle drawers?—The masters who do that have likewise the teaching of the brush work; they are paid by the week and that is done in the time.

3221. At what price is that work paid?—They are paid so much a week, and they do that as a portion of their work; they are not paid by piece work as basket makers usually are in the trade.

3222. Do they bore their own holes?—That is done by the sighted.

3223. Could they not bore them?—I knew one instance of a blind man who used to do his own boring, but it was very indifferent work.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

32, Abingdon Street, Westminster.

Wednesday, 10th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
E. C. JOHNSON, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. ALFRED MIDWINTER further examined.

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3224. (*Chairman.*) Have you any further information to give the Commission, or any suggestion to make on the subject of their inquiry?—I do not know that I have much further information to give you, but I may refer in the first place to a question which was asked me with regard to the employment of the blind as teachers. I do not exactly remember what answer I made to that question, but I should like to say that I think, from my experience, the employment of blind persons as assistant teachers under sighted superintendents would be very advantageous in teaching basket making, but in any other trade that I am acquainted with it would be perfectly useless.

3225. You mean that with blind teachers a certain amount of sighted superintendence would be required?—Yes.

3226. You stated that you did not employ shapes in making baskets?—No, we teach the blind to make baskets exactly as we should teach a sighted person; we do not require any sort of appliances at all for the blind in making baskets, except those that they make themselves. There are some appliances required for figured work in the mat making, because it is drawn on a pattern similar to ladies' needlework. That is indicated to them by raised characters.

3227. Would not it be advantageous in making a circular basket to have a form, in order to get the circle true?—They simply make the round hoop themselves, the little appliances they have they make themselves, they use those constantly.

3228. With regard to the work done by your institution, have you anything further to say?—I may say that from my experience, looking at the number of people I have known who have been trained in the institution, I think that for an unendowed charity it has done a very large amount of good; it has been a frequent experience of mine to hear persons who have been there as pupils say how thankful they were at having been brought up at the institution.

3229. You say it is an unendowed charity, but I suppose you are aware that it has funds in hand which have been accumulated by the savings of a number of years?—Yes. I believe that according to the charter under which the institution is incorporated a sum of 20,000*l.* must be kept in hand.

3230. You say it is an unendowed charity?—It is their own money; they cannot invest it in any other way than in consols, if I understand the thing rightly.

3231. In fact there is an endowment of 20,000*l.* which they are obliged to invest in consols?—Yes.

3232. You say that you have always been enabled to get rid of the work which is produced, which has been a difficulty in other institutions of a similar character?—A large amount of our work is mats, cocoa-nut fibre matting. I do not know any other institution where they make them, or if they do it is only a few that they make. I think they make a few at Sunderland, but it is very few. We can make them quite equal to any that are made in the trade, and therefore they have given satisfaction to our customers, and one has recommended them to another.

3233. Are you speaking of door-mats?—Yes.

3234. You are probably aware that those are made in prisons to a great extent; do you find that the prisons compete with you?—Yes, they have done in times past, but not so much now; we find great competition in basket work in the prisons.

3235. What means do you take to sell the goods that you make to the best advantage?—The means that I took when I first had the management of the trade to a certain extent was to have some circulars printed, and whenever I had occasion to write to customers or other persons I always enclosed one of these circulars stating what we sold, and giving a short abstract of the prices.

3236. Do you advertise publicly?—An advertisement once a week appears in the "Morning Advertiser." I think we have got a considerable amount of custom from that advertisement.

3237. Do you think that many of those institutions have failed in getting rid of their work from their not acting as any other commercial concern would act, by taking the best means to advertise their work?—I think they have failed through the work not being done properly. I think persons who have started institutions have had an idea that basket making, for instance, could be taught in the course of a few weeks, or the course of a month or a twelvemonth; and they supposed that as soon as a man knew how to make one particular sort of basket he would be able to go on his own resources and get a living, that is not so; there is an infinite variety in basket making, and though it might be easy enough to teach a man to make a particular kind of basket in three months, he wants long practice so as to be able to go out into the world and obtain a living by it. I have just been glancing through the old books to see how

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many of those who have been in the school are now, to my knowledge, getting their own living, and the number who are getting their living is very large, not to speak of a very large number who are dead. Many of them I know the addresses of. It is a much larger number than I thought when I was here before.

3238. What number of places have you got in London or in the provinces where your manufactures are sold?—We supply mats to the Association in Berners Street.

3239. To any other association?—To the Surrey Association, and we supply them or have supplied them up till lately to Kensington; and we sometimes send them down to Sunderland.

3240. You do not sell them to retail shops?—No.

3241. Why not?—We are not able to produce them quite cheap enough to compete with the ordinary outside manufacturers; a great deal of mat-making is done in Suffolk and Norfolk, they pitch upon a place where labour is very cheap, and where the rents amount to a mere nothing, and then they get the goods manufactured at a very low price indeed; whereas we are obliged to pay London prices; in some instances we have to pay quite cent. per cent. more wages per foot for making.

3242. Do you see any objection to having a central depôt in London where all blind work could be sold?—No, I do not think there would be any objection to that.

3243. There is no such depôt, is there, at the present time?—Not at the present time.

3244. Do you consider that your institution pays better than any other institution?—I am not sufficiently acquainted with the other blind institutions to be able to say whether it does or not.

3245. You have commercial relations with them?—I think ours is the only blind institution where they sell exclusively the work of the blind; all that we sell at our establishment is really the work of the blind.

3246. What is the objection to selling other work if people will buy it?—That is a question that I have never had to deal with at all. I should say the objection is this, that it enables other people to sell the work of sighted persons under the pretence of selling the work of the blind; unprincipled people who sold both kinds of work would put it up on their doors that they sold the work of the blind.

3247. Do you think there is any large demand for the work of the blind of the same character as yours, could you sell more?—I have no doubt that all the work that can be done properly, in a workmanlike manner, by the blind can be sold, but there is a very considerable number of blind people who would not work in an institution, and who would not work in an ordinary workshop established for them, because they do better in working for themselves.

3248. Do you find that those who have been trained at your institution leave London and go into the provinces?—Yes, they go all over the country.

3249. Do you find that there are some blind people who are difficult to teach and whose work never turns out well?—Yes.

3250. What becomes of those failures when they leave you?—After they have been in the school the specified time they leave, we having done the best we possibly could with them, and of course they have to do whatever they can. I have known instances of men taking to wood-chopping, which requires no special teaching; I have known others who would get an opportunity perhaps to turn a washing machine or a mangle, or get a little job to ring a bell at a church, or blow the organ; they get numberless little employments that do not bring them in much, but they contrive to live.

3251. Do you think that pensions should not be given except to deserving people, to supplement earnings?—I do not think that a pension should be withheld from a person because he is able to earn something.

3252. What I was putting to you was this, do you think that pensions should rather be given to supplement wages than given to people who do not earn anything?—I think it is desirable to encourage those who endeavour to help themselves as far as possible, but not to shut out the others altogether.

3253. Of course there would always be a certain number who from age or illness would be incapacitated from doing work, they are proper subjects for pensions?—Yes, among the blind there will always be a certain percentage, as there is among the sighted, of people who are comparatively helpless, shiftless people, who never can do anything, except it is the simplest description of labour; for instance, in the trade of basket making there are plenty of sighted persons who are not anything like good workmen, and never can be made good workmen; and it is the same in every other business that I know anything about; with the blind it is just the same, there is a certain per-centage of them incapable of learning, be as careful with them as you will; but even then they contrive to do something when they get out, in the sort of way that I have mentioned.

3254. Have you had in your institution any who have been trained in the schools of the London School Board?—Not that I am aware of. I do not know anything about the previous education of those who have come to us.

3255. (*Admiral Sir E. Sotheby.*) Have you ever tried forms for baskets?—Yes.

3256. Do you think there is any advantage in having them?—Not any at all, over and above what they can make themselves; for instance, our men, when they make a square basket, will take four lathes and simply cut some notches and fit them together, that is all they require.

3257. Is there no advantage in having a set form?—Not any at all.

3258. Do you know of any of your pupils being taken into any other institutions in London and given work there?—Yes.

3259. Will you say what institutions?—There have been several at Berners Street; I do not know whether they are there now or not.

3260. What is your counter custom?—About 3*l.* or 4*l.* a day, sometimes it would go up to 7*l.* or 8*l.*, and sometimes go down to 30*s.*

3261. You are not in a thoroughfare, are you?—We are at the end of five thoroughfares.

3262. It has been stated to the Commission that there is a jealousy amongst the blind institutions; do you think that that is the case?—I cannot say, I am not a member of any of the committees. I cannot speak to that.

3263. But you said that other institutions had dealings with you in the way of purchasing your mats, and so on. Would not that tend to show that there was not any such jealousy?—I do not know that there is any particular jealousy as regards trade; they have been customers of ours, and we have been customers of Berners Street for brooms and brushes.

3264. Do you know why the Berners Street Institution get their mats from you?—I should suppose they get them from us because they answer their purpose, and they can get them as cheaply as anywhere else.

3265. Are you aware that they do not make them on the premises?—I do not know; they never used to make any on the premises when I used to go there.

3266. There is not room?—I do not think there is.

3267. You say you do not sell anything in your institution except what is made by the blind?—Nothing, except some trifling article to save some customer trouble; we do not keep anything at all in stock that is not made by the blind. For instance, if anybody sent for a gross of clothes pegs, and ordered at the same time a lot of baskets, we should get the clothes pegs and send them down with the baskets; but that is only an accommodation to the customer.

3268. Do not you think it would be an advantage to sell things not made by the blind, in order to secure custom?—I have no doubt that the income of the institution might be augmented in that way.

3269. Would not you sell more things made by the blind if you could sell such things as sponges and leathers, and those sorts of things?—I do not think that we should sell any more.

3270. Would not it be to your advantage if, when a servant came for brushes and baskets, you could also supply him with sponges and leathers, if he wanted them?—We should not sell any more baskets in that case. We could sell leathers if we kept them; we are often asked for them.

3271. Do not you think that a servant would be more inclined to go to a shop where he could get all the articles he required at once than to go to one shop for one article and to another shop for another?—I have no doubt they would like to save themselves trouble.

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3272. Then you think it would be an advantage if you sold such things as sponges and leathers, for instance?—It would be a pecuniary advantage, but there is another side of the question. We profess to sell the work of the blind, and if we did not sell the work of the blind we should be sailing to some extent under false colours, if we professed not to sell the work of the blind solely, but to sell certain things with the work of the blind also, it would be another thing.

3273. Would not you sell more things made by the blind if you sold other things?—It is just possible that we might sell a few more, but in our institution I do not think it would make much difference.

3274. With regard to pensions would not you advise pensions to be given to old people no longer able to work?—Yes, I certainly should. I think after a blind person is 56 or 60 years of age, if a pension is available for him, it is very desirable he should have it.

3275. (*Dr. Armitage.*) You say there are a great many who have been trained to trades in your institution who you know are supporting themselves?—Yes.

3276. Could you tell us how many and what trades they follow?—No, I did not come prepared to give that evidence; but I might say with certainty, without having any special means of knowing, that is, without any touch being kept with pupils who have left in the regular way, I know from 70 to 80.

3277. Can you tell us how many of those are basket makers and how many are mat makers?—I should say that at least four-fifths, and perhaps more than that are basket makers.

3278. Do you keep up any correspondence with the old pupils?—Not any at all.

3279. Then how do you know that there are 70 or 80 of your old pupils who are now earning their living?—They call at the school occasionally, if they happen to come to London, and I hear about them from one and the other.

3280. Have you any record at the school?—We have a record of all the pupils that have ever been admitted, and the trades they had learnt at the time they went away, but nothing more than that.

3281. What I was going to ask you was this: do you keep any record of those who have left the institution and who are earning their own living. When you hear of such a case do you take the name and address of the former pupil and the particulars of the case?—No, the knowledge that I have of the matter is entirely unofficial.

3282. You are merely speaking from memory?—Merely from memory; as I said just now, I glanced over the books this morning and looked at the various names of blind people who had been admitted into the institution since I have been there, and I could recognise 70 or 80 that I could if I had the the time account for, who I believe at the present moment are gaining their livelihood.

3283. Could you tell us of those living in London, how many are basket makers and how many are mat makers?—No.

3284. Do you think that it would be desirable for the school to keep such a record as I have suggested, and to keep up a continual correspondence with their old pupils, so that they should know exactly what they are doing?—I should think that that would be rather desirable if it were practicable.

3285. Has it ever been suggested to your knowledge?—I think I have heard it spoken of.

3286. But it has not been tried?—Some 30 years ago every pupil was written to whose whereabouts could be found. I am only speaking from memory, but I do not think so many answers came back as were expected. I am not certain that I am saying that which is quite correct, but I believe I am. There was a form, if I recollect aright, printed and sent out from time to time to every address that could be ascertained.

3287. As to the use of forms in basket making you say your basket pupils work just as the seeing do, without any appliances?—Except such as they contrive themselves.

3288. Are you aware that the seeing basket makers do use forms?—I never saw one used.

3289. Do you know anything about basket making in Canada, at Ontario?—No.

3290. You do not know that they have found forms most useful there?—No.

3291. You said in your previous evidence, I think, that basket makers are making 16*s.* a week, and mat makers 15*s.*?—I spoke from memory, but I think I stated that the wages ranged from 10*s.* to about 24*s.* I find on looking at the report that the average earnings of basket makers for 1884 was 15*s.* 11½*d.*

3292. Was that the money that was paid?—Actual money.

3293. Are your work people employed regularly all the year round, or do you only employ them when orders come in?—I think we have only discharged two since the shop was opened, and they were discharged for misconduct; we have never temporarily discharged anyone up to the present time.

3294. You have never suspended any from want of work?—No.

3295. (*Dr. Tindal Robertson.*) You said that a considerable number of persons who had been at your institution were, to your knowledge, getting a living; can you tell us what is the average income of those people?—No, I could not tell you that. There would be a very wide range in their earnings. One, for instance, who came to the school when he was 21 years of age, and he had not a friend in the world, he is now the owner of very considerable freehold property at Maidstone; he has been married three times, if not four, and he has a large family of daughters, and he is the owner of a considerable amount of house property and land at Maidstone. There is another who has only left the school a few years at Uxbridge, who told me that he could retire when he thought proper. There is another at Greenhithe, who should have saved up enough to give him a sufficient income to live on; if he has not it is his own fault entirely, at all events he has always got a respectable living.

3296. They earn, at all events, over a certain amount per week?—They earn so much per week; those who are out of the workshops earn more than they would in the workshops; many of them are working in workshops at Bristol, for instance, some at Cardiff, some are working at the docks in London; there are some working at Berners Street, and some at Peckham, and some at Greenwich.

3297. (*Mr. Johnson.*) With regard to the mode in which the trade accounts are kept at your institution, I believe they are very clear, are they not?—Very clear.

3298. Do you think it would be an advantage if all the institutions kept their accounts in a similar way. I do not mean that the accounts of your institution should necessarily be taken as a model, but do you think it would be an advantage if all the accounts were kept in one form?—I should think that it would be a great advantage; they could not have a simpler or clearer form than ours, because we dissect the things as we go on.

3299. It is important to ascertain what the labour costs and what the material costs. Have you any plan at your institution by which you tabulate those items of cost?—Yes; there is a debtor and a creditor account kept of each trade, the basket makers' accounts are kept together, and a debtor and creditor account is kept, and the debtor account shows so much for wages and so much for material, and so on, in the plainest manner.

3300. You have a book or ledger in which you keep an account of the articles manufactured in the week, and the money received?—Yes; we have an abstract book which goes before the Committee.

3301. Have you that book with you?—Yes.

The witness handed in the book and explained it to the Chairman.

3302. At your institution, I believe, the whole of the accounts are kept by Messrs. Prideaux, the chartered accountants?—Yes.

3303. Could you tell us why that course was adopted of having the accounts kept by an accountant and not by anybody connected with the establishment?—I believe that the accounts as they were kept previously were not very satisfactory, and it was thought better to have the authority of a firm of public accountants in order to testify to the correctness of the accounts, to give the public testimony as to their correctness.

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3304. Do you know whether any inquiry has ever been made by anybody connected with your institution, by the Chairman or Secretary, or anyone else connected with the institution, with regard to old pupils who have left the institution?—As I have said, inquiries were made some years ago.

3305. But lately?—Lately I do not think there has been any official inquiry.

The witness withdrew.

Mr. JOSEPH JOHNSON MILLS examined.

Mr. J. J. Mills.

3306. (*Chairman.*) You are the trade manager of the Surrey Association for the General Welfare of the Blind?—Yes.

3307. Is that an industrial school only?—A workshop, more especially, not a school.

3308. What number of workers have you?—We had 29 last week; we fluctuate, next week there might be 31 at work; our average, I suppose, for the last 12 months would be 26.

3309. What trained teachers have you for them in the different trades?—No teacher whatever but myself.

3310. What trades do you teach?—Mattress making. We commenced mattress making about three years ago on the recommendation of our worthy President, Dr. Armitage.

3311. Do you teach basket making?—No, we do not teach basket making, we make baskets; we employ blind men who can make baskets.

3312. You say you teach mattress making, do you teach anything else?—Covering ladies' dress baskets, chair caning, making poultry and fish bags.

3313. What number of pupils and what number of journeymen have you respectively?—We have only two pupils at present.

3314. Are the rest of the people whom you employ journeymen?—Yes.

3315. Have you no applications for pupils to learn trades?—Yes, frequently.

3316. Have you generally more than two pupils?—No, we have not more than two pupils, as a rule; we only teach mattress making and chair caning, and covering of ladies' dress baskets. If we could teach basket making, making fish and poultry bags, we could take on a great number.

3317. Why do you confine yourselves to teaching the three descriptions of work you have mentioned?—We are not a school, we are only a workshop for the employment of the blind.

3318. Your association calls itself an association for the general welfare of the blind; is not it for the general welfare of the blind to be taught a trade?—There is a blind school in Surrey already for teaching them; we have not the appliances or the capital to teach on a proper scale, there is no sighted labour employed but myself, there is no foreman, and there is not anything taught, except what I have mentioned. I have to teach myself, and the amount of instruction I can give must be limited when I have 26 to look after.

3319. Do you employ the blind to assist in teaching pupils?—We have one teacher in chair caning.

3320. At what age do you admit pupils?—We have no restrictions as to age; we take them in if we have got work for them, or if we can teach them anything that will be good for them.

3321. What is the age at which they usually come?—The youngest that we took in was a boy of 12.

3322. Is that as early as you think you can teach them any industrial occupation?—Yes, I think so.

3323. Do you think that they ought to be at school till then, or do you think that they ought to remain at school longer?—I should think that a blind boy ought to begin both his general education and his industrial training long before he is 12.

3324. Do you think that a blind boy ought to continue his general education for some time after he has arrived at the age of 12, before being put to industrial training?—A great deal depends on the boy himself, some are quicker than others; one blind boy might be easily taught to make a brush when he was 12, and others, I think, would not learn to make one.

3325. How long do you keep your journeymen, as long as you can find employment for them?—Yes, we never discharge a man; since I have been manager we have never discharged anybody but for misconduct, we manage to find work for them somehow.

3326. When you find that they are good workmen you keep them at work?—Yes, we have hitherto, but it is a hard job to do so; at present trade is very dull.

3327. What means have you of selling the goods made at your institution?—We have a retail shop, and every now and then I take an hour of a morning and travel as much as I can; and we have a man who travels on commission who does a little, that has been for the last two or three months.

3328. Is he a sighted man?—Yes; he has only been on this last three months, he sells very little.

3329. Do you send round any circulars to shops where the goods that you make are usually disposed of, offering them for sale through them?—We issue a price list, and distribute it pretty generally where we can.

3330. Have you found a general willingness in the public to buy the work of the blind?—Yes.

3331. Do they give you any perference over manufacturers of the same sort of goods?—No; a few may, but very rarely; you must offer them goods at the same price as those of other people or they will not deal with you, that is my experience.

3332. What amount of goods did you sell last year?—1,435*l.*

3333. That is an increase on the previous year?—Yes, that is the largest return that we have ever made.

3334. Do you get any per-centage yourself on the things sold?—No, I have only a salary.

3335. What proportion of the price of the manufactured article goes to the workman; does the whole, minus the cost of material, go to him, or do you take a per-centage to cover the cost?—No, we pay the basket makers the trade price for making, the chair caner's we pay so much a chair.

3336. Then all the incidental expenses are defrayed by private subscriptions?—Yes, we have a subscription of about 150*l.* a year.

3337. That covers the expenses of your salary, and the building and so forth, I suppose?—I do not think it does.

3338. Are you in debt?—Yes; I am not prepared to speak to matters of finance. I simply keep the trade books, the secretary could give you better information upon that than I can.

3339. Do you think it advisable that there should be a central depôt in London where goods manufactured by the blind could be sold?—I think it would be desirable that there should be some way of bringing more trade to the workshop; which is the best way of doing it is a matter on which there is considerable difference of opinion.

3340. Do you sell your goods through any other blind institutions?—No; we deal at the blind school to a small extent; we buy mats there and sell them again at a profit, they supply us on wholesale terms, and we sell at the retail price; where we buy things outside, if we can buy them of blind institutions we do.

3341. Do you find that journeymen leave you and set up in the provinces or in London for themselves?—No, I have no experience of that kind.

3342. Are your men married men?—Yes, most of them.

3343. To sighted wives?—Mostly to blind wives.

3344. Do the wives earn anything to support themselves?—Some of the wives do.

3345. You do not have the wives in your workshops?—No, we do not recognise blind inter-marrying with blind at all. If a blind man marries a blind woman he is discharged.

3346. But you say that you have blind men at your workshop who have married blind wives?—Those are men that have been there for some years.

3347. You were speaking of your policy at the present time; in future you will not allow blind men to marry blind women?—No; a little while ago a blind man married a blind woman and he was discharged.

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3348. Can you speak of the institution previous to you coming there?—No.

3349. Is it in a better state than you found it?—Yes.

3350. You have told us that the sale of work has increased?—Yes, it has increased within the last four years; I think four years ago our return was not above 800*l.* a year.

3351. Has the increase been only in the sale of work or has there also been an increase in the number of people employed?—In the sale of work and in the number of people employed also.

3352. Have you, from your experience, any suggestion to make generally as to the employment of the blind?—It seems to me that a great many of the blind are unable to earn a proper living, either from being unable to learn or from being inefficiently taught; the bulk of the men who have come under my notice have not been instructed so that they could make a basket without as it were coming to an association like ours as improvers, that is my experience of the men who come out of the blind institutions as baskets makers; they probably keep the best men for themselves, and only turn out the duffers as it were, those are the people we get and then we have to improve them.

3353. Do you find some hopelessly stupid?—Yes; we have two women in our place whom we cannot discharge, they have been so long with us, but they fail to earn sufficient to pay for their food, which is 3*s.* a week. Both of them have had a course of six years tuition in the blind school.

3354. Are those two included in the number of workers that you have given us?—Yes.

3355. You employ women but you do not employ the wives of the blind?—That is so; these are blind women who are not married.

3356. How many women have you altogether?—We have seven women altogether.

3357. Do you think there are some blind people who never will be able, however long they are taught, to earn sufficient to keep themselves?—There certainly seem to me to be such people; those two women that I speak of I should almost fancy had not been thrown sufficiently upon themselves when they were young, there had been too much done for them; the more you throw blind people upon their own resources the better for them; and I think a great many blind are spoilt from not being dealt with in that way.

3358. Do you think special institutions for the blind have this disadvantage, that they do not teach the blind sufficient self reliance?—Some of them I think fail in that respect; I have not much knowledge of any institution beyond my own, but I have formed that opinion from coming in contact with several blind people like those two women I have mentioned; there is no energy in them, there has never been any effort made apparently to bring out their energy.

3359. Have you ever had to dismiss any who have come to you for work on account of their inability or unwillingness to work?—Yes; I have tried them at making baskets and they have utterly failed, they have been so stupid. I tried for a week to get one man to make a clothes basket, that man had been six years in the Blind School, and he utterly failed to produce anything bearing any resemblance to a clothes basket at the end of the week.

3360. What do you think ought to be done with those cases?—There is nothing but the workhouse for them that I can see, they are perfectly unable to earn their own living; the man I am referring to was a strong healthy man, such men might be useful in turning some sort of machine.

3361. Do you think that inability to acquire proficiency in industrial work is a great deal owing to the want of early training?—In some cases.

3362. Their hands are not adapted to any handicraft?—In the case of this man it was more stupidity than anything else.

3363. And unwillingness to work perhaps?—No, I do not think he was unwilling to work. As to these two women, if they had not been blind I should have said it was laziness. I believe one of them would sit by the side of the fire and starve sooner than exert herself; I had to be very sharp with her to make her do four chairs a week, and we have plenty of men in our place that will do three and four a day.

3364. Do you think pensions are necessary for the blind when they are old and sick?—Yes, I think it is a great assistance to them, but it seems to me some of them get more than their share, and others go without.

3365. You think pensions are given indiscriminately without regard to the merit of the recipient. City Companies give them to men who are not always the most deserving or necessitous, whilst others who really want them do not get them, through not having the necessary amount of influence or energy to seek after them.

3366. Do you think that the money which is now devoted to pensions would be better employed in setting up some institution where the blind could be taught and made to work if possible and earn part of their livelihood?—I think it would be much better; or else that the money should be put into some common fund and distributed amongst the more needy blind. There is one man in our place, one of our best workmen, whose pensions I know amount to nearly 50*l.* a year.

3367. (*Mr. Johnson.*) In your average of 26 men, the seven women are included?—Yes, in the 26.

3368. What are the women employed in?—Chair caning, making fish bags, that is to say, bags for poulterers and the fish markets, sewing mattrass cases, and knitting.

3369. What are the average earnings of the women?—7*s.* a week.

3370. Do they get the dinner in addition?—No, they have to pay for their food out of that.

3371. They pay the 3*s.* a week out of the 7*s.*?—Yes.

3372. What is the average earning of the men?—A basket maker will earn on the average 16*s.* a week; one man has gone as high as 28*s.* a week, but the average would be 16*s.* a week.

3373. What do you think are the lowest wages that your worst basket makers earn?—Only one of them ever takes less than 9*s.* a week.

3374. Do you do any wood chopping?—Yes.

3375. Do you find that pays?—No.

3376. What are the average earnings of the wood choppers a week?—I can hardly give them, they vary so much. Where one will earn 10*s.* a week, another will not earn 3*s.*

3377. Have you a fair market for all you produce?—There is no profit on it; we simply sell it at what it costs us, we do not push the sale of it really.

3378. Do you find a good market for all the things that you can produce?—No.

3379. Which articles do you find that you have the best market for?—Baskets, and fish and poultry bags.

3380. Do you think you could sell any more baskets if you had more hands?—No, it is a hard job to get work for the present hands at the present time.

3381. Do you find it difficult to sell what you now make?—Yes.

3382. Your men are all journeymen, are they not?—All.

3383. All having learned their trade at some institution outside your institution?—Yes, except two pupils, some of the wood choppers, fish bag makers, and mattrass makers. One basket maker has never been in an institution, he was a wood chopper; he is rather a sharp man, and with the assistance I and the journeymen have given him he is a very fair basket maker.

3384. You are not only the supervisor, but you teach?—All the teaching is done by me.

3385. Do you believe it is necessary to have sighted supervision in all workshops?—Certainly.

3386. Are you in favour of having blind foremen?—I cannot speak to that, I have never tried it.

3387. You have no blind assistants under you?—No.

3388. You have one teacher in chair caning who is blind?—Yes, he works himself and teaches the pupils who are learning chair caning.

3389. 1,435*l.* is the whole amount of money that is received by your institution?—Yes.

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3390. Is that from subscriptions?—That represents the returns from the shop; it has nothing to do with subscriptions or donations.

3391. How much of the 1,400*l.* goes to the wages of the blind workers?—I think something over 650*l.*; Out of the 1,435*l.*, 650*l.* has been paid in wages.

3392. And the 700*l.* or 800*l.* went in the purchase of materials and expenses?—Yes.

3393. What do you suppose is the proportion of material to wages?—I cannot say.

3394. You employed a traveller?—Yes.

3395. Have you found that that answers?—We give him 7½ per cent. on all he sells, and some weeks he has earned 1*l.* I think that was the highest, other weeks he has only earned a few shillings. He is doing next to nothing, but when I go round for an hour or two I can sell goods, and I do not see why someone else could not.

3396. You pay him no salary besides his per-centage?—No.

3397. You said that most of the blind men in your institution have blind wives?—Yes.

3398. Do you know what the proportion is?—I think all with the exception of four have blind wives.

3399. Your Committee disapprove of that now, and they would discharge any blind man in their employ who married a blind wife if they knew it?—Yes, that is one of the rules of the place, that any man marrying a blind woman is discharged.

3400. With regard to a market for your manufactures, have you much stock on hand?—No, our stock is worth about 350*l.*

3401. That is about the average stock in hand, is it?—Yes, that is about the average stock in hand at stock taking.

3402. (*Dr. Tindal Robertson.*) You said that you find a great many of the blind persons who applied for work at your institution had been very badly trained?—Yes.

3403. Does that apply principally to basket making, or does it apply to other trades as well?—Principally to basket making. I have had more experience with basket makers than with the others.

3404. Suppose the people who come to you were better trained as basket makers, could you find more employment for them, do you think?—Yes, I think the work would sell more acceptably in many places, because the work of many for the first six months after they come in is deficient in a great many particulars, and it is only in certain places that you can sell it. A particular man who understood a basket would not buy it.

3405. With regard to education, you think it would make blind persons more energetic if they were trained well in the first instance. Do you think if blind children were trained with sighted children it would be more likely to give them energy?—I do.

3406. And they would be more likely to succeed in after life?—Yes, the more you mix the blind and the sighted together the better.

3407. In early life as well as afterwards?—Yes; it has occurred to me that it is one of the most serious faults in all blind schools, having all blind together.

3408. With regard to the establishment of a central depôt, do you think if a depôt, or more than one depôt, were formed in London and in some of the large provincial towns, at which materials could be sold cheaply, and at which the goods might be sold also, and at which a record of the blind people who were anxious to have their goods sold could be kept, that that would be an advantage?—I think it would; it would depend entirely on the way the depôts were managed, but anything that would give the workshops an increased market for their goods must do good.

3409. Such a scheme as I have suggested, that a central depôt should be established where the blind would find material and find a sale for their goods, and where also record should be kept of all the blind people, whether in a workshop or out of a workshop, who applied to the depôt for the sale of goods would be a scheme which you think might beneficially be carried out?—I think so.

3410. One question about the inter-marriage of blind persons. Will you tell us the reasons why your committee disapprove of the inter-marriage of blind people?—They conceive that a blind man wants a sighted woman to look after him, in the same way that a blind woman wants a sighted man; it is considered that a blind couple are not able to look after themselves properly; they get to be neglectful in their persons, and in their homes too. That is my experience, though I know of some cases where it is quite different, where their homes are a pattern of neatness and cleanliness; that is generally where there are sighted children; it must be impossible, to a certain extent, for the woman to know when things are clean.

3411. Has your committee any other reason than that you have mentioned for prohibiting the inter-marriage of blind persons?—I think not.

3412. (*Admiral Sir E. Sotheby.*) How much do you charge for your pupils?—We have no set charge; the pupils we have at present to learn chair caning pay 5*s.* a week, which is sufficient to pay for their food and for the material they spoil.

3413. That is paid by the people who send them in?—Yes, or by the Charity Organisation Society.

3414. What is your salary?—150*l.* a year for self and wife who acts as housekeeper.

3415. You say your journeymen workmen have been brought up at schools; what schools have they been taught at?—The School for the Indigent Blind, and Henshaw's School for the Blind at Manchester.

3416. Have you any who were at St. John's Wood?—Yes, one man.

3417. Have you any dead stock in hand that you cannot sell?—No, we have no more stock than we should keep as a shop.

3418. Do the women cane the chairs?—Both women and men do chair caning.

3419. How many chairs can a woman cane in a day?—A good caner could do two ordinary chairs in a day.

3420. What do you charge for those?—1*s.*

3421. Do you give the workers anything extra besides what they earn?—No, we give them 7*d.* for every chair.

3422. Two chairs a day would be 12 a week; that would be 7*s.*?—Yes.

3423. Your women therefore can earn 6*s.* or 7*s.* a week in caning chairs?—Yes.

3424. Do all the women earn that?—No, that is about what the best workers get.

3425. How much would the worst get?—The worst are those two that cannot earn sufficient to pay for their food.

3426. How many women have you at work caning chairs?—Three, two of them being those stupid women that I have referred to.

3427. You have only one woman who can earn 6*s.* or 7*s.* a week?—Yes, at chair caning; we have women who can earn 7*s.* at fish bag making and sewing mattrass covers. I may mention that one man last week earned 11*s.* at chair caning.

3428. You have a sighted traveller?—Yes.

3429. Do not you think it would be better if you had a blind traveller?—I do not think so; a man travelling nowadays must be keen to avail himself of every opportunity in going about to different places.

3430. Is your secretary a paid secretary?—No, honorary.

3431. Who keeps the accounts?—Mr. Kimpton, the superintendent. I keep my wages accounts and trade accounts, but the books are kept by Mr. Kimpton, the superintendent.

3432. Does he receive any salary?—No, he is honorary superintendent. There is no one in connexion with the institution in receipt of a salary except myself and the female in the retail shop and errand boys.

3433. How much do you pay to the blind teacher who teaches chair caning?—I give him a shilling for each pupil that he has.

3434. What does he earn per week on the average?—9*s.* a week.

3435. He is content with that?—Yes.

3436. Can you make baskets yourself?—No.

3437. Though you are not able to make baskets, you can teach blind persons how to make them?—Yes; when I say I could not make baskets, I daresay I could sit down and make one.

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3438. (*Sir Henry Selwin-Ibbetson.*) As the result of your general experience, do you find that there is a greater capacity in the male workers than in the female workers?—I cannot say that I have found it so. I have some very bright men and I also have some very bright women.

3439. You do not think that the men acquire more proficiency, and are able to do a better day's work than the women can do as a rule?—No, I do not think so. You could hardly arrive at a proper conclusion with respect to their comparative capabilitiy, unless you put them to the same work.

3440. You do chair caning in which both men and women are employed?—You could not draw a general conclusion from isolated cases in which a few men and a few women are employed. To give a definite answer to the question you put to me, one would require to have had an experience gained from having to do with large numbers of male and female workers, and that experience I have not had.

3441. We have had evidence before us tending to show that women generally are less able to do work than the men?—I know of nothing to lead me to suppose such a thing.

3442. I understand you to say that the youngest who came to you was 12 years old?—Yes, I think that is his age, speaking from memory.

3443. You would advocate teaching blind persons a trade earlier than that?—Yes.

3444. You think it would be better to combine industrial training with general education before they come to you, instead of confining their instruction to general education?—A boy ought to start his industrial training when he is about 10 years old, after he has learnt to read and write.

3445. So that while his touch was more sensitive than it would be at a later age, he would be able the more easily to learn his trade?—Yes.

3446. With regard to sales, I understood you to say just now that the work produced by some of the blind people during the first six months that they were with you was anything but perfect?—That is so.

3447. Can you sell all that inferior work so produced?—Yes, we have to sell it.

3448. At a reduction I suppose?—Yes. When we have mis-shapes we sell them to laundry people and others at a cheaper rate than other baskets, they are equally as strong, but they are unsightly.

3449. Do you sell them at a large reduction?—In some cases, in others not.

3450. The price that you get for them would cover the cost of material?—More than that, it would cover the cost price.

3451. You think that it would be a great advantage if besides your own market there were an organised market to which blind work generally could be sent for sale?—Yes, the workshop suffers from being on too small a scale; we cannot compete with people on the same footing as we ought to, we want the capital; we are small people, and small businesses do not pay in the present day.

3452. Do you sell in your shop any articles which you do not make yourselves?—Yes.

3453. Do you find that an advantage?—We have a female in the shop, and whilst she is there she might as well be selling articles, though not made by us, to make a profit for the institution.

3454. Do you find that you have a better sale for your goods if you sell articles not made by the blind as well as your own articles?—Yes; if we did not sell articles not made by the blind as well as those which are made by the blind we should not sell half the goods that are made by the blind that we do.

3455. A butler or a footman wanting two or three different articles would not be so likely to come to your shop for them when he could only get one of those articles, he would prefer to go to a shop where he could get all the articles that he required at the same time?—Yes; most of our trade is with ladies, we could not make the shop sufficiently attractive unless we sold things not made by the blind; we should not otherwise induce ladies to come in at all.

3456. (*Chairman.*) Supposing a blind man to have been dismissed from one of the blind institutions, would you have any means of ascertaining that he had been so dismissed and the reason why he had been dismissed?—I should ask the man where he had been; if he concealed the fact that he had been dismissed from any particular institution, I should have no other means of knowing it; if he told me where he had come from I could apply to the institution.

3457. You said that very often you have blind people sent to you who have been found incapable at other institutions?—I said they had been found incapable, but I have no means of knowing that they have been turned out of other institutions as being incapable. I only know that they could not do the work that I put them to.

3458. Have you asked them whether they have been dismissed from any institution because they were incapable?—No, they are not dismissed, they are men who have served their full time at school and leave to seek employment. I have two who have served their full time in the School for the Indigent Blind, and when they came to us they could not make a basket properly till they had been six months under me as improvers with the other journeymen basket makers; and even now if I were to put them on a different sort of work to what they are used to they would not make a saleable basket.

3459. Have you always found the other institutions willing to give you information if you asked them?—Yes, but there is no organised means of giving that information.

The witness withdrew.

Miss Rye examined.

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3460. (*Chairman.*) You are the secretary of the East London Home and School for Blind Children, are you not?—We have no secretary, but I am the superintendent and manager; in fact, I opened the home.

3461. Was it entirely your own doing?—Quite so.

3462. Do you obtain any voluntary contributions in support of it?—Yes. It is partly self-supporting.

3463. You have children there from two years of age and upwards, have you not?—Yes, two years is the age from which we receive them.

3464. What number of children have you there now?—We have 16 at present.

3465. Are all the children totally blind?—They are, with the exception of two or three who can see a little, but who cannot see sufficiently to read.

3466. Are you yourself able to see perfectly?—No, I have had sight, near sight. It was sympathy with the blind, having suffered myself from childhood, that led me to commence the work. My defective sight is constitutional.

3467. Have you a committee to assist you in the management of the home?—No, I have not now. It was commenced with a committee. When first the scheme entered my head I formed a committee, but they did not get on with the work, and I found that it was only hampering me, and the committee broke up; and the ministers who were then on the committee kindly offered to become my referees, and they are now my referees.

3468. Do you mean by "ministers" the clergy?—I have ministers as referees in the report, a copy of which I have brought with me. As the committee did not succeed they advised me to take the work back into my own hands again, and they kindly offered to become referees; and I have not troubled about another committee, because the work is not larger than I can manage myself at present.

3469. What cases do you take in?—They are poor children, and they pay according to circumstances. I have brought with me a copy of the rules. If ladies place children in the home and undertake to pay for them they pay us 10*l.* a year, or in some cases they pay 5*s.* a week, which is 13*l.* a year; but we reckon that each child costs us 15*l.* a year, everything paid.

3470. What staff have you under you?—I have only three workers, matron, a governess, and a servant.

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3471. You have no blind assistants on the establishment then?—No; there is one elder girl who assists with the housework. She is placed with us on those conditions: When the lady first placed her with us she paid 5*s.* a week for the girl. The girl did not lose her sight until she was 16, and she had not been educated at all; when first she came to us she could simply say her alphabet and nothing more. The lady who placed her with us paid for her for two years, and she has been educated as far as she could be in so short a time. The lady is not now able to pay the whole amount, and she asked me to reduce the amount and let the girl assist in the housework, and she has been very useful in that work. The lady now pays me 2*s.* 6*d.* a week for the girl and she assists in the housework in the morning and goes into school in the afternoon.

3472. You have a governess who teaches the children as soon as they are able to learn?—Yes; the governess is a sighted person.

3473. How soon do you begin giving them instruction?—Directly they enter. The youngest that we have admitted lately is three years of age. We have had them as young as two years of age, but of course for about six months or twelve months they do not learn much when they are as young as that; we have simply taken care of them and trained them.

3474. How long has this institution been founded?—Since 1874. That information is given on the back of the report.

3475. Have you turned out any children from your institution who have been able to earn their own livelihood?—There is a boy in Jersey who has left us, but we did not finish him off; we only keep the boys until they are 14 years of age. When this boy left us he went to Brighton, and there he learnt basket work. While he was with us he learnt chair caning, which we teach, and I believe he is getting his living at that now. I had a letter the other day from the lady who is interested in him, and she gives a very satisfactory account of him. He gets a small pension from the Government out there, and he earns what he can by chair caning. He also learnt music with us.

3476. At what time do you turn the children out from your institution?—The boys do not remain after they are 14 years of age, when they have to leave us. It is a mixed home for boys and girls.

3477. Why should they not leave you before if they get into some industrial home?—That is simply the age that we specify.

3478. Would it not be desirable that the boys should at an earlier age than 14 be taught something which would enable them to earn their living afterwards?—Perhaps so, but I do not think that they would learn very much at trades before they are 14. We teach them chair caning, and, of course, that is a trade.

3479. Do you teach them reading and writing?—Yes, we have a regular system of instruction. We have all kinds of educational works in the raised type, and we give them a good education.

3480. What type do you use?—We use Dr. Moon's type and the Braille type, we teach them both.

3481. Do you teach them writing in the Braille type?—Yes.

3482. And reading in both?—And reading in both. We also teach them writing in the Austin system, the Roman letters. They write letters to their friends in that system, because the Braille can only be read by those who have learnt the system. We teach three kinds of writing and two kinds of reading.

3483. Have your children earned anything by the work they do?—We have one or two girls who have earned sufficient in the holidays at chair caning, knitting, and so on, to buy themselves a few garments, dresses, and things. They knit stockings and shawls, and petticoats, and all kinds of useful articles.

3484. How soon do you begin to teach them knitting?—Directly they are able to hold knitting pins.

3485. Do you not think that it is very advisable that they should learn some handicraft as early as possible, so as to teach them how to use their fingers?—I do; but, of course, when children are so young their education is the principal thing at first. I believe in giving the blind a better education than some of them receive, and we go in for a thoroughly good English education. Children have come to me from other asylums who did not know how to spell correctly. We like them to be good English scholars.

3486. Have you a well-trained governess?—Yes, she has been accustomed to a school, she has been brought up in a school.

3487. I suppose your governess is not what is called a certificated teacher?—No, she has not a certificate, but she is quite up to her duties, and she gets the children on capitally. We had a Government inspector to examine the children some time ago, since the home has been opened, and he was quite satisfied with what they had attained.

3488. Who was the inspector?—I do not know his name; he came from the school board, I believe.

3489. Did the school board send to inquire whether your school was an efficient one within the meaning of the Act?—I believe so. I asked the inspector where he came from and he told me he came from the school board.

3490. In what year was that?—It was I think about five years ago, shortly before we moved from Bow. The home was commenced at Bow.

3491. Is your school visited by the subscribers?—Oh, yes.

3492. You say that you have no committee?—No. The rector of the Parish of Hackney, the Rev. Arthur Brooke, and several friends in the neighbourhood, have been to see the children, and our subscribers come on visiting days; we have two visiting days, Mondays and Thursdays.

3493. Do any ministers of religion visit you for the purpose of giving religious instruction to the children?—The rector comes and gives them Bible lessons occasionally.

3494. Is that part of your training?—We have the scriptures taught; we have Bible instruction every day; we are very careful about that. I am happy to say that one or two of my children have joined churches as they have grown up. We are unsectarian, so that I do not bind them down in any way; they join just where they like; some prefer church and some prefer chapel.

3495. Do you send them to church as soon as they are able to understand the service?—Yes, directly. We take our youngest now, and he is only three and a half years old.

3496. I understand that you keep them entirely throughout the year?—Yes, entirely. They have six weeks' holiday in the summer.

3497. Then at that time do they go back to their parents?—Those do who have parents.

3498. Or friends?—Yes, or friends; and some who have no parents or friends we board out for a few weeks.

3499. Is the institution closed then?—Yes, for repairs; we always cleanse and repair in the summer. Those six weeks are the only holidays that they have during the year; they do not have any holidays at Christmas.

3500. Do you teach the girls sewing?—Ye, we have a sewing class once a week.

3501. Do you teach them ordinary sewing, or sewing by the sewing machine, or both?—We do not teach them to use a sewing machine; it is ordinary sewing that we teach them.

3502. I suppose you would consider that the blind are capable of using the sewing machine?—No, I do not. I have never had any experience in teaching the blind the use of the sewing machine, but I have been told that it does not answer. We have not introduced it into our home.

3503. Are you in communication with the other institutions for the assistance of the blind throughout London?—I happen to know Miss Newbury of Kilburn, who has a home for young children, and we are on very friendly terms; but I cannot say that I know much of the other societies.

3504. What means do you take to get children for your home; do you advertise?—We adopt no particular means. We occasionally advertise, but not often. I sometimes advertise in the "Christian World," and the "Christian." Messrs. Morgan and Scott kindly receive subscriptions for the "Home." Then of course it is published in books such as Lowe's Handbook of the Charities of London, and books of that kind. I suppose that is how we have heard of some children. Then several have been recommended from St. George's Fields. I know the managers of that institution, and they have sent us several who were too young to be received by them. Miss Newbury also has recommended me one or two who were too old for admission into her Home; she does not receive them when they are over ten years of age, I think.

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3505. I see that in your report you publish a list of annual subscriptions and donations?—Yes; most of our subscriptions, as you see, are very small.

3506. You have also received legacies from time to time, have you not?—We have had two legacies; there was one of 100*l.* and one of 50*l.* I cannot say though that the 50*l.* was a legacy; it was sent by a lady, but I do not think that she died.

3507. You mean that it was given as a donation in her lifetime?—Yes, it was given as a donation in her lifetime. The 100*l.* was a legacy.

3508. And you have no funded property?—None at all.

3509. Have you any private means, may I ask, to enable you to keep up the institution, or do you depend entirely upon voluntary subscriptions?—I have no private means; we depend upon the contributions and the payments for the children.

3510. May I ask what you did before you started this institution; had you any responsible post?—No, I was living with my friends. My father was a surgeon; he is not alive now, but I was living at home at the time that I commenced this work.

3511. And when you were left to yourself you started this institution?—I have a mother living, and my mother acts as matron; she lives with me.

3512. I am obliged to ask you these questions, in order that we may know exactly how the home is worked?—I have not the least objection to answer them My mother has a little income of her own, and she receives no emolument from the home for acting as matron. No one receives anything from the home except the governess and the servant. My mother has always given her services ever since I commenced. I am obliged to be out a good deal amongst the subscribers; I do a great deal of the collecting myself, and my mother takes charge of the home when I am away from it.

3513. Is the house that you are in your own; is it purchased?—It is purchased; the purchase-money was paid off last summer.

3514. You have, in point of fact, devoted the surplus of the subscriptions and any donations and legacies that you have received towards the purchase of the house?—Yes, together with the proceeds of concerts and bazaars, and those kinds of things. We have raised the money somehow or other; we have been five years doing it. We removed into the Collett Avenue five years ago, and we have been just five years paying off the purchase-money.

3515. Is this balance sheet issued annually?—Every year. I keep an account of the receipts and expenditure in a large book, and then each year I make up my report from it.

3516. Are those books inspected by professional auditors?—No, not by professional auditors; by gentlemen, by some of my subscribers, for instance. Gentlemen friends have audited the accounts each year, and if anyone wishes to look at the books I am very pleased to show them. I keep an account of everything, and I have all the vouchers at home, and anyone can see the account book at any time.

3517. You are yourself responsible for the whole?—Yes, I am quite responsible.

3518. Do you clothe the children as well as feed them?—Partly. The parents are supposed to find them in clothes if they can, but what they cannot supply we have to make up.

3519. Is the house vested in yourself alone or in trustees for the benefit of the institution?—At first the deed was in my own name, because I should not have been able to get any gentlemen to be trustees for a house that was not paid for. I bought it with the arrangement that it was to be paid for by instalments, and until it was paid for I could not think of asking anyone to be responsible; so that, I being solely responsible for it, of course the deed was drawn out in my name.

3520. Are you inclined to extend the operations of your institution?—Certainly, if it grows; but we do not require a larger place at present.

3521. Is the number that you have now as many as you can look after personally with the staff that you have?—No; we could increase our number to 20.

3522. With the same staff?—With the same staff.

3523. Have you had any applications that you have been unable to entertain?—We have applications standing over, and I do not think that it will be very long before our number reaches 20.

3524. Have you had to refuse applications from want of funds?—Yes. I must tell you that we are supposed to admit free pupils as far as the funds allow. Our rules express that. We have at present two free pupils in the home, and we have two or three who are only paying half-a-crown a week. At present we cannot extend our number of free pupils, but we should very much like to do so. We have had one little child placed with us by the Gardiner Trust, and another one will enter shortly. Two of the children who are in our Home are going to be paid for out of the Gardiner Trust Fund.

3525. Are any of your children paid for by the guardians of the parishes in East London?—Yes; we have one little boy from Hackney parish, and we had a little boy from St. Pancras, but he is too old now for our school, and he has left.

3526. Are you in communication with the guardians of East London?—Yes.

3527. With all of them?—No, only with the parish that we receive children from. The boy that we have from the Hackney Union is the only one from the East of London.

3528. Have you any children from outside London?—We have only one, I think, from outside London; we have a girl from the Hitchin Workhouse. Those are the only two parish children that we have.

3529. Do you give the children any physical training besides teaching them in the school?—Yes; we exercise them.

3530. In calisthenics or athletics?—Yes.

3531. Where do the children play or take exercise?—In the playground, we have a beautiful playground at the back of the house, 120 feet long.

3532. Are they able to play any games?—Yes; they play with skipping ropes, and they have a swing in the garden, and they have a rocking-horse in their playroom. Of course they are not able to play many of the games that children who can see can play.

3533. For that reason do you think it is desirable that blind children should be associated as far as possible with seeing children?—No, I do not. I believe the blind children are far happier by themselves than they are with the sighted children. Sighted children tease blind children very much.

3534. But do you not think that it produces in the blind children a feeling of isolation in after life if they are brought up with the blind?—No, I do not see that, because they could never play exactly as sighted children play. Our children do play with many things that sighted children play with. For instance, they play with tea-things, and they manage to pour what they want into the cups by feeling with their fingers whether the cups are full. They could not do more if they were sighted children.

3535. Do you encourage them to assist one another in dressing and in household duties?—Yes, that is one of our chief points. Sometimes when they come to us at eight years of age they are not able to put on their own stockings and shoes; we allow them a month to learn how to dress themselves, and we expect them in a month to be able to dress themselves.

3536. Do you teach them any household duties, such as cooking?—We do not teach them cooking; we are afraid to let them have anything to do with fire or gas; but we teach them to sweep and dust and scrub and wash up tea-things; and one of our girls peels potatoes very nicely; she does not take out all the eyes, the servant has to overlook her, but still she does it very well. We want to make them domesticated as far as possible.

3537. Do you teach your children in the same way as they are taught in the national schools; would they be able to pass the standard?—Yes, they are taught in classes according to their abilities. They are taught mostly from the sighted books on general subjects. They have a regular course of lessons during the week;

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they have certain days for certain subjects, one day for grammar, and another for geography, another for arithmetic, and another for history.

3538. Do you teach them music?—Yes.

3539. How soon do you begin to teach them?—At about the age of seven.

3540. What proportion of the children that you have show any special aptitude for music?—Only a small proportion at present; I am teaching four out of 16.

3541. Do you think it is desirable that all of them should have an opportunity of testing whether they have any aptitude for music?—Yes; that is one branch of the work that I am particular about. You are sometime deceived in children; you cannot always tell whethe they have a taste for music or not unless you put them to it; so that we give every child three months' trial, and if in that time they show any taste for it, and get on with it nicely they continue it; if not we simply drop it. It is of no use teaching them music unless they have an excellent ear and taste for it, because otherwise they would never do anything at it.

3542. They could not be tuners unless they had a good ear?—No; it would not be possible.

3543. (*Mr. Johnson.*) I suppose your school is almost in the form of a private one, is it not?—It is more like a large family at present.

3544. It is a private school in which you are not responsible to anybody except yourself?—I suppose I am responsible to the public who place confidence in me, to do the best I can with the funds and the best I can with the children.

3545. Do you furnish the Charity Commission with your balance sheet?—No, I have not done so; they have never made any application to me.

3546. I suppose you are aware that every society that expends more than 50*l.* a year is liable to have to send its accounts to the Charity Commissioners?—No, I was not aware of that.

3547. What is the amount that you get from Hackney and from St. Pancras for those two pupils that you have from those unions?—We get five shillings a week for each of them, and we feed and clothe and educate them.

3548. The board of guardians pay that, and you ask for no more?—That is so.

3549. That is your ordinary charge, is it not?—Yes.

3550. Your governess is not trained, I suppose?—She has been brought up at boarding school; she is well educated, but not certificated.

3551. She has not been trained at a training college?—No.

3552. Nor at any college for the blind?—No.

3553. Do you employ the school board standards in your education?—No, we do not.

3554. I understood you to say that your children were examined by a school board inspector?—Yes.

3555. He did not examine on the standards then?—No.

3556. (*Chairman.*) It was some years ago that that took place, I think you said?—Yes.

3557. (*Mr. Johnson.*) Out of the 16 children in all, you say that two or three have partial sight; do you find it any advantage to have children with partial sight mixed with those who have no sight at all?—We prefer it, because they are able to help to lead the others. We find it very convenient both in going for their walks and in going to a place of worship to have one or two that can see.

3558. But you do not think that as a rule it is a right thing to mix the sighted with the blind?—Not in the case of thoroughly sighted children, but none of ours can see sufficiently to be called sighted; they can only see just sufficiently to guide themselves about, and if you put them in a strange place they would not be able to manage at all. They can only see when they are familiar with the place.

3559. What is the total amount of subscriptions that you receive in the year?—You will see that on the balance sheet; I cannot remember exactly what the subscriptions amount to altogether. We have a good many subscribers, but the amount of the subscriptions is small.

3560. (*Dr. Tindal Robertson.*) Now that the house has been bought, do you propose to transfer it to trustees?—I am considering that; I have not made up my mind either way yet. In like way: I should not like to be trammelled in any way. In case the house got too small and I wanted to purchase another house, if the house had been transferred to trustees I could not do so without the consent of the trustees; and supposing that they would not sanction it, a difficulty would arise.

3561. Do you not think that if you showed them that the object was a good one, they would consent?—I do not know; trustees are sometimes rather difficult to deal with.

3562. By what system do you teach music?—From our own music; we teach them from memory. We have raised music but we do not find it answer very well for them.

3563. What kind of raised music do you use?—Dr. Moon's, of Brighton.

3564. Do you ever attempt to teach at all by notation by the Braille system; do you understand anything about teaching music by that systen?—No, I do not.

3565. Therefore it is not taught?—No, it is not.

3566. I understood you to say that you thought it better for blind children to be educated by themselves than with sighted children; do you not think that it gives more self-reliance and energy to blind children if they are accustomed to mix with sighted children?—Personally I do not believe in mixing them. I do not think that they would get on so well. I am quite satisfied that they feel their affliction far more when they are with children who can see, and they are not nearly so happy as they are by themselves.

3567. Have you seen it tried?—I have invited little friends to take tea with them, and that kind of thing, and I have always noticed that they have not got on so well together.

3568. That is an occasional thing; but you have not had experience of it generally?—No, I have not had sighted children mixed with the blind children.

3569. Therefore your idea is not founded on experience; it is simply an opinion?—Exactly.

3570. What should you think with regard to what I said about its making the blind more self-reliant if they are mixed with the sighted?—Certainly, I should desire them to be self-reliant, and it is our best endeavour to make them so; that is what we want to do, but you cannot make them self-reliant beyond a certain extent. We must always remember that they are blind, and that it is impossible for them to do many things that sighted children can do.

3571. Have you had any experience of children taught in board schools in London?—I have.

3572. What is your opinion of the system there?—I do not approve of it.

3573. For what reason?—One reason is that they are giving the children an education too liberal and far beyond what is desirable. And there is another reason. If a child attends a board school, and it is quick and clever, it will learn; but if it is dull you may as well keep it at home, as it will not learn. We have two little children now who have come from a board school; one little boy can see his way about, and he has been at a board school since he was two years old, and he cannot spell a word of three letters.

3574. What age is he now?—Eleven.

3575. Do you know what school he was at?—I do not know, but I could ascertain from the parents. This boy comes from Wandsworth. He tells me that he has been at school ever since he was two years of age, and I cannot think what he has been doing all that time; he has not learnt anything even from memory. We have another, a little girl, who is 11 years of age, she comes from Bromley-by-Bow, and she has also been at school and knows scarcely anything.

3576. (*Admiral Sir E. Sotheby.*) Do you mean to say that this little boy has been nine years at a board school?—Yes, ever since he was two years of age.

3577. That can hardly be, because I do not think board schools have been in existence nine years?—I think it is a board school; however, I could find out, it might possibly be a national school, but the girl I am speaking of I know has been at a board school.

3578. (*Dr. Tindal Robertson.*) Have you yourself ever had any experience of the teaching at a board school, and have you seen the system that is adopted and practically tested it at all?—No, only by experience of children who have been at the board schools.

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3579. Have you personally taken the trouble to test it?—No, I have not; it is only from observation that I speak.

3580. From observation of what?—Of children who have attended board schools.

3581. But you said you were not quite certain whether this boy had been at a board school?—No; but the girl had. I am not sure whether it was a board school in the boy's case.

3582. Then your experience is only derived from one case?—It is derived from the case of one little girl at present. I believe that the national schools are all amenable to the board and are under some Government inspection. This boy used to pay fourpence a week; I do not know what the fees of the school board are.

3583. (*Admiral Sir E. Sotheby.*) As a rule which system do you consider the better to teach these children, Moon's or Braille's?—I prefer Moon's for some things and Braille's for some. The Moon is best for reading and the Braille for writing.

3584. Are all your children paid for?—No, we have two free pupils at present.

3585. How were they sent there?—Their friends applied and they were very worthy cases and I took them.

3586. Then you have no elective system?—No. One of the free pupils is a little boy four and a half years old; his mother took him out of the workhouse and sent him to us; he lives at Watton in Norfolk.

3587. Have you observed a great improvement in the habits and so on of these children after they are taken from their homes?—Very great. They are brought up by their friends so as to be simply helpless; they are taught nothing.

3588. How do you account for their being so helpless?—Because the parents do not teach them to be self-helpful. They do everything for them, because they are blind, I suppose; but it is a mistaken kindness.

3589. Is the 5*s.* a week that the guardians pay for children sufficient?—No. We reckon that each child costs us 15*l.* a year.

3590. Have you ever applied to the guardians for more pay?—No.

3591. I believe you might get more?—I do not believe we should get more.

3592. (*Sir Henry Selwin-Ibbetson.*) You say that you have a child from Hackney and a child from Hitchin; what do the guardians pay in the case of those children?—They pay 3*s.* a week for the Hitchin girl and the rest is made up by a charitable lady.

3593. Do you get anything from the Gardiner Trust Fund for the two children of whom you spoke?—Yes, they have allowed a grant of 25*l.* for two pupils; that will be 12*l.* 10*s.* each, that is to say 10*s.* short of 5*s.* a week each.

3594. And that is about the amount that is paid generally by the children?—No, we have two at 2*s.* 6*d.* a week, two or three at 10*l.* a year, and some at 13*l.*

3595. You are evidently not an advocate of their being educated with sighted children?—Certainly not.

3596. Do you think that they ought in early life to be taught industrial as well as educational work?—No, not too early. I believe in educating them first. What can you teach a little child of three or four years of age in industrial occupations. Directly they are old enough to begin to knit we teach them to knit, but not so young as that.

3597. I understood you to say that the boys remain with you until they are 14 years of age?—Yes.

3598. From the age of 10 to 14 do you not think it would be of use to teach them such work as chair caning?—Yes, we do so.

3599. And do you teach them basket making?—Not basket making. I should not commence so early. We do teach them to cane chairs.

3600. Is it not a fact that their power of work afterwards depends very much upon the dexterity acquired while the fingers are supple and sensitive?—Yes, to a certain extent, of course. We do not allow them to sit with their hands before them all day. We teach them little simple things. The little ones make soft balls, and that kind of thing, but they do not learn any trade to commence with.

3601. We have had evidence that when many of the old pupils begin learning their industrial work, such as basket making, it takes them a very long time to acquire the knowledge, and that therefore the work they do is unprofitable work, because it is imperfect; do you not think that if, as children, together with their educational work, some of that industrial work was ingrained into them, they would go out to the workshops and schools afterwards better fitted to compete with the trade?—In some schools I believe they are taught basket making when they are as young as 10 years of age.

3602. Do you not think that it would be of advantage in your school, from the age of 10, say, to graft on to your educational work some industrial training of that sort beyong the teaching of chair caning?—We should prefer to keep ours more as a children's home; we think that there are plenty of institutions for teaching trades. Of course we teach chair caning, and they teach that in other institutions; and the girls we teach the same as they teach them in other institutions, but we have no idea of introducing basket making into our home.

3603. (*Chairman.*) Do you, with your experience, think it desirable that there should be more preparatory schools for the instruction of infants, beginning at the same age as you do?—No, I do not. As a rule, blind children are not placed at school until they are over seven years of age. In special cases where, perhaps, the mother is a servant and the little one has no father, the mother is very thankful to place the child away young; but as a rule mothers and fathers do not care to part with their blind children till they get about seven years of age.

3604. But inasmuch as you say that the mother does not teach the blind child anything, but does everything as far as possible for it, do you not think generally in the case of the children of the poorer classes who are blind, that they should be sent to preparatory schools at the same age as children are sent to the national schools in London?—Yes, for that reason it would be good, of course; they would get more self-helpful; I did not think of that.

3605. But you think that there would be great unwillingness on the part of parents to part with their blind children?—Yes, I do not think it would answer. I do not think that mothers would part with their blind children so young if they could possibly keep them at home. We have a case now of a little boy whose mother will not part with him, and since that, after a lady had nearly arranged with us to send a child, the mother would not part with him because she said he was too young, and he was between three and four years old. The other little boy I was speaking of is five years old, and the mother will not part with him now until he gets older.

3606. Do you think that there would be no general approval of the law being made compulsory in the case of blind children as it is in the case of sighted children?—No, I think not. I think there would be great difficulties in the way of getting them so young.

3607. Have you any views with regard to the industrial training of boys and girls after they have left school, after they are 12 or 14 years of age?—I have often thought that it a great pity that some employment for the blind cannot be introduced which is more lucrative. The handicrafts that they learn are so badly paid for. Knitting is very slow work, and it is impossible for a woman to support herself entirely by knitting stockings.

3608. You have never tried to teach them the use of the sewing machine?—No, I have heard or read of another institution where they tried sewing machines some years ago, but they found that they did not answer. I have never thought about trying it, and it seems to me that it would be dangerous for a blind person to work a sewing machine. It requires good sight to thread the needle: she cannot thread the needle by feeling; she would be obliged to have some one to thread it Then I should think there would be a danger of her running the needle into her finger if she were entirely blind.

3609. But if there was a machine which did away with the necessity of their threading the needle would they

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not be able to work it?—Yes; but then how would they get work? It is not likely that blind people would be employed in preference to sighted people. That is the great difficulty, to find some handicraft which the blind could learn and which would be lucrative, and which the sighted people would not be likely to supplant them in.

3610. Have any of your children ever got any appointments as tuners when they have grown up?—No, we have not been established long enough to send children out. We have only parted with two, and they went to other schools. The boy that I told you of went to Brighton after he left us, and he learns basket work, but his hands were not strong enough to work at it; consequently he does not do it; he still continues at chair-caning. We consider that chair-caning really pays better than anything that they could learn, if they could get plenty of it to do, and it requires very little capital to set them up in it.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 11th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
E. C. JOHNSON, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

JOHN ROBERT FASSETT BURNETT, Esq., examined.

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3611. (*Chairman.*) You are chairman of the London Society for Teaching the Blind to Read, at Upper Avenue Road, St. John's Wood?—Yes.

3612. How long have you been chairman of that institution?—I was elected chairman in my absence in the country in July or August last. I was away for some time, and I was only in town for a month, and then I was away at the Isle of Wight till Christmas, so that it is really only since Christmas that I know much about the practical working of the institution.

3613. What is the number of your committee?—There were 24 gentlemen elected upon it; several have resigned since, and there have been three or four elected. I think that at present the committee consists of about 18.

3614. What number of inmates have you in the institution?—At the present time there are about 25 males and 15 females, about 40 altogether, independently of the matron and servants and the schoolmaster.

3615. Do you simply teach them trades, or do you give them also a general education?—There is very little doing in the way of teaching trades now, only basket making and chair caning. Our pupils are taught generally in the schoolroom.

3616. What are the ages of your inmates?—They vary from eight up to 20, and over. Some of them are older than 20. Some of them have been brought up in the school, and are now acting as assistants in the school. The second master, for instance, was brought up there, and he is now acting as assistant schoolmaster.

3617. What staff have you?—In the first place there is the schoolmaster. He takes charge of the embossing part of the business.

3618. You say the schoolmaster takes charge of the embossing part of the business. What do you call the embossing part of the business?—The printing; it is only in Lucas's type. The school was originally established, I believe, for the purpose of teaching Lucas's system and embossing in Lucas's type, 48 years ago. We now teach Braille as well.

3619. Do you emboss the Braille?—We do not print it. All the embossing that is done in Braille is done by the pupils in writing from dictation as part of their lessons; we do not publish any books in that system

3620. Have you any limit of age at which you admit pupils?—The limits of age are 8 and 21; there is a difference of age between the males and the females of one or two years.

3621. What is the difference?—We receive males between the ages of 8 and 17, and girls between the ages of 8 and 21.

3622. Do you make any charge for boarding?—Yes, there are boarding pupils, free pupils, and day scholars.

3623. Will you state the charges that you make for the boarding pupils and the day scholars?—From 20*l.* to 25*l.* for boarders. With regard to day pupils, some come for general instruction, and some for particular classes only. One, for instance, recently came only to learn the Braille type.

3624. You said that you taught your pupils basket making and chair caning; do you teach them any other trades as well as give them a general education?—There are no other trades at the present time, except that the girls do a little knitting and netting and we have just started sash line making.

3625. Do you sell any work made in the institution?—Yes.

3626. Can you state what the amount of the sales has been in the past year?—I think there is not very much trade, there might be more if we had greater facilities for working. We have facilities to a certain extent in our workshops, but for mat making and weaving, and those kinds of trades, we require larger workshops.

3627. Do you mean you want larger premises?—We have plenty of room, but we are in a sort of transition state at present. There has been a negotiation going on the last three or four years with the vestry, who are anxious to bring a new road through there, and they have been wanting to take a portion of the ground, and give us some other ground in exchange, which in some respects would benefit the institution because we should get a rather larger plot of ground, and it would open the premises to two more roads, so that we should have a frontage three ways; but we cannot do anything in the way of preparing for a workshop or anything of that kind till that is settled. The plan for the new road has been altered four or five times, and it is only since the last snowstorm that a final plan has been prepared, showing the line they are proposing to take.

3628. What is your income—from endowments, first of all?—We have no endowment; our income is entirely from annual subscriptions and donations, and the proceeds of what money is invested.

3629. You have savings invested?—We have some savings invested which were augmented very considerably by the Gardner bequest.

3630. Will you state what the amount is?—It is about 14,000*l.* altogether, I believe.

3631. That is something in the nature of an endowment?—I do not call it an endowment, because it simply represents legacies left to the place, which we invest as far as we are able to do so, if not required for the general purposes of the institution. If the income from annual subscriptions, donations, and so forth, was not sufficient to meet the expenses, and a legacy came in of 500*l.*, and supposing 200*l.* was wanted for the expenses of the institution, the remaining 300*l.* would be invested. We could sell the whole of the money out to-morrow if we liked.

3632. Therefore you have funds available for the extension of the workshops and other buildings necessary for carrying on your work?—Yes.

3633. What are your subscriptions?—Our subscriptions have fallen off very much of late; for some years they averaged over 600*l.* a year; but they dropped from over 600*l.* in 1879 to 275*l.* in 1884. I have ascertained, however, from the secretary that in the last nine months up to the 31st of December we have received about 450*l.* of annual subscriptions, some portions of which, I have no doubt, are arrears.

3634. Do you attribute that to the fact that you had not done so much work in the years previous to last year; and also to the transition state to which you alluded?—I attribute it to the transition state entirely; because during that transition state there have been no elections; there have been no elections during the last two or three years.

3635. Your operations have been suspended, in fact?—Yes.

3636. You have no doubt that if your operations were extended you would be able to find funds from subscribers in addition to the income from the capitalized sum which you have mentioned?—I have no doubt of that, because in the subscriptions which we have received up to the 31st of December last there is upwards of 50*l.* from new subscribers; and in addition we have had 200*l.* in donations during the same period.

3637. Do you communicate with the other societies for the blind in London?—Yes, at times.

3638. Do you meet together from time to time to consider your course of action?—No.

3639. Do you think it desirable that there should be some common action on the part of the different societies connected with the blind in London?—I believe it would be desirable if common action could be taken with regard to a universal type for the blind. I think the societies work in different spheres. Some are able to do a large trade, and some are able to devote themselves more exclusively to education of one sort or another. I do not think any great benefit would result from common action in those directions.

3640. Do you think that voluntary efforts are quite equal to cope with the necessities of the blind, both in their education and in their industrial training?—I think so.

3641. After your pupils leave you, do you follow them in their career in the world afterwards?—I am not aware of what has been the plan as regards that. I believe that an arrangement has been made to do so, which will be eventually carried out; that is a matter that I was discussing the last time I met some of the committee.

3642. Do you know anything with regard to the subject of pensions to the blind; are you aware of the practical working of the pension system in London with regard to the blind?—I am aware that there are pensions for the blind, but I have had very little to do with the distribution of them.

3643. Have you had any experience in the industrial training of the blind at any other institution than that of St. John's Wood?—I have had considerable experience in the School for the Indigent Blind, and I know that a very great benefit is derived by a number of blind people from the work that they are now enabled to do from what they learned when they were in the school; in fact, many of them are able to materially assist in their maintenance, if not altogether to support themselves.

3644. Have you any shop, or do you propose to have any shop, in connexion with your institution?—There is no shop now, but if we are able to carry out our views with regard to the workshops, no doubt we shall have a shop at the corner where two roads meet, at the other end of the premises which we shall acquire if the exchange is made.

3645. Do you think that there ought to be any difficulty in disposing of the work of the blind if proper arrangements were made and if the thing were conducted on proper commercial principles?—No.

3646. We have been told that there is a difficulty in disposing of the work of the blind?—I do not think there is any difficulty in disposing of the work of the blind if it is properly executed, which can only be done if the work is properly supervised; if the workers are left to themselves they will probably make very badly shaped baskets, and there is a difficulty in disposing of them.

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3647. You think that the blind ought to have proper supervision in all cases?—For trade purposes, certainly.

3648. Do you think that the blind work better working under sighted supervision than if they are left to themselves to work on their own account?—Certainly; in fact, there are some descriptions of work that the blind do, and do satisfactorily, which they cannot do without sighted supervision.

3649. Some of the institutions employ a considerable number of journeymen; have you any journeymen?—That is one of the points about which we are very anxious at the present moment. It came to my knowledge in the last week or so that in our immediate neighbourhood, Portland Town and so forth, there are something like 80 blind people, whom it would be a very great benefit to employ, if we could find a workshop for them to come to; it was only at the last meeting of our committee, on Monday, that we made arrangements for ascertaining exactly the number of such people, through the clergymen and district visitors, and we hope very shortly to be put in possession of more information with regard to those people.

3650. We understand from the evidence which we have received, that one great difficulty in dealing with the blind after they have left the different institutions is to find constant work for them, and you propose to make arrangements with the view of meeting that difficulty. You propose to employ journeymen in a workshop, and to provide means for the sale of their work?—We propose to do so.

3651. Have you any suggestions to make to the Commission with regard to the education or industrial training of the blind beyond what you have already stated?—Only this, that I think if there was one universal type for the blind it would be very much better than having several, as there are now. I think that the Roman type is certainly one of the things that the blind ought to know; the Braille I believe to be the easiest and quickest mode of communication for the blind *inter se;* but there is this disadvantage in it, that when the blind write in Braille to a sighted person, the sighted person requires a key. I have a friend in Belgium who, when he writes to my daughter, is obliged to send a key with his letter, whereas, if he wrote in the Roman type, she would be able to read it, or if she wrote to him he would be able to read it, and his children would be able to read all her letters to him. It is like a boy having to turn Greek into Latin, and having to find every word in the dictionary.

3652. Do you think that there would be any advantage in having one type for printed matter and another for written matter, say, the Roman type for printed matter, which might be used for communication with the seeing, and the written type Braille, for communication among the blind themselves?—Yes, I think decidedly the Roman type and the Braille are the only two types that would be of very great advantage to the blind; and certainly in England. I believe Braille is more universal on the continent.

3653. Do you know anything of Moon's type?—I only know it as being used to a certain extent in our schools.

3654. Do you teach it?—We have some of the books, some of the pupils know it, but it is not taught in the school.

3655. Do you consider it inferior to the other types?—I think Moon is better than Lucas's because it is the one that approximates nearest to the Roman type, and anyone who knew Moon's would very soon learn the Roman or vice versâ.

3656. Have many of those now in your institution been born blind, or have they become blind in later years?—I should say about three in ten have been born blind.

3657. (*Sir Henry Selwin Ibbetson.*) I understand you to say that at present the only industrial training that the inmates of your institution get is a certain amount of chair caning and basket making?—And the girls get sash line making and knitting and netting.

3658. The sash line making has only just started?—It has only just started; it was started at my suggestion since my return from the Isle of Wight at Christmas.

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3659. You attach importance to the blind being taught a trade early?—I do not think they should begin too early.

3660. At what age would you begin their industrial training?—It would depend on what the trade was; some trades they should begin to learn earlier than others. I do not think they ought to begin to learn basket making before 13 or 14.

3661. You do not think an earlier tuition in industrial work enables them to acquire more rapidly a full knowledge of their trade than if they begin later?—From my experience with regard to basket making, I think that a boy who begins to learn at 14 will be a better basket maker at 18 than he would at 20 if he began at 12. If he begins too young he has not the power in his hands to bend the twigs or shape the basket in a proper form, and if a boy breaks the twigs instead of bending them properly, and gets the basket into an improper form, he never gets into the way of making a basket properly.

3662. Therefore you think he should begin to learn such work at about 14?—Boys vary so very much that it is impossible to fix the age. There are some at 12 who are really more children than others at 9 or 10, both in stature and intellect.

3663. From what you have said as to your intentions, I suppose you attach considerable importance to combining industrial training with general education in any institution?—Yes, certainly.

3664. And you would propose to increase the usefulness of the institution by not only keeping a record of those who have gone through the institution, but affording them facilities in the way of workshops to continue profitable labour after they have left you?—Our object is to establish workshops in which blind people of good character, who have learned any trade, such as mat making, basket making, weaving, or any other trade, may come and work for journeyman's wages.

3665. Do you or do you not think that it would be an advantage if the societies generally who have the benefit of the blind at heart were to unite together not only for supplying material at cost price to these workshops, but for finding a market for the work done. Supposing there was some combined working between the different institutions, you would probably be able by that combination to get a greater sale for your goods than you can working separately?—I do not think there would be any material benefit derived from that. I think it would probably tend to concentrate workshops too much, and the various institutions would do better in their own localities. If they got a sufficient sale it would be of no use to have a huge workshop to bring the workpeople from any distance to, they must live in the neighbourhood of the workshop; they are not like sighted people, they want guides to take them to and from their work.

3666. My question was whether you did not think that a central depôt for the sale of work made by the blind would be a benefit?—I do not think that a central depôt would.

3667. You think that the advantage would be greater in having shops in the different localities?—Yes.

3668. Attached to each institution?—Yes. If you had a large central depôt for the work of the blind you would have nothing but wholesale trade to look to, whereas if you have a number of small depôts in various localities you get a great deal of retail trade in the neighbourhood.

3669. Do you think that the sale of the work of the blind is a paying trade unless you combine other articles with the work that the blind do, that is to say, would a retail shop merely for the sale of articles made at any particular institution by the blind be a paying concern?—I think it would, but I think you must also supply other articles if required. A person sends an order for various articles made by the blind, mats, brooms, brushes, and those things; and also an order for a cinder sifter, for instance, which is an article that the blind do not make, and he is annoyed if he does not get it from the same place. You are obliged to be able to supply such things; you are not obliged to keep a stock of them, you can always procure them and send them with the other things.

3670. You would not limit your shop to the sale of articles made by the blind?—No.

3671. With regard to the pension question, are any of your people that you keep an eye upon after they have left you in receipt of pensions?—I only know one of our people who has a pension.

3672. Do you know of any cases in which an individual enjoys more than one pension?—I believe there are some.

3673. Do you think it would be an advantage if some regular system was established by which endowments for the purpose of providing pensions to the blind were distributed more satisfactorily than they appear to be at present?—No, I do not think it would.

3674. You do not see any necessity for a reform in the present system of distribution of pensions, under which one man gets far more in the way of pensions than he ought to get, and therefore many others are excluded?—No, because the pensions are not of such a character as to necessitate it; they are very small; they are not like large pensions; probably if a man has two pensions he does not get much more than 10*l.* in the whole

3675. We heard of one man getting about 50*l.* in pensions from different trusts or institutions?—I should think that that was a most exceptional case, but I should think that the managers of an institution, if they had reason to think that a man had more than one pension, would communicate with each other as a matter of course.

3676. That implies that there should be a system of correspondence, at all events, between the different pension societies?—It would be an advantage to some of the pension societies if they required information to communicate with the others. I do not think it should be compulsory.

3677. You do not think that it is a disadvantage for a man to have more than one pension?—It depends upon the amount of the pension.

3678. (*Admiral Sir E. Sotheby.*) You said that you had 40 inmates altogether?—Yes.

3679. You said that your staff consists of a schoolmaster, an assistant-schoolmaster, and a schoolmistress. Are they all sighted people?—The assistant-schoolmaster is blind; he was brought up in the school as a boy, and has been retained as an assistant.

3680. You make baskets?—Yes.

3681. Who teaches your pupils to make baskets?—There is a basket maker.

3682. Sighted or blind?—Sighted.

3683. Have you any other instructors to teach trades besides the basket maker?—He teaches cane work also.

3684. Do you know where he was brought up?—No, he was engaged by the late committee; he has been there about seven years.

3685. You say that you have got about 14,000*l.* in legacies. Is your house freehold property?—It is on a 99 years lease, of which I think something like 60 years is unexpired.

3686. Have you ever calculated what the value of that property is now, supposing you wanted to get rid of it?—I have not.

3687. What should you say it would be?—If this new road comes it will cut through a portion of the ground; and the other ground that we should have would be on a 99 years lease.

3688. Do you pay so much a year ground rent?—We paid the ground rent for a certain time, and that was bought up, so that now we have a freehold for 60 years.

3689. Have you calculated what is the value of that freehold?—I have not gone into that; it has been calculated, I understand, by the surveyor.

3690. It is a very valuable piece of ground?—It is a very valuable piece of ground; I believe that the value of the ground was calculated to be about 8,000*l.* or 9,000*l.* merely as building ground, without any buildings upon it at all, but that was some little time ago.

3691. How much do you pay the man who teaches basket making?—He has 50*l.* a year.

3692. Is he a very competent teacher?—That I will not undertake to say; if we got a larger extension of our trade we should probably change him.

3693. How are the pupils selected?—The paying pupils are taken on the nomination of a subscriber, and the free pupils are taken by election.

3694. How many are rejected at elections in proportion to those who are taken?—I cannot say; there has been no election for the last two or three years; there will be one in April next.

3695. You say you would have no difficulty in disposing of your goods if you had a good shop. What experience have you had in selling things made by the blind?—I have been for 25 years connected with St. George's. I know we do a considerable trade there.

3696. Do you think that you would have the same success as they apparently have had at St. George's?—I see no reason why we should not; it is an increasing neighbourhood. There has been an immense number of houses built there in the last four or five years. I do not see why we should not have as good a trade as they have at St. George's.

3697. Have you any shops in your neighbourhood which sell the same articles that you produce?—Very few, I think.

3698. Is there any disadvantage in blind people living away from the place where they work?—The only disadvantage is that if they are in a very populous neighbourhood they require assistance in getting across the streets.

3699. Does not their living some distance away from their work ensure them exercise?—Yes.

3700. (*Dr. Armitage.*) Can you tell us why you recommended the introduction of sash-line making?—It was considered to be a good employment for the girls. I had seen it worked very beneficially at St. George's, and I thought that it would be a very good thing to introduce in our school.

3701. Is that for the benefit of the school, or for the benefit of the pupils after they leave the school?—Both.

3702. You think that it benefits the school?—Yes, if there is a sale for it, certainly. We only began it since Christmas.

3703. Have you any experience of sash-line making as an employment for the blind?—I have this experience, that we make a very large quantity of it, and have a very good sale for it at St. George's.

3704. Do you know of any case of a blind girl who, after leaving St. George's school, has got her living by sash-line making?—I cannot say that I do.

3705. Do you not think it advisable to teach such trades at your school as the blind can work at when they leave, so as to earn their living?—Certainly, there is no reason why they should not make sash-lines after they leave.

3706. But you say you do not know of any girl who makes a living by sash-line making after leaving the school?—No.

3707. Do you think that it is an occupation which is likely to be useful to blind persons?—It may or it may not be. Of course it requires two to work at it.

3708. You say that a certain number of your pupils are introduced by election. Can you tell us about the proportion of those at present at the school who have been elected?—About half that are here now have been elected.

3709. Is that election for the whole period of their residence in the school?—They are elected in the first instance for three years; then they have to come for election again, which I think is a very bad arrangement. They have to be elected again after three years.

3710. Do I rightly understand that if they do not succeed in being elected at the end of three years, they have to leave the school?—They have to leave the school.

3711. You think that that is a bad plan?—I think it is a bad plan, certainly, because I do not think children ought to begin industrial work too early; and if they are elected for three years, and they do not succeed in being re-elected, they may have to leave before there is any possibility of teaching them anything by which they can benefit themselves afterwards.

3712. You were speaking of the different systems of reading and writing; have you any personal knowledge of them?—No.

3713. You merely speak by hearsay?—I speak from my observation for some years in visiting schools. I understood you to ask me whether I was able to read and write the different systems.

3714. What I intended to ask you was whether you had any personal experience of those systems?—Yes, certainly.

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3715. Do you think that in selecting a system that system should be selected which is the best for the blind, or that which is the easiest for the seeing?—I think that a system which would enable the blind to communicate with one another and also with the seeing public would be the best.

3716. I am not speaking of letter writing, but of school education, that is to say, the education of a child in a school; do you think that that system ought to be selected which is the most useful for the blind, or that which is the most easy for the seeing teacher?—I think the one that is most useful for the blind, the one which would be the most easy for the blind to communicate between one another by, is the Braille system, and at the same time they should be educated in the other system, which enables them to communicate with seeing people.

3717. My question was simply with regard to education in school?—For education in school Braille's is of course the easiest.

3718. Do you think Braille's is the best for use in the school education of the blind?—I think it is; it is very quickly learnt, it takes up much less room, and perhaps it is the easiest system by which the blind can communicate *inter se*.

3719. Do you think it is important in school education for the blind to have the means of readily writing out exercises and doing their work as seeing children do at ordinary schools?—Certainly; a system that will give them the greatest facility in doing sums, writing from dictation, and so on I should consider the best.

3720. Do you know of any system that fulfils these conditions except the Braille?—Certainly, but not so easily; the children can do the same, as far as writing from dictation goes, by the other system, but not so easily.

3721. Now, as to correspondence; have you any experience of how long it takes an ordinary intelligent seeing person to learn the Braille system?—I should think not very long.

3722. Have you any experience of how long it would take?—No.

3723. If children write home to their parents or friends do not you think the parents or friends would willingly spend half an hour or an hour in learning a system in order to communicate with their children, supposing that system to be the best for them?—A parent might no doubt take a little trouble to learn a system in order to be able to communicate with his child; it would not take him very long to learn, and no doubt he would do it.

3724. (*Dr. Tindal Robertson.*) Have you any market outside your own institution for the Lucas books?—We have sent some to Australia and some to Plymouth, but the demand is certainly decreasing for them.

3725. Is there any great demand for them?—No, the demand has decreased very much; some years ago the average sale of books was 75*l.*, but it has dropped down to about 40*l.* a year.

3726. With regard to the average time which it would take a person to write by the Roman system and by the Braille system, have you any idea what the difference would be?—No.

3727. Can you form an approximate idea of what the difference would be?—I look upon the Roman system and the Braille system as being almost the same as writing and shorthand writing.

3728. Can you tell us what system of teaching music is adopted in your institution?—I cannot say anything about the system that is adopted; the matron was schoolmistress for some years before she became matron, and she will know more about those matters than I do.

3729. What means are taken to promote the healthy exercise of the inmates of your institution?—They go out walking when the weather permits; the boys go out in charge of the master; they have a drill sergeant every week, and we are just now about putting up a gymnasium; they have had poles and various things, but the place has been in abeyance, and they have been all let go to rack and ruin the last few years.

3730. I suppose there is a playground?—Yes.

3731. Is it the intention of the committee to provide different kinds of games for the children in future?—Yes.

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3732. Is it the idea of the committee that that kind of thing would be most important for blind children, that is to say, the promotion of their physical health by means of outdoor games and exercises?—Undoubtedly; at present indoors the schoolmistress exercises them a good deal, she makes them march to music, and she makes them dance and all sorts of things to exercise them.

3733. Do you think the putting of blind children with sighted children for educational purposes is of advantage to the blind children, or that it would be better to aggregate blind children together in one place and teach them separately?—For educational purposes I think there would be an advantage in mixing them together; but I doubt very much whether they would get on so well together in learning trades, because sighted children would naturally very soon surpass the others, and discourage them very much if they found they were not doing so well as they might.

3734. I was not speaking of learning trades; I was simply speaking of general education?—In general education it might be of advantage to them, because they might get considerable assistance from the sighted children.

3735. Do you think that the blind children would suffer from this disadvantage, that they would be teased by their sighted friends?—No doubt they would; in any ordinary school, if any boy comes in who has any peculiarity about him he gets pretty well teased at first.

3736. Do you think the fact of a child being blind would not evoke the pity and sympathy of the other children?—Yes, I think it would with the majority; but at the same time he would be likely to be exposed to a great deal of taunt and disagreeableness in the first instance; probably it would be got over in time.

3737. As to the central depôt which has been spoken of, we know that there are many districts in London and in the provinces where there are no such institutions as your own and the St. George's School. Do not you think that a central depôt which would provide articles at cost price to blind people who might work at home, which would also give them the opportunity of selling their work, and which at the same time would enable a record to be kept of them, so that they might send their names to this central depôt, and have their work exposed there for sale, would be of advantage?—I should doubt it very much.

3738. For what reason?—I think that each school would do better in looking after its own people.

3739. I am speaking of places where there are no institutions for the blind such as you represent?—I have not given that matter much thought, but I should very much doubt the advantage of it.

3740. You have no special reason that you can give why you think such a central depôt would not be advantageous?—I hardly gather whether you mean that the central depôt should be a place to which work should be sent for sale.

3741. There may be districts where such schools as your own are not known in large provincial towns or small provincial towns where those institutions do not exist. Do you, or do you not, think it would be an advantage that there should be a kind of a depôt established where materials could be bought at cost price by the blind who chose to go there, and where the goods when they were made might be exposed for sale; and where, also, a record of the blind people might be kept, so that they could be followed up and looked after?—It might be advantageous in some districts, but it would be only in places where there was a considerable neighbourhood, and where there was a likelihood of getting a sale for the goods.

3742. (*Mr. Johnson.*) You say there are 18 members of the committee of your school?—I think that is about the number.

3743. Are those 18 entirely new members, or do they consist partly of members of the old out-going committee and partly of new ones?—Twenty-four members were elected in July or August last, 12 of whom were selected from the old committee, and 12 were new members; seven of the old committee have resigned.

3744. The new members of the committee start entirely upon new lines?—Entirely.

3745. That is to say, some persons connected with the institution thought that the school had not been managed as efficiently as it might have been?—Yes.

3746. Therefore a new committee was appointed?—I believe that to be the case.

3747. And this new committee are bent upon reforms, I suppose, according to the present advanced notions with regard to the education of the blind?—Yes.

3748. I understand that your school was established in the first place for printing Lucas books?—Yes.

3749. And the late committee, before your time, had for the last two years printed those books?—Yes.

3750. Could you tell me whether there was any sale for those books?—There was a sale for them some years ago; the sale some years ago averaged 75*l.* a year, and some years it averaged 50*l.* a year; lately the sale has fallen off very much indeed.

3751. Is it the case that the present committee do not intend to continue the printing of those book?—They only intend to continue it so far as there is any demand for the books.

3752. I understand the present committee would be willing to make use of all the other modes of embossing and printing which are now in vogue for the blind?—Yes; it is only want of type which prevents their doing it.

3753. Do you teach music at the school?—Yes.

3754. Do you teach it to any extent?—Yes.

3755. How many pupils have you under musical instruction?—12 or 14.

3756. Can you tell the Commission why there has been no election into the school for the last two years?—I believe the old committee did not think it desirable to have any election, because the school was in a state of transition, and it was very uncertain whether it would remain in that neighbourhood or not, and whether it would not be amalgamated with the school at Norwood.

3757. Is it the intention of the committee to introduce drill?—We have drill; last night I spent an hour in the room while the man was drilling them; and we are about to erect a gymnasium.

3758. In the manufacture of sash line it takes two people to do the work, and therefore it is not a description of work that a blind woman could carry on at her own home, but if you had an out working department or workshop connected with your institution, former pupils who had been taught sash line making might come into that out working department and carry on the work?—Yes, the same as basket making or anything else.

3759. You had not much experience of this school till within the last six months?—Not till within the last three months.

3760. And you were elected as the chairman of the reformers, I may say?—Yes.

3761. One question with regard to a depôt. Do not you think that it would be a desirable thing in London to have central depôts where blind workmen who had been instructed in institutions could apply to procure materials at cost price, so that they could take them to their own homes and produce work and take it back to the depôt for sale?—In my opinion it would be very much better that they should work in a workshop.,

3762. You think that if they did work in a workshop the workshop would have a sufficient market to get rid of their work?—I think it would, because the work would be done under supervision and the people who were not able to do satisfactory work would not be retained. If blind people do their work at home they do it without supervision, and a great deal of the work done in that way is unfit to be taken into the sale shop.

3763. Would not a wholesale shop or depôt, whilst not interfering with the retail shops in each district, be of advantage by affording a means of disposing of articles made by the blind?—I do not see how a large depôt in any neighbourhood could exist without interfering with the retail trade.

3764. Do you think that it would be possible for the Government to aid the different workshops for the blind by purchasing work for them at contract prices?—If the Government would give the contracts; but there is this difficulty with regard to contracts of that kind: there is an immense amount of material used in making the articles and the Government officials at the wharves or docks are very arbitrary in rejecting them, and very frequently a very considerable loss is entailed by their doing so.

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3765. You have had some little experience with regard to that?—Yes, I have.

3766. (*Chairman.*) Do you think that some of the money which is now spent in pensions might be advantageously spent in providing some central place where blind workpeople could sell their goods?—I think it would be a very great injustice to the blind to deprive them of pensions, because there are many blind people who are enjoying pensions who are utterly unable to do any kind of work.

3767. My question applied more particularly to those who can work and will not work?—That is a matter which must rest in the discretion of the people who dispense the pensions; they ought to make inquiries as to whether those to whom they grant pensions are proper subjects for such pensions.

3768. Do they make the necessary inquiries?—I cannot say; I have nothing to do with the distribution of pensions.

3769. Do not you think that it would be an advantage that pensions should be used to supplement the earnings of the blind rather than that they should be given to blind people who will not work though quite capable of working?—I do not think you can lay down any hard and fast rule as to the distribution of pensions. I think every case ought to be judged on its own merits.

3770. Do you turn blind persons out of your institution if they fail to do their work, or if they misconduct themselves?—We turn them out if they misconduct themselves, certainly.

3771. Do you turn them out if they fail to do their work?—If we turn them out on that ground, it would only be after a very considerable trial; they must show perfect incapacity or disinclination to learn.

3772. Supposing they are idle or hopelessly stupid, do you turn them out?—We do not turn them out for idleness, certainly, but for incapacity we do; that is to say, if they are perfectly stupid or approaching imbecility. If they are perfectly incapable of learning what is taught in the institution, then, of course, they would be sent away.

3773. You said that at the end of three years they have to be re-elected; do you know whether any have been dismissed at the end of three years for those causes?—I think they have generally been re-elected.

3774. Have you any personal knowledge of the institutions on the Continent?—I have seen the institution at Bruges; but most of the institutions I have seen on the Continent were deaf and dumb institutions, and not blind institutions.

The witness withdrew.

Miss PHŒBE HAMILTON examined.

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3775. (*Chairman.*) How many years have you been matron of the institution in St. John's Wood?—I have been matron only four months.

3776. Your experience in connexion with the institution has been principally as schoolmistress?—Yes.

3777. Has your teaching been entirely confined to the girls, or do you take the younger boys?—I only teach the girls.

3778. Will you tell us something about your system of teaching blind girls?—There has been a rather arbitrary rule that they should learn only reading until they have really conquered the Lucas system; that is a rule which we want done away with.

3779. Do you mean that you keep them doing nothing else but reading the Lucas system until they have mastered it?—Yes, and knitting.

3780. At what age do you begin to teach them?—Eight.

3781. Do you think they ought to begin learning something before that time?—Yes, I think so.

3782. Do not you think they ought to begin at the same time as sighted children?—Yes, we do not admit them until they are eight years of age, because we require that they should be able to wash and dress themselves before they come in; we have not enough sighted help to enable us to wash and dress young children; that, I think, has been the only reason why they have not been admitted until they are eight years old.

3783. Do you think there is a want of some institution which would deal with the children of the indigent blind in their early years before they enter other institutions?—I think so. I think the sooner they can be dealt with the better.

3784. You could teach them to read and to write like other children?—Yes; but I think the great requirement in the case of young blind children is that bad physical habits should be corrected.

3785. Do you think it is advantageous that they should mix as far as possible with the sighted?—That is a matter in which I have really not had experience; I mean in regard to education.

3786. With regard to the correction of bad habits, do you mean that they ought to be under the constant supervision of the sighted?—Yes, I think so.

3787. And in an institution like yours you could not give that constant supervision at an early age?—Not at an early age without more assistance.

3788. When do you begin teaching them sewing?—I have really not done anything in the way of teaching sewing with a needle. I was the only seeing one in the schoolroom with 28 girls, and sewing requires rather individual attention.

3789. What blind assistance have you?—There are two monitors.

3790. Do you think for teaching that number of children you ought to have some sighted assistance?—Yes, to teach them efficiently.

3791. Have you had any experience of teaching the blind to work a sewing machine?—No.

3792. Have you seen any machines which you think could be worked by the blind?—That is a matter I have had no experience of.

3793. If there was a sewing machine the needle of which the blind could thread without sighted assistance, do you think it would be possible to teach them that?—I do not know; I am rather doubtful upon that point.

3794. Are you conversant yourself with the sewing machine?—No.

3795. How long do you find it take you to teach the girls to read in the system you teach them?—We teach Lucas and Braille; a girl of average capacity would learn to read fairly well in three months.

3796. Is that in either system?—Yes.

3797. Do any of those who have remained in your institution up to 21 years of age earn their own livelihood at all by any trade?—No, the girls have not been taught trades; that is one great difficulty with girls' education, to get hold of something that they can earn their livelihood by.

3798. Is there anything which they can be taught by which they can earn their own livelihood?—I do not know of anything; they can just earn a little, but not much more than mere pocket money, by knitting.

3799. Have you refused any applications for entrances into your institution during the last few years?—I cannot remember that we have, but that is a matter that would not come under my notice. I was in the schoolroom.

3800. Before the institution was reconstituted had it fallen into a state of inefficiency?—I think there was a great deal that wanted reorganization and re-modelling, and then the question of amalgamation was started, and after that things became very lax.

3801. From want of supervision?—Yes, and of course, though evils existed which wanted removing, it was not worth one's while to agitate about it.

3802. You think that the evils are now removed, and the institution has begun a course of usefulness?—Yes, I think they are being removed, but the new committee have been learning within the last three months what the old management has been, before they could strike out new lines for themselves.

3803. Under what supervision are the boys when they first come in?—The little boys are under the care of the wardrobe keeper out of school; they are, of course, under the supervision of the schoolmaster during school hours.

3804. You have no mixed classes of boys and girls?—No, they are kept quite apart.

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3805. Do you think that advantageous with regard to little boys under 10 years of age?—No, I do not myself, I think they might be worked together very satisfactorily; in fact I think it would be to the advantage of the boys.

3806. Do you think a lady very often has more influence over boys under 10 years of age than a man?—I think so; I think it is a matter that could be worked for the boys very satisfactorily.

3807. Have you paid any attention to the general teaching of the blind when they are young in connexion with the board schools?—I cannot say that I have; I have had no opportunity of getting any experience of the system of teaching blind children in board schools.

3808. Has your institution ever been visited by board school inspectors?—Yes, one board school inspector came; I only know of one instance.

3809. Can you tell us in what year that was?—I think it must have been 1876 or 1877.

3810. Do you think it desirable that all institutions for teaching children should be under Government inspection?—Yes, I think so.

3811. You are conversant with what is done in the national schools in that respect?—Yes, fairly well. I know they are inspected.

3812. Do you think it would be desirable that a similar inspection should take place of institutions where children are taught?—I think so decidedly, especially with charitable institutions, because it is so often the case that a schoolmaster or schoolmistress is appointed simply because the committee know someone for whom they want to make a niche; efficiency I do not think comes into the question often. I do not see anything but Government inspection that would remedy that.

3813. When you were appointed, were you appointed by advertisement or by the selection of a friend?—I suppose by the selection of one of the committee.

3814. When you were appointed as schoolmistress, was any question asked you as to your having received a certificate?—Yes, I was asked that question.

3815. Had you received a certificate?—No.

3816. You satisfied the committee that you had been brought up as a teacher, I suppose?—Yes. I had been brought up as a teacher, though I had not had the means of getting a certificate. At the same time I am strongly in favour of having certificated teachers both for boys and girls.

3817. Do you find the children generally easy to manage?—Yes, I have found them generally easy to manage, I think. The easiness or difficulty of managing them depends a great deal upon the internal rules of the institution.

3818. Do you think that blind children could be dealt with in the national schools if the masters were taught in what way to instruct them?—I have had no experience to enable me to answer that question, but I myself rather doubt it. I fancy the slow and the weak always go to the wall where there is a large number dealt with; the blind are slower than the sighted in many things; in everything mechanical they are slower, and I am therefore afraid that where there is a large number dealt with the weak will go to the wall.

3819. Have you observed any weakness of intellect among the blind as compared with the seeing?—No, I do not think so. The difficulty the blind would have in oral teaching or class work would be that they have so few books for preparation; and whereas the sighted children have the means of preparing their lessons beforehand the blind have not those means.

3820. Do you think it would be desirable that books for the use of blind children in national schools should be printed in one of the types used for the blind?—Yes, I think the sighted and the blind ought to be on an equality in that respect.

3821. Have you any preference for any type?—Yes, my own feeling is towards the Braille system.

3822. You think that the Braille system is the best for the blind?—I think the Braille system the best decidedly as a means of education and for the educated blind; in fact, I do not know what they would do without it; it is their right hand, you may say.

3823. (*Mr. Johnson.*) Do you think that Braille would be a sufficiently good type for the blind to the exclusion of all others?—I think I would reserve one of the others for the aged blind, for those who lose their sight late in life.

3824. Which type would you recommend for that?—I should lean towards Moon's for that.

3825. You would recommend Moon's for the aged and Braille's for the young?—Yes, I would recommend Braille's as a means of education of the young.

3826. Have you had any experience of any of the other systems?—I have had experience of the Lucas's.

3827. Have you had any experience of the ordinary Roman type?—Not as a reading system.

3828. Have you had any experience of it as a writing system?—No, I have just corresponded in it a little sometimes.

3829. You think the advantage in corresponding in the Roman type is that the sighted friends of the blind writers can read it?—That is the only advantage, as far as I can see.

3830. Have you found any disadvantage in corresponding in the Braille system on account of the friends of the writer not being able to read it?—I think that many will not take the trouble to acquire a knowledge of it, but I think the sighted ought to take the trouble for the sake of the blind. I do not think the blind ought to be sacrified to the sighted.

3831. Braille's is, in fact, an alphabet among the blind more especially?—Yes.

3832. But not as between the blind and the seeing?—No.

3833. If all the world were blind, the Braille would be the finest type for all, but do you think it a desirable thing that you should teach two systems, a system by which the blind should communicate between themselves, and another system by which the sighted should be able to read what the blind write?—It is an advantage to be able to communicate with the blind by some easy system; at the same time a knowledge of the more difficult system could be acquired in a week by any one who wished to acquire it.

3834. Do you teach both?—The girls have picked up the Roman type for themselves without any teaching.

3835. Then the Roman type is very easily learnt?—Yes, it is very easily learnt for writing, but not for reading. They do not attempt reading by it.

3836. Your institution was established originally for the purpose of printing and distributing books in the Lucas type?—For printing books in the Lucas type.*

3837. I believe a very large literature has been printed in the Lucas type?—Fairly large, not much outside the Bible.

3838. The whole of the Bible?—The whole of the Bible, and some few other books.

3839. Has the sale of those books increased or decreased within the last few years?—Decreased.

3840. Have you a large stock of those books on hand?—I believe there is a fairly good stock.

3841. Have you any means of knowing whether the demand for those books has gradually decreased throughout the country?—I believe it has.

3842. But the old committee, up to six months ago, still continued to print those books?—Yes, and the present committee continue to print them?—Yes.

3843. I suppose that is merely to finish the books they have begun?—Exactly.

3844. I understand that the present committee authorise you to teach the children both Braille and Lucas?—Yes.

3845. Have you any idea what the cost per head of the pupils is altogether, including board and education?—I think it is between 35*l.* and 40*l.*

3846. Of that 35*l.* or 40*l.* how much is contributed by the paying pupils?—Our scale of charges varies; if they can pay 20*l.* they do; they pay 25*l.* if they are a little better off; and those who wish to pay the full charge of 35*l.* do so.

3847. They are not regarded as charity cases?—No.

3848. Is there any extra charge for teaching music?—Yes, to those who learn music.

* In this answer I find that I confused the two terms "printing" and "teaching"; our rules require that we should *teach* Lucas's system, the printing followed as a matter of necessity.

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3849. How many learn music?—At present, roughly speaking, there are between 12 and 14 learning the pianoforte.

3850. Do they learn pianoforte tuning as well?—The boys do.

3851. Have they a professor to teach them music?—Yes, Mr. Barnes.

3852. Has he any sighted or blind assistants?—Yes, he has two blind assistants, one master for the boys and one monitor for the girls.

3853. Have you any experience of the success of blind musical pupils who have been taught in your institution?—I do not think I have; in some few cases they are doing well.

3854. Do you know how many?—Our great drawback is that we lose sight of our old pupils unless we look after them as a personal thing.

3855. You keep no record of them?—No.

3856. It is proposed to keep a record of them, is it not?—I believe so.

3857. In your opinion it is desirable to keep a record of them?—I think it is very desirable.

3858. Can you tell us anything more with regard to any former pupils who were taught music while they were in the institution?—From my own recollection, roughly speaking, I know about eight or nine who are doing fairly well at music, as organists and teachers.

3859. What do you suppose are the average earnings of a blind organist or teacher who has been tolerably well instructed in music at the institution?—Organists' appointments, as a rule, average between 50*l.* and 100*l.*

3860. Are there many who have become organists after leaving your institution?—I only know of five.

3861. Are you of opinion, judging by the performances at the concerts given at St. John's Wood, that music is very thoroughly taught there?—That I think is so much a matter of opinion; if you ask my own opinion I do not myself think that it is taught so well as it might be taught.

3862. But at all events it is sufficiently well taught to enable the institution to turn out pupils who afterwards get their 50*l.* or 100*l.* a year?—Yes; in most of those cases I think they had outside lessons.

3863. I suppose they gained the appointments from the fact of their being recommended by the committee of the school at that time?—Yes, exactly.

3864. At present you only teach girls knitting, and you are going to teach them sash-line making?—Yes; they have begun to learn sash-line making only within a fortnight.

3865. You are aware that sash-line making requires two people to work at it?—Yes.

3866. Therefore, I suppose, in your opinion, it would be better to let girls who wish to take to sash-line making work in a workshop rather than work at home?—Yes; I do not see how they could work at home.

3867. Does your committee propose to extend the workshop department?—Yes, I know they have that idea; that is one of the first things they wish to do.

3868. They also propose to build a gymnasium?—Yes.

3869. And you have already drill?—We have had drill for some few years now.

3870. (*Dr. Tindal Robertson.*) When the education of a pupil first commences, is it carried on in Lucas's system or in Braille's system?—Up to within the last six months it has been in Lucas's system, but on the girls' side matters were so unsatisfactory that I made an alteration and had them taught Braille's system first. I think it is so much better that they should be taught in that system first.

3871. Can you tell me the reasons which actuate the committee in still continuing the system of teaching by Lucas when it is generally acknowledged that it is not so good a system as the other?—I believe they would have to get an Act of Parliament before they gave up the printing of Lucas's, because the institution was founded for the purpose of printing Lucas's.

3872. Is it compulsory that the teaching as well as the printing should be by Lucas's system?—That I do not know.

3873. We have had it from the chairman that there is no endowment?—No.

3874. Then the rules may be made by the committee themselves?—I do not know how that is.

3875. With regard to learning writing by the Roman system and the Braille system, can you give us any idea of the comparative time that it would take in the first place to learn the two, and in the second place to write them?—In the first place the Roman system would be learned in one-third the time, and in the second place I think after once the Roman system is mastered it is a very slow process.

3876. Can you give me an idea of the comparative time it would take to write half a dozen lines on the two different types?—One is quite as quick again as the other; the Braille system is as quick again as the Roman system; at the very least, as quick again.

3877. Suppose you had to exclude all types but one, you said that you would take the Braille system?—Yes.

3878. In preference to any other?—Yes.

3879. Is your reason for preferring the Roman type as another system, that it enables the blind to communicate with sighted friends?—Yes.

3880. Have you any other reason than that for preferring that system?—No.

3881. Have you any experience of persons who have become blind late in life, and who are unable to learn the Braille system at all?—I only know of one instance, and I think there it was owing to a sort of sluggishness on the part of the blind person.

3882. You can imagine the case, persons who are old, who from want of touch and from having their fingers hard may be unable to learn the Braille system?—Yes.

3883. Do not you think that Moon's system, being the simplest next to Braille's, is much preferable for such persons as those?—Yes, I think so.

3884. Better than the Lucas system, and better than the Roman system?—Better than both.

3885. And better than any other system that you know of?—I think so. I would reserve Moon's for the aged blind and those whose hands have become hardened by labour, and Braille for the young and those whose touch is delicate.

3886. And who require it for educational purposes?—Yes.

3887. Can you give us any idea of the system on which music is taught; is it taught by the Braille system?—Yes; the pupils read from their embossed copies, and learn a piece of music just as sighted children do, and occasionally they have a piece read to them by a sighted teacher.

3888. Is the gentleman who teaches music acquainted with the Braille system?—I do not think thoroughly.

3889. Have you any musical knowledge yourself?—No.

3890. As to the question of health, do you think that the health of the children who have been under your care since you have been connected with the institution has been as good as that of sighted children generally?—Yes, certainly.

3891. Had you any experience in teaching sighted children before you went to St. John's Wood?—Yes.

3892. How do blind children compare with sighted children as to mental capacity, generally speaking?—As far as my own experience has gone I think there are more with dull intellects among the blind, but those who are fairly intelligent compare very favourably with the sighted.

3893. Do you think that if blind children were taught at an early age, especially if they were taught among sighted children, they might acquire a great deal of self-reliance and energy and spirit, and that they would compare not unfavourably with sighted children?—Yes, I think they would.

3894. As far as intellectual power is concerned?—I think so.

3895. (*Dr. Armitage.*) How long were you schoolmistress at St. John's Wood?—Ten years.

3896. Can you tell us what means there are of training the hands of young children?—We have no special means for teaching young children; we do not take children under eight years of age.

3897. You have no kindergarten?—No.

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3898. No straw-plaiting or modelling?—No, I want to introduce straw-plaiting.

3899. Do not you think it would be desirable to establish a kindergarten class among the younger children?—I do not think we have them young enough for that.

3900. They come to you at eight?—I understood that the kindergarten system was adapted for children between five and eight.

3901. You do not think that children over eight would profit by the training of the hand that straw plaiting, modelling, and so forth would give them?—Yes, I think they would.

3902. That is what I mean by kindergarten?—I think that might be desirable.

3903. Have you any personal experience of kindergarten teaching?—No.

3904. Neither among the seeing nor the blind?—No, no personal experience.

3905. You spoke of the desirability of providing school books for the blind; have you no school books in use?—We have school books, but the number is too limited; each child requires a copy of the book containing the lesson that he has to get up the next day.

3906. Why have not you a sufficient number of books for the children?—I think the expense has been the difficulty; we would like each child to have a Braille copy of its book, and then we thought they could reproduce it themselves; and the committee are contemplating carrying that out.

3907. Do you know at all what reading books are published in Braille?—Yes, several of Nelson's readers; there is the World's History, Ivanhoe, Philip the Second, from Motley's Dutch Republic, and several others.

3908. Are the science primers published by Macmillan in Braille's type in use at the school?—No.

3909. You were speaking of writing the Roman type; I suppose you mean the pin-point writing?—Yes.

3910. That is to say, the system of writing by raised pin points on little blocks of wood pressed down into the paper?—Yes, that was the system that I was speaking of.

3911. Can a blind child after writing in this way read her writing, or can other blind people read the writing which the child has written?—Yes, they can read it.

3912. As easily as they can Braille?—No, not to easily.

3913. Does that depend on the paper a good deal?—Yes, I think a good deal depends on the paper.

3914. Have you any knowledge of the system called stylography?—No.

3915. You told us, as far as you know, what has become of the musical pupils; can you tell us what becomes of those who have learnt trades?—No; our pupils have learnt trades, and we have lost sight of them entirely; I think it would be well if we had some means of keeping up a correspondence with the pupils after they leave us.

3916. Do you know anything about the system followed in many parts of Germany and in Paris of looking up the blind pupils after they leave?—I know it is done.

3917. Do you know what the system is which is followed?—I believe that an annual visit is made to each old pupil.

3918. Do you think that it would be desirable for your school to keep a register of all the pupils who leave, so as to be able to keep up a constant correspondence with them after leaving, and to assist them when they required assistance, by starting them in trades, or by giving them temporary assistance when they were in difficulties?—Yes, I think that that would be very desirable.

3919. (*Admiral Sir E. Sotheby.*) At what age do the boys leave your school?—17.

3920. As far as your experience goes, are they efficient in the trades that they have learnt when they leave?—I am afraid not.

3921. Has any suggestion been made to keep the boys longer at the school, so as to give them an opportunity of becoming more proficient?—No, I do not think so; within the last week it has been decided that one boy shall be kept on, but that is quite exceptional.

3922. There is no rule laid down by the Committee that they should be kept on till they are efficient?—No, I do no know that there is.

3923. Have you any experience with regard to the sale of what the blind make?—I have had only a small amount of experience with regard to the sale of the work of the blind, but I think if the work is properly done, it sells quite as well as sighted work.

3924. It can compete with sighted work?—It sells as well. I do not think the blind can produce an article as fast as a sighted person.

3925. You used to make a good many things at St. John's Wood, baskets and brushes, for instance?—Yes, we still make baskets. Brush making has been given up.

3926. What became of the brushes you did make?—They were sold.

3927. At market prices?—Yes, the brushes were always well made.

3928. Why was brush making discontinued?—The teacher left. He considered that he was not paid enough, and he gave it up.

3929. What was he paid?—I do not know.

3930. Did the committee take any steps to procure another teacher?—No, because it was given up just at the time of the proposed amalgamation.

3931. In what system do you read and write yourself?—I can read and write the Braille, and I can read the Lucas.

3932. (*Sir Henry Selwin Ibbetson.*) I understood you to say that within your knowledge there are eight or nine of the past pupils who are at present earning their livelihood, either as teachers of music or as organists?—Yes.

3933. Are they women or men?—Men. I believe there is one woman an organist. I only know of one, and she left many years ago.

3934. You do not think, that music is a thing which the girls can learn with profit as a means of future maintenance?—We have one old pupil who is doing very well as an organist.

3935. I was struck by one of your answers in which you said that the difficulty in dealing with blind girls was to find some labour for them which they could afterwards turn to profit; you do not think that music might be a useful means of earning a livelihood in the future?—I think it would be if they have sufficient talent.

3936. And the talent is not often developed?—No.

3937. Is there no other industrial work that blind girls can be taught in which they can compete with the blind males?—I do not know of any.

3938. What do you say as to chair caning?—In chair caning I think they can do just as well as the males.

3939. That is not taught at present?—No, it dropped.

3940. Do not you think it would be an advantage to teach them chair caning as a means of earning their livelihood?—I do, decidedly.

3941. From the fact of sash-line making requiring two to work at it, it is practically useless to them afterwards?—Unless they work in workshops; of course sash-line making is only an experiment with us.

3942. The chair caning they can do alone?—Yes.

3943. And you think the women can work at it as rapidly as the men?—Yes.

3944. (*Chairman.*) What religious instruction do you give in your school?—The pupils read the Bible every morning, and it is explained to them; there is a Bible class once a week, and there is a Sunday school held every Sunday afternoon; of course they go to church twice a day on Sunday.

3945. (*Admiral Sir E. Sotheby.*) You said that you kept the girls at reading only for some time; at what age do they commence writing?—If we can have Braille taught at once when they come into school they begin to write at the same time, otherwise if Lucas is taught first they have to wait three months before beginning to write.

3946. (*Chairman.*) Is there anything else you would like to mention to the Commission, or have you any further suggestion to make?—There is one thing I should like to speak about, and that is that when boys are learning trades the individual is very often sacrificed to benefit the institution. Take the case of a boy in the choir who has very little ear for music, or who has a very weak voice indeed, he will have to devote five or six hours in the week to singing in the choir, and as far as regards the boy it is a perfect waste of time; it seems to me that that is an evil which calls for a remedy.

3947. You think that there is a want of appreciation of the capabilities of the children, and that more attention ought to be directed to the advisability of instructing them in those subjects which they are most qualified to learn?—Yes, I do.

3948. Do you apply that remark to learning trades?—Yes, to learning trades more particularly.

3949. Do you think that they are kept at music when they should be put to something else, more particularly if they have no ear?—Where they have a taste for music I would teach them the pianoforte, but to keep a boy five or six hours a week at singing, when it will be no use to him in after life, I think is a waste of time. That is the great drawback in most institutions; at least it has been in ours.

3950. Do not you think that singing has a peculiar interest for the blind both as an exercise and as a recreation?—Yes, certainly; but I think myself it is a pity to take a boy away from basket making for five or six hours in the week to teach him singing if he has very little voice.

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3951. You speak from experience upon that?—Yes; the same remark applies to girls. I have known girls who have left the school when their time was up turn out very inefficient knitters, simply because they happened to have a fairly good voice and had to devote so many hours to singing; it is sacrificing the individual to the institution.

3952. Is that one of the points that you have thought it your duty to lay before the committee?—I am going to lay it before the committee on Friday when they meet.

The witness withdrew.

Mr. W. C. Lester examined.

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3953. (*Chairman.*) You are the secretary of the Indigent Blind Visiting Society?—I am.

3954. How many years have you been so?—Nearly 19 years.

3955. Will you tell us what are the operations of your society; in the first place what number of visitors have you?—Eleven.

3956. In how many districts?—In 11 districts.

3957. Is there one visitor to each district?—There is.

3958. Do your visitors visit individuals at their own homes, or do they gather them together from time to time in public halls or other places?—The visitation is home visitation.

3959. But do they give any lectures in public halls?—We may have prayer meetings or Bible meetings at the educational classes, but the visitation is strictly confined to the homes of the blind.

3960. Can you tell us what number you have on your list?—We have 875 on our list.

3961. Can you classify them in any why as to occupations?—Our society is a missionary society; but whilst we look after their spiritual welfare, we are also concerned about their temporal well being; and of the 875 about 125 have been trained in workshops or blind schools.

3962. Can you classify them as to those that have been trained, or those that have not been trained, or those that have been trained and have failed, and so forth?—Yes; 75 out of those 125 that have been trained in institutions are doing something at what they were taught.

3963. What becomes of the others?—The others are doing but little.

3964. From what causes?—The causes are various.

3965. We want to know what the failures arise from, whether from want of health and strength to carry on their occupation, or from inability to earn their livelihood in consequence of defective work, or from inability to find a sale for their work. Will you tell us, so far as you know, how far those different elements enter into the question of failure?—My opinion as to the failure is that it arises, first, from imperfect training, and, secondly, from the want of means of employment. In connexion with the last answer, I may mention that many on leaving schools or workshops, who have been tolerably well-trained, have not been able to obtain employment, and having given up all idea of doing anything at the occupation to which they have been trained, some have gone into the street selling articles, and some singing or playing musical instruments, and such like things. The great cause of failure is, first, the want of good training, and, secondly, the want of means of employment.

3966. Does that want of means of employment arise from want of co-operation between the various societies in London for the training and relief of the blind; or would greater co-operation and interest in those who have been trained after they have left the training institutions remedy that evil?—The cause of failure does not arise only with the London blind schools.

3967. I am speaking of London at the present time. Of course, some blind persons come up to London from the country?—A great many do. There is a distinctness between the institutions; there is no immediate co-operation between one institution and another.

3968. Do you think that that is an evil?—I do not know it is an evil. Co-operation might be beneficial in some cases.

3969. Do you think it is an evil or not?—I am not prepared to say that it is an evil.

3970. Is it a defect in those institutions?—I think that if there were in some instances co-operation, it would save a great deal of imposition and lead to better results.

3971. In other words, it is an evil or defect in those institutions to that extent, is it not?—I think so.

3972. Can you tell us about the lectures and religious meetings that are held, and how they are attended?—We have two Sunday Bible classes, attended by about 250 or 300 blind persons and guides; and we have educational classes in different parts of London attended by between 300 and 400 blind persons.

3973. What are the ages of those who form the educational classes?—From about 10 to 80.

3974. I gather then that there are a great many blind who are untrained, even at mature age?—Yes.

3975. Does that arise from defective training in the institutions, or from those blind persons never having been trained at all?—May I remark that most of the blind in London belong to the artizan and labouring classes, who get blind in after life, and who have no training in institutions at all.

3976. But they can hardly be on that account necessarily untrained in so far as education goes; they have had their training previously, have they not?—Not as blind.

3977. They are not uneducated, but they are not trained as blind. That, of course, would partly also arise from many people of mature years not having been educated properly in their youth; but that is not likely, or ought not, to occur again with regard to the rising generation?—No.

3978. But as a matter of fact out of the number who attend your classes you find a certain number who are not trained educationally?—Yes.

3979. Are any of them trained in reading the embossed types used by the blind?—All who attend the classes are taught to read the embossed type.

3980. Have you any preference for any one type beyond another?—In most of our classes we use the Braille and Moon types. We use Moon's for the very old and hard handed people.

3981. You think that there will always be a difference between those who have been taught as blind and those who have become blind when they are old, and that therefore there ought to be two types?—We find little difficulty in teaching Braille.

3982. For the old?—I may tell you that we have a man in one of our classes 80 years of age, who is just beginning to learn Braille. He has been blind for a little while, and he is just taking it up.

3983. The Moon system you think is more suitable for the old, but you do not think that any one system should be required to be universally adopted?—No.

3984. Can you tell us what are the causes of the imperfect training of which you spoke; is it the natural inability of the blind to profit by the training which is given them, or the neglect of those who have been

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trained after they have left the training institutions?—One of the cases in my mind is that of a woman who was 11 years in the institution at Brighton in which she was only taught some knitting; she is only able to earn 1*s.* 6*d.* a week now.

3985. What age is she?—About 40.

3986. Have you known that case long?—I have known it some few years now.

3987. What are the trades that you think it most suitable that the blind should be taught?—For the working men, or for the young, in my opinion, basket making is about the most remunerative.

3988. Do you know anything about the making of sacks?—I have had to do a great deal with those.

3989. Does that answer?—Not well; they can earn about 7*s.*, 8*s.*, or 9*s.* a week if they have plenty of work.

3990. But are there not more sacks than baskets used in the country?—They would get about 1½*d.* or 2*d.* for making a sack.

3991. Can they compete with sighted labour in that point?—No.

3992. But that is work which is suitable to the blind, is it not?—Yes. Some few years since a workshop was started in Whitechapel by Mr. Kingscote, and the chief work done there was sack making.

3993. Has that failed?—That failed.

3994. Do you think it desirable that the blind should work together in workshops, or that they should take the work to their own homes?—I think it is better that they should work in workshops than at their own homes.

3995. Have you any experience with regard to the blind marrying blind women or sighted women?—I have had a great deal of experience of that.

3996. What is your opinion with regard to the advisability of intermarriage amongst blind persons?—That the practice is most disastrous to the blind.

3997. When the blind marry sighted women, do the women keep their husbands by their own earnings?—They usually do what they can in charing or any other work towards the support of the home.

3998. With regard to those blind men who marry blind women, you say that the practice is disastrous; you mean, I suppose, that they neither of them can earn their own livelihood?—They cannot; and another thing is that the children of such persons are neglected.

3999. The children of such persons, although they are generally seeing children, are not sent to school, and are not trained?—No, they are not properly cared for.

4000. With regard to your fund for relief, can you tell us what relief was given to the poor blind in the last year?—Yes, we gave last year from the Samaritan Fund between 1,100*l.* and 1,200*l.* I have put the reports on the table.

4001. Is this the last report which states the amount as being 1,165*l.* 18*s.* 3*d.*?—Yes, that was the last published report.

4002. That was from the Samaritan Fund, but the total relief was 2,720*l.* 15*s.* 1½*d.*?—Yes, it is summarised there.

4003. The relief consisted of money, bread, coals, tea, potatoes, blankets, and clothing?—Yes; in that is not included anything but what was actually given to the blind. That was solely relief. I may perhaps mention that between 1,500*l.* and 1,600*l.* were given from the General Fund, and the other from the Samaritan Fund. The Samaritan Fund was started by Dr. Armitage (who is present) some years ago, and he has endowed it to the extent of about 900*l.* a year. On this fund we have 97 pensioners, whose pensions come to about 720*l.* or 730*l.* a year. I have not gone back for the last year, I am taking what we have to-day.

4004. What is the maximum pension?—Each of these will receive from 2*s.* to 10*s.* weekly.

4005. Is each case examined into periodically?—It is examined by the visitor twice a month.

4006. I see that you have invested stock?—All the invested stock for the Samaritan Fund has been invested by Dr. Armitage. We have not any but what he has himself invested.

4007. But I see "dividends on invested stock" in your balance sheet. Is there any permanent endowment that you have?—Yes, we have a permanent endowment.

4008. Is that a dividend on the permanent endowment?—Yes.

4009. Can you touch the capital of that?—We cannot touch the greater part of it.

4010. The rest of your income is made up from donations and subscriptions, amounting, as far as I can see here, to 1,486*l.* 17*s.* 2½*d.* in donations, and 1,124*l.* 5*s.* 7*d.* in subscriptions?—Yes, the Samaritan Fund is quite distinct from the General Fund.

4011. I see that, according to your balance sheet for the Samaritan Fund, you have donations and subscriptions amounting to 416*l.* 4*s.*, and dividends amounting to 770*l.* 16*s.* 7*d.*; is that so?—Yes; that is from the fund that Dr. Armitage invested. Since then there have been further investments by Dr. Armitage.

4012. Are there separate trustees for the two funds?—No, the same trustees.

4013. The three who are mentioned in your report Lord Ebury, Dr. Armitage, and Mr. Denny?—Yes.

4014. What have you received from the Gardner Trust?—We have received two grants of 30*l.* each.

4015. That is for your circulating library?—Yes.

4016. Do any of those who receive pensions from you receive pensions from other institutions or societies?—They do.

4017. Can you give us any account of those?—I may explain that every case is minutely investigated. We know in every particular case that A. or B. is in receipt of 10*l.* from the Clothworkers' Company, or 10*l.* from the Painter Stainers' or from Hetherington's, and they have, say, 20*l.* altogether; that is not enough to enable them to live, and then our fund is made available, and in cases where we are satisfied the pension comes in.

4018. I suppose there will always be a certain number of blind persons who will never be able to earn their livelihood, but who will need charitable assistance from one source or another?—There are a certain number. We have started 67 persons in business from the Samaritan Fund, giving them stock for sale, mangles, sewing-machines, and so on; in fact, we lend them; that is the object of the other part of the Samaritan Fund, just to help them at the right time; and 67 are really doing very much for themselves aided by this fund. There are some, and indeed several, who are quite independent of our help, who have been started by us, and who are able fully to support themselves.

4019. Do you not think then that pensions should be rather supplementary to the earnings of those who can work?—That is precisely our line.

4020. But that is not a course which is universally pursued with regard to the pensions as a whole?—Not as a whole.

4021. Do you find any difficulty in selling the work of the blind, not yourselves but through those with whom you are connected?—There is great difficulty.

4022. What remedy do you propose for that difficulty?—The blind cannot compete with sighted labour.

4023. In nothing?—I do not think it is possible for them to compete in anything, excepting basket making. There are some that I know who have been well taught, and who are able to earn some 25*s.* a week or more; but they are quite the exception and not the rule.

4024. Do you think it advisable that blind workers should be always under the supervision of sighted people in order that they may earn as much as possible?—We are all more or less dependent upon the sighted. I am totally blind myself, and I have been blind for 28 years.

4025. Do you utilise the blind as teachers as far as you can in the institutions with which you are connected?—We do; all the 11 visitors are well qualified blind men.

4026. Do they require leaders?—They require guides; in our experience they make the best visitors; they enter into the wants of the blind more immediately, and they have more sympathy.

4027. How do you visit the blind in the workhouse?—They are visited in the various wards by our visitor, and he will read to them aloud.

4028. Do your visitors visit all the workhouses in London?—Only those who are on our list; we do not go in indiscriminately. Every case is nominated by a subscriber, and all those on our visiting list are attended to by the visitor in whose district they are.

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4029. Can you tell us whether that is a course that is generally pursued throughout the workhouses in London; are they all of them visited by your own or other societies?—Mostly by the Home Teaching Society.

4030. Then you think that your society and the other societies pretty well cover the ground?—Yes, pretty well.

4031. But there might be some left out?—So far as we are concerned we only go to those whose names are given us, and who are recommended by our own subscribers. Each of the blind inmates in the workhouses will have 6*d.* a week allowed from us for the purpose of getting a little tea and sugar, and little extra privileges where the Home Teaching Society gives nothing.

4032. The allowance is not for books, or anything of that kind?—No.

4033. Do you look after the blind being taken to places of worship?—One shilling a month is paid for a guide, but we do not provide the guides; the blind person provides the guide, and there is an occasional certificate to be filled up by the minister or missionary, or person officiating at the place of worship that they are stated to attend.

4034. And you spent 635*l.* 9*s.* 3*d.* in the last year for that purpose?—Yes, and for guides to the classes.

4035. Do you think that the blind children should be compelled to attend the schools the same as sighted children?—I do.

4036. Do you think that they should attend the board schools with other children?—I do.

4037. Do not you think that there would be difficulty in finding qualified masters who would be able, and who would have time, to give them instruction?—The experience of the past year or two years during which it has been tried in the board schools, I believe, has been very favourable to the education of blind children in board schools.

4038. Of course in London they are able to get a sufficient number of blind children together in a board school to form a class, are they not?—I really cannot answer that question.

4039. But you think, so far as the blind themselves are concerned, that it would be very much to their advantage that they should attend the board schools or national schools?—I do.

4040. Do your visitors read to those who are not able to read for themselves?—They do; that is part of their work.

4041. How many blind persons are there in your districts who cannot read for themselves?—The majority of the poor blind cannot read.

4042. The majority of the poor blind, I suppose, either read imperfectly, or do not read at all?—Yes.

4043. Have you any difficulty in raising funds for the purposes of your institution?—I can assure you that it is a matter of very great difficulty. We are only restricted in our work by the want of more means.

4044. Have you any general observations to make with regard to the education and training of the blind in London or in the country?—I may say that from experience and from observation from visiting our classes, and from speaking to those who are taught, I am of opinion that the Braille system of reading has been proved to be unquestionably the best adapted for the blind. In our classes we have 40 blind persons engaged in writing books for the use of other blind persons. These books are revised and corrected by a blind man, and certified to be correct, and they are sent to the binders, and they are put into the libraries.

4045. Is that as cheap as stereotyping works?—No, it is not so cheap.

4046. But it provides employment for a certain number of blind persons?—It does. And then, supposing that your lordship wanted a copy made of any particular book it would not pay to have it stereotyped if you only wanted one or two copies and you could have it written.

4047. Do you think that the Bible printed in the Braille type is more likely to be circulated freely, from its diminished size, than in any other type?—It takes up less room, certainly, than some other systems. From the time that it has been in general use the Braille system has made very rapid progress everywhere. There is a great advantage connected with it in the writing, that one blind person can write a letter and it is sent to another, and it can be as easily read as a sighted person would read a letter which he or she may receive from a friend.

4048. Have you any acquaintance with what has been done for the blind either on the continent of Europe or in America?—I have not gone into that.

4049. Do you think that the funds which are now devoted to the blind in London could be better employed than they are at present? I am speaking of the whole system of pensions and of all the money that is now raised; could there be a better organization and a better re-arrangement of the funds so as to meet the wants of the blind?—I can hardly give an answer to that question.

4050. Do you think that there could be any improvement in the organization and inter-communication between the societies for the benefit of the blind?—I think that any inter-communication is very desirable, and it is carried out by Hetherington's Charity and the Painter Stainers' Company, so that it is not possible for a person applying for one or the other to have both.

4051. As I understand you also make inquiries very strictly before you give any of your grants?—We do.

4052. So that nobody receives pensions from one or more societies without your being aware of it, and thinking it necessary to supplement them?—Exactly.

4053. I ask you these questions rather with a view of ascertaining whether you think it desirable that either by voluntary means or by some inspection by the State perhaps, such a result should be attained?—I think that the question of pensions should be a secondary consideration brought in to supplement any deficiency. Persons who are permanently disabled are incapable of doing anything.

4054. Do you think that all the institutions for the education and training of the blind should be subject to Government inspection?—I do not very much like Government control. Our society have nothing to fear or to conceal, and I should be only too pleased for everybody to know what we are about, and then we should get more help.

4055. You do not object then to Government inspection?—Personally we should not object.

4056. There would be no means, I suppose, of making different societies join together in order that the whole of London might be covered and inter-communication between the different societies might be carried out unless by something like Government inspection?—I do not think that Government inspection could do much to benefit the blind.

4057. But do you think that the voluntary system is perfect now?—I do not.

4058. Then do you think that if there were conferences between the various institutions in London, that would be better than any Government interference?—I think so.

4059. (*Sir. Henry Selwin-Ibbetson.*) I understood you just now to say that the Hetherington Charity and the Painter Stainers' Charity considered these questions of pensions rather together, as you do with them, before granting pensions?—Yes.

4060. Might not that be applied with advantage to the general pensions for the benefit of the blind?—Certainly.

4061. What you and those two companies do might with advantage be extended generally to all endowments for the benefit of the blind, so as to avoid the possibility of a case, should there be one, of a blind person unworthily getting a number of pensions?—Yes.

4062. I understood you in your answers to the noble Lord to say that of the number of blind that your institution visits the greater part belong to the artizan class and have become blind in advanced years?—Yes.

4063. One of your suggestions from experience was that the Braille system of type was the best for teaching purposes; would you apply that to those who in advanced years have become blind who form a large number of those whom you visit?—I would, up to 60 years of age.

4064. The sense of touch is still sufficiently acute for them to learn the Braille system with facility, is it?—If they have ordinary capacity.

4065. And wherever the sense of touch was impaired the Moon system would be more easily taught?—Yes.

4066. I think I understood you to say at the beginning of your evidence that your 11 visitors visited 875 people;

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of those, 125 I understood you to describe as having been trained in workshops or blind schools, and to say that of those only 75 are still doing something at the trades which they were taught, and that the others do but little?—Yes.

4067. Then I understood you to say that you attributed this failure in the first place to imperfect training, and secondly to the want of means for employment?—Yes.

4068. Could you suggest remedies for that?—One requirement is that there should be suitable and well regulated workshops generally in London.

4069. Then you would be of opinion that the welfare of the blind would be immensly advantaged by the establishment of such workshops on some uniform system?—Yes. I take the Leicester system, Mr. Harris's, as a model.

4070. By such a combination, do you think that you would not only improve the training in their industrial work, but that you would enable them to obtain a greater amount of that employment which you say is deficient?—Yes.

4071. Do you see any objection to the establishment, if it could be managed, of large workshops or wholesale depôts in our great centres where material could be kept and sold at cost price to the blind, and where the articles manufactured could be stored and distributed amongst the retail shops at the different institutions afterwards for sale?—No, I see no objection to that. The only thing is that the blind man must have his earnings supplemented.

4072. That has reference to the question of how you should employ the pension afterwards; but would it in your opinion be an advantage to have such a centre where the blind people would know that they had a sale for their articles, and where they could place them for sale, and which would, with a proper system of advertisement, afford an easy method of getting rid of the goods made at the different institutions?—Much would depend upon the management of such a place as that. In my experience some places have been opened for the sale of work for the blind, but bad management has soon caused the places to be closed again.

4073. Those would be retail shops for the retailing of goods?—Yes.

4074. What I wanted rather to get at was whether, if there was this difficulty about disposing of the goods made, it would not be of advantage to have some wholesale depôt from which retail shops could obtain the goods, the larger deposit of goods very often enabling them also to undertake contracts for particular articles?—I think it would.

4075. And it might remove the difficulty which at present exists in getting rid of the work done at blind institutions?—Yes. I may mention here that Mrs. Armitage employs 60 females.

4076. I see that in the report, and I see also that those 60 females are employed in work such as knitting, crochet, and netting, and that there is great difficulty in getting rid of the articles?—Mrs. Armitage loses about 200*l.* a year upon the sale of the articles.

4077. Is that because the place where those articles are retailed, if it is a shop, only deals with those goods?—No. Mrs. Armitage sends them to bazaars, and amongst friends.

4078. There is no actual place to which the public can go for those articles?—No.

4079. They are merely got rid of by Mrs. Armitage herself amongst friends?—Yes.

4080. That would not be a test then of how you might deal with work, but if retail shops answered partially, a system might perhaps be established by which, as in ordinary trade, a wholesale and retail business might be carried out in those goods, which would have the advantage of certainty of location, and therefore the public knowledge of those goods would be more general than it is at present?—A certain sort of work might probably be made to advantage and sold, but needlework cannot possibly be made useful.

4081. But basket making might be?—Yes.

4082. And chair caning?—Yes, that does not pay very well, but basket work might pay more.

4083. In such a case as happened not very long ago, when the Post Office required a large amount of basket work done suddenly at the time of the introduction of the Parcel Post, if there had been such a central depôt you might have got a good deal of employment for the blind in that way, might you not?—I believe the Berners Street workshop people turned out a lot of those baskets.

4084. Did they answer, or not?—I really do not know.

4085. (*Admiral Sir E. Sotheby*). Do you think it would be of advantage for a blind shop to sell things made by the sighted also; are you acquainted with the system of trade?—I am; I was formerly, before I went blind, in business for some years; and I think there may be an advantage in connecting the work done as a distinct department with a good wholesale firm or establishment.

4086. You say that you have 75 peolpe whom you can trace who have now employment; how much do they earn?—From 6*d.* a week to over 1*l.*

4087. What do you think is the average; would it be 10*s.*?—Not nearly 10*s.* Out of that number only about a dozen can be said to be supporting themselves earning from 12*s.* to a little over 1*l.* per week.

4088. Then how do that mass of people whom you cannot account for live?—Two hundred and twenty of our people are earning a little in the way of knitting, or writing, including those who are employed by Mrs. Armitage; they are earning 2*s.* or 3*s.* up to perhaps 5*s.* or 6*s.* weekly.

4089. Do you think that any of them are on the verge of starvation?—They would be if it were not for our society certainly; and then our Samaritan Fund comes in.

4090. You only visit a small number of blind people, I suppose?—We visit 875. It is a large number.

4091. Amongst those that you visit, do any of them belong to the workshops?—Yes.

4092. When do your men visit those if they are engaged all day?—In the evenings or mornings, before they go to their work.

4093. Are they ever visited on Sundays?—They never visit on Sundays. Many of them attend the Sunday Bible classes.

4094. Do you think that most of your people go to a place of worship?—They do, for the reason that I have told you, that we require about once a year, or once in two years, a certificate filled up by the minister of the place of worship, so that we know that the money which is given to pay a guide is used for that purpose.

4095. You do not show any preference for one place over another?—We do not.

4096. Do you know any of your blind people who support themselves by turning a mangle?—They could not earn much by turning a mangle, but they might make 5*s.* or 6*s.* or 8*s.* a week. In one case a man told me that he made 15*s.* a week, but that it took all the money for food, as it was hard work.

4097. Would it not be of advantage to have a general depôt to sell materials for the blind outside, or in certain districts, at cost price?—I think that the expense of managing such a depôt would perhaps be more than the advantage that the blind would gain.

4098. If they could buy the material at the present workshops, would not that be an advantage?—Yes. May I mention that it is a common occurrence that a blind man will come to me and say, "I can get employ-"ment, but I have no material; there is a job that I "can have, and I cannot take it." "Well," I say, "how much will start you?" and he tells me, and I inquire of the visitor to know whether it is all right. We never do anything indiscriminately, and we make very thorough examinations, and if we find it all right, we give what is necessary, 1*l.* or 30*s.* or 2*l.*, or in some cases more than that, perhaps.

4099. May I ask whether you are repaid?—Those are gifts. Whilst I am speaking about this I may mention that we are not a loan society, but Dr. Armitage is a loan society in himself. Where persons are likely to succeed and want more than we can give from the Samaritan Fund, Dr. Armitage will lend, perhaps, from 50*l.* or 60*l.* down to 5*l.*, or anything that on inquiry may be found to be necessary to establish a person whom we think qualified to carry out a certain undertaking.

4100. Do you think that Dr. Armitage is repaid?—In many cases he is not.

4101. Are you aware that there have been several blind agents in the country who have been provided with goods made at the workshops?—I have heard of agencies.

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4102. Have they given a good account of the sale of the goods?—I believe not. I believe it is a general complaint that there is not sufficient sale for the products of the blind at remunerative prices.

4103. But have they got rid of the goods and not returned the money?—I have not heard.

4104 Do you read any books for the people in the workshops?—No, we do not.

4105. Why do you think that blind children would be better brought up in board schools with the sighted?—I think the more you can bring the blind into the company of the sighted the better.

4106. There is a large society called Christ's Hospital which gives large pensions, is there not?—It gives pensions of 10*l.*

4107. At present they can only be given to men who are 61 years old; would it not be a great advantage if that standard of age were lowered?—I think it is quite right as it is, considering that there are other societies. We have a great number who are qualified for a pension but cannot get it. I could supply them with any number.

4108. (*Dr. Armitage.*) You have been for about 20 years the secretary of the Indigent Blind Visiting Society, have you not?—I have been connected with the society for 21 years, and I have been secretary for nearly 19 years.

4109. What were you before you became secretary?—I was in business as an ironmonger.

4110. But you say that you have been connected with the society for 21 years, and you have been secretary for 19 years; what were you during the other two years?—A visitor.

4111. For what district?—For the East London district.

4112. Have you seen much of the blind in their own homes?—Very much.

4113. You have told us that out of the 125 who have been in institutions, 75 are doing something, and you told us that they earned from 6*d.* up to 1*l.* a week; can you tell us how many of those 75 are engaged in workshops?—About 21.

4114. Can you tell us what the average earnings of those 21 are?—The average earnings of those in workshops would be from 7*s.* to 12*s.* a week.

4115. Are those 75 men and women, or only men?—Men and women.

4116. Then, if we take off the 21 from the 75, that leaves 54; do you know any of those 54 who are maintaining themselves?—None.

4117. You know of none who maintain themselves at home?—None, excepting two or three.

4118. What are they working at?—Basket making.

4119. Is it two or three whom you know?—Three. There was one who was for two years and nine months in the Normal College, who was attending our classes at the East end, who is fully maintaining himself now as a tuner.

4120. You know of no other tuners?—I know none others; indeed, if they were able to support themselves, they would not be indigent and eligible for our society.

4121. So that your personal knowledge in connexion with the blind of London extends only to those who are in poor circumstances?—Only to the indigent blind.

4122. Only those who require help?—Only those who require help. I may say that before I became connected with the society, within about six or nine months after I went blind, I began to work amongst them. I had a Bible class at the Diocesan Schoolrooms in Nutford Place for some years, and I became acquainted with many there.

4123. Do you know of any mat makers who are maintaining themselves at home?—None

4124. Do you know of any sash-line makers who are maintaining themselves at home?—None.

4125. Would you say from your experience that mat making is a good trade for the blind to carry on at home?—It is a bad one, certainly.

4126. We have had in evidence that they receive large wages in one of the workshops; can you account for their failing to maintain themselves by working at home as mat makers?—The most that I know they are earning at home is 6*s.* a week.

4127. What is the reason of that?—They tell me that is all they are paid from the workshops. The fact is that prison labour is employed for mat making, and it is impossible for a blind man to compete with it; he cannot do anything at mat making to be remunerative.

4128. Then the blind mat maker has to compete with unpaid prison labour?—Exactly.

4129. Do you think that is the reason why he cannot maintain himself?—That is the chief reason.

4130. Would you recommend that institutions should go on to teach mat making under these circumstances?—Certainly not.

4131. Have you known any sash-line makers amongst the people whom you visit?—Yes, I forget their names, but there are two or three who really have been taught sash-line making, but who are not doing anything at it.

4132. Why not?—I suppose they could not get sufficient pay.

4133. Then you know of no person who, after having learnt sash-line making, carries on the trade at home?—I know of none.

4134. You would think, therefore, that sash-line making was not a good trade to be taught to the blind?—So far as my knowledge goes about those who have been taught it I should say that it is not.

4135. You were speaking of sack makers; have you known any blind sack makers employed at a shop with the seeing?—Yes, there were some employed in the City, either in Camomile Street or in that direction at a shop where seeing persons are employed.

4136. Do you know what wages they earned?—About 2*s.*, or 3*s.*, or 4*s.*, a week when they get work.

4137. But they do not get regular work?—No. As an instance many of them worked at Kingscote's, and so far as I know not one of those, although there were about a dozen or perhaps 20 employed in sack making, can obtain anything to do at it.

4138. You have spoken of various kinds of type for the blind; have you any personal knowledge of the types; can you read yourself?—Yes.

4139. By what type?—By Braille and by Moon, and by Frere.

4140. Can you read the Roman type?—No.

4141. You used to read it when you were seeing?—I did.

4142. Why did you not continue it when you were blind?—Because it is not adapted for the touch of a blind man.

4143. Because you could not feel it?—You cannot feel it.

4144. Is that a general complaint amongst the blind with regard to the Roman type?—Everywhere. In the case of those who say they can read it I have tried and found that they could not do so; you must have an arbitrary character.

4145. You say that you find that they cannot read it; do you know of any adult person who can read the Roman letters fluently?—I do not know of any person. I have tried, I suppose, a hundred, and not one of them has been able to do so.

4146. Is it a rule before taking persons on to ascertain what kind of type they can read?—It is.

4147. Are they tested?—They are tested. If they say that they can read the Roman character or any other type the visitor has specimens of that type when he is taking the particulars of their case, and he hears them read, if they can do so, by the system that they say they can read.

4148. Do you get those reports of the visitors?—Yes, monthly; in each particular instance we get all the particulars of the case. I have a form in my pocket which if you like I can put in evidence (*producing a form*). I put in the form for the applicant to fill up and the form for the visitor to fill up with his remarks on the case.

4149. Do you find from the visitors' reports that there are few, if any, amongst the adult blind who are able to read by the Roman system?—I have not heard of any. They can just spell out a little, but not to read.

4150. Have any of them been taught at school by the Roman system?—Several have been taught by the

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Bristol system which is worse than the Roman system. They might read it in the school, but when they leave school their hands become hardened, and they are not sufficiently adapted for tactile reading.

4151. Then do I correctly understand that those who have learnt the Roman character at school leave it off when they leave school?—They do in most cases.

4152. Can you tell us what types are used in the reading classes?—The Braille and the Moon only.

4153. Not Frere's?—Not Frere's. I may mention that in one or two of the classes the old readers of Frere's are permitted to continue that reading, but they are only the exceptions and not the rule.

4154. Are many children taught in the society's classes?—Not many.

4155. Are there fewer than there used to be?—Much fewer, owing to the fact that they go to the School Board schools.

4156. (*Dr. Tindal Robertson.*) Are you perfect master of the Braille type?—I am.

4157. Do you conduct correspondence by it?—I do not, because the correspondence in my capacity as secretary is too great.

4158. I mean with friends or with any other persons; have you ever conducted any correspondence in it?—I have.

4159. Do you ever use it in your accounts for your private satisfaction, of course not for your public work?—Yes, I do use it for making memoranda.

4160. Is there any other system taken alone, by which you could have done the work in as satisfactory a way to yourself as you can by using the Braille type?—It is not possible, because there is no system by which you could write except by the old system of the Roman character, the capitals with dots, the pricking of paper.

4161. Do you know that there is a system of writing by Moon's type?—I do not, but I have used for writing one of Wedgwood's frames in which there is a little runner, and I can write with my finger on carbonised paper; I have used that a great deal.

4162. You said that you did not in your own institution give any pensions unless you were aware what were the pensions given by other societies; is that so?—We should want to know what was the entire income of the individual.

4163. Do you take it for granted, or do you get it by absolute inquiry from the associations themselves?—By reference; we inquire into it. Where there is the slightest doubt we apply to the companies.

4164. Do you not think that a uniform system of registration, which would enable all this information to be given at a glance, would be very valuable in the administration of pensions?—I think it would.

4165. (*Mr. Johnson.*) You say that there are 97 pensions from the Samaritan Fund, making up 730*l.* a year?—Yes.

4166. Those pensions vary, as I understand from you, from 2*s.* to 10*s.* weekly?—They do.

4167. Are they only weekly allowances, or are they annual pensions?—They are weekly allowances, but they are pensions continued so long as the pensioners are worthy of them and need them.

4168. But they are not given in the same way as other pension societies give them, for life?—No.

4169. Then in fact it is not absolutely a pension; it is an allowance of 10*s.* weekly or 2*s.* weekly?—It must be a pension if it is given.

4170. A pension is given for life; these are payments of 2*s.* and 10*s.* weekly during the pleasure of the committee, is it not so?—Yes. We have 30 pensioners on our general list.

4171. The 97 allowances arise from the munificence of the gentleman who founded the Samaritan Fund?—They do.

4172. On looking at the regular account, after what is given in bread, coals, or money, I see amounts paid to pensioners, 295*l.* a year. What persons are those pensions paid to?—Some of them are the quarterly pensioners.

4173. They are really pensioners?—They are really pensioners on the general fund.

4174. How many pensioners are there?—There are 30 now.

4175. What do they get?—From 5*l.* to 20*l.* a year.

4176. How many get 20*l.*?—Two.

4177. Will you fill up the list?—I am not prepared to give you the number, but the next will be 10*l.*; about half a dozen get 10*l.* a year.

4178. And the rest get 5*l.*?—5*l.* or 6*l.*

4179. Then those are regular pensions, like pensions from Hetherington's or any other charity. They are fixed pensions for life?—Yes; but you must understand that if Hetherington's committee know that a person was getting more than their rules would allow ——

4180. I do not wish you to enter into that. I only want to know the amount of the pure and simple pensions granted by this society?—Those are the pensions.

4181. There are 30 pensions, and the 97 what you call pensions, amounting to 730*l.* a year, in sums varying from 2*s.* to 10*s.* weekly, according to the pleasure of the committee?—Yes.

4182. I think I understood you to say that your society sometimes supplemented the resources of other people who held other pensions besides your own?—Yes.

4183. Can you tell me in how many cases that is done?—Many of the 97 pensions are weekly pensions, and those who have pensions from us from 5*l.* up to 20*l.* a year have pensions from other societies or parish allowances.

4184. You make no objection to give pensions or doles to people who are in receipt of parish relief?—I do not know about doles.

4185. I call the 2*s.* or 10*s.* weekly allowances doles. You would give those to people in receipt of parish relief?—So long as we know that the case is deserving, we give the amount to make up a sum sufficient for the blind person to live upon.

4186. What do you suppose that sufficient sum is?—That depends upon circumstances. In one case a person may be a very old and infirm person requiring some one to attend to him, and another person may be able to attend to himself. You cannot draw a line for a blind person.

4187. Your belief is that there is to a certain extent an understanding among the pension societies?—I only know of the understanding between the Painter Stainers' Company and Christ's Hospital.

4188. You do not know whether there is an understanding with regard to Day's charity, or any other of the large charities?—I do not.

4189. How many of your blind men are married to blind women?—There may be about 20 or 30 blind couples on our books; but I may mention that some few years ago the committee passed a rule by which all blind persons who, after that date, intermarried were disqualified from receiving the benefits of the society.

4190. You mentioned a case of a basket maker in Brighton who did not succeed; why did he not succeed?—It was not a basket maker. The person whom I referred to only learnt needlework, and that same person, named Antrim, who learnt needlework, was afterwards for five or six years in St. George's, and is only able to earn about 2*s.* a week now.

4191. Do you find any more difficulty in getting remunerative employment for the women than for the men?—Yes, because they are mostly employed in needlework.

4192. You discourage needlework then?—No, we encourage industry in every possible way.

4193. But you do not think that needlework pays?—It does not, but it is better to do a little than nothing at all.

4194. As I understand you you have 875 persons visited, of whom 125 persons are doing something; 75 are doing something to get their living, and 50 are doing but little; what are those 50 doing?—Included in that number you must count those who have been merely taught needlework. One person was in St. George's for nine years, I think, or 13 years, and is now earning 6*d.* a week at needlework.

4195. In that case was the person taught anything else at St. George's but needlework?—That person was taught needlework and something else, but the other occupation was not followed.

4196. She had no capacity, I suppose?—I do not know; I cannot say that.

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4197. Then that leaves a residuum of 750 people; you say that 220 are earning perhaps 5*s.* or 6*s.* a week, and that 21 of the 75 are in workshops getting from 7*s.* to 12*s.* per week, and three are basket makers; what becomes of the other 500?—You did not, I think, quite take the reply which I intended to give; seven or eight of the others are earning on the average about 15*s.* a week.

4198. I have credited that. I say 21 of the 75 are in workshops; but taking it in round numbers there are 500 of the persons that you visit that you do not account for; how do they live?—By pensions or workhouse allowances, and by the assistance of friends.

4199. In fact they are not self-supporting?—No.

4200. And they do not earn anything at all towards their support?—Nothing at all.

4201. I believe you were engaged in teaching before you went to the Indigent Blind Visiting Society, were you not?—I was engaged only as the conductor of a Bible class.

4202. Was that under the Frere system?—That was quite distinct from the society; that was on my own account.

4203. You were connected, were you not, at one time with the Frere system with Mr. Goschen?—Never.

4204. Had you never anything to do with the Frere system?—Yes, I could read it, and read it fluently.

4205. What was your objection to that system?—It was not perfect.

4206. It was a phonetic system, was it not?—Yes.

4207. Then after that you learnt the Roman system?—No, I never learnt the Roman system.

4208. Then you cannot give much opinion about it?—Yes, I can.

4209. You do not read it yourself?—No, for the best of reasons, because I cannot.

4210. And you do not emboss in the Roman character?—No.

4211. You never used it for the purpose of correspondence?—No.

4212. Are the visitors of your society also teachers?—Some of them.

4213. Is it a *sine qua non* that the recipients of your charity shall learn the Braille system or the Moon system?—Not at all.

4214. You relieve people who do not read at all, and whom you do not teach at all?—Quite so.

4215. Then yours is really a missionary society?—It is.

4216. (*Chairman.*) Do you find that any of the blind who have no occupation lead immoral or vicious lives?—Unfortunately there are sometimes persons reported to me as being of such a character, and if they are on our books they are at once suspended, pending inquiry.

4217. Have you refused or suspended any in consequence of the result of the inquiries that you have made?—Several.

4218. (*Dr. Tindal Robertson.*) You stated that they taught the Braille system after the age of 60; are there not many cases in which much younger people would find it difficult, if not impossible, to learn Braille in consequence of the state of their hands, and to whom, therefore, it is necessary that Moon should be taught?—We are guided in all cases by the capacity and by the physical capability of the person.

4219. In such cases as I have mentioned, even in the case of a man 25 years old, the hands may be so hard that it is absolutely impossible for him to learn Braille, and is it your opinion that Moon would be then the best system to be taught?—Certainly. He would be one of the hard handed ones, that I mentioned.

The witness withdrew.

Mr. Alfred Willis examined.

Mr. A. Willis.

4220. (*Chairman.*) Are you a teacher or visitor of the Indigent Blind Visiting Society?—Both.

4221. How long have you been so?—Nearly 10 years.

4222. How many persons do you visit?—I have 87 in my district at the present time.

4223. How often are you able to visit them?—Once a fortnight in a regular way, and some oftener in case of sickness or some special reason.

4224. Are there many of them who cannot read for themselves?—Yes, many of the aged are not able to read for themselves, and there are some of the younger who are too far removed from the classes to attend the classes. If they are within three quarters of an hour, or in the case of some of them an hour they come to the classes to learn.

4225. Are you aware that there are many blind in London who have received no education to enable them to read the embossed characters which are used by the blind?—I should think that of my 87 not above half can read.

4226. Is that owing to their having been blind from early youth or from their having become blind in later years, and not having been taught any system of reading?—Generally the latter.

4227. Have you any special suggestion to make to the Commission with regard to the training or education of the blind?—I have my own personal experience, which I should be very pleased to lay before the Commission, if you will allow me. I have been blind now for 16 years, and the first four years of my experience in blindness were spent in the St. John's Wood School, where I was paid for as a pupil, and where I learnt music.

4228. Have you followed up your music?—No, I was never able to get employed after I had learnt it.

4229. What else did you learn there?—Nothing else but chair caning, which I learnt in my leisure hours.

4230. Did you earn enough to keep yourself after leaving that institution?—No, I was practically in the same position when I left St. John's Wood School as I was the day I went into it. My sister allowed me 7*s.* a week from her salary in service before I went in, and she contributed that much towards the 25*l.* that was paid for me while I was in the school, and she renewed it to me personally when I left the school, and continued it until the time when I was taken, I may say, in hand, by the Indigent Blind Visiting Society; and I ultimately became a visitor, and now I am thankful to say that my salary enables me to be quite independent of any assistance from here.

4231. Are you a paid teacher?—Yes, and a paid visitor.

4232. What is your salary?—70*l.* a year, and I am the conductor of classes as well in the South London district.

4233. In connexion with any other society?—No, not in connexion with any other society, but the pupils whom we teach to read the British and Foreign Blind Association employ as writers, so that it affords employment and work. I have, I think, at the present moment 10 who are employed thus as writers who are partially, and in one or two instances almost exclusively, supporting themselves by the writing.

4234. Do you think that some provision should be made for the blind after they leave these institutions by the institutions themselves, or by some organisation between the institutions?—If you will pardon me, I do not think that the blind would object where it was done or by whom it was done; but I know very positively that they would be very thankful that it should be done. I can say positively, speaking not only my own personal experience at the time I was at the St. John's Wood School, but from what many pupils that I have met with from various schools since then have told me, that the whole school experience is, as it were, overshadowed with a gloom as to the future, and that the constant thought was, "What shall I do when the time has "expired?" Pupils from different institutions visit me occasionally in the classes, old pupils who have belonged to my classes, and who have learnt to read and write there, some of whom have gone into different schools, and who come and see me during the holidays; and the question that I generally ask them is, "How "much longer have you to be there, and what do you "propose doing when you leave?" That is generally the great difficulty; I am positive about that.

4235. (*Admiral Sir E. Sotheby.*) Do any of the people that you visit receive out-door relief?—Oh, yes; in some cases we press it very strongly. The wish of the committee is communicated to us thus: that very often they consider such cases should either be inside the house or receive out-door relief.

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4236. You visit about 87 people; how many of those people do you think are receiving relief from the guardians?—I could not tell you exactly, but I should say one-third if not more.

4237. Do not the guardians sometimes take away the money that they would naturally grant on account of your giving the blind persons so much?—I have never heard of a case of that sort, but I know of cases where I have seen the guardians, and they have in some instances continued out-door relief on the condition that we contributed as well. I have one case in my mind at the present time respecting which I saw the guardians.

4238. Do you think that there is much vice amongst the blind people?—If it is to be found I think it is in the institutions, and not among the outsiders. I do not know a drunkard amongst the blind.

4239. Do you visit any people who are employed at workshops in London?—Yes.

4240. What workshops?—St. George's workshops, the Peckham workshops, and the Greenwich workshops. I ought not to say that I personally know those at the Greenwich workshops, because I have now given up that immediate part of the district.

4241. You say that you learnt chair caning; why could you not get a livelihood at that?—Nobody could. I only know one man who could do three chairs a day.

4242. By doing three chairs a day what would you earn, about 1*s.* 9*d.*, I suppose?—Yes, about 7*d.* a chair, but I only know one man who can do three chairs a day; the average is two.

4243. And that would be about 10*s.* 6*d.* a week?—I only know one man who can do it, and he learnt it from infancy.

4244. How many could you do?—I would not undertake to do two.

4245. (*Dr. Armitage.*) Do you know any of your people who are earning their living, or nearly so, as basket makers at home outside the workshops?—I only know one case, and that is the case of Mark Little, who was taught basket making some years ago at Kingscote's workshops in Commercial Street, and he partly supports himself by getting work from the tramway company. That is the only instance that I know of.

4246. Do you know of any mat makers who are earning their living at home?—No, I know of none. I do not know of any mat maker who is working.

4247. Are there any in your district who have been trained as mat makers?—Several.

4248. And they have given it up?—No, they cannot get anything for what they do.

4249. Is that on account of the prison competition?—I cannot say what the cause of it is; it is generally attributed to that cause, but I could not say that it is so.

4250. Do you know any sash-line makers who are working at home?—No, not one.

4251. Do you know any wood choppers?—Yes; there are several engaged in wood chopping, some are doing better than others.

4252. Can you give us an idea of what a blind man can earn at wood chopping?—I could not give you very precise figures as to that, but there is a man named James Mills at Deptford who seems to be earning about 6*s.* or 7*s.* a week at wood chopping, that is at home. Then the men at the Peckham workshops earn somewhere about the same, I think.

4253. Are there any other trades that you know besides those that have been mentioned?—I think mattress making is one.

4254. I am speaking of what they can do at home; but they cannot do mattress making at home, can they?—No. I have 14 different persons who are getting their living in various ways, selling tea and other commodities.

4255. In your experience do you find that the adult blind are able to learn the Braille system?—If they are intelligent it does not matter what the age is; I have taught people up to the age of 60. I have a man at the present time who was in the St. George's School many years ago, and he has recently learnt the Braille system, and he reads it accurately, quite as fairly as I have ever heard a Lucas reader or an Alston reader. I dare say if I were to mention the man's name you would know him; his name is Clifford, and he is the man who makes the violins out of old cigar boxes.

4256. Do you know of any of your people who continue to read the Roman letter?—I do not know of anyone who reads it. I know some who know it, but I never heard one read it.

4257. You have tried them?—I have tried them.

4258. And they have failed to read fluently?—A young woman named Mary Jane Evans not very long ago told me that she could read the system, and I said, "Have you a book, I should like to hear you read?" Well, I should not like to call it reading; it was not reading, though I believe there are those who can read it.

4259. (*Dr. Tindal Robertson.*) There are some persons, I suppose, whose hands are too hard in the touch, and it is impossible that they could learn the Braille system?—Yes, I think so.

4260. What system do you recommend that they should be taught?—Moon, and I endeavour always to press them to learn it, and to tell the home teachers to visit them.

4261. Do you think that the combination of those two systems is really all that is required for a blind person?—I think so.

4262. Whether they are old or young, or whether their touch is good or indifferent?—I think it is absolutely all that is needed.

4263. (*Mr. Johnson.*) To the exclusion of the Roman character?—Quite.

4264. Can you read the Roman character yourself?—No, I have tried hard and could not succeed.

4265. You said just now that you had visited some one from the St. George's School, did you not?—I visited a man named James Beasley, but at the present time I do not visit him, because he is suspended from the society simply from the want of a subscriber.

4266. But you visited him while he was at the workshop?—Yes, and before he went to the workshop.

4267. Was he instructed so as to be able to read and write?—No, he never attended the class.

4268. But he is a good workman?—He is a good workman. He was taught privately, I believe.

4269. And he is earning a considerable amount of wages, is he not?—Yes, but he was not taught at St. George's.

4270. But he is employed there?—Yes, and White too whom I visit as well.

4271. You think that workshops would be a very good thing for the blind?—A splendid thing.

4272. Wherever they are taught?—It does not matter so long as they are taught properly.

4273. You think it would be a good thing to have workshops for the employment of the blind, and for the sale of material?—Yes.

4274. (*Chairman.*) You think that is preferable to their carrying on the work in their own homes?—Yes.

4275. Is it a disadvantage in the case of weaving and mat making, that they cannot carry on those occupations at their own homes?—Will you allow me to cite one case? A man of the name of Jackson came from Liverpool about 18 months ago. Through some interest (I do not know the particulars) he applied to the Gardiner Trust, and I believe he secured or he was granted 10*l.* for stock and frames. He started in business in Greenwich, under the auspices, I believe, of the Greenwich workshop. I received instructions to call upon him, and I found him working away at mats. They had laid out the whole of his 10*l.* in frames and fibre, or I think they call it material, and he was working away on an empty stomach (pardon me for speaking plain), for the man told me that he had not had anything to eat, and that he had made several mats on the first three days after he had had the materials, and he then started out to sell them, which he failed to do. The Greenwich workshop undertook to exhibit some of his mats in the shop and to hand over to him the money for the mats when they were sold. The man ultimately collapsed by first selling his material, and afterwards selling his frames. He is now living at Lewisham on his wife's needlework; he never sold a mat.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 12th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
E. C. JOHNSON, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

HENRY J. WILSON, ESQ., examined.

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4276. (*Chairman.*) You are the secretary of the Gardner Trust?—Yes.

4277. Have you been so since its foundation?—Yes.

4278. Will you state briefly what are the objects of that trust and what its operations have been since you have been connected with it?—The trust was founded by a bequest of the late Mr. Henry Gardner, who left 300,000*l.* for the benefit of the blind in England and Wales. He appointed four trustees, who, together with the person who at the time of his decease should be Bishop of London, were to form the committee of management. The committee not being of one opinion as to which was the best method of carrying out the trust fund, a friendly suit was established in the Court of Chancery, in consequence of which a scheme was drawn up by the Court, dated the 20th of January 1882, and under that scheme the committee are now working.

4279. Is the trust now in full work?—Yes.

4280. Will you state what are the operations of the trust at the present time?—The scheme says that the money is to be divided, after deducting the necessary expenses for management, into ninths; two-ninths have to be given in instruction to the blind in trades, handicrafts, and professions, including the profession of music; two-ninths for instruction for the profession of music only, and two-ninths for instruction in trades, handicrafts, and professions other than the profession of music; and the remaining three-ninths are to be applied in providing pensions or grants, and generally in such other way as the committee may think best for the benefit of the blind. Those are the chief headings of the scheme.

4281. How many institutions are benefited by the trust?—At the beginning of last year I made a report to the committee, showing that 58 institutions and societies had been benefited directly from the trust.

4282. Is the whole of the money distributed every year?—There is a balance carried forward, but the yearly income is expended with this exception.

4283. What is the amount given in pensions?—The aggregate amount is 2,530*l.* a year in pensions to individuals.

4284. What are the principles upon which the committee of the trust distribute the funds among the 58 institutions?—The institutions make application for a certain amount; the applications are brought before the committee, and each application is dealt with separately, according to the needs of the institution. There are three chief considerations which weigh with the committee in the distribution of their funds; first, that all grants that they make should as far as possible be the means of eliciting assistance or aid from other societies or persons; secondly, with regard to individuals, the committee try as far as possible to give assistance which will supplement individual effort, so as to put the recipients in a position to maintain themselves. This naturally does not apply to persons who are past work.

4285. You give assistance to blind people other than in the way of pensions?—Yes.

4286. By way of assisting them in trade?—Yes.—And, thirdly, the committee try to prevent any application of their funds in cases where relief ought to be given from the parochial rates. Pensions are given in scales of 20*l.*, 15*l.*, and 10*l.*, paid quarterly in advance.

4287. Does the working of that principle which you have mentioned last prevent your giving assistance to the indigent poor who ought to be or might be in receipt of parochial relief?—Yes; those who are in receipt of parochial relief are, by one of the regulations drawn up for the guidance of the committee, ineligible for pensions.

4288. Therefore you only assist those who are in moderately good circumstances and who are partly able to assist themselves?—The applicants are not always able to assist themselves; they get assistance from relations or in some other way.

4289. You assist those who are partly assisted by their friends?—Yes.

4290. And with regard to institutions, do you make any condition of a certain sum being raised to meet your grants, like the Ecclesiastical Commissioners do, for instance?—Yes, in most cases the committee do; a certain sum is given on condition that a certain amount is raised within a prescribed period.

4291. Do you make those grants for buildings or workshops?—Yes.

4292. And to individuals do you give grants to set them up in business?—Small grants have been given in that way.

4293. In granting help to those institutions does your committee make it its business to examine fully into the working of the institutions to see whether they are deserving of your support?—Yes, as far as possible.

4294. Has it been your business then to investigate the conditions and working of all these institutions of which we have heard?—As far as possible.

4295. In giving your pensions do you take care that no other society is giving pensions to the same individual, or at least not without sufficient reason for such help being given?—Yes, always; but I may add that pensions have been given to persons receiving pensions from other societies, but not without inquiry and being aware of the fact.

4296. You do not give them without inquiring whether any other pensions have been given?—No, an inquiry is always made.

4297. Do you get at the information you require by making inquiry of the individual himself, or by communication with all those institutions which give pensions, or both?—First of all I generally get information from the applicant himself, and then I send a form of questions which has to be signed by the clergyman of the parish, or the minister of his chapel, and also by a householder. Then when the answers to those questions are returned to me I make further inquiries as far as possible. In London I investigate very nearly all the cases of the applicants through the Charity Organisation Society; but in the country it is more difficult.

4298. Do you put yourselves into communication with, and have a list of all, the different societies and their pensioners, so that no person could apply twice under the same name without your knowing it?—No, I have not a list of all the pensioners of the different charities.

4299. You have not any such list?—No, but there is a question on that point in the form of application which I issue, viz.: "Is the applicant in receipt of allowance from any societies or persons? if so, state amount and "names of such societies and persons. State total "income from all sources."

4300. Do you test the accuracy of the answer which you receive to that question?—I depend upon the information given me by the Charity Organisation Society in London, and upon the word of the clergymen in the

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country; he certifies from actual and personal knowledge of the applicant that all the questions are faithfully and truthfully answered.

4301. Do you think that it would be advisable that the various societies who give pensions should communicate to each other and to you the names of those to whom they give pensions and their circumstances?—Yes; I am in communication with some of the societies.

4302. Are you in communication with Hetherington's Charity?—I have been in communication with Hetherington's in several cases. They applied to me about twelve months ago about the case of an officer in the army, a very sad case indeed; they said they could not assist him because he was born out of England; he had come, through no fault of his own, to great penury, and they asked if the Gardner Trust could give him any assistance. I brought his case before the committee and he was placed on the list of pensioners at once as a vacancy had just occurred.

4303. Did they give him the largest sum that they were in the habit of giving?—Yes, 20*l.* a year. I am in communication with the Christian Blind Relief Society, the Poor Adult Annuity Society, and others; in fact, I have been in communication with almost all the societies, but not about each case.

4304. Then you think as a whole you are not likely to be deceived as to the nature of the application?—I think not.

4305. You take every precaution against being deceived by people making false statements?—Yes, if there is any doubt I write immediately and get further information from other sources.

4306. From your knowledge of the various institutions for the blind in London, do you think there is a want of intercommunication between them, and that therefore they have not that knowledge of the particular cases that come before them that they otherwise would have?—I think they do communicate with each other whenever any special information is required.

4307. Do you think there is room for improvement in the societies for the benefit of the blind in London with regard to the way in which they deal with the individuals whom they educate or train or assist?—I think as regards the blind generally more workshops are required; and also I think when young men and women leave school, that some assistance ought to be given to them; something ought to be done for them to enable them to start fairly in the world.

4308. If there were more combination between the various societies, could there not be workshops established to which those who had passed through the different institutions could be sent, and from which the work could be sent to be sold, either at a central depôt or at a variety of depôts throughout London. If there were more combined action among the various institutions, could they not start workshops, which you say are wanted?—That is a question I feel hardly competent to answer off-hand.

4309. How would you propose to establish workshops?—By charity, if State aid could not be obtained.

4310. By fresh charities or existing charities?—By fresh funds being raised.

4311. Looking at the number of blind societies existing in London, is it necessary or advisable, do you think, in order to provide workshops for the blind, to start a fresh society for the purpose of establishing workshops?—I do not mean that a separate society should be formed to which a workshop should be attached; but that funds would have to be raised for the support of new workshops other than the funds which are now being raised.

4312. Raised by the different societies, do you mean?—Yes.

4313. Would you have one workshop in London?—One or more.

4314. How many would you have in London?—I should say there was room for one or more large workshops still in London and for some in many of the provincial towns.

4315. Then you think, in addition to what has been done for the blind in London, fresh funds are required to create workshops?—Yes, if they are not self-supporting.

4316. Even if they were self-supporting some fund would be required to start them?—Yes, at first.

4317. Has it ever occurred to your trust to do that yourselves?—The committee have assisted existing workshops in London and the provinces.

4318. If you think it is desirable to create more workshops, and your society is for the benefit of the blind, does your society intend to start those workshops?—I do not think the subject has been brought before them exactly in that form, although aid has been given towards the starting of several workshops.

4319. If it was brought before them would they consider it?—I have no doubt they would consider it; they have, as far as possible, aided workshops and have given grants in aid to several so as to enlarge them; but, as far as practicable, they desire to utilize existing institutions rather than to start new ones.

4320. Your Trust does not propose to take the initiative in starting fresh workshops, but merely to support existing institutions?—Yes. Exactly so.

4321. Do you think that it would be desirable to divert some of the money now given in pensions to the assistance of those who could assist themselves, by starting workshops; that is to say, instead of giving a man 5*l.* a year, to give that sum to assist in founding a workshop where that man could be employed?—Yes, that would be desirable (if the funds could be so appropriated) in the cases where pensions are granted to those who could earn an equivalent or more by employment.

4322. That has not been considered by your committee?—No, but the committe do not grant pensions in lieu of wages.

4323. What are the conditions upon which you grant pensions?—There is no restriction as to religious opinion; the recipients must be of good moral character, and in real need of assistance from the trust; there is no limit as to age; they must not be in receipt of parochial relief.

4324. Have you refused any applications from those who you have found on inquiry have not been of good character?—Yes; and after the pensions are allotted each case is looked into evey year. Three pensioners have had their allowances withdrawn owing to misconduct.

4325. Are there more vicious men amongst the blind poor than in any other class?—No, I think not, from my experience.

4326. Of course there are black sheep in every class?—Yes, and those are the ones, I think, that show up in the streets.

4327. Is there not a tendency for people who are out of work to get into vicious habits?—I suppose there would be.

4328. Is not it therefore of great importance, in order to prevent the blind from falling into those habits, that they should be as far as possible employed?—Yes, undoubtedly.

4329. Your preventive is the multiplication of workshops?—Yes, or grants to individuals who can work at their own homes.

4330. Are you aware at all whether those who do work at their own homes are found to be successful?—Some get on very well at their own homes, and others can make no headway at all.

4331. Is it a question of ability, or perseverance and energy?—It depends a great deal on the district that they are in, whether they can get a sale for their stock; a very able man might be in a district where he could not get rid of his goods, and he does not like to leave that district.

4332. That rather points to another deficiency, which is a deficiency of means for the sale of work?—Yes.

4333. Has your society done anything in that direction, that is to say, in aiding the creation of depôts for the sale of work?—No, but a central aid scheme was brought prominently before them in March 1884, and they thoroughly entered into the subject then; and I sent a circular letter round to all the institutions, 33 in number, and judging from the answers received the feeling was rather against a central aid, so the matter was dropped. The idea was to start a large central depôt in London for the whole of the country to supply institutions with material at the cheapest wholesale rate, and to receive articles for sale from all institutions and from individuals; in fact, any manufacture by the blind and as far as possible to take Government contracts for work.

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4334. There might be objections to a central depôt for the whole country, but are you aware whether the institutions have any objections to a central depôt for London?—I have not heard of any except, judging from the answers to a question in the circular letter, most of the institutions sell nearly all the stock that they can make.

4335. We have had evidence that there is great difficulty in getting rid of some of the work of the blind, that if that difficulty is not felt by institutions, it is at all events felt by individuals?—It is felt by individuals, no doubt.

4336. You said just now that blind men did not succeed because they failed to sell their work in certain districts?—Yes, I think a central depôt certainly would be a great boon for those who have a difficulty in selling their work.

4337. Have you read the report of the Charity Organisation Society?—Yes.

4338. Have you any observations to make on that report?—It is some little time ago since I read it, so I can hardly remember any special point.

4339. Do you think that an Amendment of the Industrial Schools Acts would be desirable so as to enable industrial schools for the blind to be formed, assisted by the State?—Yes; or that existing blind schools should receive assistance from the State.

4340. Do you think it desirable to have inspection by the State of the education of the blind?—Yes, I should think that it would be most beneficial.

4341. You have visited most of the institutions in London for the education of the blind, I suppose?—Yes, I think almost all of them.

4342. Do you think that the education therein is generally satisfactory?—Yes, as far as I have seen, certainly.

4343. Have you visited any institution for the education of very young children, that is to say, children under eight?—Yes.

4344. Do you think it desirable that the education of blind children should begin as early as that of sighted children, say at the age of from three to five?—Yes, I think so.

4345. As a matter of fact there are very few institutions that take children at that early age?—Yes, as far as I know there are only four schools where they take very young children.

4346. Which are those four; would Miss Rye's be one?—Yes, and Miss Newbery's. The Primary School at Norwood, and St. George's.

4347. Do you consider the education in all those schools satisfactory?—Yes, I think so, as far as I can judge.

4348. Have you visited Miss Rye's school lately?—Yes, a few months ago.

4349. Has she received any grant from you?—Yes, one in 1882 and another in 1883.

4350. Has she applied again?—Yes.

4351. You have not refused to give any grant to Miss Rye's school?—She has applied again for a grant, and assistance has been offered for the support of two children; but not directly to the home.

4352. Are those children in fairly good circumstances, requiring assistance, but not of the pauper class?—Yes. The one that has gone there is. The other was rejected on account of ill health.

4353. What grant would you give in such a case; would you pay for the entire schooling?—Yes; if aid could not be obtained from other sources. For this girl who has been admitted the committee pay 12*l.* 10*s.* a year. That includes board and tuition.

4354. When do your elections take place?—When a vacancy occurs in the pension list, it is generally filled up at the next or following meeting.

4355. Do you give your pensions from year to year?—Yes; each year I look into every case, but the pensions are terminable at six months' notice. Each pension is given on that condition.

4356. Have you founded any scholarships at some of the blind institutions?—Yes.

4357. Will you state the character of those scholarships?—There are scholarships founded at Norwood College, which are musical scholarships.

4358. To what amount?—They vary. The highest amount is 60*l.* I struck the average the other day, and I found that it was 38*l.* 13*s.*

4359. What is the minimum?—As low as 20*l.*

4360. What other scholarships have you?—At the Preparatory School at Norwood there are 22 scholarships for general instruction, varying in amount from 20*l.* to 25*l.* There are also 16 scholarships at the Technical School at Norwood——

4361. What is the amount of those scholarships?—I think on an average a little under 40*l.*

4362. What is taught in the Technical School?—Tuning the pianoforte and its mechanism. The scholarships at the Technical School average about the same as at the college.

4363. Are they held for two or three years, or one year?—Each scholarship in the first instance is granted for one year only, but the scholar is eligible for re-appointment at the expiration of the first year. There is also the provision that they are taken on three months' probation, so that if they do not prove proper subjects for the scholarship, at the end of three months the committee have a right to withdraw them. At the end of the first year the scholars, if in every way satisfactory, are re-elected for a further period of one year, and so on, till the number of years is completed for which the scholarship is given; so that it is a year by year scholarship.

4364. Your trust has only been in operation four years; have you turned out many tuners in that time from those who have been recipients of your scholarships?—Some have gone out as tuners. I am not prepared to give the number that have received appointments; they could be but very few.

4365. Have there been any failures in those who have received scholarships to obtain employment?—Not that I know of, except a few from ill health and misconduct.

4366. You have some scholarships at Worcester College, have you not?—Yes, there are five scholarships at the Worcester College for the Blind Sons of Gentlemen, which were originally 50*l.* each; but the committee found that the sum of money required for the scholars could be partly met from other sources, so the amount was in some cases reduced to 20*l.* and 30*l.*, and there is at present a fund of 60*l.* which is not utilised.

4367. For how many years are those scholarships tenable?—The applicant must be over 9 and under 16 years of age, and the scholarships are tenable for seven years, subject to the condition that no scholarship shall be tenable after the scholar has entered his 21st year.

4368. Have any of those scholars gone to the universities?—No.

4369. What age are the scholars?—About 17 or 18 now.

4370. Is there a minimum and a maximum age for your scholarships?—Yes; the candidates for the Worcester scholarships have to be under 16 when they compete for them.

4371. They go by competition then?—Yes, when there are several applicants for one scholarship.

4372. Are they open to all England?—Yes; England and Wales.

4373. What class in life are those boys who enjoy these scholarships?—They are supposed to be sons of gentlemen; but the line is drawn very broadly.

4374. The sons of people of moderate means?—Yes.

4375. You inquire into the means of the parents, I suppose?—Yes, always.

4376. Do you give grants for the printing of books for the blind?—Yes.

4377. You give them to all institutions that print books for the blind?—I believe so, as far as I can remember.

4378. Do you give a preference to any one type over another?—No, but Braille's and Moon's have been most largely assisted.

4379. Have you any opinion yourself as to the best type for the blind to be used generally?—Yes; my personal opinion is that the Braille is the best; I mean for the education of the blind. Undoubtedly Moon's type is the best for those who go blind late in life.

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4380. Do you think it is desirable to perpetuate the other systems of printing?—No, personally I do not.

4381. Do your committee make any distinction as to the amounts which they give, or do they give equally to all?—It depends upon the necessities of the case. As regards Moon's Institution, only one grant has been made.

4382. Will you give us the grants in any one year to the different institutions who print books for the blind?—Only one grant has been made to Moon's Institution; it has not been repeated.

4383. What was the amount of that grant?—As far as I remember it was 2,000*l.*

4384. Have you made any grant for the printing of the Braille type?—The committee have made to the British and Foreign Blind Association two grants of the value of 150*l.* and 200*l.* respectively.

4385. Have you made any grant to any other institution?—Yes; to Worcester Cheap Literature Society one grant of 100*l.*, and another of 50*l.*; that is the Roman type.

4386. Will you go through the grants that you have made?—I think those are all.

4387. Are there any suggestions which you would like to make to the Commission for the improvement of the condition of the blind or their education and industrial training?—I have no suggestion to make except with regard to workshops and grants to individuals on leaving school to enable them to start in some trade or handicraft. The majority of them are very poor when they go to school, and naturally they are very poor when they leave, and they have no funds to buy material or tools; a great many of them have applied to the trust for assistance, and the committee have aided over 200 persons in this way, *i.e.*, by grants of 7*l.*, 8*l.*, 10*l.*, or 15*l.* on leaving school, and to others to carry on their trade; I find only nine have applied again, from which the inference may be drawn that they are getting on fairly well.

4388. You assume by their not applying again that they are getting on pretty well?—Yes.

4389. We have had it in evidence that sometimes they give up industrial occupation and find begging more profitable, you cannot say whether they have taken to that profession or not?—No; but I do not think any of those whom the committee have assisted have taken to begging.

4390. With regard to those 200 who received grants from you, were there any who had not passed through any industrial institution?—Yes, some were in trade, having small shops, or carrying on some profession, which they had not learnt at any institution.

4391. You are speaking of those who had become blind later in life?—Yes, the majority of those I am now referring to would have become blind late in life.

4392. Are there any trades which those who become blind late in life can follow with advantage or success besides those of basket making or chair caning?—I hardly think so, except those who go blind when they are in business. I always think they ought to be able to carry it on by the means of the wife or some relation.

4393. Do you know whether they do?—Yes. They do in several cases.

4394. Have you formed any opinion as to blind men marrying blind women?—In my opinion no actual harm comes out of it, but I should never recommend such a course.

4395. You have known many such cases?—Yes.

4396. Have you visited the homes of blind couples?—In some cases.

4397. Have you found the home where the wife is blind as well as the husband, as well kept as the homes of those who have married seeing wives?—In some cases, and in others I have not; in one cottage, which I visited last summer, there were four blind people, and I never went into a cleaner house in my life; that was near Salisbury.

4398. Were any of the children blind?—Those to whom I allude were four grown-up persons, two brothers and two sisters.

4399. Where both the parents are blind, are the children as well looked after as the children of seeing parents?—I have not had much experience of that.

4400. Do you know whether the parents in such cases send the children to school and see that they are kept as tidy as if they were the children of seeing parents?—I have hardly had sufficient experience to answer that question.

4401. But you can conceive it possible that they might not do so?—It is possible.

4402. (*Admiral Sir E. Sotheby.*) You say that you have assisted 58 institutions?—Yes.

4403. How many of those institutions are in London and how many are in the country?—I am afraid I could not tell you that without referring to my notes.

4404. I suppose London had the preponderance of grants?—I think not; without referring to my notes I could not say exactly.

4405. With regard to parochial relief, do you know of any instance in which after you have given assistance to a blind man, he has been refused help from the parish?—I do not know of any such instance.

4406. How many applicants are there on the list for pensions now?—About 3,300.

4407. They are given entirely according to the merits of the applicants for them?—Yes; 3,300 is the number of applications altogether; I do not say for pensions only, but for pensions and general assistance.

4408. You could not say how many there were for pensions alone?—No, but it would be by far the majority.

4409. You have given your opinion with regard to the establishment of workshops, have you visited many existing workshops, and if so, which?—I believe I have visited all the workshops in London; and I have visited Sheffield, York, Exeter, Devonport, Plymouth, Cardiff, Swansea, Nottingham, Bristol, Cheltenham, &c.

4410. Could you suggest any improvement on what you have seen in those institutions?—In some of the institutions I thought some improvement might be made.

4411. Perhaps you think Government inspection might be of advantage to them?—Yes, I think it would.

4412. You advise the establishment of more workshops?—Yes.

4413. Are you aware that that would be attended with additional expense?—Yes.

4414. There is a great difficulty already to support the present ones, is not there?—Yes.

4415. I think you give 9,000*l.* a year away for different purposes, do you not?—More than that.

4416. How much?—Roughly speaking, about 10,500*l.*

4417. Can you tell me in round figures what proportions you give for music, for trade, and for pensions?—In round figures a third for music, a third for trade, and a third for pensions and in such other way as the committee may think best.

4418. Do you give any money for music besides what you give towards the Normal College?—Yes, some has been given.

4419. What sum would that be?—100*l.* a year has been given hitherto to the Edgbaston Institution for Music, and a grant of 500*l.* was made to the St. George's School for the purchase of an organ.

4420. Independently of what you give to the Normal College, you have not given any money towards instruction in music except those two grants you have mentioned?—No, except in a few cases to individuals, as for instance, there are two at Henshaw's Asylum who are receiving assistance of 10*l.* a year for instruction in music, but no large grant is made except those mentioned.

4421. The great bulk goes to the Normal College?—Yes.

4422. I believe it was Mr. Richardson Gardner who proposed to have a central depôt?—Yes.

4423. You say that your committee thoroughly went into his scheme; do you know why his scheme was not adopted?—Because the feeling of the institutions was rather against a central depôt.

4424. That was the only reason, was it?—I drew out yesterday a few memoranda with regard to the central aid scheme. That scheme came before the committee in March 1884, and I sent out letters with regard to it to 33 institutions. With regard to question A, which was, "Whether you consider your institution is in need of any such depôt?" 15 out of the 33 institutions made no reply at all; 9 said "No," or "No need at present;" 4 said "Favourable to some such scheme;" and 5 answered "Yes." With regard to question B, which was, "Whether you would utilize it in any way?" 17 sent no reply; 4 said "Not likely;" 6 said something to this effect "If materials could be obtained as cheap "as in present market;" and 6 said "Probably, yes," or "yes." With regard to the surplus stock, I asked them to state, "The surplus stock on hand at the time of the "receipt of this circular or the general average of such "surplus." With regard to that there appeared to be no surplus stock except at two or three institutions, only the ordinary working stock. With regard to question 5, which was, "Have the sales diminished or increased of late years?" 22 said "Increased;" 3 "Diminished," and 1 "Stationary;" 2 were doubtful, and 5 gave no answer. With regard to Question 6, which was, "Are "the requisites for manufacture purchased wholesale, "and what is the expenditure yearly on this account?" 26 said "Yes," they purchased wholesale; 2 said "No," and 5 gave no answer.

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4425. Have you any knowledge of the begging system in London; I suppose you know that a great many blind people go about begging?—Yes.

4426. Do you know where they come from, have they been educated in music, for instance?—That I do not know.

4427. You do not know much about them?—No; except that I very often see them in the streets.

4428. Have any of them ever made application to you or relief?—Yes.

4429. Have they been given relief?—No, not actual beggars, nor, as a rule, itinerant musicians, as the committee do not look with favour on those men who earn their living in the streets either by singing or by music.

4430. (*Dr. Armitage.*) Supposing a central depôt was established in London for England and Wales, and it was largely used by the other institutions, it would involve a very large amount of buying of material, would it not?—Yes, certainly.

4431. Have you any personal experience of buying in large mercantile houses?—No, I cannot say that I have.

4432. Do you know that the buying of material is the most difficult problem to solve in a mercantile house, and that the firm has to depend largely upon the honesty and capability of the buyer?—No, I cannot say that I do.

4433. Have you ever turned your attention to the system in Germany of looking after the former pupils of blind institutions?—Yes, I thought the system was certainly a very good one.

4434. Do you think it is a system that could be followed with advantage in England?—I think so, undoubtedly. I think something of that sort ought to be done; that is to say, that the schools ought to keep touch with their old pupils who have learned a trade, at any rate for a certain number of years, and that a bonus should be given, if possible, by the schools to those who are starting on their own account and are really deserving and in need.

4435. Do you think it would be better that the responsibility of starting in life, and assisting, when necessary, all old pupils, should be thrown upon the school in which they were educated, or that it should be undertaken by an independent society?—I should think if there were an independent society which would undertake that responsibility, it would be almost better than throwing it upon the schools, but that is a matter I have not thoroughly thought over.

4436. Have you ever considered the subject of helping those who have left school?—Yes.

4437. Have you ever seen the system in action either in Germany or France of looking after the former pupils?—No, I have never seen the system.

4438. (*Dr. Tindal Robertson.*) Has any subsequent bequest been made since your trust was founded?—No.

4439. Has any addition been made to it in any other way?—A small donation has been made from the Charity Organisation Society, viz., 25*l.*, which were placed in their hands to be given away through some existing institution for the blind, and they handed it over to my committee.

4440. I presume your committee would be prepared to receive any bequests or donations if they were made?—Undoubtedly.

4441. Is it your plan generally to give a lump sum or to give annual grants to different institutions; which is the most in favour with your committee?—The grants are as a rule renewable annually, a fresh application is brought up each year before the committee, and they never make a grant for more than one year.

4442. You prefer that plan to giving a lump sum in order that you may, as I know you do, carefully investigate the circumstances each year of the different institutions and the way in which they are doing their work?—That is the reason the grants are made annually. I re-investigate the case of every institution when a fresh application comes up.

4443. With regard to education, do you give grants to schools as well as to individuals and for purposes of trade?—Yes, some grants are made to schools and some to individuals at the schools, for instance, at Miss Newbery's, I believe, there are eight children who are now receiving small assistance, say 4*l.*, 5*l.* or 6*l.* apiece, and their friends make up the rest.

4444. Is any preference given according to the way in which the children are educated in those schools?—No, so long as the instruction is, in the opinion of the committee, efficient.

4445. Have you any means by which you may test whether the education given in the schools to which you give grants is an efficient one or otherwise?—No, except by asking for information from those who are interested in the blind and by personal inspection. There is no regular examiner.

4446. Do you get reports from those schools?—Yes. The annual reports are sent from the schools.

4447. Do not you think it would be very much more advantageous to have a general inspection of those schools so that you might test the education given in them?—Yes.

4448. Would that assist you very much in coming to a determination as to the amount to be given to the different schools?—Certainly.

4449. With regard to pensions, do you think that a general registration by all the pension giving societies acting in combination, would be advantageous in enabling them to judge whether they overlapped each other in giving pensions to particular persons or not?—It would be hard to keep such a registration right up to date, because there are so many of the pensioners who are very old. With regard to Christ's Hospital, I should be afraid to say how many pensions lapse each year. If every case were thoroughly examined into there would be, I think, no necessity for such a registration.

4450. Is there any other scheme by which cases could be thoroughly examined, except the keeping of an annual register embracing the recipients of pensions from all the societies, and to which all the societies might have access?—I do not know that there is, unless each society did what I do with regard to the Gardner Trust, viz., investigate every case and get the full particulars and find out what assistance is given and from what charities.

4451. Do you know whether the different societies which give pensions to the blind make the same thorough and careful examination that you make?—I believe they send forms out in which similar questions are asked to those which appear on the trust's form of application.

4452. You were asked about a central depôt, and you said that a scheme for a central depôt had been before the institutions, did you mean that a scheme for a central depôt for the whole of the country had been put before them or that a scheme had been put before them of having one or more central depôts for London, and one in each of the large provincial centres?—The proposal was to have one central depôt in London for England and Wales.

4453. Do you think if a proposal to establish a central depôt, or more than one if necessary, for London, and central depôts for the large provincial centres had been before those institutions, that they would still have refused their adhesion to it?—No, I think they would not.

4454. I speak of depôts where the blind would be able to buy materials at wholesale price, and where they would be able to send their work for sale, whether they worked at workshops or at home, and where they would have their names registered so that they might be got

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at at any time if necessary?—The feeling of some of the institutions was that they would be very glad to see provincial depôts started.

4455. With regard to scholarships, have you any scholarships at the universities?—Two, at 60*l.* each, at Oxford.

4456. Would your committee be prepared, do you think, to increase the number of those scholarships, especially from Worcester College, if it was found that they would be very advantageous to the blind children of comparatively poor people who might be inclined to take advantage of them?—I think so, decidedly.

4457. Is it within your knowledge that at the present time there are blind clergymen and blind lawyers who have been educated at Worcester and afterwards at the university?—Yes.

4458. Do not you think it would be a very great advantage if such men as those who showed capability could be assisted from the funds of your trust?—Yes, I do. I may state that only four applications for scholarships at the universities have been received. Three were granted and one deemed ineligible. One scholarship was not accepted.

4459. (*Mr. Johnson.*) Two-ninths of your funds are granted, as I understand, to music only?—Yes.

4460. What portion of the two-ninths which goes to trades, handicrafts, and professions, including music, goes to music?—It varies.

4461. What do you suppose was the gross amount paid for music last year?—About a third of the income.

4462. With the exception, then, of 100*l.* paid to one nstitution and 500*l.* to another for an organ, that is 600*l.*, the balance of that third of the income has gone to one institution, the Normal College?—Yes.

4463. Could you tell the Commission what led your trustees to give it all to one institution instead of distributing it amongst other institutions in the country where music is equally well taught?—I do not know whether I can answer that question, because the scholarships to the Normal College were granted just before I was appointed secretary.

4464. At all events, one third of the income goes to that one particular institution?—Yes, about a third.

4465. That is to say, the whole of one two-ninths and a portion of the other two-ninths?—Yes.

4466. I think you said that the average amount of the scholarships at Norwood is 38*l.* 13*s.*, the highest being 60*l.* and the lowest being 20*l.*?—Yes. The highest can be 60*l.*, but at present is only 50*l.*

4467. What is the aggregate amount of money paid on those particular scholarships at Norwood?—The number of scholars at Norwood is 87, so it would be 87 multiplied by 38*l.*

4468. In the 87 do you include the 22 scholarships in the Preparatory School and the 16 in the Technical School?—No, the 87 are exclusive of them.

4469. Then the amount of the scholarships in the Preparatory School would be, how much?—500*l.*

4470. And those in the Technical School would be, how much?—600*l.*

4471. The 600*l.* and the 500*l.* would make 1,100*l.*, and the 87 scholarships would be a little over 3,000*l.*?—Yes.

4472. So that the Normal College get 4,100*l.* from your funds?—Yes, I believe so; about that amount, or rather more.

4473. Have you any idea what the total amount paid for instruction in handicrafts and trades, excluding music, was last year?—Last year 3,041*l.* 10*s.* was paid to 32 institutions and 511*l.* 7*s.* towards fees for instruction of individuals in addition to scholarship money to Worcester College, &c.

4474. From your experience do you think that music is a profitable occupation for the blind?—In many cases certainly it is.

4475. Not in all?—No.

4476. Have you any idea what would be the proportions of the successes and failures among the persons trained in music in this college, which you so largely subsidise?—I forget the exact number stated in the report.

4477. You receive a report from the Normal College; you have no report from any other institution because you do not subsidise any other in music?—Only from Edgbaston; they send their report.

4478. You give them 100*l.* a year; is that renewable every year?—Yes.

4479. Allusion has been made to a scheme which was proposed by Mr. Richardson Gardner, who, I believe, is not one of your trustees, which was brought before your trustees, with regard to the establishment of workshops; have you any objection to put in that scheme?—I do not suppose the trustees or Mr. Richardson Gardner would have any objection to its being placed at the disposal of the Commission.

4480. That scheme contained some very valuable hints, upon which your trustees took the opinion of all the existing institutions?—Yes.

4481. That scheme embraced the establishment not only of workshops, but of a central depôt?—A central depôt only.

4482. I understand you not to object to the establishment of one or more depôts for London and provincial depôts in different parts of the country?—I was not giving my own opinion, but that which I gathered from the various institutions; their opinion seemed to be against the establishment of a central depôt in London for England and Wales.

4483. Have you any difficulty in filling up all your scholarships both at Norwood and at Worcester?—Not at Norwood but at Worcester certainly there is a difficulty.

4484. In getting people to compete for the scholarships?—Yes.

4485. Where do they compete?—At the college.

4486. You have no control over the examination; you merely grant the money?—The examiners for the scholarships are appointed by the trust.

4487. Have you had any returns made to you showing the results of the instruction given in the Technical School at Norwood, to which you give 500*l.* a year, and in which pianoforte tuning and pinnoforte mechanism is taught?—It has only been started lately.

4488. How long?—I think about three years.

4489. You have only given three grants?—Three and part of the fourth year's.

4490. Your committee receive a periodical report with respect to all the scholarships, I suppose?—Yes, every ear.

4491. And they either withhold their grants for scholarships or continue them, as they see right?—Yes.

4492. You have a great deal of experience with regard to pensions; is there not a certain amount of association amongst all the managers of pension giving societies, and do not they communicate information one to the other?—Yes, they have always given me information very readily.

4493. Do the City companies who distribute pensions to the blind communicate with you?—Yes, some of them.

4494. And Christ's Hospital?—Yes. I have also corresponded with the Protestant Blind Pension Society.

4495. That is a voting society?—Yes.

4496. Voting charities and trusts follow the same plan of making all the inquiries they can?—Yes, I believe so.

4497. And you have received great assistance from many of those charities whom you have asked for information?—Yes.

4498. We may say that generally speaking those who grant pensions to the blind take the best means they can of procuring information with regard to the applicants for pensions before they grant pensions?—Yes.

4499. (*Chairman.*) You do not give any aid in those cases where the guardians assist?—No, not by way of pension, but sometimes parochial relief is supplemented to afford instruction.

4500. Are you aware whether the guardians assist all cases that they might reasonably be expected to assist?—No, I do not think they do, and they do not give sufficient assistance in many cases.

4501. Do they exercise their full power of sending blind children to institutions where they may be educated and trained in industrial work?—No, certainly not. I have had great difficulty in that matter. I try and get assistance from guardians, and I am not always successful. If the case is a deserving one and no assistance can be obtained from the guardians, the committee give assistance to enable the child to go to school.

4502. In fact your committee have relieved the rates to that extent?—Yes, where it has not been possible to get anything from the guardians, but only in a few instances.

4503. As I understand with regard to children, you do not draw the line very rigidly with regard to assisting cases which ought to be assisted by the guardians, but with regard to adults who ought to be assisted by the guardians, you do not give any assistance at all in those cases?—No, it has only been done in one special case, and that was by the unanimous vote of the committee.

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4504. Was that a case where the guardians ought to have assisted?—The guardians did assist, and the committee resolved to supplement their assistance; they only gave it on condition that the guardians would not withdraw the relief.

4505. Then the result of your experience is that the guardians are sufficiently alive to their duty with regard to adults but not with regard to children?—Yes.

The witness withdrew.

Mr. John Whitaker Hulke, F.R.S., F.G.S., examined.

4506. (*Chairman.*) You are connected with the Royal London Ophthalmic Hospital?—Yes.

4507. Are you connected with any other institutions for the blind in the metropolis?—I am not connected with any other special hospital; I am connected with the Middlesex Hospital, but that is a general hospital.

4508. Can you give us any information with regard to the preventible causes of blindness?—Yes, I think I can. For instance, the commonest cause of blindness in infancy and early life is the purulent ophthalmia of the new-born; there can be no doubt, I think, that that causes a very considerable per-centage of blindness, and that is a thoroughly remediable disease.

4509. What suggestions would you make with regard to precautionary measures to be taken to prevent the spread of that disease?—One would like to have all those who are occupied in attending women in labour, both the midwives who attend a very large proportion of the poor population and those in our own profession, better informed upon the subject.

4510. Is there ignorance in the medical profession with regard to the precautions that ought to be taken?—I should hardly like to say that there is ignorance; but, as I am informed, a large number of persons are attended in labour by a qualified practitioner, and they have no warning from him as to the possibilities that may eventuate; he does not see them again; ophthalmia occurs, and then the eye is neglected, and the opportunity is lost. But if some kind of regulation were made that there should always be a warning given by the poor law doctor to the nurse or to the mother of the child it seems to me that many cases would be prevented.

4511. Are most of the cases which are said to be cases of blindness from birth caused by that disease?—In the majority of cases I should say that that is so.

4512. Are there many cases of actual congenital blindness?—By "congenital blindness" do you mean where children are born blind?

4513. Yes?—There are some, but not such a very large proportion.

4514. Is it your opinion also that the midwives are not well acquainted with this disease?—That is so beyond any doubt.

4515. What steps could you take to ensure these precautions being taken, even amongst the midwives, by the poor law, or by circulation through the boards of guardians?—I should think so. I think that no midwife, unless certificated, should attend a woman in confinement, and that a certificated midwife ought to have stringent instructions on these heads.

4516. Are a large proportion of the midwives not certificated?—I cannot say; that is beyond my knowledge.

4517. But would a certificated midwife know what precautions to take?—I think they should know, but I doubt very much whether they do largely know.

4518. Are you aware of a great number of cases where blindness is owing to this disease?—Oh, yes.

4519. Are the precautions which you would recommend adopted in the cases of the birth of children in workhouses?—That is beyond my knowledge.

4520. Would you circulate through the machinery of the poor law some common remedy as a precaution against this purulent ophthalmia?—I think there could be no difficulty whatever in drawing up a short plan for the treatment and management of such cases which ought to be given to every person who has to deal with the children of the poorer classes.

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4521. Dr. Brudenell Carter stated to us that the solution which he found to be most useful for application in cases of infantile ophthalmania was a weak solution of bi-chloride of mercury?—I believe that of late years that has been largely used; but we for the most part have used alum, which is a very common remedy, and one that is always at hand, and it is less dangerous if an accident should happen by anyone drinking it than corrosive sublimate.

4522. Is the blindness which arises from measles or scarlet fever preventible?—If it were efficiently treated, in a large number of instances the results would be very much less severe. That you could absolutely prevent the occurrence of inflammation of the eyes and ulceration of the eyes after these maladies, I doubt; but you render the results very much less severe by proper treatment.

4523. Are there any special occupations which tend to blindness in after life?—I cannot say that there are, except occupations where they are liable to accidents, for instance, in the case of boiler makers and occupations of that kind, and in the case of men who are engaged in grinding, where there are bits flying off the wheel, and so on.

4524. Do you ever find that any children become blind from over straining their eyes in youth?—That is a very difficult question to answer with a yes or no. I think one may say this: that if you have in childhood a strong tendency to shortness of sight, to myopia, then straining the eyes will greatly aggravate and intensify that; so that if they survive to middle life or old age their eyes very often break down.

4525. Do you think that the best corrective to that is healthy exercise?—Yes, and efficiently lighted rooms, and giving the children suitable glasses.

4526. Do you think that short-sightedness is on the increase in England?—I am not aware that we have had any thorough examination with reference to that. No doubt a larger number of cases come under observation because people are more alive to it; but as to whether there is an actual increase of it, I do not think we have figures before us which enable us to speak positively.

4527. But now that all children are obliged to attend school it is of course more likely that their short-sightedness will be found out?—It is found out, and their mistresses or masters send them to us for glasses; a large number of them are sent to the hospital for glasses. They cannot see the diagram board across the school room.

4528. Cases of that kind no doubt would be aggravated by constantly concentrating the sight on a book a short distance off?—No doubt, particularly in twilight and insufficient light.

Perhaps I might mention one malady which leads to a not small amount of blindness, and that is what is known as granular ophthalmia.

4529. What is that caused by?—It is a very infectious disease; it rapidly spreads; and you see it very largely in persons engaged in the slop-tailoring trade living in small, badly ventilated, and badly lighted rooms; for instance, among the Polish Jews, who make such a large amount of slop clothing at the east end of town.

4530. Is that produced by bad sanitary conditions?—It is greatly aggravated and possibly produced by them.

4531. Is it a disease which is imported from abroad?—Whether it was originally so one cannot say; there is

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no doubt that a number of persons come with it from abroad, but it equally, I think, breaks out here amongst children who have never been abroad, or who have never been much in association with those who have been abroad. I think we must allow that it will spring up endemically amongst us.

4532. Is it contagious?—I think there is no doubt about that; it will spread from child to child or from person to person. Unless you put a number of people into a room close together with no ventilation and so on, I do not think it would probably be so contagious through the atmosphere as it is by actual contact.

4533. Have you any experience or special views which you wish to offer to the Commission with regard to the general treatment of the blind in London, or with regard to their education or industrial training?—This is a matter upon which I unfortunately have scarcely formulated my views, because I received a request merely asking me if I would come here and give information, and I did not know on what points I should be asked for information, so that I am sitting here rather under a disadvantage in that respect. It is a matter that requires a good deal of reflection, and I should hardly like to speak upon those points; but if there is any particular subject that you would like any information about that I could give you, I will do so with pleasure.

4534. Are you acquainted generally with the societies for the relief of the blind in London?—I am acquainted with the Indigent Blind Visiting Society, but not with other societies.

4535. How many blind are treated year by year in the hospital with which you are connected?—A very considerable number, a number which would amount to thousands, but I should not like to say how many. If you will permit me, I will ask our secretary to send you our reports, and you will have all the information there, but I could not give you the figures. It is the largest and the oldest of the hospitals for the blind in London.

4536. Is there any way of preventing the blindness that comes on between the ages of 40 and 60, which appears to be the period of life at which it comes on most frequently in England?—A certain and not inconsiderable per-centage of that is due to glaucoma and glaucomatous affections; and unfortunately they are still very largely unrecognised. Again and again patients come to the hospital in a hopeless condition: perhaps they had been under observation, but the disease has not been recognised; and yet that is a malady for which in a large number of instances much can be done if you only get them early enough. Very often glaucoma in its earlier forms is taken for an acute bilious attack; there is great headache and vomiting, and so forth: but the vomiting is simply symptomatic of the affection of the eyeball.

4537. Is glaucoma an affection of the nerves of the eye?—No, it is an affection of the eyeball, the leading characteristic of which is undue hardness of the eyeball, due to over tension of the eyeball. If the eyeball becomes unduly distended, you get pressure of the nerve, and then you get wasting of the nerve and blindness.

4538. What are the predisposing causes to glaucoma?—They are very imperfectly known, though there are a great many theories about them. In a certain not inconsiderable number of instances there is a fairly distinct gouty history.

4539. (*Mr. Johnson.*) You think that purulent ophthalmia is the principal cause of blindness amongst children?—I think so.

4540. And in the case of children and persons of a later age you think that granular ophthalmia is the principal cause?—That is so with young adults, and in fact you may say any time of life.

4541. Have you any data to go upon which will enable you to state amongst what class of persons granular ophthalmia is most prevalent. You have said that it is prevalent amongst the Jews in the slopshops; do you think that it is prevalent amongst any other classes?—I think that wherever you find persons crowded together in unwholesome workshops, with flaring gas and bad ventilation, and where they are badly fed and dirty in their habits, there you get it.

4542. Then by taking proper precautions that is a disease which is equally preventible with the purulent ophthalmia of children?—By taking proper precautions I think it is preventible to a great extent.

4543. We understand that purulent ophthalmia in young children and granular ophthalmia in those of more advanced age, and glaucoma at a still more advanced age, are the principal causes of blindness amongst the population?—They are principal causes; I would not say that they are the only causes, but they are the chief causes.

4544. And the two first would be preventible by care and proper precautions?—They would be largely preventible, I think.

4545. Have you any experience of any other trades in which blindness occurs?—We have heard before the Commission something about shuttle-blindness; do you know anything about blindness dependent upon any particular trades?—No, I know nothing whatever about shuttle-blindness. It is said that a peculiar form of blindness is prevalent amongst miners who work a good deal under ground, and in constrained positions, but I have no experience of that whatever.

4546. Do you think that secondary syphilis is any very great cause of blindness in this country?—I would put inherited syphilis before the other.

4547. That would be secondary or tertiary syphilis, I suppose?—No, I am speaking of inherited syphilis.

4548. Is that a cause of blindness to a large extent?—I think it is so to a not inconsiderable extent.

4549. Have you any data on that subject at your hospital with which you could furnish the Commission?—I think that some statistics might be got out if the registrar were to go over the books and analyse the cases for a few years.

4550. It would be an interesting result if such a thing could be obtained?—Yes, and I think it could be obtained.

4551. Do you know of any other antiseptic except alum and bi-chloride of mercury that would be useful in the early stages of ophthalmia?—Almost any of the metallic salts, sulphate of zinc, for instance.

4552. But alum is the most innocuous?—Yes, and alum is always at hand.

4553. Do you know anything about the experiments of Dr. Crédé in France?—No.

4554. Have you had any experience of the epidemics in any of the parochial schools, such as the one at Hanwell?—None.

4555. Have you any experience with regard to Germany?—I know a great deal of German literature, but I have no experience with regard to the actual practice in Germany.

4556. Have you ever formed any opinion as to why blindness was more prevalent in Germany than it is in England?—No, I was not aware of the fact.

4557. In your experience, what is the proportion of children that are born blind?—I should think it is small, but I could not give you the actual figures.

4558. You have only to do with those who to a great extent become blind at a later period?—Children and persons of all ages are brought to the hospital.

4559. Is there any register of the periods at which they became blind?—No, there are merely the ages at the time of application. Every patient who applies has his or her name and age at the time entered; but an adult may apply who may have become blind in childhood, and the age at which the blindness occurred would not be mentioned.

4560. Do you think that the present system of education tends in anyway to increase blindness?—I think it does in this way, that under the high pressure there seems to be a notion that all children must be driven at the same rate, and sufficient allowance is not made for those whose machinery is weak, and they break down.

4561. Have you any experience of board schools?—No, I have merely the experience of patients who are brought to us at the hospital stating that they are attending board schools.

4562. Do you think that the present pressure in all schools tends to depreciate the ordinary sight?—It tends to break down those who are weakly; there is not sufficient allowance made for them. It is even the case with parents; they often want to urge on their children beyond their powers.

4563. (*Dr. Tindal Robertson.*) With regard to the ophthalmia of infants, about how long does it take to destroy the eye?—In an acute case it does not take very long, not many days. Children of a week or ten days old are frequently brought to the hospital whose eyes are destroyed.

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4564. So that any remedy to be of real use must be applied at once?—It should be applied at once.

4565. At the very first beginning of the disease?—Yes. It occurs, no doubt, from contagion in the act of birth; and if children are thoroughly well washed, and their eyes are thoroughly cleaned, and a little Condy's fluid, or any similar antiseptic is used, you will prevent it.

4566. I have been informed that in some parts of the midland counties there is a form in which alum has been distributed, either by the aid of the parish authorities, or in some other way, and that that has proved effective; do you think that if some plan of that kind were adopted it would be of great use?—I think that some measure of that kind would be very useful.

4567. Is the granular ophthalmia of which you spoke epidemic at times?—Where a large number of persons are crowded together it rapidly spreads, and so in that way becomes epidemic.

4568. And there is no special mode of treatment, I presume, which would apply to that, or anything which would prevent it, except what you have told us of in the way of care as to sanitary appliances?—There again each case must be treated on its own merits. You cannot lay down any hard and fast line of treatment, except the general rule that astringents for the most part seem to be more useful than other remedies. But there are different stages of the disease, and you require to modify your treatment accordingly.

4569. With regard to the prevalence of myopia amongst young children, do you think that a periodic inspection of schools, say an annual inspection, or something of that kind conducted by an experienced person would be useful in detecting it at an early stage, and possibly in preventing its getting worse?—I think it would be very useful, and not merely in detecting myopia but in detecting the opposite condition of hypermetopia it would be exceedingly useful. Again and again children are scolded and bullied because they will not do their work when they simply cannot see and want glasses.

4570. You spoke of the bad effect of insufficiency of light; do you think that gas for instance has a tendency to do harm by having too much light?—No; if the gas is steady, if it is so arranged that the light given by the burners is thrown down upon the work, but not blazing in the childrens' eyes, I see no objection to gas with proper ventilation.

4571. You think that it depends upon the position in which the light is put?—I think largely so. You ought always to have abundance of light thrown upon the work, but not any blaze upon the eyes.

4572. Would it not be an advantage in schools that rules should be laid down by which people should know how light ought to fall; is not the light now often thrown directly into the faces of the children?—I have no direct personal knowledge of schools, but I have no doubt that it is so.

4573. Setting aside altogether the question of the transmission of syphilis, do you think that blindness is in any other way hereditary?—Yes, I think you see cases where it runs in families.

4574. Have you any experience of blind intermarriages?—I have only a general experience of it; I have no particular experience of it. When I first joined the Indigent Blind Visiting Society there were several instances in which blind men married blind women and it was found to be bad in every way for the children. How could the parents bring them up carefully and properly, or see that they were clean?

4575. Have you any reason to think that there are any other results to the children of blind parents, whether any of them have ever become blind or been born blind?—I have myself no knowledge of instances where blind parents have begotten blind children.

4576. What is your opinion of the influence of smoking upon blindness?—That is a very broad question. I think there can be no doubt whatever that there are some persons to whom tobacco is poison, and that a relatively small amount of smoking is injurious to them; but there are a very large number who can smoke without taking harm from it.

4577. Could you give us any approximate idea as to the per-centage of cases of blindness which might be caused by over-smoking?—No, I could not. My impression is that it does exist, but that the per-centage is not very large.

4578. (*Dr. Armitage.*) You say that the ophthalmia of new-born children is easily preventible; is it easily curable?—I think it is both easily preventible and easily curable. If you see a child with infantile purulent ophthalmia early enough it ought very seldom indeed to lose an eye from that. Of course if the child is some miserable, puny starveling in a wretchedly ill-nourished condition, perhaps nothing will save the eye; but speaking broadly one may say that you ought seldom, if ever, to lose an eye if you see it early enough.

4579. Is the cure generally rapid?—I think fairly so.

4580. Within two or three weeks or so it ought to be well?—Oh, yes.

4581. Would you say the same with regard to glaucoma?—No, that is a very lingering and intractable thing; it is a difficult thing to cure.

4582. Easy to prevent, but difficult to cure?—I think so.

4583. Have you any experience with regard to intermarriages of cousins which are within the limits of consanguinity allowed by the English law, as to their effect upon the children born of such marriages?—I have seen several instances of blindness in children the offspring of first cousins; but I have seen a great number of instances of intermarriage where no such ill resulted.

4584. Are you of opinion that intermarriage of first cousins is a cause of blindness?—Taking the particular condition which is known as *retinitis pigmentosa* the technical name for the condition which leads to blindness, and which is an inflammation of the retina and choroid accompanied by the formation of pigment, I do not think you would find such a large proportion of instances of blindness to occur in the offspring of first cousins as to make it desirable to throw difficulties in the way of such marriages.

4585. Do you know of cases in which several children in one family have been blind?—I know instances where several children in one family have had very considerable imperfections of sight, but I could not at the moment speak of cases where many children in one family have been actually blind; for instance, you often see several members of the family with congenital cataract.

4586-7. Do you look upon such diseases as congenital cataract as being hereditary? I mean where the parent has the disease. If a person has congenital cataract is he from that reason more likely to have children with congenital cataract?—That is a matter upon which I have no positive knowledge; I have no data to go upon. I do not at the moment remember instances where the parents have had it and where the children have had it.

4588. Are there any diseases of the eye in which you would say that the disease is hereditary, passing from parent to child?—I cannot say at the moment that there certainly are; but, as I have already stated, you often see disorders running in families where, for instance, there is atrophy of the optic nerve, where parents have gradually drifted into blindness, and the children with advancing years have done so also from a defect of the optic nerve.

4589. Could you make any suggestions as to the professional education necessary for dealing with these diseases; do you think it would be desirable to give more prominence to a knowledge of opthalmic surgery?—There is no doubt that it would be very desirable to do that. The difficulty is that already the whole curriculum of medical education is crowded into so short a space of time that it is absolutely impossible to demand more unless we could extend the time of education.

4590. Is a knowledge of ophthalmic surgery essential at the College of Surgeons, for instance?—Yes, candidates are liable to be asked questions, and are very constantly asked questions as to eye diseases and the treatment of eye diseases.

4591. But it is not necessarily so; they are only liable to it?—They are liable to it, and being liable to it I think they for the most part prepare themselves in some degree.

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4592. Is an attendance on some course of ophthalmic surgery or practice in an ophthalmic hospital essential?—I am not aware that that is actually required by the schedule.

4593. Can you tell us how that is with regard to Germany?—No, that I could not say. I think it is not essential in Germany, but I would not speak positively on that point.

4594. (*Admiral Sir E. Sotheby.*) Would it not be highly desirable for general instruction to be given at the lying-in hospitals and workhouses respecting the treatment of the infants' eyes when they are born?—Very desirable.

4595. And such instructions are not so given now, are they?—I have no distinct knowledge of that point, but I think they are not.

4596. You have told us that blindness is sometimes caused from hereditary syphilis?—Very often.

4597. Do you not consider, then, that the abolition of the Contagious Diseases Acts would tend much to the increase of blindness?—By increasing the spread of syphilis; in that way it would.

4598. Then that would increase blindness, I presume?—Yes.

4599. Do you consider that blindness amongst the children of the poor is sometimes caused by their being turned out in the open air too soon after measles, and scarlet fever, and so on?—I do not think it arises from that cause; I think it is from bad nutrition.

4600. And not from catching cold in the eyes after suffering from these complaints?—If they catch cold it is because they are badly fed and badly clothed.

4601. You say that blindness may be also caused by over-pressure and overwork in the schools?—Yes.

4602. That is, I presume, rather against the present competitive system?—I think that a large number of persons break down under that in their eyes as in other parts of their bodies.

The witness withdrew.

32, Abingdon Street, Westminster.

Wednesday, 17th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.

W. TINDAL ROBERTSON, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. PINDER SIMPSON examined.

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4603. (*Chairman.*) You are clerk and treasurer of Day's Charity?—Yes.

4604. What is the amount of the capital, the interest on which is at the disposal of the trust?—We have in consols the sum of 55,350*l.* 18*s.* 9*d.*, and a further sum of 7,287*l.* 14*s.* 4*d.* consols. I may state that the sum of 7,287*l.* arose from accumulated interest between 1836 and 1842, when the charity was floated, the will having been disputed by Mr. Day's representatives in the meantime. Then in reduced we have the sum of 55,350*l.* 18*s.* 9*d.*, and a further sum of 7,286*l.* 3*s.* 4*d.* accumulated interest.

4605. In the whole, how much does that amount to?—125,275*l.* 15*s.* 2*d.* The sum originally left by Mr. Day was 100,000*l.* to found The Blind Man's Friend Charity.

4606. What are the expenses of management?—They were about 372*l.* last year, we may say 360*l.*, or something like that, per annum upon an average.

4607. What is the amount distributed per year?—The amount that was distributed for the four quarters ending October 1885 was 3,391*l.*, that sum was distributed amongst about 230 annuitants, the annuities varying from 20*l.* to 16*l.* and 12*l.* per annum.

4608. The interest upon the 125,000*l.* odd is how much?—The interest at 3 per cent. on 125,275*l.* is 3,758*l.* When you add the 372*l.* for expenses to the amount distributed, which was 3,391*l.* in 1885, you get very nearly to the 3,758*l.*

4609. Will you tell us in how many annuities that 3,391*l.* is distributed?—It was distributed amongst 46 annuitants at 20*l.* a year, 58 at 16*l.* a year, and 124 at 12*l.*; that is rather below the average, we are about four or five short at the present time.

4610. Are those pensions given annually and paid quarterly?—They are paid quarterly in advance, they are not fresh grants every year; the pension may be considered as an annuity for life, provided the annuitant conducts himself or herself properly.

4611. That is the only condition?—Yes, unless there is a flagrant breach of the rules of the charity.

4612. Will you tell the Commission what means you take to test the needs or the qualifications of the applicants?—In the first instance a petition is sent in, which must be on the books 12 months before an applicant becomes eligible; at the expiration of that time the trustees consider the case, and provided all the requirements are fulfilled and the case is well backed up by persons who know the case to be a thoroughly deserving one, the applicant is considered by the trustees to be a fit object for an annuity.

4613. What are the qualifications; is one of them that the applicant must be over 21 years of age?—He or she must be over 21 years of age, and not in receipt of parish relief at the time the application is made.

4614. Do you make it a qualification that the applicants shall endeavour to gain their livelihood as far as they can by some trade?—No, that is not one of our qualifications. It is generally stated in the petition whether they follow any trade or profession.

4615. Do you give the pensions mainly to those who do not or cannot earn anything for themselves?—No.

4616. You give them to those who help themselves?—We give them to those who help themselves; it was Mr. Day's wish that the money should be given to those who endeavoured to support themselves.

4617. But you do not make it a qualification?—No, not an absolute qualification.

4618. What means do you take to verify the correctness of what the individual has stated in the paper filled up?—The qualification paper after the case has been nominated by the trustees is sent either to the individual or to some friend, or the clergyman of the parish, who fills up the qualification paper; then it is returned to the trustees, and it must be signed by the clergyman of the parish, or by a magistrate to whom the applicant is personally known.

4619. Do you keep a list of the applicants?—Yes.

4620. And of the annuitants?—Yes.

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4621. What number of applicants have you now on your list who are not in receipt of pensions?—I made out this list yesterday; in round figures, as near as I can arrive at it, is 4,735: of course, a vast number of those applicants one would never hear of, because they have never received an annuity, they may be dead; and some of them, if alive, would be 120 years of age; how many might be written off as dead I cannot tell you. The deaths of our annuitants average about 10 per annum.

4622. And you have that number of vacancies?—We have about that number of vacancies per annum.

4623. How many of those 4,735 have been 10 years on your list?—I could not tell you; the number of cases I am giving now is from the commencement of the charity.

4624. You have about 230 pensioners?—Yes.

4625. And you elect 10 a year?—Yes.

4626. Therefore, it would take nearly a quarter of a century to put the entire number of pensioners upon the list?—Yes.

4627. How many of those 4,735 have been applicants for 25 years; you say some of them would be 120 years old if they were alive; what number of bonâ fide applicants are you unable to give pensions to?—We have 2,000 cases on the books which the Trustees are unable to relieve.

4628. Do you communicate with any of the other societies or companies who give pensions, in order that you may ascertain whether two or three pensions are given to the same person?—Whenever those different charities make application to me for information I furnish it.

4629. But you have no interchange of lists with other pension-giving societies?—No; but in my experience upon two or three occasions I have had applications from the Hetherington's Charity for a list of our annuitants.

4630. You do not know therefore whether a great number of those applicants on your list are not now in receipt of pensions from other charities?—They have to state their income from every source at the time the qualification paper is returned; by which I arrive at the fact as to whether they have an annuity from any other charity.

4631. How many applicants have you each year for the 10 vacancies?—I ascertained that a few years ago, and in one year I found there were 80 new applicants; in the second there were 90, and in the third year there were 100; but I do not think there have been so many during the last few years; we might take the average at 70.

4632. Is that diminution in the number in consequence of other charities or pension-giving societies existing now which did not exist formerly?—Possibly.

4633. The Gardner Trust, for instance?—Yes. Now and then I have had tremendous rushes; upon one occasion I was induced to test the cause of those and I found that some one had put an advertisement, I think in the "Mirror," about Day's Charity, stating that if they applied at 34, Savile Row, they would get an annuity of 12*l.*, 16*l.*, or 20*l.*, and briefly stating the routine they ought to follow and so forth. Immediately after that advertisement I was inundated with petitions, then again they fall away.

4634. Are your applicants generally living in London or are they scattered over the country?—They are scattered all over the country.

4635. Do you think the effect of those pensions being given in London brings up the blind to live permanently in London?—No, I think not; I might say that I have more applicants from Cornwall than from any other county.

4636. Do you find that many of those applicants have been miners?—Nearly all of them.

4637. Since you have been clerk to the trust how many annuitants have lost their pensions through misconduct?—Not half a dozen.

4638. Do you have reports from time to time of the condition of your pensioners?—No, unless they are asked for; if we have any idea there is anything not quite right I send a qualification paper to the clergyman or to someone of position in the parish.

4639. Have they to report themselves from time to time so that you may know that they are alive?—Those who reside in London are expected to come to the offices for their annuities, those who live in the country are paid through bankers; the certificate of the clergyman of the parish attached to the quarterly receipt paper is assumed to be a sufficient guarantee that the recipient of the annuity is alive.

4640. I suppose you are not aware whether the nature of your trust could be varied in any way without much difficulty with the consent of the trustees?—No, I should not like to express an opinion upon that point.

4641. Have you any special recommendations to make to the Commission with regard to the treatment and training of the blind?—No.

4642. (*Sir Henry Selwin-Ibbetson.*) I understood you to say that an applicant for a pension has to state his income from every source?—Yes.

4643. And by that means you arrive at a knowledge whether he is in receipt of pensions from other sources?—Yes.

4644. Suppose he is in receipt of other pensions, would Day's Charity refuse him a pension in consequence?—It would depend upon circumstances. If he had a number of pensions and he was pretty well off in other respects, the trustees in all probability would say they had more worthy objects.

4645. You have no regulation which prevents a man from being in the receipt of other pensions than your own?—No.

4646. Would not the benefits of your charity and of other pension-giving societies be more widely extended to the general blind if there was some combination between the different pension-giving charities which would prevent an accumulation of pensions in one individual?—Yes, I think it would have the object of diffusing charity over a larger field.

4647. And therefore would be a benefit to the general body of the blind?—Yes.

4648. Whereas at present from the system which is in operation, under which there does not seem to be any intercommunication between the different pension-giving societies, one man may be in possession of five or even six pensions?—Yes.

4649. Which is clearly to the prejudice of many others who might be really deserving objects of charity?—Yes.

4650. Is it your opinion that some system ought to be established by which there should be intercommunication as a matter of course between the different charities for the purpose of avoiding that?—I think it would be a very good plan.

4651. (*Admiral Sir E. Sotheby.*) Do you think it would be desirable to make it a qualification on the part of a person seeking a pension that he had been endeavouring to get employment and could not obtain it?—Yes, I think it could.

4652. Do you give any preference to industrious persons and those who cannot work any longer at their trade?—It depends entirely upon circumstances.

4653. Will you state the exact wording of Mr. Day's will?—Those persons whom the trustees consider worthy objects of relief, it is left to their discretion.

4654. (*Chairman.*) Have you the will before you?—No, I have not.

4655. (*Admiral Sir E. Sotheby.*) There is nothing in the will with reference to giving pensions to people who are at work?—No, the trustees have an absolute discretion.

4656. Would not it be an advantage if pensions were given as a supplement to the earnings of the blind?—Yes.

4657. That would give encouragement to blind people to work, would it not?—Yes.

4658. They would in that case not entirely depend upon pensions?—Yes, that would be a good plan in my opinion.

4659. (*Mr. Arrol.*) You stated that if any applicant was in receipt of parochial relief he would be disqualified?—Yes.

4660. If you found that a pensioner was obtaining parochial relief would you disqualify him?—He would be suspended immediately.

4661. Is the clergyman who gives a certificate when you pay a pensioner supposed to examine into the con-

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dition of the pensioner?—Yes, it is presumed that he does so; he has to state in the certificate that the pensioner is not in receipt of parochial relief, and those words are inserted in red so that they should not be overlooked.

4662. During your term of office you have only disqualified six. They were not disqualified because they received parochial relief, they lost their pensions from misconduct.

4663. Do the benefits of your charity extend to Ireland and Scotland?—Yes; we have one annuitant only in Ireland, we have some in Scotland.

4664. (*Dr. Tindal Robertson.*) You said that your pensions were of different amounts?—Yes, 12*l*., 16*l*., and 20*l*.

4665. What are the principles which guide the trustees in determining the amounts to be paid to a particular applicant?—They deal with each individual case upon its merits; it is entirely in the discretion of the trustees.

4666. There is no particular rule that they go by; they decide upon each individual case?—Yes.

4667. Can you tell us whether in giving the pensions there is any preference given to those who assist themselves, or do you give them equally to those who assist themselves and to those who are unable to get anything for themselves?—Each case is dealt with according to its merits.

4668. Your trustees have not laid down any broad principle, either that they will assist most those who assist themselves, or that they will assist most those who are unable to assist themselves?—It depends upon circumstances entirely.

4669. Will you tell me what those circumstances are?—For instance, if a young lady who had been a governess was suddenly cast upon the world blind, in all probability she would have 20*l*. at the first vacancy.

4670. You say that you have a good many applications from Cornwall. Have you any particular class of applications from any other county. Take the case of a county like Nottingham, where the people work at lace?—Now you mention it I fancy I have noticed that there have been a good many applications from Nottinghamshire.

4671. Have you any data at all, should you be able to collect any, which would give information as to the causes of blindness in different districts in England?—The majority of cases are from amaurosis.

4672. What would be about the average age of your applicants?—About mid life.

4673. Have you many of the age of 21?—We have a good many applicants who have been blind from birth

4674. Do you take them on in that case when they get to the age of 21?—No, they are not registered until they are 21.

4675. You have been asked about the advantage of intercommunication between the different pension-giving societies; do you think it would be an advantage that there should be a kind of register kept of the different persons who receive pensions throughout the country, and that that register should be inspected by the different societies before they granted pensions?—Yes, I think it would be a very good plan indeed.

4676. (*Mr. Johnson.*) As one of your trustees, I will ask you a few questions. I think it would be desirable for the Commission to know the form in which the application is made, and also the mode in which the cases are considered by the trustees. Is it necessary that six householders should certify?—Yes.

4677. The petitions, as I understand, are sent up to your office?—Yes.

4678. They are then registered?—Yes.

4679. And each one is numbered?—Yes.

4680. The petitions are then submitted to the trustees when they meet at their quarterly meeting?—Yes.

4681. The trustees are privately written to by a great number of persons interested in the applicants to take certain cases into consideration?—Yes.

4682. Then when the trustees meet, what is the mode of proceeding?—After a case has been registered 12 months, the trustees look over the correspondence in reference to the case during the last quarter, and then he petition is called for and examined by them.

4683. The trustees have no power of visiting the cases, on account of their being distributed throughout the length and breadth of England, Wales, and Scotland?—That is so.

4684. Therefore they are obliged to take the statements of the friends of the applicants and of the applicants themselves, and whatever information they can get otherwise?—Yes.

4685. Is it within your knowledge that the trustees very often make use of other societies for the purpose of obtaining information?—Yes.

4686. Has it in some cases been found that persons have been in the receipt of a plurality of pensions?—Yes.

4687. You probably remember a case in which Christ's Hospital petitioned your trustees to give a pension to a governess to raise her income up to 40*l*. a year?—Yes.

4688. And the trustees were unable to give a larger pension because it would have exceeded the 50*l*. a year which she could hold?—Yes.

4689. That was a specially deserving case?—Yes.

4690. Have you any knowledge of the trustees having suspended their standing orders so as to admit a very good case under a very short application?—Yes.

4691. You no doubt remember the case of the butler who went out to post a letter in Belgrave Square, when a boy threw a stone and cut his eye; he was taken to St. George's Hospital and had one of his eyes removed, then the other one sympathised, and he lost the second eye. In the interim his mistress died, and there was nothing but the parish before him. I believe your trustees gave him 20*l*. a year, and asked other societies also to aid?—Yes.

4692. I ask these questions to illustrate the mode in which your trustees distribute the money. The 4,000 or 5,000 applicants you say have been accumulating since the charity was founded on its present basis?—Yes.

4693. There are no expenses whatever allowed out of the trust for making inquiries, no travelling expenses or anything of that kind in going to see cases?—No.

4694. Therefore your trustees, when they meet four times a year, are only able to decide upon the cases from the evidence which they have before them in writing?—That is so.

4695. When Mr. Day established this charity, do you know for what class of persons he established it?—"For people reduced in circumstances by reason of "their affliction." Those are the words to the best of my recollection.

4696. Take the case of a man striving to get his living, for instance a basket maker in the country, able to earn two or three shillings a week, the giving of a pension to whom might be the means of keeping him from the workhouse; do not you think your trustees would give due consideration to a case like that?—Yes.

4697. Their desire being to help those who are trying to help themselves?—Yes

4698. The pension is paid quarterly?—Yes, in advance.

4699. How are the funds held?—They are held by the Accountant-General, and the dividends are received by the Bank of England under a power of attorney.

4700. Then the warrants are paid at the Bank of England as cheques?—The receipt is presented at the office, and my signature is attached to it; it amounts to a warrant.

4701. That warrant is a receipt?—Yes.

4702. And that is presented at the bank, and when it is paid it becomes the receipt of the recipient?—Yes.

4703. The trustees would have no power to administer the trust in any way that would be inconsistent with the scheme laid down by the Court of Chancery?—No.

4704. I suppose the trustees could apply to the Court of Chancery if they pleased to alter the scheme?—I see no reason why they should not.

4705. Do you think the trustees would be inclined to apply to the Court of Chancery to alter the scheme?—No, I think not.

4706. Will you explain to the Commission what are the expenses of carrying on the trust; what is your own salary?—By the terms of Mr. Day's will the first clerk and treasurer was to receive 120*l*. a year, and 200*l*. a year for office rent, assistant clerk's salary, and expenses, which makes up the 320*l*.

4707. The trustees have altered that arrangement, have they not?—Yes.

4708. How does it stand now?—The clerk and treasurer receives 200*l*. a year, and the 120*l*. goes for rent; it comes out of the secretary's pocket; merely reversing the figures.

4709. The balance of the 370*l*. is for postages and sundry expenses?—Receipt stamps is one item; every receipt that goes out costs 2*d*.

4710. There are certain incidental expenses that go to make up the 370*l*., such as receipt stamps, postage, and the railway fares of any of the trustees if they live at a distance?—Yes.

4711. Are you aware that the trustees are bound under the will or scheme to act together; that all three have to be present when any appointment is made?—I think two are sufficient to form a quorum.

4712. But I believe a medical certificate is required if one is absent?—Yes.

4713. Is it lawful for the trustees to make such further rules and orders as in their judgment they see fit, for the proper management of the Charity?—Yes.

4714. That is in the trust deed?—I believe so.

4715. You said just now that there were 228 pensioners at the present moment?—That was the number last quarter.

4716. Is the average greater or less than that?—About 230 would be the average.

4717. It has been as many as 240, has it not?—Nominally it was; there were certain blanks left to be filled up if we had sufficient funds.

4718. It was five years ago 240, was it not?—No, I do not think it ever reached that number.

4719. The amount paid to the blind last year was 3,391*l*.?—That was the amount paid last year.

4720. And the expenses of management were 372*l*?—Yes.

4721. So that 3,763*l*. was spent last year?—Yes, nearly.

4722. (*Chairman.*) Can you tell the Commission what work any of your annuitants do?—Principally basket making and brush making.

4723. Are any of your annuitants tuners?—Very few.

4724. What do they earn by tuning?—I could not tell you.

4725. Were they when you elected them getting a livelihood by tuning, and to what extent?—I could not put my finger upon any particular case, and say that such a person gained his livelihood wholly or partially by tuning. I know we have had one or two annuitants who were pianoforte tuners.

4726. I should like to know whether or not you inquired whether the tuners earned their livelihood by tuning. Suppose a man were to earn 50*l*. a year by tuning, would your trustees still continue the pension?—That would depend on circumstances.

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4727. You say you do not know how much they earn, therefore it is possible under your system that a man might be earning 50*l*. a year by tuning and still be in the receipt of a pension of 20*l*. a year?—Yes.

4728. Do you vary your pension after you have once given them; do the 12*l*. pensioners ever get 20*l*., or the 20*l*. pensioners ever come down to 12*l*.?—They are constantly promoted.

4729. Then you do from time to time inquire as to the condition of the pensioners?—Yes.

4730. Then ought not you to be able to know whether a tuner is able to earn his own livelihood or not?—I do not think we have a tuner at the present moment.

4731. You said that you had had tuners?—Some time back.

4732. I am speaking generally?—I could not answer that question now; I recollect there were some a good many years ago.

4733. Can you tell the Commission whether any of those who received pensions earn sufficient to keep themselves independently of the pension?—I should think none of them do.

4734. None?—There might be some.

4735. What does the butler, whose case was mentioned, do?—I am not aware that he has anything besides the pension.

4736. Does he receive any other pension than yours?—I could not tell you without looking up the case.

4737. I gather from what you say that each case is taken on its own merits, not in priority of application?—No, only on its own merits.

4738. Do the trustees allow canvassing for any particular case?—No, there cannot be canvassing in our charity; a person may interest himself in a case, can write letters and so forth, the applicants are all upon the same footing. So far as that goes there are letters coming in daily relating to various cases upon the books.

4739. Of course if each case was taken according to priority of application, that would be one principle, but that is not the principle upon which you select cases?—No, we go upon the merits of the case.

4740. There are three trustees, as I understand; as a matter of fact how many of the three act constantly?—All three are at the meetings unless they are unable to attend on account of ill health.

4741. How is a new trustee appointed on resignation or death?—The surviving trustees appoint a successor.

4742. With the consent of the Court of Chancery?—Yes.

The witness then withdrew.

Mr. William Elliott Terry examined.

Mr. W. E. Terry

4743. (*Chairman.*) You are secretary to the Blind Pension Society of the United Kingdom?—Yes; it was formerly known as the Protestant Blind Pension Society.

4744. Will you state to the Commission the object of your society?—To pay pensions to deserving blind people.

4745. How long has your society been founded?—Since 1863.

4746. At what age do your pensions commence?—21.

4747. Will you state the amount of your pensions?—Up to the age of 70 we pay 6*l*. a year; from 70 to 80, 9*l*.; from 80 to 85, 12*l*.; and over 85, 15*l*.

4748. How many pensioners have you now of different ages?—We have six over 85, 20 over 80, 80 over 70, and 384 under 70.

4749. Have you any vested funds?—Under 6,000*l*.

4750. Are those from accumulations or from legacies From legacies principally; it is a rule with us, an unwritten rule, to invest legacies. I see the amount of invested funds is 5,855*l*. 16*s*. 9*d*.

4751. What is the amount that you pay in pensions annually?—Last year we paid 3,036*l*. I should say that means our last financial year, ending the 31st March 1885.

4752. Are your subscribers large subscribers, generally speaking, or have you a great number of small subscribers?—They average from 10*s*. 6*d*. to 1*l*. 1*s*. I do not think you could take the average at 1*l*. 1*s*. I have not made any calculation as to that.

4753. Are the candidates selected by the votes of the subscribers?—Yes; and we have a rule in addition to the ordinary election rule, whereby at every election the two who have been longest on the list are taken on; we have two elections a year, so we take on four every year by rotation.

4754. Do you examine the cases very fully before you grant pensions?—Our usual course is to consider the application made in the form which we issue, at the committee meeting, then it is referred, if in London, to one of the committee, or some other party that we have every confidence in, to visit the applicant, and inquire into the case, and report at the next committee meeting; but if the applicant is resident in the country we have

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not those facilities, and we are obliged to accept, to some extent, written evidence; we are not able to make any personal inquiries.

4755. Did I rightly understand you to say that you begin giving pensions at the age of 21?—Yes.

4756. Are not there a great number of blind who leave training institutions before they attain the age of 21?—Possibly; but they do not come before us, because our rules are contained in a book which we usually send out, and the rule which says that no one is eligible under 21 years of age, would stop any one under the age of 21 from making an application. I may add that the age of 21 was originally fixed, because that was the age at which pupils usually left the schools of instruction, but many for want of orders were unable to earn their living.

4757. Do not you think it would be an advantage that assistance should be given, not so much in the way of pensions as in the way of enabling them to procure tools and materials for work after they leave the various institutions in which they have been trained?—Possibly it might be an advantage, but we have never laid ourselves out to do anything of the kind; we have no funds other than for paying pensions.

4758. I suppose that the larger number of your pensions are given to those who are unable to earn a livelihood for themselves?—That is the general principle upon which they are given; although in many cases we give the pensions to supplement their earnings to some extent.

4759. Do you make it a condition that the pension is to supplement earnings?—It is not a *sine quâ non*.

4760. Would not it be a stimulus to the blind to earn their livelihood by work, if it was made a condition that the pension should only be given to supplement earnings in all cases where the applicants were physically able to do such work?—The evidence that comes before us shows that many of the applicants are quite unable to earn anything at all; they have become blind late in life. A case has just come before us of a young man between 20 and 30, recently married, who has been a shorthand writer and reported the Belt trial; from the strain on his nerves and constitution he became totally blind in a few weeks, and he is now applying to us. He is not able to continue to practice as a shorthand writer, and he has no resources at all, he is entirely dependent upon any little help his wife is able to give by dressmaking. Cases of this character come frequently before us.

4761. You give a preference to those who have become blind in mature years through some accident, rather than to those who have been trained in institutions and who have been blind from early years?—Certainly, but it is rarely we are called on to exercise any preferences, all are eligible who come within the rules.

4762. Is your institution conducted entirely by unpaid officers?—I am the only paid officer, and it is only within the last twelve months that I have been appointed, at least permanently. I had assisted in the work for three or four years in the evening, for which I received a nominal salary of 1*l.* a week in addition to what I got at my occupation in the day. Now I give my whole time to it, and I receive 150*l.* a year.

4763. Who finds your office?—The office is at the business premises of Messrs. Pocock Brothers, wholesale boot manufacturers and leather merchants. The grandfather of the present honorary secretary, Mr. Thomas Pocock, founded the society, and it has always been a labour of love with the family.

4764. Do you give pensions to applicants in all parts of the United Kingdom?—Yes.

4765. Do you find that many of the pensioners come up to London to receive the benefits of your institution, and stay there, or send up?—There is no occasion for their doing that, their application by post is always sufficient; we do not find that they come up to London on purpose.

4766. I understand you do not give grants to enable them to find tools?—No, nothing outside pensions; occasionally we have a donation given to us to distribute as a separate fund, but that is quite outside our ordinary work.

4767. Do you give any books to the blind?—We keep a small library of raised type books, given to us from time to time, which we lend when they are applied for.

4768. Do you make it a condition of your pensions that any of your pensioners should read books in raised type?—No.

4769. Do you speak with much knowledge of the blind as a class?—No, any experience that I have of them is only derived from my connexion with the Blind Pension Society.

4770. What is the board of management of your society?—There is a chairman, a treasurer, honorary secretaries, and a general committee of ladies and gentlemen. There are three trustees, but they do not act as a committee in any form; they are simply trustees for the invested funds.

4771. Are the cases taken on their merits?—Candidates are elected by the votes of the subscribers, but before a candidate can be voted for by the subscribers he has to be approved by the committee. If all the circumstances of the case accord with the conditions laid down in our rules the name of the candidate is put in the approved list.

4772. Do you give priority in any special cases?—Only in the way I have mentioned by taking on at each election the two candidates who have been longest on the list. Then I may mention that we have a rule prescribing the limit of income which applicants must have; if they are single they must not be receiving more than 20*l.* a year, and if they are married they must not be receiving more than 30*l.* a year.

4773. Have you discontinued any of the pensions in consequence of the immoral character of the recipients?—I have a recollection of one case only within the last four years; we have had one under consideration the last month or two, but it has not been finally dealt with.

4774. Do you give the benefits of the society without regard to creed?—Yes.

4775. Do you give any relief to those who are assisted by the rates?—Yes; the fact of the candidate receiving parochial relief is no bar to his receiving assistance from us.

4776. I believe you do not relieve those who live by begging?—Our rule specifies that they shall not be mendicants or musicians playing in streets or in alehouses; that is the only condition that we have of that character.

4777. Is that rule always acted on?—The exceptions are of a very trifling character. I think in one or two such cases that I have in my mind respectable people have attested that the recipients of the pensions are well conducted people.

4778. They might be blind fiddlers but of good character?—Yes, our principal objection is to their frequenting public houses.

4779. (*Admiral Sir E. Sotheby.*) In your opinion would not it be an advantage to have a general administration of pensions in London if it could be brought about?—It would certainly, or, I would suggest that it be compulsory with all societies to publish a list of their beneficiaries as we do.

4780. And would not it be an advantage to give pensions to old blind people who have been industrious when they were able to work, and who can no longer work?—We do that ourselves.

4781. You give your pensions entirely by election?—With the one exception I have mentioned; that is taking on at each election the two who have been longest on the list.

4782. With regard to your subscribers, do you think that they inquire whether the candidates are people who were industrious when they were able to work, or not?—No doubt personal influence goes for a good deal in canvassing, but the merits of the case are stated on the canvassing card, and that no doubt has influence with them.

4783. The people who get the pensions are those who have most interest?—Those who have most interest. Generally speaking the most deserving cases get the most friends to assist them.

4784. Is there a committee to approve of the applicants?—Yes, the general committee of management.

4785. And the name of every applicant and his condition are brought before the committee?—Yes, everyone, twice.

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4786. Does your society discountenance inter-marriage amongst the blind?—That does not enter into our consideration.

4787. If they become beggars you do not strike them off the list, do you?—The circumstances are considered on their merits.

4788. (*Mr. Arrol.*) You have stated that if a single man is earning over 20*l.* a year, if a married man is earning over 30*l.* a year, he is disqualified; supposing one of your pensioners after he was placed on your roll earned more than 30*l.* a year, being a married man, would you then disqualify him?—A good deal of latitude is allowed in applying that rule. To a certain extent I may say it would be a disqualification, but it is very rarely indeed that we do strike anyone off for that reason, we do not strike anyone off entirely; our rule is to suspend them until such time as they come within the rule again. That obviates their going through the form of election again.

4789. As I suppose you get nine-tenths of your funds from general subscriptions has it ever happened in the course of the existence of your society that you have not had sufficient money in the year to pay your pensioners?—That has not happened.

4790. Is the object of your funding the money to meet such a contingency?—Yes, as a business precaution.

4791. (*Dr. Tindal Robertson.*) How do you procure your subscriptions, do you canvass for them?—We canvass for them and advertise, and we send out an appeal every Christmas; we obtain a good many subscriptions in that way, but originally the subscriptions were got by the personal influence of the committee.

4792. Could you give us any rough idea as to the number of your subscribers?—2,200.

4793. Do they reside in all parts of the country?—In all parts of the country.

4794. How is your committee selected?—Speaking from what has been done since I have been connected with the society, one or two members have been elected by the committee themselves and their election has been confirmed by the annual general meeting.

4795. Do you know the different parts of the country from which your pensioners come?—We have a table showing where our pensioners are to some extent.

4796. Have you any communication with them from time to time?—We require a certificate by some responsible person as to their income each year.

4797. Can you tell what proportion of your applicants come from any one part of the country as compared with another?—Without going particularly into it, our experience is that most of our pensioners apart from London and the home counties come from the West of England, from Cornwall, Gloucestershire, Devonshire, and Somersetshire.

4798. Can you give us any reason why they should come from that part of the country?—I do not know; in Cornwall, I think, from what I have seen of the papers, it arises from the large mining community that there is there.

4799. Have you any from the midland counties, where the fine lace manufacture is carried on?—Very few.

4800. Or from Sheffield, where grinding is carried on?—No, we have very few from the north at all. I think, perhaps, that is accounted for by the many good institutions there are in Leicester, and Nottingham, and Sheffield.

4801. (*Mr. Johnson.*) What endowments have you got?—The only endowment that we have got is that fund of 5,000*l.* or 6,000*l.* that we hold as invested legacies.

4802. Does the 5,000*l.* or 6,000*l.* constitute the whole of your funded property?—Yes.

4803. And that, I understand you, is placed in the names of trustees?—Yes.

4804. Do the trustees hold it in perpetuity or could the votes of the subscribers at the general meeting dispose of that sum?—The committee themselves could sell it out or any part of it, and appropriate it to the purposes of the society, the trustees assenting. The committee have dealt with it by investing it in that way, and I presume the committee could sell it out again.

4805. It is not a trust held in perpetuity, it is merely money held in trust till it is wanted?—That is all.

4806. You grant 490 pensions, I understand?—We have that number on the books now.

4807. I think you said that you had six pensioners aged 85 or upwards; you have not so many as that now, have you?—I took the names from this book; looking over them, I find that one of them has died since its publication, a woman of the name of Blake.

4808. Substantially you have 490 annuitants, and you distribute 3,375*l.* a year?—Yes.

4809. Is it still one of your rules that those playing on musical instruments in the streets or in alehouses are disqualified?—It is one of our rules, but such cases are dealt with very liberally.

4810. Still, it is one of your rules?—Yes.

4811. (*Chairman.*) But it is not strictly acted on?—There are certain exceptions. I will mention a case, to give you some idea of what the exception may be. A lady applied to us to know whether a pensioner could be given an accordion or harmonicon to play in the streets, and knowing the character of the lady, who is a warm supporter of the society, the committee agreed to her doing so, and we have made that no bar to his being a pensioner.

4812. (*Mr. Johnson.*) That is an exceptional case; in fact, you have no hard and fast rule that the committee cannot modify?—That is true, all alterations of the rules are confirmed by a general meeting.

4813. Suggested by the committee, and then submitted for approval to the general meeting?—Yes.

4814. Fresh members of the committee are appointed, as I understand, by the committee, and then their names are submitted to the general meeting for approval?—Yes.

4815. Do the committee change every year?—No, there is no rotation.

4816. Can anybody apply to your society for a pension without the recommendation of a subscriber?—No, we do not entertain any application unless it is nominated by a subscriber.

4817. Supposing a blind person applies for relief in your society, what is the form he has to go through?—The usual course we take is to send them a printed form of application asking certain questions, and that has to be certified by a minister, by a surgeon who certifies that the applicant is blind, and by a subscriber or someone willing to become a subscriber, nominating the applicant. Then with the form of application we usually send a subscription list, so as to give the applicant an opportunity to canvass any subscriber and to get the nomination made. It then goes before the committee. When the application paper comes before me in the first place I see to some extent that it is in form, but not more than that; I do not deal with the merits of the case.

4818. Then the committee, having all this information, determine whether the applicant shall be put upon the list of candidates or not?—Not the first time: if it is in London or anywhere where we can get any visitor to see the applicant, we get a report made on a printed form, and then he is put on the list of candidates if approved at the next meeting of the Committee.

4819. Then he is subjected to the votes of the subscribers?—Yes.

4820. No one is elected except by the votes of the subscribers, except the two unsuccessful candidates who have been longest on the list?—That is so. There is one other rule which I ought to mention, that a donor of 20 guineas in one payment has the privilege of nominating a candidate for an immediate pension provided he is upwards of 75 years of age, and otherwise eligible according to the rules.

4821. (*Chairman.*) How many applicants have you on your books at the present time?—About 200.

4822. At what rate do you admit them yearly?—Lately they have averaged about 50 plus the four that we have taken on by the rule I have mentioned, that is 54; it would not be less than that, the year before last we took more.

4823. Then those 200 applicants that you now have on your books have the chance of being admitted in the course of the next four years?—Supposing we have no more applicants.

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4824. Do you communicate with other societies as to the granting of pensions, so as to know whether your pensioners are in the receipt of any other pensions?—Not unless the necessity arise. We ask that question in our application form, whether the applicant is receiving anything from other societies, and in our annual returns which we get from all our pensioners that question is asked again, and in that manner we ascertain whether they are getting relief from other sources.

4825. Can you altogether trust to that?—No, we are not altogether satisfied with the information we get in that way.

4826. In your opinion would not it be desirable that these blind pension societies should communicate with each other as to the pensions they give, in order that they should not overlap one another?—It would be a large work to undertake, but the registration that was suggested by one of the Commissioners would facilitate the matter very much.

The witness withdrew.

Mr. HENRY DEVEREUX PRITCHARD examined.

Mr. H. D. Pritchard.

4827. (*Chairman.*) You are clerk of the Painter Stainers' Company?—Yes

4828. What is the nature of your trust for the blind?—We have six charities, under which we give 174 blind people pensions of 10*l.* every year. Under the will of Mr. John Stock we give 138 pensions.

4829. What capital sum have you under Mr. John Stock's will?—We hold 55,000*l.* Reduced 3*l.* Stock for the blind and for other charities under Mr. John Stock's will, out of which we pay 138 blind pensions.

4830. Then there are other pensions which your company distribute?—There are six blind charities altogether. There is Mr. John Stock's Charity, out of which we pay 138 pensioners; then there is Mrs. Jane Shank's Charity, out of which we pay 28 pensions; then there is Mrs. Mary Grainger's, out of which we pay three pensioners; then out of Mrs. Dorothy Smith's and Mrs. Frances Yates Charities we pay two pensioners; and out of Mrs. Anne Rhodes Syddall's, three; making 174 altogether. I should say that there is a little charity besides, Mr. John Gregory Grace's Charity, which gives 5*l.* in addition to one of the pensioners.

4831. What are the qualifications for the recipients of those charities?—The qualifications are rather stiff, they must be 61 years of age complete, they must have been totally blind for three years, they must be unable to maintain themselves and in distressed circumstances, they must have been born in England, not in Wales or Scotland, they must have lived three years in their present parish or place of residence, they must have no income for life above 10*l.* a year or any benefaction to that amount, they must never have received alms from any parish or place as a pauper, they must never have been common beggars, and must be of sober life and conversation.

4832. Would they forfeit their pension if they became beggars in the streets?—Yes, if they came under any one of those disqualifications except residence they would forfeit their pensions; they are allowed to change their residence.

4833. What means do you take to ascertain that they do not receive a pension from any other institution?—Christ's Hospital kindly give us their list, and if we find that there are any of our pensioners on that charity we strike them off ours; and we also make the minister and churchwardens certify to the fact that the pensioner is not receiving any other pension, as well as to all the other qualifications except that of residence.

4834. Do you continue the pensions till death unless the recipients misconduct themselves?—Yes, we continue them till death, unless they misconduct themselves.

4835. About what number of vacancies have you annually?—I should say from 15 to 32 or 35.

4836. Have you to refuse a certain number every year?—Sometimes a good many and sometimes very few; when there were 35 we should not have to refuse any, we generally have about 30 or 40 applications.

4837. Do they go on from year to year?—No, we elect in December, and we take the unsuccessful candidates in December and select from them for the vacancies in May. The annual election is in December, and we make a list of the candidates for that election, then we take that same list in May and fill up from the list of the disappointed candidates in December, the vacancies that have occurred between December and May.

4838. Do you make inquiries as to the condition of the pensioners from time to time yearly, or at any fixed time?—Before a candidate can be elected he has to forward us a petition accompanied by a certificate of birth, a certificate of marriage if married, a certificate of blindness, and a certificate by the minister and churchwardens of the parish with regard to residence and other particulars. We pay our pensions annually, and when we pay them we have the certificates of the minister and churchwardens that all the qualifications except that of residence for three years still exist.

4839. Are the cases of the applicants inquired into by a committee of the company, or by the whole body?—By the whole court of the company; I take all the petitions, and I put them into an abstract; I print that abstract, and then I put it before the court. They look through it, and they say, "About so and so, is there anything more than you have put in"; and I sometimes read the petition and any letters that may accompany it at full length.

4840. Do you take each case on its merits, or according to priority of application?—On its merits; each case is selected from the list.

4841. In the first instance do you weed out those who you think are ineligible?—I weed out those who are ineligible, and put them in a list at the bottom, but those who are eligible I put all together, arranging them alphabetically, and then there is a discussion at the court.

4842. One of the qualifications of the applicants is that they must be unable to maintain themselves; does that mean physically unable, or would it include people unwilling to maintain themselves?—It means people who have not the means of supporting themselves. We take the certificate of the rector and churchwardens to that effect.

4843. Are you aware whether any of them earn anything by basket making or any other trade?—That is stated in the petition and certified to be correct by the rector and churchwardens.

4844. Supposing that an applicant earned less than 10*l.* a year at basket making or any other work, would you give him a preference over others not earning a livelihood by any trade?—We give no preference; that is to say not as a matter of course.

4845. You would give no preference to a poor old blind person who earned something over those who earned nothing?—It would be a matter for the consideration of the court when the election came on.

4846. At the age you elect them you assume that they are unable to earn anything for themselves?—We assume that they are mostly unable to earn anything for themselves.

4847. Do you think it would be desirable that the various companies and institutions for the relief of the blind should have communication with each other in order to see whether they do not relieve the same cases?—I suppose it would; it very rarely happens that we find out anybody breaking our rules and receiving more than the income specified in the rules.

4848. You have not been obliged to discontinue pensions to any great extent in consequence of an infraction of your rules?—Every now and then we do; every now and then we find that a person has been elected at Christ's Hospital.

4849. Have you ever had a case of begging?—I have had occasionally.

4850. That is to say soliciting alms in the street?—Yes, that would disqualify.

4851. Or singing?—Yes, or selling matches or things of that sort; we have occasionally found out such cases from the certificates of the minister and churchwardens.

4852. Do you think your funds are administered in the most suitable manner for the blind?—I think they are, and I think we get the most deserving people.

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4853. I suppose you cannot speak at all of the desirability of pensions being given rather to supplement the earnings of the blind at an earlier period, after they have left the different institutions where they are trained?—No, we are tied by our rules.

4854. You do not wish to make any relaxation of those rules?—Except, I may say, that Mr. Stock's Charity was founded 100 years ago, and the purchasing power of a sovereign has very much decreased in that 100 years; therefore we find a great number of people disqualified, who perhaps ought not to be, and I do not know whether some day we shall not be obliged to modify our scheme by increasing the amount of the pensions and diminishing the number, that may be necessary.

4855. I suppose by applying to the Court of Chancery you could get the scheme altered?—I suppose it would be the Charity Commissioners to whom we should have to apply.

4856. (*Admiral Sir E. Sotheby.*) You could not change your rules without applying to the Charity Commissioners?—No, because we are tied by our various wills.

4857. (*Mr. Arrol.*) Referring to Stock's Trust, I think you said the capital sum was 55,000*l.*, could you tell me the amount of revenue derived from that annually?—The 55,000*l.* produces 1,650*l.* during the year, that is without deducting the tax, which we ultimately get returned to us. The Reduced 3*l.* per cent. stock held by the company is a larger sum, including other charities.

4858. (*Mr. Johnson.*) I understand that your capital under Mr. John Stock's will is 55,000*l.*, and 1,650*l.* is the income which you derived from it?—Yes.

4859. And you give 138 pensions from that 1,650*l.*?—Yes.

4860. What is Mrs. Dorothy Smith's capital?—Mrs. Dorothy Smith's capital is 377*l.* 5*s.* 1*d.* Consols, and that produces 11*l.* 6*s.* 4*d.* gross.

4861. And out of that, together with Mrs. Anne Yeates' Charity, two pensions are paid?—Yes.

4862. What is Mrs. Anne Yeates' capital?—Mrs. Anne Yeates' capital is not sufficient to pay a pension.

4863. Some years ago your company gave me the amount as 250*l.*, has it increased?—No, we mix Smith's and Yeates' together, and make up two pensions from the two charities.

4864. Then there comes Anne Rhodes Syddall's capital, which is 1,000*l.*; that produces three pensions?—That is really 993*l.* 10*s.* 7*d.* actual Consols.

4865. That produces not quite 30*l.* a year?—That produces not quite 30*l.* a year; there is a small sum which we draw out of an old balance.

4866. Then, altogether, your company gives 1,740*l.* in pensions?—Yes.

4867. From those funds?—Yes, besides Mr. Grace's 5*l.*

4868. Mrs. Jane Shanks's bequest is for women only, I believe?—For women only.

4869. What is the number of women that get that pension?—The number of women that get that pension is 28.

4870. Your applications are made at a certain time of the year?—Yes, from the 25th of October to the 1st of December is the time for sending in applications.

4871. And at no other time?—At no other time.

4872. You never displace an annuitant except for bad conduct?—Except for disqualification.

4873. Therefore the rest of the applicants have to wait until there is a vacancy?—They wait until there are vacancies.

4874. The qualifications prescribed by the benefactors and donors of the charities cannot be departed from?—They cannot be departed from.

The witness withdrew.

Adjourned to to-morrow at half past 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 18th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
EDMUND C. JOHNSON, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. ALFRED WILLIS further examined.

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4875. (*Chairman.*) In continuation of the evidence which you have already given, can you tell us the causes which, in your opinion, tend to produce imperfect workmen in the occupations of the blind?—I think my experience would teach me that the length of time given to their training is insufficient. I do not think that there is sufficient time devoted to the particular work that may be desired to be taught to the blind. My experience in school was that a good deal of the time was spent in school and not in the workshop.

4876. Do you think that the teaching of some trade should begin earlier, together with the ordinary education at the special blind institutions?—I do not think it should commence earlier unless it extended longer.

4877. Up to what age do you consider that those who are in these institutions ought to be kept there?—I could not say precisely up to what age I would have them there, because my opinion is that as a rule they go in when they are not fit to go in. I think that a good deal might be done either by the parents or by some other means before they are admitted into institutions.

4878. You think that the children who are born blind or who have become blind in early years ought to have some education before they enter the institutions?—My experience is that those who go into institutions, having been previously taught, turn out generally much brighter workmen.

4879. You said in your former evidence that you thought that workshops were good things; do you think that there should be workshops attached to all these institutions in which the training which they had previously received might be continued, and which would provide work for the blind after they had left their several institutions?—I think it would be a most excellent thing if workshops were established, either in connexion with institutions, or separate from them, so long as the pupil was provided with some means by which he could continue the trade that he had been previously taught.

4880. But have you any opinion as to whether those workshops should be general or attached to some particular institution?—I should prefer that they should be general, so that they might be free to other persons besides the pupils of the institution.

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4881. You think that the want of success in earning their livelihood on the part of the blind is due partly to insufficient training; is it not also partly due to the difficulty of selling a thing when they have made it?—Yes. But my impression is that many who call themselves by some particular trade which they may have learnt have no right to do so. I think that the experience in trades, and in the case of all things that are taught to the blind at the present time, is very similar to what it has been in the past, relative to music for example. There is a prejudice amongst sighted persons against almost anything that the blind can do, and I believe that prejudice is not without some ground. They see a blind person professing to be able to do a certain thing when he is not able to do it. I can speak positively with regard to basket making, for I am acquainted with a large family of basket makers, father and sons, who have been basket makers all their lives; and whenever I speak to them about work made by the blind, they say, "There is no shape or make about it; it is so imperfect." I think that prejudice arises from the article not speaking for itself. As I said just now, I think that with regard to every trade and everything that a blind person does, a prejudice has arisen, because of the incompetency of those who have professed to be able to do it; and if it could be proved that blind persons could do it equally as well as sighted persons, that prejudice must disappear; it is going fast in some directions, and I do not see why it should not do so in others. I am not competent to say, and I would not wish to say, that the teaching is imperfect, for I believe, so far as my experience goes, that what persons are taught, they are taught in precisely the right way, but they are not sufficiently taught. Perhaps I may be allowed to instance a case. A man that I knew left an institution and he started in business in one of the suburbs within 12 miles of London. The first order that he received, singularly enough, was for a hen-coop.

4882. You mean a basket hen-coop, I suppose?—A basket hen-coop. He had never made one, and he had never seen one made at the institution that he was brought up in. He instantly went for instruction, and it was not to be given, and he could not get it; I would not say that they could not give it, but it was not convenient for him to get the instruction that he required. The consequence was that he went to Covent Garden and purchased a hen-coop. I do not think that the teaching is imperfect, but I think that it is insufficient.

4883. Does not that also show rather a want of foresight and resource amongst the blind which might be got over?—I can speak for one institution, I know what they make there, and what they teach to be made there is what they can sell at the society's bazaar, such as key-baskets and little fancy baskets, and little things that will be saleable; and I repeat the words of a blind man when I say that they were taught to make only what they would never be required to make when they left the institution.

4884. Have you ever known in these institutions the teaching of the making of rough baskets to protect the acid jars which are sent all over the country?—Yes, bottle casings. My conviction is that they are the only things that a blind workman can make as perfectly and as competently as a sighted man. I have felt them and they have been close up in every respect.

4885. Does not that arise from the fact that they have a form to work on?—I think that is the secret of it.

4886. Why should they not have the same form for making a hen-basket or any other basket?—A little exercise of common sense and ingenuity might easily plan a form for all sorts of baskets?—I think it arises from the fact that as it was, so it is, and so it ever will be; that is to say, as we used to make, and what we used to make, we go on making.

4887. Then is there not a want of ingenuity and resource among the institutions which are devoted to the instruction of the blind in finding out new trades and in finding out those that are most suitable to the blind?—Yes, it may be want of means that prevents them from extending further.

4888. Is it not likely also to be the case that where you have a set of people who are bolstered up by pensions and by private charity they are not forced to earn their livelihood in the same way as sighted people do from the fact of their not being assisted and being obliged to work?—With regard to casual help I am not prepared to say, but I do not know of anything except the Blind Man's Friend Charity that will reach men who are competent or of an age to work. Pensions are all for aged persons. Speaking for myself, I find that there are two classes of persons amongst the blind, those who are very anxious to help themselves, and the sweetest shilling that they ever had in their hand is the one that they earn; and the others, those who would rather receive it as a gift than work for it.

4889. The question that I asked was rather, whether it was not a fact that the helplessness of the blind to work, and the willingness of people to assist them induces them not to take so much trouble to earn their livelihood as an ordinary poor sighted man would be obliged to do?—I really think that it is for the want of means and opportunity, and not for the want of desire. The want of some opening by means of which the blind could help themselves drives them back upon the necessity of being helped.

4890. Then you think that it is rather the fault of the institutions which profess to teach the blind than of the blind themselves that there should not be in those institutions anything in the shape of workshops and in the shape of a place of sale for the goods which are made, and also for the purchase of material at wholesale prices?—One of the greatest difficulties is to get material, or to get it at wholesale price. The blind as a rule work from hand to mouth and they have the greatest difficulty to keep a shilling by them; and in consequence when their stock money is gone they have a difficulty in finding sufficient money to buy ever such a little stock; and I believe that if they could go and purchase materials anywhere at wholesale prices it would be a great advantage. A wood-chopper, for instance, cannot go and purchase wood cheaper than another man can hand over bundles already chopped and tied. I bought 100 bundles last week of a man who started recently, in order to give him help. I paid him 4*s.* for 112 bundles, and I can go round the corner to the oilman's and buy them at precisely the same rate, seven bundles for 3*d.*; and I know that that man can go to any wood-chopper's and purchase them for 3*s.* 6*d.* a hundred; and you cannot go down to the wood-yard and buy the wood in its raw condition at less than 3*s.* 6*d* a hundred.

4891. If you buy in a small quantity?—Exactly so, and that is one of the greatest difficulties. It is the same with rods and the same with fibre. A blind man who had dealt in that kind of thing yesterday told me that he had to pay 15*s.* 9*d.* (I think that was the figure) for what he could go and buy wholesale for 8*s.* 6*d.*

4892. Then you think that the institutions would do well also to assist the blind by finding them materials at cost price, and also giving them assistance when they are reduced to straits so as to prevent them from selling their stock-in-trade?—The greatest difficulty is for a poor man when some trouble overtakes him, or in case of a week's sickness, to keep his few shillings of stock money; it is bound to go. We have a fund in connexion with the Indigent Blind Visiting Society which has rendered invaluable help in this matter. I could sit here and tell you of dozens of cases of men who have been nearly on their beam ends, as it is termed, just because they have had to part with their stock money and they could not go on. We have come forward with a few shillings which have been perhaps really of more benefit to that man than if you had given him a pound, because it has just enabled him to buy a bit of stock.

4893. Then do I correctly gather from you that assistance of that kind when it is given where it is wanted, and to those who are trying to assist themselves, would be far better than a fixed pension?—I think so. I do with all my heart believe that it is a far better principle. Of course I am speaking with regard to those who are able to work and assist themselves; I would not say that it would apply to persons who are advanced in years, or infirm, or bedridden, because it is a source of great relief to such persons to know that they have 5*s.* a week coming in and they have no anxiety about the rent. We have many of those persons who are allowed constant pensions, and who do not receive casual help at all.

4894. I excepted from my question those who are too infirm or too old to work; for those, of course, pensions must be always necessary?—You want a stimulant to work. I visit a man and I find that since I was last there he has been ill, and he is just unable to go on; I give him 5*s.* and I say, "Now go and buy a bolt of "rods, or a couple of pounds of cane, or some wood."; and that man rolls up his sleeves and sets to work. He has an object in view; he has to turn that 5*s.* To my mind it is the grandest thing imaginable, because it produces profit on the very money that is given; it enables the man to convert his 5*s.* into 10*s.*, or 10*s.* into 1*l.*

4895. Do any of those institutions visit the poor blind at their homes from time to time to see whether they are engaged in work?—I do not know of one.

4896. There seems to be a difficulty after they leave the institutions in knowing what becomes of them; do you think it would be possible that institutions should follow up the assistance they have given by visiting those who have been trained there from time to time, and seeing whether they are able to work and whether they are getting work?—I think that would be a splendid thing, just the very thing.

4897. (*Mr. Johnson.*) Were you educated in any institution in London?—I was at St. John's Wood School for four years.

4898. Were you at no other institution?—No.

4899. I suppose you had not much experience at St. John's Wood of the tradal manufactures of the blind?—Yes, I had, because we were always together.

4900. Perhaps you did not quite understand my question. You say that you were at St. John's Wood for four years; had you during that time much experience of the trades carried on there by the blind?—Yes, I had a perfect acquaintance with it.

4901. How many trades were carried on there?—Only basket making and chair caning.

4902. Over what proportion of South London do your visits connected with the society of which you are now visitor extend?—From Lambeth Bridge to St. James' Road, Bermondsey, or I will say from Lambeth Bridge to Rotherhithe; and then south to Peckham.

4903. Have you any experience about the workshops and institutions of London themselves, and as to the way in which the work is conducted there?—My district up to last year used to extend to Greenwich, and I used to visit the Greenwich workshop. We had there some six of the men who are employed on the society, and I used to visit the Greenwich workshop every fortnight; and I now visit the Peckham workshop every fortnight.

4904. Have you ever visited St. George's Fields?—I have been there twice.

4905. Merely to go through the place?—No, I did not know that it was allowed. I have been there as a visitor twice, but not to examine the place.

4906. Does your society aid anybody by any grants in the workshops at Peckham, or at Greenwich?—Yes, at both of them, and at St. George's workshops too.

4907. Whom do you relieve at St. George's workshops?—George Simmons, Emily Boxall, and a man named White; I do not know whether I ought to mention him.

4908. Do you give them subsidies now?—Yes.

4909. What amount of subsidies do you give them?—They do not have Samaritan help, except in the case of sickness.

4910. What do they get now?—About 2*l.* 10*s.* a year, I should think.

4911. In what way?—In bread tickets and coal, money, and Christmas gifts.

4912. Those are people who are earning wages varying from 10*s.* to 15*s.* and 20*s.* a week in an institution, and yet you relieve them with some more money?—Yes.

4913. Upon what principle do you do that?—That they do not earn sufficient.

4914. What do you suppose the earnings of those people are that you relieve?—From 10*s.* to 15*s.* a week. George Simmons was at home last week when I called, and he said that there was no work for him to do, so that he cannot always be earning the same amount.

4915. Then your duty is simply a visiting society's duty?—It is a missionary society, a helping society.

4916. Your society does not undertake any work?—We do not undertake any work, but we do our utmost to start people in work.

4917. But you have no workshops of your own?—No, only educational classes.

4918. Have you much experience yourself, personally, with regard to the trades of the blind; I do not mean as visiting other people, but have you personally ever worked at a trade yourself?—I have not, but I have always taken the deepest interest in this matter.

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4919. You have no experience in the actual work yourself?—No.

4920. You say that you have had no experience about trades, and at the same time you say that you consider that covering bottles is one of the best trades; where have you had experience of that?—Personally, I may not be able to do that, but I can enter fully into the experience of a man who can.

4921. But where have you had experience of it?—I have repeatedly examined them at the Greenwich workshop.

4922. Do you know what amount of bottles they cover at Greenwich?—I could not give you an estimate.

4923. How many men are employed in covering bottles?—I can tell you how many basket makers there are there, but I could not tell you about the bottles; they do them by orders.

4924. Are you aware that there is a large trade done in covering bottles for spirit merchants?—I knew that they did it at Greenwich, but I do not know whether they do it anywhere else.

4925. You do not know that amongst the blind there is a large trade done in covering bottles?—No, I did not know that.

4926. Have you any knowledge of people carrying on the trade of wood-chopping to a great extent in their own homes?—Not to a great extent, but in a little way.

4927. How many wood choppers do you know of?—I know four at the present time.

4928. Do they get their living by wood chopping?—They live by it; they get on as best they can.

4929. You have told us about the difficulty that they have in getting material, and in competing with the trade; have you any idea about what the average earnings of those four men would be for wood chopping?—I could not tell you. What they earn in some weeks is very different from what they earn in others, and in some seasons they earn very much more than in others. I could not give you the average of it.

4930. Then your society would augment or decrease the allowance according to the amount of wages that the person whom you visit earns?—According to the circumstances of the case.

4931. (*Dr. Armitage.*) You say that it is very desirable that the blind should have the opportunity of buying the raw material at wholesale price; have they any chance of doing so at present?—I do not know any place where they can do so. Perhaps I ought to answer the question in this way?—I have heard that they can do so at St. George's School, but I have never heard of a blind person doing it, so that I do not know whether they can or cannot do so.

4932. I am speaking of their being able to get materials at wholesale prices?—I have never heard of that anywhere; but most of our people in the south buy at two sighted warehouses.

4933. Do you think it would be desirable to establish a central depôt where the blind could buy at wholesale prices?—I think so, for this reason. Sighted firms cannot, I suppose, on their principle sell a small quantity of material at the price at which they could supply a large quantity, because their profits, I suppose, are regulated by the quantity they sell. An institution or depôt that would be established for the express purpose of supplying the blind with material would not be actuated by the same motives. If their object is to supply the blind with material at cost price, they would not want to sell a small quantity for a greater price than they would sell a larger quantity at. That is why I think it would be a good thing to have a depôt where the blind could procure the material they require in small quantities at really wholesale prices which they cannot now do.

4934. Do you see any objection to the present workshops selling the material in small quantities to the blind at wholesale prices?—I only wish they did it. I see no difficulty about it; I am not perfectly acquainted with the difficulties of the institution, but I say it would be a grand thing if they did that.

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4935. Would that meet the case, so far as the blind are concerned?—Yes, I think so with regard to those who are employed or who want material. I was asked just now to give my personal experience, and I give my own personal experience at this moment with regard to this matter of supplying the blind with material. We desire to help the blind as much as possible, and I have undertaken in six different instances to procure matting and mats for persons who required them. I have got two lengths of matting for a hall (I forget the measurement), and I have got mats for other places, and I have got coconnut matting for two private persons. Now, I bought these articles at professedly wholesale prices at a reduction on the right price, so that it was said that I could have a profit; but I did not require a profit, and I sold those things at precisely the same money that I paid for them, and I was informed for my trouble that the buyers could have gone to any warehouse and have got them at precisely the same price. That is my own personal experience.

4936. Where did you buy those things?—At St. George's School. Of course I am not able to say whether the material would not have been better; I simply give you the reply that was made to me after I had done the persons a kindness in getting it cheaper, and I thought that I should at the same time be helping the blind who were the makers. I do not know why the St. George's School or any other warehouse, or workshop, cannot compete with the market, but it is evident to me that they cannot, or they do not.

4937. (*Mr. Arrol.*) Would you be good enough to favour the Commission with your views as to educating the young blind at sighted schools?—I am very strongly in favour of it. If I had a blind child I should send him directly to be educated at a Board School; he should not go into an institution until he was about 12 or 14 years of age; and then I should hope that he could be taught some profitable trade at which he might be able to earn his living.

4938. I think you have rather spoken adversely to pensions; have you any pensions?—I have one.

4939. From what charity?—I get a pension of 12*l.* a year from Day's Charity, No. 34, Savile Row.

4940. What other source of income have you, may I ask?—I am much obliged to you for asking me that question. I stated the last time I was here that I was in receipt of 70*l.* as a salary from the Indigent Blind Visiting Society. Reviewing the matter over afterwards in my mind I did not know whether I did at the time make this qualification; my correct salary is 71*l.* per annum; but that is subject to a deduction of about 14*l.*, the cost of my guide and other little incidental expenses.

4941. So that your salary is 57*l.* a year?—Yes.

4942. Are you disposed to recommend, if it could be arranged, that subsidies should be given to those who are learning trades during the time that they cannot earn anything for their own livelihood?—That is the great difficulty that we have to contend with. With regard to the Greenwich workshop particularly, I believe I am correct in saying that the charge to any blind person to learn a trade there is 6*s.* a week, whoever may be the kind friend who pays it. At Greenwich and also at Peckham they teach blind men who are too old for admission into institutions, men who have lost their sight say at the age of 25. There is a large class of persons that have not, as it seems to me, come under your notice, who lose their sight when they are too old to enter institutions, perhaps by only a month or two, or a year or two; ranging from the age of 25 to 40; and there is nowhere that I know where they can learn a trade, or where they can learn any means of getting a livelihood. I am thankful to say that I have been able to put the means of helping them in the way of many. Now there are above 40 employed as writers in the Braille system of manuscript books which are either ordered or required to be multiplied; and that affords a very profitable means of living, because there is no outlay attached to it. But if a man wants to learn a trade I know of no institution that will teach him, and even if a blind man finds a friend who is willing to pay the 6*s.* a week that is required to teach them a trade he has to live during that time. I will instance the case of a young man, a railway porter at New Cross Station who lost his sight through an accident. He was about 27 years of age, and he had a wife and one child. The Railway Company I believe could not help him; he was not in the sick fund, or there was some difficulty of that kind, and he was in very destitute circumstances. You generally find that people can, when they lose their sight, struggle through the first year by means of friendly help, and many living upon the little which perhaps they may have stored up, or living upon their homes; but in about a year they get into a destitute condition. In the case of which I am speaking some one kindly came forward and undertook to pay for this young man to learn basket-making at the Greenwich workshop. But then the difficulty arose what was he and wife to live upon? She went out washing and charing, and they struggled on with the help that we were able to give them at the time, but it was a terrible struggle for them. That young man is now employed as a workman at Greenwich; he did not learn basket-making, but he learnt fender-making, and he is in constant work there still. That is but one case out of many. Perhaps you will allow me to mention the case of another young man. He was a bookbinder by trade. As he was passing along the street there was an explosion of a boiler, and a brick struck him in the head, and the result of it was that he not only almost entirely lost his sight but he has now altogether lost his hearing, and is perfectly deaf. I visited him, and I am thankful to say that I have been able to teach him to read and write, and he is now a constant writer in the Braille system, and, with the exception of a small pension, he is entirely supporting himself. I mention that case, because it occurred to my mind, and I have dotted it down here. I could mention several other cases where men were too old for institutions, or were otherwise ineligible. In the case I last mentioned, the man's deafness would have prevented him from getting admission anywhere; but now he is able to help himself, and there are many other similar cases that I could mention. I wish you would look at this book; it contains a few names of men and females too who are now helping themselves in the employment of writing. I know more persons helping themselves through writing the Braille system than in any other way.

4943. If there was a national system of insurance against blindness, allowing every person who became blind to have a grant of 5*l.* or 10*l.* per annum, would you approve of that?—I do not know a blind person who would not be very thankful for 5*l.* more than he has.

4944. Do you think that it is a hardship on the blind to compel them to go into the workhouse if they require parochial relief?—There are circumstances in which I recommend persons to go into the infirmary, and I find that those who are in the infirmary are far more comfortable, and far better off than they would have been outside; but I do not think it is a good thing to divide a man from his wife or from his home. As a rule I should say that a blind person ought no more than a sighted person to be inside an infirmary or a workhouse. I do not think that for the want of a little help outside he ought to be compelled to go in.

4945. (*Chairman.*) You have told us that you get a pension, did you get that pension before you took your present post?—No.

4946. Then you got it afterwards?—Yes.

4947. When you applied for your pension did you state what your income was?—Yes, you are obliged to do so. My income was not then what it is now.

4948. What was your income then?—I could not tell you at the moment exactly what my income might have been at that particular time.

4949. You say that you got a pension when you were receiving other wages, and you have told us that you had some other post which brought you in a certain income when you applied for that pension?—I applied for the pension about four years before I had my present position, but I got the pension since.

4950. Would you let us know what was your income when you filled up the paper applying for the pension?—I could not tell you now, I was not employed by the society when I made the application for the pension, but I was a visitor employed by the society when I got it some four years afterwards.

4951. You have told us that you cannot tell what your income was when you applied for the pension, or when you received it?—No, I could not tell you that now. It was not so much as it is now, because I had my salary raised when I was married, and my work has increased. Perhaps I may be allowed to say that I am not trying in any possible way to evade the question; I desire to be most truthful, but my work has grown upon me. I was first a teacher in the classes.

4952. We do not want to enter into any question of that kind. It is simply a question of fact.

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4953. (*Mr. Johnson.*) When your pension was granted what return did you make to the society of the amount of income that you were then receiving otherwise than from the society that granted you the pension?—I do not think that I understand the question. I have no recollection of being asked to make such a return.

The witness withdrew.

Mr. Matthias Sidney Smith Dipnall examined.

Mr. M. S. S. Dipnall.

4954. (*Chairman.*) You are clerk to Christ's Hospital?—Yes.

4955. Can you tell the Commission what is the nature of the charity to the blind which you administer?—I can.

4956. Will you state the details?—I should be happy to do so. The Reverend Mr. Hetherington was a governor of Christ's Hospital, and in the year 1774, that is to say in his lifetime, he confided to the governors an endowment of 20,000*l.* Old South Sea Stock. Of the dividend on that South Sea Stock, as it was at that time, he wished to devote to the hospital one sixth, so that the hospital should always receive 100*l.* a year from this fund, be the dividend more or less than the 600*l.* which it then produced; in other words he gave the governors one sixth, not specifically as one sixth, but distinctly as 100*l.* a year; and he expressed the hope that other benevolent persons might follow in his steps and enlarge that charity. He then directed that the other 500*l.* a year available for the blind should be distributed in annuities of 10*l.* each to fifty blind persons. Those annuities were to be distributed to persons who should be blind and destitute of sight, who had never been paupers, who had been born and were resident in England proper, that is to say in the 40 counties of England, and who had no annuity, salary, pension, estate, or income for life of the value of 20*l.*; and he left the entire management of this charity to the Committee of Almoners of Christ's Hospital, with this direction, that it was not competent to the committee to make any change in the fundamental provisions of the deed without the sanction of the General Court of Governors; but he reserved to himself the right in his lifetime to make alterations. At the first meeting of the committee in 1774 for the choice of the 50 annuitants, there were no less than 711 applicants of ages ranging from infancy to old age, and after having gone through 640 petitions the committee found themselves rather out of their depth and adjourned to another day. They then proceeded, having in the meantime made a rule for their own guidance that they would elect none under 51 years of age, or with a less period of blindness than one whole year. But it was still found that the number of applicants was inconveniently large; and Mr. Hetherington himself then fixed 61 years as the maximum age for applicants, and required three years total destitution of sight. In other particulars the conditions remained the same, but he expressed the wish that regard should be had to age in the selection of the annuitants, and also that preference should be given to persons who had been in a better position in life socially, persons who had seen better days, and who might become a burden or had become a burden on their children and relatives, and so on, they themselves being people not in affluent circumstances. Soon after the foundation of Hetherington's Charity, additions began to be made to it, and those additions have been so considerable, by gift in the lifetime of the donor and by will, and here and there by an allocation from an estate left for distribution by executors, that instead of paying only 50 annuitants as arranged by Mr. Hetherington, we have on our list for 1885 717 annuitants. With regard to the administration of the charity, I may mention that in the earlier days of the charity several donors required their gifts to be distributed in their entirety to the blind, and gave the hospital nothing to pay the expenses. The Governors soon found out that that would not do, and they therefore laid down a rule that they would only accept future donations and legacies as additions to Hetherington's charity, upon the general terms of Hetherington's charity, namely, that one sixth should go for the use and benefit of the hospital; and many of the donors, I may remark, were themselves governors of Christ's Hospital. But in the course of time the effect of that rule was that the one sixth so taken over by the hospital amounted to a considerable sum. Just about that time, that is to say 1863, there was a Charity Commission inquiry into the hospital's charities and funds, held by Mr. Hare; and in the course of the inquiry he intimated that it appeared to him that the Governors were taking an unnecessary large sum from the Hetherington Charity. That was considered by our committee, and it was felt that the Governors could, with every consideration for the blind on the one hand, and for the hospital on the other, reduce those allowances. The terms of the different benefactions were gone over very carefully and sorted out into categories, and at last the amount arrived at as the amount which the hospital should receive was about 600*l.* a year, it is now just a few pounds over 600*l.* a year, and the administration of the charity is vested in the Committee of Almoners.

4957. Is any class specially excluded from the benefits of your charity?—The Governors interpreted Mr. Hetherington's meaning at one time by specifying certain classes that were considered to be below the mark.

4958. Do you go by any such classification now?—We do to some extent. If a man had never been better, socially, than a labourer, and his father had never been better than a labourer, he would be considered below the mark for us. We take a kindly view of these things, and if the people are aged we say, You had better apply to the Painter Stainers' Company; and they go there and often get their annuity, for the company do not observe the little social distinction that we do; so that many of those who are not qualified for Hetherington's can go and get the Painter Stainers' pension.

4959. Do your applications come from all over England?—From the whole of the 40 counties of England. At the beginning of October or the end of September we advertise in various country papers, thereby spreading a knowledge of Hetherington's Charity practically over the whole of the 40 counties of England.

4960. You advertise in the country papers?—Yes, at a cost of about 50*l.* We freely give out petitions in response to letters, or to persons calling personally; if a blind person calls, we generally ask the age and just see that the individual has the necessary qualifications, in order to save trouble to those who do not possess the necessary qualifications.

4961. Do the elections take place in order of application, or by merit?—By merit and by age. Petitions come in during the whole of October, and they are classified according to age, the oldest being put at the top; we classify them in decades; for instance, in October last a person of 93 applied; including him with all above 80 we have 17 annuitants who have turned 80; we place them in the book in decades of age. The petitions are abstracted and printed for the information of the committee in the way shown in this blue book, which I shall be very happy to leave on the table, and which shows those who have been elected. This book is sent round to the Committee of Almoners of Ghrist's Hospital something like a week before the election; then, when the election day arrives, supposing there are 60 vacancies, the committee at one vote usually take the 30 oldest in the book, but if by taking 31 they would cover a person of perhaps the age of 76 or 75 they put in the odd one. Then nominations or suggestions are made by Governors round the table, who have selected a case on its merits, or who know something of it, and recommendations of other Governors receive some consideration.

4962. Are those of the age you just mentioned, that is to say, those between 80 and 90 and over, applying for the first time?—Mostly for the first time.

4963. That looks as if a knowledge of Hetherington's Charity had not reached them?—Very aged persons have perhaps only been blind three or four or five years; it is in the lower part of our book that we chiefly find long periods of blindness. If this first selection which I have mentioned does not exhaust the 60, the committee then take some more, perhaps, of 75 years

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of age, and also some of the most deserving cases, though less aged.

4964. Do you find after all you can do, after letting in the extremely old cases, there are always from year to year a certain number of those between 60 and 70 whom you are unable to let in?—Yes.

4965. Therefore, your charity meets to a certain extent a want which exists, but you are not entirely able to meet that want?—Not entirely. I might say that when we have elected our 60 and filled up our list of annuitants, we issue the annuity letters to the clergymen of the parishes in which the blind people live, and we then get perhaps 40 of those letters in the course of the next week or ten days returned to us, showing that the people are dead, though we had not previously been apprised of their deaths, so that we have further vacancies. The annuities are all due on the 10th of December, and between that and the end of December we probably pay 600 annuitants; there would then be some few who had not presented their papers through the bankers. We then make inquiries to see if there are any further vacancies. We then notify to the committee to elect to those vacancies, and something like the same process goes on, but with this qualification; in the second election in February special care is usually taken to look to cases of affliction superadded to blindness, to cases of considerable length of time and blindness, and also to cases where the circumstances are very special; so that the result of our two elections meets Hetherington's wishes with regard to age, and with regard to his other requisitions.

4966. What means do you take to find out that the annuitants are not in receipt of other pensions?—It is not a disqualification at our charity that they should be in receipt of other pensions, if those pensions do not total to 20*l.* a year, with the exception that there is a bye-rule that we do not elect a painter stainers' annuitant, because if we did the company would take him off their list, because their limit is 10*l.*, ours being 20*l.*

4967. Are you in constant communication with the Painter Stainer's Company?—There is communication enough at the period of the election. If a person has an annuity of 20*l.* we at once put him down as ineligible for our charity, but he might have 12*l.* from Day's and 4*l.* from the Goldsmiths', and so on, so long as the total did not reach 20*l.*; but in this very last election, finding that a number of the applicants had 16*l.* or 18*l.* or 19*l.* a year, we have rather avoided electing them, taking cases of affliction in preference to them. With regard to the administration of the charity it is administered in the counting-house of Christ's Hospital in common with the general business of Christ's Hospital. About the time of the elections a great deal of time is necessarily occupied, and we have throughout the year a large correspondence with the clergy and people connected with blind persons with regard to the charity.

4968. I suppose it would be possible for the Court of Governors to alter the character of the trust if they thought it desirable?—If there is a paucity of applicants the course taken has usually been to depress the age of qualification; the age was depressed to 50 at one period, then raised to 55, and later on 61 was reverted to.

4969. You have never contemplated altering the character of the trust?—No.

4970. Could the Governors by application to the Charity Commissioners or to the Court of Chancery alter the trust?—I presume they could.

4971. The minor alterations were made of your own accord?—Yes; Mr. Hetherington empowered the governors to make such alterations and regulations from time to time as they might consider to the advantage of the charity, but almost the only change that the governors have made has been that with regard to age.

4972. (*Mr Arrol.*) May the Commission conclude that from 90 to 100 new applicants are admitted every year?—We have about 100 new annuitants admitted each year.

4973. May I take it that 15 per cent. of those on your books die?—Our experience is that one seventh of the entire number of our pensioners go off our list each year, that one seventh would include perhaps five or six who vacate through having parish relief and going into the workhouse for one thing, or getting a better pension or property from elsewhere, and then here and there a person who may be reported to be of immoral conduct is displaced from the list.

4974. You give each pensioner 10*l.*?—Yes, none more and none less.

4975. (*Dr. Armitage.*) Do you take any other means of ascertaining what the income of the applicants is except the statement in the form?—We communicate very freely with the clergy, the charity was founded by a clergyman and it is clergymen principally with whom we communicate (I am speaking rather of country parishes) unless the case is taken up by some other person who communicates with us freely, but the clergyman is the eye through which we see in the matter. We cannot call these poor blind people up from Yorkshire or Cornwall to London, therefore we trust to the local surgeon as regards blindness and to the local clergyman as to the veracity of the statements in the petition; and we require the statements in the petition to be read over to the blind person, and we ask the clergyman and churchwardens to certify that the statements in the petition are true. I will leave you one of our forms of petition and one of the prospectuses of the charity; and I will leave also one of the forms of annuity warrant which we issue; and I have also brought with me a list of the committee who are the present distributors of the charity (*handing them in*).

4976. Do you communicate with other pension societies to ascertain whether the returns that you get are correct?—We do not unless something should occur to suggest it; we should communicate with Day's, for instance, if anything occurred to suggest our doing so.

4977. After a pensioner is elected do you appoint any person to keep Christ's Hospital informed from time to time as to his conduct?—We look to the clergyman; and in the letter which is annexed to the annuity warrant we particularly ask the clergyman to inform us if the annuitant is a person of immoral conduct, because that is not the sort of person the committee wish to have an annuity. Mr. Hetherington particularly lays it down that the Governors are to have the right of displacing any annuitant who should be found to be of immoral life and conversation.

4978. If a person were to take to street begging would he be disqualified?—Yes.

4979. Have such cases happened?—I was just thinking whether I could quote a case; I am not sure that I could; in a case of street begging we should probably caution the man and not act very harshly towards him; if we found that a man was selling boot laces or doing a little hawking we might take no notice of it; we have had cases occasionally where it was difficult to draw the line between ostensible selling and mendicancy, but those are rare cases.

4980. Do you have a regular annual report from the clergyman or from your correspondent in the place where the blind person resides, respecting the condition and circumstances of the blind person?—In the form of certificate on the annuity paper we require information on these particulars, that the person elected resides in the parish and has lived in the same so many years; that he is wholly destitute of sight; that he is of so many years of age; that he is of sober life and conversation; that to the best of the clergyman's knowledge and belief the blind person never did receive any alms or allowance as a pauper; that he had never been a common beggar; nor possessed nor was entitled to any state annuity, salary, pension, or income for life to the amount of 20*l.* a year over and above the annuity that we give. That accompanies the form of receipt for the money, and we make a special request that the clergyman will witness the mark of the blind annuitant. That is our evidence of the person being alive, in most country parishes these blind persons being well known to the clergyman. Amongst our 700 annuitants it will happen from time to time that there is a shifty person into whose conduct we have to make some inquiry upon various points, and then we make inquiry and perhaps we have to offer an admonition to the annuitant.

4981. (*Dr. Tindal Robertson.*) Has any alteration been made since the donor's death in the rules of the charity, with the exception of the one with reference to age, which you have described?—I might say no such alteration has been made. I might say, perhaps, that an interpretation has been given to some particular point. We used not to require a surgeon's certificate of blindness, for instance, but we were sometimes so puzzled by its being said that the person applying had a slight glimmering of light, or was practically blind, or was blind to all intents and purposes, that some years ago, the governors directed that we should require a surgeon's certificate stating that the person is blind and destitute of sight, following the words of Hetherington's deed. Then I may mention another thing. It used to be considered that a person was required to have been resident for three years in the parish previously to the time of petitioning; and if the person moved between the first time of applying and the second, that person was disqualified. That was felt to be hard, and that requirement was relaxed by the committee, and they made it a rule that if a person had once applied and was deemed to be qualified, a mere removal to another parish should not be a disqualification. So there have been interpretations of Mr. Hetherington's requisitions rather than new rules, save the one with regard to age.

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4982. Then I may take it that the intentions of the founder are almost absolutely adhered to?—Yes; the governors laid down rules with regard to the classes of people that they considered below the mark 80 or 90 years ago, those have been gradually relaxed somewhat to meet the feeling of the times; still we adhere to the qualifications that the person must be totally blind; that he is not in receipt of parish relief, that he has resided in the parish three years, and that he has no other assured income up to 20*l.* a year. I use the word "assured," because if a blind person was in a little business and getting 10 or 12 shillings a week out of it, it would not disqualify, because it is not an income for life, it is not an annuity.

4983. Has there been any desire at any time on the part of the governors to vary the amount of the pension, to put it on a sliding scale; or is it the general desire to keep it at 10*l.*?—I think the governors have found it so convenient to pay 10*l.* all round that they would not be disposed to alter it; we should be glad to see the 10*l.* larger, but as it goes in aid rather than as a total maintenance, I may say it works so very conveniently in our accounts and in other ways that I do not think the governors would themselves initiate an alteration.

4984. I was going to ask you, if the governors had that wish, would they have the power to do it according to the present deed?—I do not think they would for this reason; there is no lack of candidates, there are plenty of people to take the pensions, if we had a smaller field of applications the governors might say they would give 15*l.* instead of 10*l.* in order to spend the money, and I think the governors could under those circumstances increase the amount of the pension; but Mr. Hetherington says that his money is to be divided amongst 50 persons, so that there is something in the essence of the charity that seems to suggest 10*l.* to each.

4985. In your selection of the recipients of the charity, do you give any preference to persons who are themselves earning anything, I mean after you have selected the persons whom you believe to be qualified by age and so on, do you then give any preference to those who are able to earn anything for themselves?—We do not; we do not regard that as an essential matter.

4986. Is it at all a point which has been considered?—I can hardly say that it is. We sometimes see an interesting case where a man is still making some efforts for himself, and we take notice of that as one special feature of the case, but it is not an essential point with us. We are dealing with people upwards of 61 years of age, and many of them 70 or 80.

4987. Is there any particular county from which you get a larger number of applicants compared with the size of the county than others?—Cornwall, perhaps, gives us the larger number of applicants, and Yorkshire from its great size also gives us a great number of applications.

4988. Would Cornwall, taking its size into account, in proportion to Yorkshire for instance, give you more applications than Yorkshire?—I should think it would. I have not very closely examined that particular point; we do get a good many from the mining districts, and a good many from the manufacturing districts of Yorkshire.

4989. From looking at the surgeon's certificate are you able to assign any cause for the greater number of applications from those districts?—There is no mention of the cause of blindness in the surgeon's certificate; the surgeon merely certifies the fact of the person being totally blind; it is only here and there that we get the cause of the blindness stated.

4990. Have you any experience as to the prevalence of blindness in such a county as Nottinghamshire for instance, where the fine lace manufacture is carried on?—We get applications from Nottinghamshire. I have not noticed specially that we have a larger number from Nottinghamshire than other counties.

4991. Have you noticed whether you have a large number of applicants from the iron districts who have become blind from the fact of small particles of iron affecting their eyes?—No, I cannot say that I have. I have some views upon that matter which I have arrived at from having made certain inquiries as to whether blindness had increased in this country from certain causes, or whether, owing to other causes, it had diminished. A gentleman of great wealth in London, who is now dead, and who contemplated making a large addition to the endowments for the blind, got me many years ago to give him some views upon the subject, and I made certain inquiries which led me to the conclusion, that blindness has not increased in England, certainly not in my judgment beyond the ratio of the population, and that is due to vaccination and also to the very great improvement in optical instruments, the greater knowledge of ophthalmic science, and greater care taken in factories and other places. I considered that whilst on the one hand there was probably an increase of blindness among iron puddlers, glass blowers, and railway engine drivers, and people of that sort, on the other hand there was a diminution of blindness or a shortening of the period of blindness due to the progress of ophthalmic science and greater care in other respects. In some trades the workers, from the nature of their work the saw grinders of Sheffield, for example, commonly do not live to the age of 61 which is our limit of age; I do not suppose we should find a saw grinder in our list of applicants if I looked through the books for ten years. Then there are other trades in which the workers are cut off often times in early life comparatively, in the third or fourth decades of their life.

4992. Have you noticed whether watchmakers are peculiarly liable to become blind?—No.

4993. With regard to the administration of pensions generally, is it your opinion that if a general register could be kept in which the names of all persons applying to the different societies for pensions could be registered and to which access could be readily had by the different societies, there would be a possibility of preventing what we have been told is the case, namely, that pensions very often greatly overlap each other?—I am hardly prepared to give an opinion upon that at this moment; we have ourselves a great deal of confidence in the clergy, we communicate very freely with them and they with us, and we fancy we are fairly well informed with regard to our pensioners.

4994. You seem to take extra care, but we have it in evidence that there is such a thing as plurality of pensions; speaking from your general experience would you think it advisable that such a register which could be easily inspected should be kept?—I hardly know. Our charity is so large we fancy we can run alone; at the same time we freely avail ourselves of other sources of information. The fact that a person is having 12*l.* from Day's, and 5*l.* from the Clothworker's, does not disqualify him from receiving a pension from our charity.

4995. I am not now speaking with reference to your particular charity, but I am putting to you whether you do not think it advisable that such a register should be kept to which all the societies who give pensions to the blind could have access?—I should almost prefer not to give any decided opinion upon that point. I might make this remark with regard to Hetherington's Charity; that it deals with a class of persons who have suffered adversity and there is a certain tenderness towards their feelings, and we should not be inclined to bring before the eye of everybody the peculiar circumstances of every annuitant.

4996. (*Mr. Johnson.*) I believe it is one of your principles to give your pensions to people who have been in a better situation of life?—Yes.

4997. Have you any knowledge of any other charity or pension society which gives pensions to that class of persons?—I do not think I have. I do not know what the considerations are which guide the trustees of Day's Charity in selecting their pensioners.

4998. I know as a trustee of Day's Charity that you have communication with Day's Charity, as Day's Charity very often profits by the information which Christ's Hospital can give them. Do you think that there is any large number of people who get pensions

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who are unworthy recipients?—I do not, judging from our own experience.

4999. I see that these directions are appended to your warrants, "The above certificate and receipt should be "signed as soon as conveniently may be, and the "minister and churchwardens are requested to be par- "ticularly attentive" (I see those words are printed in italics; "to the several circumstances which are to be "ascertained, and not to sign it as a matter of mere "form;" do you find that clergymen do take that trouble?—I think they do, especially newly appointed clergymen. We find that they make sufficient inquiries about the charity and about individual cases to justify us in saying that clergymen do take care to inquire into the cases. In country parishes these aged blind are known to the clergymen personally, and we invite the clergymen to witness the mark of the person to the annuity receipt, as the best proof of the person being alive.

5000. Do the same disqualifications which apply to Hetherington's Charity extend to the whole of your 717 pensioners?—With the exception of six in the special gift of the Reverend Mr. Watkins. The Reverend Mr. Watkins' father founded endowments for six additional annuitants, with the condition that during his son's lifetime his son, the Reverend Mr. Watkins, should have the right of appointing the annuitants without being restricted by considerations of age and other things as in the case of Hetherington's Charity; therefore we have amongst the 717 we will say six blind persons who are not necessarily amenable to all the rules of Hetherington's Charity. They must be blind.

5001. I understand that common soldiers and sailors are excluded?—Yes; but in practice there has been a gradual relaxation of that restriction during many years past. We are not very strict in insisting upon it, it was not an exclusion which Mr. Hetherington specified, but was rather an interpretation that was put upon Mr. Hetherington's views.

5002. Then I see journeymen in any handicraft trade are excluded, does that restriction still exist?—Yes, but that is a disqualification that we do not insist on with great strictness, a man who is a journeyman now may have been a small master years ago, or his father may have been a master; we do not exclude a man if he has been in a respectable position though he may have been only a journeyman.

5003. Journeymen in handicrafts, persons living by turning a mangle or a polisher's wheel, or other like employment, or those who have begged or received parochial alms, do I rightly understand that you give a broad interpretation to those disqualifications?—The receiving of parochial relief and begging we read in a very strict way, but if a person has been thrifty and saved a little money, and he wants something to be added to it, we give him the credit of that piece of respectability, so to speak. With regard to the exclusion of soldiers they used commonly to have 18*l.* 5*s.* a year army pension, and if they picked up a little pension somewhere else they soon got outside our limit of 20*l.* a year.

5004. You say you get information from Day's Charity; do you get information from any other societies or charities?—From the Painter Stainers.

5005. From the Charity Organisation Society?—We do not get information from them, we get it where we can. Where the cases are London cases we, perhaps, send one of our own messengers to take stock of the blind person, and make inquiries of the local clergymen and so on.

5006. If any one wrote to your court and told you that one of your pensioners was a person of immoral conduct, or was in receipt of a plurality of pensions, that would be enough to lead you to enquire *de novo* into the case?—Yes, certainly.

The witness withdrew.

Mr. HENRY SMITH examined.

Mr. H. Smith.

5007. (*Chairman.*) Are you the trade manager of the Kensington workshop?—Yes.

5008. How long have you been so?—About nine months.

5009. What number of inmates have you in the institute?—Nine.

5010. Are those all employed in the workshop?—Yes.

5011. Are they male and female?—No, male only.

5012. You do not take in any women?—No, we employ women outside.

5013. Who preceded you as trade manager?—It was a lady that was in the place before me.

5014. Are you able to give instruction in the different trades, or do you only superintend them?—I only superintend, I do not give instruction to the blind people.

5015. Who does give instruction to them?—We have a blind foreman in one department; that is the brush department.

5016. Have you no sighted superintendent or teacher?—Yes, we have a sighted foreman in the basket department, and a blind foreman in the brush department.

5017. What is your principal trade, brushes or baskets?—Baskets.

5018. Do you give any educational instruction as well as industrial?—No.

5019. How long do you keep the inmates; as long as they can work?—Yes, just as long as they are able to work; they come in the morning at a certain time, and leave at a certain time in the evening; and as long as they are able to work they are employed in the institution.

5020. Supposing you are unable to sell their work, do you keep on employing them?—Yes, we have done so since I have gone there, though the stock has been accumulating very largely; it is such a difficult thing for us to compete with the east end people, and more especially in the brush department, we seem to fail in that line of business.

5021. Have you any shop for the sale of your goods?—We have a shop in the institution.

5022. That is your only shop?—Yes.

5023. And you find a difficulty in getting rid of your goods?—Yes, of the brushes at any rate.

5024. Shall you be able to go on employing the workmen now in your institution if you cannot sell the goods they produce?—To make up for the loss on the goods that they make, we get a profit on goods that we buy, we try to make a balance as best we can, and then instead of keeping too large a stock of brushes that they make, we sell them at a reduction.

5025. The goods that you cannot sell you sell at reduced price?—Yes.

5026. Have you any chair caning?—Yes, but it is not done on the premises, we give the chair caning out.

5027. To women?—We have one blind woman employed at chair caning, and we also have one blind person, one man, employed outside in chair caning, and we sometimes give to one of our men employed in the brush department, chair caning for his wife to do at home.

5028. How many do you employ altogether outside your shop?—Three.

5029. What was the amount of the goods sold out of the workshop last year?—897*l.*

5030. Has the amount of the sales increased since you have been there?—Since last year there has been a increase of 110*l.*

5031. How is the institution supported?—By subscriptions.

5032. You have no endowments?—No.

5033. What is the cost of the institution?—Since I have gone there, we have had to move from one of the places that we were originally in; the rent of one of those places cost us 85*l.* We do not keep our brush makers and basket makers all under one roof, we cannot get the necessary accommodation for the two branches of business in one place, and we have two different places of business; we have the basket makers in one street, and the brushmakers in another.

5034. You have two small houses?—Yes; the rent was 112*l.* in Young Street and Church Street. We have now gone a little out of the way; we do not think it has been any benefit to us at all, but we could not get a place of business in a principal thoroughfare, and we have now gone to a place called Ball Street.

5035. Is that out of the way?—It is out of the way, and the rent we pay in Ball Street is 65*l.*

5036. Have you plenty of room for your workshop?—We have plenty of accomodation. We have only been there now since the 15th of January, but the chance sales seem to be much less than they were in Young Street.

5037. Do you advertise?—Our committee do not seem to believe much in advertising.

5038. Retail tradesmen seem to think differently?—I know myself that I would advertise.

5039. Have you had a commercial training?—Yes, I was in the blind institution at Aberdeen.

5040. Can you tell us anything of that institution; is it self supporting?—Yes; they have subscriptions.

5041. Has it been long established?—Yes, since 1843.

5042. Have they a ready sale for their goods?—Yes.

5043. They have not the competition of the East end of London which you spoke of?—No, they have a good many departments; it is a much larger institution than ours, they have between 50 and 60 hands.

5044. Do you think that fresh branches of trade should be opened out to the blind?—Yes.

5045. You think that they are capable of learning more than they have hitherto been taught in the institutions?—Yes, I would always teach them basket making, basket making is a very good paying department.

5046. What kind of baskets do you make?—Grocers baskets, candle baskets, and linen hampers.

5047. Baskets for wines and spirits?—Yes, we can do any kind of basket work, suppose an order was sent in, we would take it for any kind of basket.

5048. Do your basket makers make the baskets on forms?—Yes, they put the willow in between a piece of wood placed on to a large flat board; they put the willow in and weave it in the ordinary way.

5049. Are your baskets turned out as well as any in the trade?—Yes, I could guarantee that our blind people can manufacture baskets as well as any seeing person.

5050. The reason your goods do not sell so well as you could wish is not because they are of inferior workmanship?—No, I could safely say that our goods are of a superior make; we pay a good price for our material, and therefore, we think we ought to get a better price than we do get.

5051. Do you get your materials cheap, in large quantities?—We are not able to afford to buy it in large quantities.

5052. That is a disadvantage in a small institution?—Yes.

5053. I believe you have received grants from Gardener's Trust from time to time?—Yes, for three years back.

5054. On what grounds do you receive a grant from the trustees of the Camden Charity?—This is a grant for institutions in Kensington.

5055. (*Mr. Johnson.*) How many workpeople have you altogether?—Twelve.

5056. Nine men inside and one man and two women outside?—Yes.

5057. I see by the accounts that 338*l.* is paid for wages; how are the workmen paid, by piece work or by weekly wages?—By piece work.

5058. They are only paid for what they produce?—That is so.

5059. Are their earnings supplemented in any way?—No.

5060. Taking the 338*l.* 17*s.* 5*d.* for wages in the year and dividing that amongst the 12, it would give them 28*l.* a year each; which gets the largest amount of wages the basket makers or the brush makers?—There are more brush makers than there are basket makers, but the basket makers get more wages.

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5061. What are the average wages that a basket maker gets?—Between 18*s.* and 19*s.*

5062. What are the average wages of the brush makers?—Between 16*s.* and 17*s.*

5063. I see the salaries are 145*l.* a year; that includes your salary; does it include any other?—We have a sighted porter, and the 145*l.* of course includes the salary of the basket foreman.

5064. What is your salary?—The salary I have at present is 70*l.*

5065. (*Chairman.*) Is that including board?—No.

5066. (*Mr. Johnson.*) You say that you have gone to Ball Street, and you now pay 65*l.* a year rent; does anybody live in the house?—Nobody lives in our premises, but above our premises there is a Young Man's Friendly Association.

5067. I mean does anybody connected with the institution live there?—No.

5068. You all live at your homes?—Yes.

5069. Do you know the reason why you moved from Young Street?—There is a firm called John Barker and Company up that way, and they are going to take down the houses that we were in. We rented our houses from them.

5070. I see that the amount of your stock and materials is 240*l.* I suppose that is stock that you cannot get rid of?—It is not just that; I generally take stock at the end of the year, and that is the stock we have in hand. I expect we shall get rid of it.

5071. You expect you will get rid of it at a very reduced price?—Yes. We reduce the price of it, and try and get a profit on some of the goods that we buy.

5072. Have you any difficulty in getting rid of your stock?—Sometimes we have to reduce it to a very low figure indeed; for instance, in our brush department, the scrubbing brushes cost us to make, taking wages and material and one thing and another, about 7*s.* a dozen, and to get them sold we must sell them at 5*s.* a dozen, that is to say, if we compete with wholesale people.

5073. Then in fact as far as your experience goes the workshop does not pay at present?—Not the brush department.

5074. But the baskets you think do pay?—The baskets pay.

5075. Does the chair-caning pay?—The chair-caning pays.

5076. What do your workmen get per week at chair-caning?—The foreman in the basket department sees the size of the chair, and we count how many holes there are in the front of the chair, and how many holes there are in the back; it depends on the size of the chair; for a common size chair, a bedroom chair, our workmen would get 1*s.* 3*d.*, and they would supply the cane.

5077. They are paid 1*s.* 3*d.* for the chair; how much of that is profit to them; what does the material cost, and what is their profit?—I should say that they have about 9*d.* out of that chair.

5078. How many chairs could they do in a day if they had plenty of work?—They would be able to do two.

5079. That is 1*s.* 6*d.* a day profit?—Yes.

5080. They could earn that every day if you could give them the work?—Yes.

5081. In your opinion is chair-caning a very good occupation for them to pursue at home?—Yes.

5082. You do not make mats?—No.

5083. Nor mattrasses?—No.

5084. Nor sash line?—No.

5085. You only make baskets and brushes?—That is all.

5086. Where do you get your workers from; are they from institutions or do you teach them?—Since I have gone there we have taken in a little boy, that is the only learner we have had; that is in the basket department. I understand our committee in future are not going to employ or take in any more brush makers.

5087. The people who work at your workshop are people who have been instructed at other institutions?—Yes.

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5088. Can you tell me where they have been instructed?—They have been instructed at different institutions, I know some of them have been at Bradford; I do not know what other institutions they have been connected with.

5089. You would not take them in unless they were first-class workmen?—We take them in to learn the basket department.

5090. I am referring to the people who are working for journeymen's wages, they are people who come from other institutions; would you take in anybody who was not a good workman?—No.

5091. You select your workmen?—Quite so.

5092. (*Dr. Tindal Robertson.*) As a rule do you find that your people are good workmen when they come to you?—We have to look over any little faults in their work for some time. We cannot say at first that they are really good workmen, they may be good workmen, but they may not to be able to show what they are capable of just at first.

5093. Do you know whether or not those who are with you have been educated before they come to you?—No.

5094. What office did you hold in the Blind Institution at Aberdeen?—I was clerk there.

5095. Had you anything to do with the purchasing of materials there?—No.

5096. Who purchases the materials at your workshop?—This blind foreman.

5097. Where does he get them from?—From wholesale places in the City.

5098. Have you more people applying for work than you can give work to?—Yes.

5099. Do you not think if a large central depôt or more than one large depôt were established in London, where materials could be got by the blind at cost price even in small quantities, and where things made by the blind could be sold, you and similar institutions to your own would not accumulate your stock so much, and do not you think that such a depôt or depôts would be of advantage generally to the blind poor?—Yes; I should think myself if a large institution were established in London where we could take our accumulated stock, and where they could buy material in large quantities and hand it out in small quantities to the smaller institutions, it would be a very great advantage.

5100. (*Dr. Armitage.*) What is the number of your present shop in Ball Street?—No. 19.

5101. (*Mr. Arrol.*) You say that you do not subsidize your workers; do you give them a dinner free?—No.

5102. Do you pay them on the sighted piece work scale?—They get more than sighted persons do.

5103. You stated that the basket makers earn 19*s.* and the brush makers 17*s.* a week, the average aggregate shows 12*s.* 6*d.* a week?—I meant to say that the average would be between 16*s.* and 17*s.* for the brush makers, and between 18*s.* and 19*s.* for the basket makers.

5104. But 338*l.* is the amount expended in wages, so the average wages of all the workers would be 12*s.* 6*d.* a week?—I do know anything about what the amount was last year; I have not been able to get up a report for this last year yet, because I do not know what happened when I was not there.

5105. You have made reference to the Institution at Aberdeen, and you have said that it was self-supporting, can you say what wages the Aberdeen men get?—I cannot say.

5106. Are you aware that the Aberdeen Institution is not self-supporting, that it is always in deficit, every year?—I know they have subscriptions as other institutions have.

The witness withdrew.

Mr. George Barnes examined.

Mr. G. Barnes.

5107. (*Chairman.*) You are a basket maker by rade?—Yes.

5108. Where did you learn that trade?—At Kingscote's workshops, Commercial Street, Spitalfields.

5109. How many years were you there?—Three and a half years, and then it ceased.

5110. When you left did you set up on your own account?—No.

5111. Did you work for any insitutions?—Not then.

5112. What did you do?—I went to work at a place where they employ sighted men.

5113. And you worked with sighted men?—Yes.

5114. What wages were you able to earn there?—From 10*s.* to 18*s.* a week.

5115. Will you tell us what you did when you left that place?—Then I went to Berners Street Institution, it was in the Euston Road at that time.

5116. What wages did you get there?—I should think about the same, about 10*s.* to 18*s.*; it all depended on what class of work I was on.

5117. Then did you do work on your own account?—No, I went to the Notting Hill Institution then, it is Kensington now, it was Notting Hill then.

5118. What made you go from one to the other?—Because I wanted to improve myself.

5119. They did not teach you enough at Berners Street then?—They did not undertake to teach me there; I went there as a competent workman.

5120. What did you learn at Notting Hill?—I was a teacher there.

5121. How long were you a teacher there?—I think I was there about three years; I was there until the Notting Hill Institution ceased and then I went to Kensington.

5122. In the same capacity?—No, I went as a journeyman to Kensington.

5123. Are you married?—Yes.

5124. Have you been married long?—Yes.

5125. To a sighted wife?—No.

5126. Does your wife help you in your basket making?—No, it is rather too heavy work for her.

5127. Is she able to do anything?—She has enough to do in doing the housework.

5128. Is she able to do that without any other assistance?—Yes.

5129. Have you any children?—No; I keep a little orphan nephew.

5130. Does he take you about?—No, a lad that is outside takes me about.

5131. How do you get orders for your baskets?—I go about for them with this lad.

5132. To different shops?—To warehouses and contractors.

5133. When you married did you begin to work for yourself?—No, I still stopped at Kensington, till the work fell off, and we were put out of work for three months; then I left there and went to the Peckham Institution, and they fell slack; and from there I went to St. George's to work in the journeymen's shop, and when I left there I became master for myself; I could see they were all falling slack now and then, and I thought it was best for me to try and see whether I could not get the profit of my own work.

5134. Have you been able to earn more on your own account than you were when you were working for an institution?—Yes, I can earn from 1*l.* to 30*s.* a week.

5135. Do you get a sighted person to assist you?—When I am busy.

5136. Is it your experience that a good blind workman can earn his own livelihood by basket making?—Yes.

5137. In your opinion is the reason why many fail to earn their livelihood because they are not good workmen, or because they are not industrious enough to work?—They have not been taught enough; that is where the failure is.

5138. Do you think they leave the institutions imperfectly taught?—Yes.

5139. They leave them too soon?—Not too soon; they are in there quite enough time to learn a trade, but they are not sufficiently taught.

5140. In your opinion is that the fault of the institution or the fault of the person taught?—I put it down to the management of the institution.

5141. You have had some experience of them?—I have been to all the institutions there are except Greenwich.

5142. Have you found any difficulty in teaching the blind to work?—No; I have one now that I am teaching.

5143. Are any of your pupils earning their livelihood?—Yes.

5144. You say a great deal depends on the style of teaching; have you been successful with all your pupils?—Yes.

5145. You have had no failure?—None at all.

5146. And you attribute that to theirbeing properly taught by you?—Yes.

5147. How do you buy your materials?—At the warehouse; I pay my bills once a month.

5148. Do they sell you material at the wholesale price?—Yes.

5149. Then all the blind can get materiels at wholesale prices if they choose?—Yes, anybody can do that.

5150. When you say the warehouse, do you mean a warehouse where you sell your work?—No, I do not sell my work to any basket warehouse at all; I sell my work to private customers.

5151. What is the warehouse that you were speaking of?—Where they sell the raw material, the cane warehouse or the rod warehouse in Spitalfields; there are warehouses in different parts of London.

5152. We have been told that the great difficulty of the blind is to get the raw material at wholesale prices, that they have to pay more than the wholesale prices, and that they cannot make a profit out of their work?—They can get the stuff at wholesale prices just the same as you might get it, there is no difficulty in that, but the great difficulty is in disposing of the articles produced.

5153. How do you get to your customers?—I have to travel a good many miles. I keep a pony and a cart to carry me about to different places.

5154. (*Mr. Johnson.*) Do you hawk?—No; I travel for my orders first, and as soon as I get them I execute them and take the work home, then I go on to another place. The other week I was at Paddington for six days repairing baskets. I went there every day with my pony, and directly the work was done they paid me for it; the greatest difficulty is to find work; if we could get places to work for we could gain our livelihood.

5155. The desideratum is to get a place where the work of the blind could be sold?—Yes.

5156. That of course could be done by arrangement among the different institutions if they combined?—Yes; that is what they ought to try to carry out, what is wanted is a depôt for the blind to bring their work to.

5157. At present the different institutions do not combine for that purpose?—No.

5158. Do you think the blind ought to be taught at a school as early as possible?—No.

5159. I am speaking of education in the first instance, not of industrial training: were you blind from a child?—Ever since I was 11 years of age.

5160. Do you think blind children ought to commence their general education as early as sighted children?—Yes, I do, and after they have received a proper education the same as the sighted children it is time for them to begin to learn any trade, but I do not think their general education ought to be in the same hours as the work is on.

5161. You mean that their ordinary education and their industrial training ought not to be going on at the same time?—I think so.

5162. Do you think industrial occupation ought to begin at 12 years of age?—That would be too early, because when children are at that age they have not the sense to think of their future life.

5163. What are they to do between 12 and the time when industrial occupation should begin?—A child is kept at school until he is 14 before he is put out to work, they will not take an apprentice under 14 years of age in ordinary occupations.

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5164. You think 14 is the time at which they should begin to learn their trade?—Yes.

5165. How many years would you give them to learn their trade?—Of course, brush making is very easily learnt, that would take two or three years, and at the end of that time they ought to be capable of earning their own living at brush making; but at basket making they ought to have no less than 5 years.

5166. (*Mr. Arrol.*) What may have been the reason for your leaving the sighted workshop where you were employed?—I wanted to see if I could make myself a better workman. The Peckham institution advertised that they wanted 50 hands, and I and another blind man who was very quick went there, and we were only there three months before they told us we did too much work for them and we had to be put on half-time. From there I went to work at St. Georges, and I did better at St. Georges than I had done at any of the other places.

5167. (*Dr. Tindal Robertson.*) Being a blind man yourself, if you had a blind child in what way would you have him educated, would you send him to a school board school?—Yes.

5168. Do you think it would be a great advantage that a blind child should be educated with sighted children?—Yes, certainly.

5169. For what reason?—Because he learns their ways and he becomes almost the same as a sighted person; my wife was the same, she never went to any blind institution.

5170. Where was your wife educated?—She went to a school board school, and from there she went to classes.

5171. You say that your wife does the housework, does she light the fires?—Yes, she does all the household work.

5172. Without assistance?—Yes.

5173. You said that anyone would be able to get material at wholesale prices, do you mean even if he went with a small order?—That would be a difficulty, no doubt.

5174. Do not you think that if such a depôt as was suggested by the Chairman, for the sale of work done by the blind, could be established, and where the blind in any part of the district might be able to purchase even small quantities of material at wholesale prices, that would be a great advantage?—Decidedly, that would be an advantage.

5175. (*Mr. Johnson.*) You say you learnt your trade of basket making at Commercial Street, Spitalfields.

5176. That workshop was only open for a few years?—Altogether it was open about 5 years, it is 20 years ago.

5177. What was the reason that that institution collapsed?—Through mismanagement.

5178. Did it collapse at all from their not being able to find a sufficient market for their produce?—Not at all.

5179. It was simply through bad management?—Quite so.

5180. When you were there, were you able to earn from 10*s.* to 18*s.* a week?—Not there.

5181. Where did you first earn from 10*s.* to 18*s.* a week?—At the sighted place, at the place where sighted men were employed.

5182. At Berners Street did you get from 10*s.* to 18*s.* a week?—Yes.

5183. How long were you at Berners Street?—I should think about 18 months.

5184. At Berners Street did you work at piece work or regular wages?—At piece work.

5185. Were your earnings supplemented at all?—No.

5186. You merely took the actual earnings that would have been paid to a sighted workman?—Yes.

5187. Did you find when you worked by the side of sighted workmen that it was any disadvantage to you to be associated with them?—Not a bit.

5188. Do you think it would be a desirable thing if persons who employ sighted workmen were to associate blind workmen with them?—No.

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5189. You think it is better that blind people should work by themselves?—Yes.

5190. What objection would you have to work with sighted people?—The objection is that they ridicule you and make all sorts of sneers at you.

5191. Perhaps they work a little quicker than you?—Yes.

5192. But they do not earn much more wages than you do, do they?—Yes, ours would not come up to much more than half theirs.

5193. If you were earning 10*s.*, a sighted man next to you might be earning 20*s.*?—Yes.

5194. If a pension or some assistance were given to a blind man who was earning his livelihood in that way, so as to raise him up to the level of the sighted workman, you think it would be a good thing?—That is just the thing that wants to be done. I have had a very great struggle myself in managing to get through the world as I have got through it, with my own earnings, because I had nothing to help me at all besides my own earnings.

5195. You have no pension?—I have a small pension now, a Clothworker's pension of 5*l.* a year.

5196. That is an assistance to you in aiding you in your work?—Yes.

5197. Possibly it gives you the opportunity of going and purchasing a little material?—That is just what it does; when I receive it I go and purchase my material with it.

5198. Do you not think that pensions therefore, given to deserving workpeople, would be of very great advantage?—That I do.

5199. You have told us that you worked for sometime at St. George's, and you got on pretty well there; what did you do at St. George's?—All sorts of work.

5200. I believe you earned 15*s.* or 16*s.* a week there?—The last week I was there I made 1*l.* 7*s.* 9*d.*

5201. In the outworking department?—Yes.

5202. Is that outworking department supervised by sighted people?—No.

5203. Is not there a sighted foreman?—He does not look after the basket makers.

5204. There is a sighted foreman?—Yes.

5205. What is your opinion of the instruction given at the institutions; take three or four of the great institutions, St. George's, Berners Street, and St. John's Wood, and the smaller institutions; do you think the inmates of those institutions are taught sufficiently well?—Of course I cannot say much about the Berners Street teaching now, but there was no foreman there when I was there, nobody at all. I do not think the blind ought to be compelled to find a friend to pay 6*s.* a week for their teaching when subscriptions are coming in.

5206. Nothing was paid at St. George's?—No.

5207. Could you point out anything which you think ought to be altered there, or is it fairly well conducted?—I have no fault to find with it myself, that is to say, not with the journeymen's shop. I do not know anything about the other department.

5208. As to the disposal of the work of the blind, what is the reason of the difficulty in disposing of the work?—The consumer will not place confidence in blind people's work.

5209. Do you think it is a difficult thing for medium workers—men who are not very expert at their work—to get employment?—Not if they are capable workmen.

5210. I say medium workmen; do you think there is work for medium workmen in coarser stuff?—Yes.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 19th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

SIR HENRY SELWIN IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

OWEN ROBERTS, Esq., M.A., F.S.A., (Barrister-at-Law,) examined.

O. Roberts, Esq., M.A., F.S.A.

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5211. (*Chairman.*) You are clerk to the Clothworkers' Company?—I am.

5212. Will you state what you can tell us about the pensions distributed by that company?—The Clothworkers' Company are trustees of blind pensions, mainly consisting of 5*l.* pensions under the will of Mr. and Mrs. West; and also they are trustees of other blind pensions of 10*l.* per annum each. The aggregate amount of the fund available for those pensions at the present time is 5,210*l.* 6*s.* 11*d.* But the company have augmented one of those charities, namely, Thwaytes's, by a sum of about 300*l.* a year, providing 30 blind pensions or thereabouts. Thwaytes's fund was left by a member of the company in 1835; it was a sum of 20,000*l.*, and the produce of it was to be spent in giving poor blind folk pensions of 10*l.* each.

5213. Are there any limitations to that?—The recipients are to be poor and blind. Then the company had left them by the same member of the court, William Thwaytes, another fund of 20,000*l.*, with which, in the words of the testator's will, "the said society may make "themselves comfortable." Part of the produce of that sum is given to augment the blind charity, that is to say, something over 700*l.*, the produce of the first 20,000*l.*, is spent in 10*l.* blind pensions, and that is augmented by something under 300*l.* from the produce of the surplus of the 20,000*l.* left to make the company comfortable, making 100 pensions altogether. The total pension fund of the Clothworkers' Company is now as nearly as possible 5,500*l.*

5214. The 5,210*l.* odd and 300*l.* in addition?—Yes, or rather 280*l.* odd, making altogether 5,491*l.* 16*s.* 11*d.* Then with regard to the way in which these funds have come to the company, in almost every case, as in the case of all money belonging to the Clothworkers' Company, they are the gift of persons who have been members of the governing bodies of companies, who, being interested in the administration of similar charities have been impelled to give bequests from time to time, and these gifts have resulted in this total fund. Acton's trust, 42*l.*; Cornell's trust, 79*l.*: Newnam's trust, 382*l.* 10*s.*; Thwaytes's trust, 718*l.* 10*s.*: and there are seven trusts under Mr. and Mrs. West's charities. Mr. West being a member of the Clothworkers' Company. There is a clause in Mr. West's will, that any surplus remaining after the pensions of 5*l.* have been dealt with, shall be given for general purposes of charity; and the company have under that clause occasionally made grants to ophthalmic hospitals and aids incidental to the blind, it being the opinion of the Clothworkers' Company that that is *cy pres* to a pension fund. Fifteen years ago we approached the Charity Commissioners with a view of getting some of these trusts relaxed, so as to give a greater elasticity to the governing body of the company in dealing with them; but it was found impossible to proceed under the Charitable Trusts Acts except by means of a parliamentary scheme, which was a mode of proceeding which the Charity Commissioners are loth to adopt, they having found that the system of a parliamentary scheme did not work well; and they would not incur the risks and annoyance attending that mode of procedure. There is a provision in one of the earlier Charitable Trusts Acts, that if any scheme is found to be in excess of the ordinary powers conferred by those Acts the Charity Commissioners have power to certify a scheme agreed on mutually between the parties to Parliament, and then it is subject to the ordinary incidents of the passage of a Bill; but the Charity Commissioners, I believe, found in the earlier history of the administration of the charitable trusts that local opposition and expensive proceedings arose.

5215. Do any of these trusts limit the recipients of the pensions to certain localities?—Some of them. There are certain localities favoured by Mr. and Mrs. West by reason of their connexion with the places, such for instance, as Reading. As I have already said, Mr. West was a member of the Clothworkers' Company, and he had a large clothier's factory at Newbury, or in the neighbourhood; and therefore, having been interested in that locality for business reasons, he gave a preference to persons resident at Newbury and Reading; he also gave a preference to persons residing in Twickenham, Isleworth, and Richmond, I believe for some reason connected with his wife's family. Such reasons operate with testators as you may naturally suppose.

5216. Did you wish to get Mr. West's trust altered in that respect?—No, we have not found that provision work prejudicially; the pension under Mr. West's will is only 5*l.*, and therefore it does not lead to an unnatural immigration of blind into those localities.

5217. Do you always find a sufficient number of deserving blind requiring assistance?—Under Mr. West's will, when there is not a sufficient number of blind persons from those localities we have the power to give the benefits of the trust to poor blind residents wheresoever they might be. Therefore that was not a provision that we desired to relax. The company desired to give larger pensions, 10*l.* instead of 5*l.*, and also, though I do not know that I have the right to say so, I think they would have been glad to have been able to give donations to local societies formed for the assistance of the blind folk. The company have done so out of their own corporate funds; feeling a sympathy with the blind with whom they are brought into contact by acting as trustees of these blind charities they have out of their corporate funds several times, and more frequently lately than before, given small grants to start organised funds in different localities for the assistance of blind folk.

5218. If it were found desirable to recommend the expenditure of a certain sum of money either for the establishment of workshops or to assist existing institutions for the education of the blind and training them in industrial pursuits, your company would have no objection to divert some of its funds for that purpose?—I think if power were given them to do so they would be very glad to be able to do so. I could not say that the company would like to be compelled to do so, but it would be in accord with the sympathies of the company to act in that way; but they would like their discretion unimpaired.

5219. Have you always a full number of applicants for your charities?—We have. I have reason to believe that the number of blind folk in the metropolitan radius is about 3,000; and we find that it is almost impossible to keep up with the number of applications which keep pouring in, so much so that from time to time the committee, of which Mr. Bazley White is chairman, have been so sorry at having to postpone the claims of good and deserving applicants, that they have voted out of their corporate funds sums temporarily till there was an increase in the charitable funds, in order to absorb a large number of redundant cases. Hope deferred maketh the heart sick.

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5220. I see one of your rules is that if a petitioner is unsuccessful the application must be renewed at the end of three years; is that acted on always?—Not always; we relax it continually; I am directed every half year to go through these cases and sift them; the chairman of the committee attends at the hall, and we go through the cases; the cases which appear to him to be deserving of investigation are investigated, by myself occasionally, but more ordinarily by the beadle of our company, who is a man by his training and so forth well qualified for the duty. He visits them at their own homes, and if he finds that an application has been lying in our office it may be seven or eight years, or even more, and that the circumstances of the case, though the application has not been formally renewed, still hold good, or that additional circumstances have arisen to make the case more deserving, then the inclination of the company is to appoint those persons.

5221. Can you tell us at all what proportion of your applicants come from country districts and how many you relieve in London?—The largest trust under West's will is primarily for the poor of the city of London; we have endeavoured to get out of that limitation as much as possible; the Company found it very prejudicial to have these poor people living in houses at unnaturally high rents in the city of London. They found sometimes, I am speaking of years ago, that almost all the advantage that the recipients derived from the pension was absorbed by the extra rent that they had to pay by living in an expensive locality; therefore, without getting a formal scheme from the Court of Chancery we have, as a matter of fact, relaxed that rule, and we have considered ourselves justified in so doing. First we relaxed it by taking London as defined by one of the charters of Edward VI., which brought in Southwark as "liberties of London," and which we believe to be technically sound in law; and, secondly, the committee relaxed the definition of the city to a radius of four miles from the Guildhall; and more lately still they have considered the city to embrace the metropolitan area.

5222. You were able to do that without application to the Charity Commissioners or to the Court of Chancery?—I am bound to say that I do not think technically we could so extend our limits, but we justify ourselves by reference to the common sense of the position. I do not think we should be impeached by anybody for so doing; we have always given a pension to every poor person resident in the city who has made application, therefore nobody is damnified by the extension.

5223. Your limitation of age is over 50 years?—Fifty years, except in the case of those persons who are qualified by residence in the favoured localities. The pensions were to be given, according to West's will, to poor blind persons resident in those localities without limit of age; we construe the word person as meaning a person of 21 years of age at least.

5224. Are most of those annuitants who are over 50 years of age persons who have become blind late in life?—I will hand in for the information of the Commission the form we use. It is required that the applicants should have been blind for three years, that is in order to protect the charity, so as to give it to *bonâ fide* blind people. Blindness comes on very gradually, and sometimes we have found that applications have been made where the people are not actually blind; they are practically blind, it is true, but still at the same time the committee do not think it right to appoint persons practically blind when there are others actually blind and equally deserving; but they make an exception in favour of those who have been blinded by sudden accidents, such as accidents in mines, and catastrophes of that sort.

5225. Who would otherwise be excluded by your limit of the period of blindness?—Yes, if a man or a woman has been blinded by a sudden calamity the committee almost invariably appoint him or her; those poor blind people are helpless, and therefore the committee generally appoint persons incapacitated by blindness from accident on the first vacancy, provided they seemed otherwise deserving.

5226. You carefully investigate all these cases to see whether the applicants are of good character, whether they have been in receipt of parish relief, and also whether they are in receipt of any other pension?—All those things are carefully investigated.

5227. And if your questions on those points are not satisfactorily answered they would be disqualified, I presume?—Yes; we rely upon the best evidence we

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can get in that respect; in the case of persons resident within the metropolitan area, visits are made to the individual by the beadle of the company, whose duty it is to make those visits; but in cases at a distance we rely on the best evidence we can get, namely, that of the ministers of religion, a clergymen preferentially; Roman Catholic priests in districts where that form of religion is more prevalent; and Nonconformist ministers in other cases; in some cases we get information from persons brought into contact with the blind. We also rely more and more upon the local societies which are being established through the country, and any representation received from those societies is always very respectfully considered by the committee.

5228. Are you in communication with other institutions and companies in London who give pensions?—We always have from Christ's Hospital annually a return of their blind pensioners. Through their courtesy on several occasions I have obtained an augmentation of the pension of some of our more respectable blind folk; we have drawn their attention to cases of that sort, and we are in friendly communication upon the subject.

5229. If your pensioners receive any other pensions, are they disqualified from receiving yours?—No; we allow them to have a pension not exceeding 20*l.* The words of Mr. West's will are that pensions of 20*l.* per annum shall disqualify; we interpret that "not exceeding 20*l.*" We consider, in fact, that the penny stamp, and the expenses, and so forth, bring it below the 20*l.*; and in the cases of some of the most deserving of our pensioners it would be very hard indeed to make 20*l.* exclude our pension; our pension would only make their total pension 25*l.* or 30*l.*, as the case may be, and in some cases it would be cruel to exclude them.

5230. Twenty pounds at the date of the trust was worth more than it is now?—Yes; we have gone to the very verge of straining the provisions of the will to meet those cases, but we have not gone further than we considered ourselves justified in going.

5231. Are you in communication with the Charity Organisation Society in case your pensioners should be found begging in the streets?—Yes; the Charity Organisation Society we have found most useful.

5232. Have you had to dismiss any of your pensioners in consequence of begging?—Yes, two or three times in the course of the last 10 years; and the intervention of the Charity Organisation Society has been most useful. There was one notorious case of a woman living near Grosvenor Square; she was a most cunning impostor, and by means of the Charity Organisation Society we were enabled to track her, and she was brought up before the committee and her pension was ordered to be stopped.

5233. Can you tell us whether your pensioners, though they are 50 years of age, do anything for themselves in the way of industrial occupation?—Yes.

5234. How do they eke out their livelihood?—My information upon that point is not very specific; but a good number of the blind to my knowledge are making baskets and things of that sort, having been trained at the Berners Street Institution, or elsewhere. Whenever I go into the country I generally pay a visit to the blind school or workshop in the locality, and I almost invariably find one or two of our pensioners at work there at very scanty wages.

5235. Have you heard any general opinion expressed amongst the blind that it would be desirable to have some depôt where the work of the blind could be sold?—Yes, I have had conversations with some of them upon the subject; I think I have heard them say that it would be better if their work was sold in the open market, and not as blind work; if it is called blind work there is a disposition to suppose unjustly that the work is inferior, and they think that it would be far better to rely on the ordinary distributing agencies of commerce than to depend on the charitable public in that respect. I have had conversations with one or two blind people in which they have expressed that opinion.

5236. They find it very difficult to compete on equal terms in most trades with sighted persons, do they not, except perhaps in basket making; in mat making, for instance, is not it almost impossible for them to compete with sighted workers?—It is for that reason that we consider we are doing a good work in supplementing what they get at their occupations by these pensions; they are at a great disadvantage undoubtedly, though nature does give them some compensations.

5237. Your object in giving pensions is, as far as possible to supplement the earnings of the most deserving?—Yes; I think Mr. Tait and some other gentlemen stated in their evidence before this Commission that we disqualify persons who are in receipt of parish relief, that used to be so in our company, but we have relaxed that, to some extent we consider it a disqualification, and we prefer that persons should not be in receipt of parish relief, but we do not consider it an absolute disqualification. If the guardians stop the relief then we stop the pension.

5238. You act to a certain extent with the guardians?—We always communicate with the people in receipt of the pensions; and if their relief is in any way interfered with or curtailed we stop the pension at once.

5239. Has your company, independently of its pensions, ever given any assistance in the shape of providing stock in trade to start blind men in any business?—We have occasionally given a mangle to a poor woman, &c. We have not given such assistance to any great extent. The company gave grants to the Normal College at Norwood years ago, when it was in difficulties. I think we gave them 1,500*l.* out of our corporate funds; and also, some years ago, we established, under rather a misimpression, some scholarships at the Worcester College for the Blind Sons of Gentlemen. We gave some scholarships there supplementary to a trust fund which has been established in connexion with the college; but we did so under the impression that it was a public institution. When we found that it was carried on as a private adventure we discontinued the scholarships, but we promised that on the college being placed on a public basis we would give 500*l.* to the building fund, and also reconsider the question of giving scholarships; but we did not think it right indirectly, though we cast no imputations upon the gentlemen connected with the college to subvent private adventure.

5240. Have you any special recommendations to make to the Commission with regard to the education or training of the blind?—I am not an expert in the matter. There is an admirable report issued by the Charity Organisation Society, and there are also some books of Mr. Johnson's that I am familiar with. I do not think I could add anything to what I see there. I may mention this as regards administration. The Clothworkers' Company charge nothing for the administration of their blind charities. Every penny received goes to the blind; there is not a penny postage stamp, or any expense of office, or clerk, or solicitor, that comes out of the blind funds. Anybody who makes us trustees of blind charities may know that every penny goes to the blind unsweated for expenses of any sort or kind. Some years ago when Gardner's trust was founded we put ourselves in communication with one of the trustees under Gardner's will and offered to administer the Gardner's charity free from all expense of any sort if the Gardner's trustees would care to avail themselves of our administration, and we suggested that a certain number of gentlemen connected with Gardner's trust should associate themselves with a certain number of gentlemen in the position of Mr. Bazley White at Clothworkers' Hall in the administration of the fund. I believe it is the feeling that any gift which may be left to us for administration will be administered without expense, that has induced members of our court and will induce, I believe, other members of our court from time to time to make the Clothworkers' Company trustees of funds for the benefit of the blind and for other objects.

5241. Did you receive anything from Gardner's trustees in consequence of the suggestion to which you have just referred?—Gardner's bequest seemed such a munificent one, and having an organisation fit for the purpose, we thought we might be doing a public service if we offered to administer the trust, not excluding Gardner's trustees under the will. If that suggestion made through Mr. C. Mills Roche, their solicitor, had been carried out, and the trust had been administered in connexion with the Clothworkers' Company, their staff would have been placed at the disposal of the trust and it would have been administered gratuitously.

5242. What is the number of your governing body or committee?—There is a committee of management of nine members, of which Mr. Bazley White is chairman; but for practical purposes there is a small sub-committee, viz., the master and Mr. Bazley White, which manages matters of detail, *i.e.* sifts the lists of applicants along with me.

5243. (*Mr. Johnson.*) The whole 5,500*l.* arising from the charities which you have mentioned goes to the blind?—Yes.

5244. And your company is generous enough to administer those charities without charging any expenses?—Yes, we administer them free of any expense.

5245. You have told us that you have some sort of communication with other pension societies, such as Christ's Hospital?—Yes, and the Painter Stainers.

5246. Have you any communication with Day's Charity?—Yes, occasionally.

5247. I take it that you are from time to time in communication with all the large pension societies or charities, and if any doubt arose in the minds of your committee in any particular case, you would get what information you could from those societies or charities?—Certainly. From time to time I (or one of my deputies) call at the offices of those societies or charities for that purpose.

5248. Do you think there would be any objection to the publication of the names of all the recipients of pensions in all the different pension societies or charities. Do you think that would be any guidance to the trustees of the different charities in distributing their pensions?—I do not know to what extent it would be a guidance. I think it would be an assistance. I am sure of this that we, as the largest distributors of blind pensions in London, next to Christ's Hospital, would be very pleased to establish any registration with the assistance and co-operation of other institutions.

5249. Such a registration would tend to prevent blind persons getting a plurality of pensions. If there was a registration of everybody who received a pension, you would be able to spot whether a man had two or three pensions?—Yes; for our own purposes we have such registration so far as practicable. We do not withhold our pensions from people who are in receipt of pensions of a small amount, but they must not in the aggregate exceed 20*l.*

5250. The liberality of your company and the generosity with which you treat the blind are well known, and you would no doubt be perfectly ready to do anything for the benefit of the blind in the direction which I have indicated?—Certainly. I think I might say that my company would be very pleased to act gratuitously as the medium of such a registration for London.

5251. The question of the Worcester College will of course come before the Commission bye-and-by, but will you tell us whether any effort was made to put that Worcester College upon a public foundation instead of a private one?—Consequent upon a communication I made by the direction of the court to Mr. Foster, that we would, on the college being placed on a public foundation, give 500*l.*, he has intimated to me that he has another 1,000*l.*, I think, from Gardner's trustees, and the Bishop of Worcester was to convene a public meeting, appealing to persons in the neighbourhood, and generally to establish a fund of 6,000*l.*, which is the amount necessary to place it on a public footing.

5252. Have you any idea what the allowances of the guardians are to those pensioners who receive parish relief?—I find it varies a good deal. In Cornwall I think the allowance is 2*s.* 6*d.* a week, or a loaf a day. I have known it to be as much as 4*s.* or 5*s.* a week.

5253. Have you found that there are more applicants for blind pensions from Cornwall than any of the other districts of England?—It has struck me so, that would be, I suppose, from accidents in the mines.

5254. Have you found that there are any special causes of blindness in particular trades which are carried on in particular districts?—We are the Clothworkers' Company, and we take an interest in the cloth trade. Any one applying from Yorkshire or Stroud, or anywhere where the cloth trade is carried on, who had got blind in his trade, would immediately, if he had not a pension out of the funds of our blind charities, find great sympathy at the hands of the governing body.

5255. Do you find a great number of applications come from Yorkshire?—A good number, but not anything like the number from Cornwall.

5256. (*Dr. Tindal Robertson.*) With regard to the surgeon's certificate as to the causes of blindness, is it simply a certificate that the person is blind, or does it give any information as to the causes of blindness?—"I "hereby certify that I have examined the eyes of the "petitioner and find him," or "her, to be blind and "destitute of sight." That is the whole of the medical certificate.

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5257. Have you any information as to the causes of the blindness of the people who have come under your cognisance?—I am afraid I could not give any useful answer to that question.

5258. You have been asked with regard to the number of applicants that you have from different counties; you say that from Cornwall you have the largest number of applications; would Yorkshire come next in proportion to the size of the county, I mean?—I should imagine so, though I rather suspect that applications from Yorkshire are often made to our company, because we are the Clothworkers' Company. I rather attribute it to the fact of our being the Clothworkers' Company that persons from Yorkshire apply to us rather than to other charities.

5259. Have you any applications from Nottinghamshire?—Yes; I observe that there have been applications from Nottinghamshire.

5260. Have you any reason to think that blindness is caused in Nottinghamshire from the fact that the fine lace manufacture is carried on there?—I would naturally conclude so, but I only draw the inference from seeing that we have applications from Nottinghamshire, and from knowing that they make fine lace in that county.

5261. Have you noticed whether watchmakers in London who use a strong light are peculiarly liable to become blind?—I know that is a very common form of blindness. I believe that some of the trusts of the Goldsmiths' Company refer to the tendency of goldsmiths in very early days to become blind by reason of their work.

5262. With regard to persons holding a number of pensions, are you aware that there are cases in which one person holds a large number of pensions over four or five?—I know several cases in which blind persons hold pensions up to 20*l.* a year, but those cases would be jealously watched by us; we would consider the circumstances very strictly.

5263. Do you think there would be any objection to such a scheme as Mr. Johnson has suggested, of a register which might include the names of all the persons receiving pensions from different societies, and which register might be available for inspection by all the different societies before they gave their pensions?—I think it would be a most useful thing, but I should prefer that it should be done by the voluntary effort of the companies and societies.

5264. You think it would be better done by your own company and other societies in a voluntary manner, by associating together and contributing a small sum towards the expense of such a scheme, than if done by State aid?—I am sure if this Commission, constituted as it is, made such a recommendation the good sense of trustees of those societies would immediately fall in with any suggestion of that sort.

5265. You referred to what you have done with regard to scholarships at Worcester College; were those scholarships simply tenable for the time when the boys were at the college or were they tenable afterwards when they proceeded to the university?—They were tenable at the college, but as a matter of fact I think two of the young men who went to Oxford obtained scholarships by reason of their blindness mainly from the funds of the company, which were devoted to the aid of poor and deserving students. In the case of the young gentleman at Lincoln College, who made an application to the company for a grant to enable him to get special tuition suited to an unsighted person, a special grant was made to help him to do so.

5266. Are you aware that Dr. Ranger, who is a D.C.L. of Oxford, and other blind gentlemen, clergymen, and others, have proceeded to the universities from Worcester College and from private tuition?—Yes, I have known two or three instances; Dr. Ranger I know by reason of this fact: it was in connexion with him that we worked in the matter of the scholarships at Worcester College. We made him as it were the assessor of the committee in appointing to those blind scholarships.

5267. Do you not think, in future, if this scheme for making Worcester College a public institution should take root, it would be a very great advantage that either your company, or your company in connexion with others, should provide some scholarships which

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should be tenable at the universities? — I think it would.

5268. But you think your Committee would probably entertain such a scheme as that favourably if it was put before them?—A person in my position ought to be chary in answering such a question as that, but it would no doubt receive due consideration. There are many calls at present upon the Clothworkers' Company, and I can only suppose from their past action that any such application of their funds would meet with sympathy. I doubt exceedingly whether the present position of our finances would admit of any large appropriation of the funds for any purpose, however desirable, outside our present objects, but I am confident it would appear to them desirable, for the very fact of our instituting scholarships at Worcester showed the desire of the company to help the sons of gentlemen as well as of craftsmen in getting higher education, and I think I should be justified in saying that the committee would view with great sympathy any such proposal.

5269. Have you any experience as to the education, speaking broadly, which the people who apply for pensions have received, whether it is good, bad, or moderate?—Naturally I have not much knowledge on that subject.

5270. You have taken a great deal of interest in blind work; do you think it an advantage that blind children should be educated with sighted children, or would you prefer that they should be brought up in separate places?—The evidence upon that subject would lead me to suppose that blind children should, if possible, be educated with sighted children; that it would be a great advantage to the blind children in any case, and it might be an advantage to the others.

5271. (*Mr. Arrol.*) Can you say how many pensioners you have at 5*l.* and how many at 10*l.*?—We have, roughly speaking, 150 at 10*l.* and 400 at 5*l.*; at present the full amount of the income is not appropriated by reason of this fact: there was a fund derived from the sale of premises opposite the Mansion House, which have been rebuilt there, which the company reinvested in ground rents at Hackney; the money derived from the sale of the Mansion House premises was not enough by 2,000*l.* or 3,000*l.* for the purchase of the ground rents at Hackney, and therefore the company have advanced to the charity free of interest the necessary sum in augmentation, reserving to themselves the right during the next three or four years of applying the surplus income derived from the investment in redemption of this loan; therefore the full application of the 5,500*l.* is postponed for two or three years in consequence of that measure.

5272. You have been good enough to state the amount under the West trusts; can you mention the total amount you have invested of all the trusts, what is the capital sum?—I could not say what the capital sum was, because they are freehold properties in almost every case.

5273. Would your powers allow you to benefit those coming from all parts of England and Wales, Ireland, and Scotland?—Yes, I am Welsh myself, and the company the other day made a grant to the Home Teaching Society established at Bangor. I am not sure whether they charge that to the trust fund, or whether they made the grant out of the corporate funds. I think it came out of the corporate funds.

5274. You are speaking of a grant to a society; what course do you pursue with regard to individuals?—We should not give them our pension unless they were connected with the cloth trade, or unless there was something very special in the case. The locality qualified applicants are very few, but the applications of persons over 50 years of age are so numerous that we should not feel justified in going below that age, which is the age stated in the wills, unless for some very special reasons.

5275. (*Sir Henry Selwin Ibbetson.*) Did I understand you rightly to say that that there were 150 pensioners in receipt of 10*l.*?—Yes.

5276. And 600 in receipt of 5*l.*?—Yes, and upwards.

5277. What is the gross number of your pensioners?—At present they are 750. They will be many more when we have arrived at the full usufruct of our income.

5278. I understood you to say that the amount which your pensioners receive altogether cannot exceed either 30*l.* or 25*l.*, because you are bound under your trusts not to give a pension to anybody in receipt of more than 20*l.* of pensions?—Yes.

5279. You said that your company would like to be able to give larger pensions in extension of their powers?—In certain exceptional cases.

5280. That is to say that you would wish to give more than the 30*l.* in some particular cases?—Yes; if we had had the power to do so we should have exercised it occasionally, no doubt.

5281. I understood you also to say that you preferred supplementary earnings to giving a pension to a person who is not earning anything?—Yes.

5282. The question arises whether a larger amount of benefit to the general blind by a greater distribution of pensions could be arrived at. Several instances have been put before us of men in receipt of five, and sometimes six, and sometimes seven pensions, monopolising therefore pensions that might be useful for other people, supposing the amount is in excess of what they could live on?—Anyone in the receipt of two or more pensions stands a comparatively poor chance of being successful in our company. Directly we find that the applicant is in receipt of 5*l.* or 10*l.* the general tenour of the petition is very closely scanned, and an applicant with those advantages would stand a much poorer chance of appointment, *cæteris paribus*, than other persons with no pension at all.

5283. Still you would wish to be able to give larger pensions in several instances?—Of course the term poor is relative to the condition of life that the people are born in; it is to that we have reference rather than anything else.

5284. The system of registration which has been suggested would assist materially in preventing a great number of pensions being given to one person?—Yes, any registration of that sort open to the public would be very desirable, but I deprecate compulsion in the matter.

5285. (*Chairman.*) I gather from your evidence that the Clothworkers' Company have shown a disposition to assist the blind even beyond the granting of pensions; would the Clothworkers' Company have the leisure and disposition to devote itself still further to assist the blind if it were shown that it is desirable that the blind should be assisted in earning their own livelihood, by grants to provide them with stock in trade or to provide central depôts for the sale of work?—As I said the corporate funds of the Company are unfortunately entirely preoccupied. The work which we are engaged in in technical education as connected with the clothworking industry in Yorkshire and the general scheme of technical education carried on by the City and Guilds of London Institute which the Company have assisted materially, and of which I am honorary secretary, have taken our funds up so entirely that I fear it would be almost impossible that the Company could go into any new adventure, except to this extent, that if there was anything that the administrative staff of the Clothworkers' Company could be usefully employed in, which did not involve much extra expense, I think I may say that the company would be inclined to make it available.

The witness withdrew.

Mr. Henry Jackson examined.

Mr. H. Jackson.

5286. (*Chairman.*) You are clerk of the Cordwainers' Company?—I am.

5287. Will you state what you know of the pensions which are distributed by that company to blind persons, and the sums which are annually given, and describe the mode of distribution?—The charity is administered under the will of Mr. John Came, who was a member of the company, and who more than 100 years ago resided and carried on business, I believe, in Cheapside. His will (of which I have a copy before me) is dated the 12th of August 1782, just 103 years ago; and by that will he bequeathed all the stock standing in his name at the Bank of England, after giving certain annuities and legacies to the Cordwainers' Company, upon trust to distribute the dividends of that stock as I will describe. The stock altogether at that time (and it has not changed much) amounted to about 36,000*l.*, 18,000*l.* in reduced and 18,000*l.* in consols. The dividends he directed to be divided into three portions. As regards the blind, 100 blind persons were to receive an annuity of 5*l.* each; 40 deaf and dumb persons the same amount, an annuity of 5*l.* each; and 40 clergymens' widows also 5*l.* each.

5288. Were they also to be blind?—He sets out specially in his will the qualifications of all the parties. So far as regards the blind I take it that that is the only matter in which the Commissioners are interested.

5289. We should like to hear what were the terms of the bequest for the benefit of the deaf and dumb because we are equally interested in the deaf and dumb?—After certain bequests the will proceeds in this way: The widow must be a widow of a clergyman of the Established Church of England; her last deceased husband a clergyman, who at the time of his death had a settled duty as a clergyman in London, or within 20 miles; a widow having no children must be not less than 40 years of age; a widow having children unprovided for must be not less than 30 years of age; their ages must be proved by certificates; they must have a character that they are living a sober and godly life; and their petition must set forth all the above particulars, and be signed by not less than six of the principal inhabitants of the parish where the deceased clergyman did duty at the time of his death. Those are the qualifications for the clergymen's widows, and we have never had any great difficulty in finding widows answering to those descriptions. Occasionally there has been a difficulty, because of the bequest being restricted to London, or within 20 miles. We have a vast number of applications from persons, especially from Wales and other places.

5290. Have you ever diverted any of the funds to other charities?—Never. We have increased the annuities to the blind and to the deaf and dumb; and indeed there is a clause in the will which states there is to be no increase made to the number of clergymen's widows. Then in the case of a blind man or woman the man must be not less than 45 years of age; a married woman must be not less than 40 years of age; and a widow or spinster must be not less than 30 years of age, the age being proved by certificate; they must never have had any allowance or in any way received any support from any parish; they must never have begged in the streets; and they must live in London, or within 100 miles; the petition must set forth what they have to support themselves upon, or by whom, or by what they are supported; they must have a character that they are living a sober and godly life; their petition must set forth all the above qualifications, and be signed by not less than six of the principal inhabitants of the parish where they reside at the time of the presentation of the petition. That is all that there is about the blind. With regard to the blind we have never had any difficulty whatever in finding far more applicants than we have funds to provide for; we have always a very large number applying in excess of the 100.

5291. What do you do with those who are rejected year by year?—We keep a list of those who are applying year by year. In the first place they send in their petitions, and when they are found to be proper objects their names are kept in a petition book, and are every year brought forward as vacancies occur, in order that out of the number so applying the number of vacancies may be filled up.

5292. Do you take them in rotation as far as you can?—No, they are elected entirely by the votes of the court of assistants.

5293. You take them by merit, I suppose?—It is supposed to be by merit, I think I may say, because one of the rules of the company is not to allow any person to be nominated upon that list unless the person nominating that particular blind person has himself personally inquired into the case, and ascertained that the blind person is a proper object; and if he does not get that information himself he must get it from someone who has gone and seen the blind person.

5294. Do you give a preference to those who are in London itself?—No, we give a preference, if at all, to the most aged. The preference is given generally, if any preference is given, to those who have been longest applying without being elected, or to those who are the oldest.

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5295. Can you tell us how many of these annuitants are resident in the country and not in London?—I do not think that I have that information with me. I may say that I have sent to your secretary a list of the pensioners, and that would give you their addresses. I should think that about half are in London and half in the country, of course living within the hundred miles.

5296. Have you had any additional gifts to this Came's Fund?—Yes, we have had two additional gifts; one from two ladies of the name of Woolnough, formerly pensioners, and who, having become possessed of property, left 100*l.* to the company to distribute the dividends in the same way. That fund produces rather more than 3*l.* a year, and the way in which the company dealt with that was to add that 3*l.* to the pension of one of the oldest pensioners of Came's charity, so as to increase it to 8*l.* and some shillings; and that continues down to the present day. In another case we had a sum of something like 200*l.*, Love's gift; that consists of 265*l.* consols. It reverted to the company upon the death of some life tenant, a lady to whom the property was left for life with ultimate remainder of that particular sum to the company; and it is left to the company to deal with in the same way for the benefit of the blind. The way in which they dealt with it was to give the whole of the dividends, amounting to something like 7*l.* or 8*l.* a year, to the oldest pensioner of Came's charity, that is to say, one who had been on the list for 30 or 40 years. He takes it all in lieu of the 5*l.* which he would receive from Came's charity. Then the 5*l.* so set at liberty is given to another pensioner, who is elected in his stead. The company have since added five more pensions; those five pensions by which they have increased the number come, in fact, out of the company's own funds. Three other pensions were given to the deaf and dumb. The company for nearly 100 years used to pay the cost of carrying on this charity; and, of course, there was a good deal of work and labour involved, and it was found to be almost necessary to keep a clerk to attend to the duties, and the company used to pay that out of the funds with the approbation of the Charity Commissioners. The company thought a few years ago that there was no necessity to do that any longer, and therefore they took the total cost of the management out of their own funds, and appropriated the amount which they used formerly to pay for the performance of these duties to those donations instead, and that gave 25*l.* a year to the blind, 5*l.* each to five persons, and it gave 15*l.* to the deaf and dumb, 5*l.* each to three persons. With regard to the recipients of these charities, I think it is an open question whether this mode of dealing with the money is really the best in the world. The way in which the money is distributed is this: In November every year these annuitants are called upon either to attend personally at the Hall to receive the 5*l.*, or to forward a certificate that they are alive, and a certificate from a guardian of the parish in which they live that they have not begged in the streets or received parish relief. Of course, being blind, each one of those persons that comes to receive the money is accompanied by somebody else who in point of fact takes the money, I suppose; they come together, and we know no more about it. Now, it is quite possible that 5*l.* spent in that way may do more harm than good; at all events it may not do all the good it might do. At the same time there is a difficulty in dealing it out for the benefit of the blind person otherwise than by giving it so much at a time, and that we could scarcely do; we cannot give them so much a week. One of the difficulties that we find is that a man, having no means of subsistence excepting this 5*l.*, and being restricted from applying to the parish or from begging in the streets, when the time arrives for the payment of the 5*l.*, say in the month of October, they being paid upon the 10th of November would by every possible effort, although he was in the depth of poverty, avoid applying to the parish for relief, because if he did so he would forfeit his pension; and we have had two cases of persons being in such destitute circumstances that they were starved to death rather than apply to the parish, in order that they might continue proper recipients of these funds. Those circumstances were, of course unknown to us at the time, but we heard afterwards of the death of those two persons, and on inquiring into the circumstances we found that those persons were literally starved to death. At all events that was the verdict of the jury at the inquest; they were a man and his wife, both of them annuitants, who had 10*l.* to receive; and sooner than apply to the parish as they ought to have done (because they had no means of living), they starved.

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5297. Have you relaxed that rule at all since that time?—No, there is no means of relaxing it.

5298. Have you applied to the Charity Commissioners to relax it? — No, I afterwards endeavoured to get a better class of persons to apply. In the instructions that are given to persons who apply for particulars of the charity, and for leave to petition, I had at the foot this note printed: "Note.—The applicant must "have some means of support in addition to the pen- "sion." That forms no part of the directions of the will; but I have found that of great use; for since this note was appended to the instructions we have got rid of a number of applicants who would really not be proper persons in my opinion certainly, and possibly in the opinion of our court to receive those pensions. A man says: "I make mats, or I do something or other." I say, "If you have got 5*l.* from another charity of this "class, then I think you would be a better object for "this charity than you would be without it. I think "that this fund is very useful to supplement your in- "come if you have an income, but if you have no income "at all, I think this will be of no use to you whatever. "The probablity is that you will take that 5*l.* in the "month of November, and it will be of very little use "to you when you have got it, and you will be depriv- "ing some one else of it to whom it might be of "service."

5299. Have you ever found that the result of giving the 5*l.* in one sum has been that the money has been spent rather recklessly after it has been received?—I have no positive evidence of that, but I have a strong suspicion that that would happen in many cases from looking at the pensioners when they come, and the parties that they bring with them. A blind man comes, and another more active person comes with him, who seems to take the entire control; he signs his name, or he makes his mark in our book acknowledging the receipt of the money, and they depart together. It is quite possible that they may go to the first public house and spend half the money, and so far as I can see there are no means which we could devise by which we could control the money afterwards. That does not apply to the deaf and dumb, or to clergymen's widows; they are a better class of people altogether. The deaf and dumb who come are an exceedingly respectable class of persons, and they are as a rule tolerably well educated, and they manage somehow or other to get through the duties of life with much less difficulty than a blind man. A blind man seems more lost to everything, and especially the blind men that we have, because they are mostly aged persons who have not been brought up and taught, as blind persons have been of late years, various modes of gaining their livelihood, but they have been taught nothing whatever.

5300. Have most of them been blind from early years?—I should say that the greater number of them have; I think I have specified in some of the applications how long they have been blind. In the year 1881 we had 39 applicants for five vacancies. Of those 39 one who lived at Pimlico was 46 years of age, and had been blind for seven years. Another who lived in Great Coram Street was 52 years of age, and had been blind for 42 years. Another one who lived in Wiltshire was 47 years of age, and had been blind for three years. Another one who lived in the Kent Road, was 50 years of age and had been blind for three years. Another one who lived at Hackney was 47 years of age, and had been blind from birth; he was organist at the City of London Union Workhouse at Holloway. Another one who lived at Edmonton was 64 years of age, and had been blind for 32 years. Another who lived in Tottenham Court Road was 48 years of age, and had been blind for 40 years. Another who lived in Rotherhithe was 55 years old, and had been blind for 27 years. Another was 51 years old, and had been blind for 30 years. Another who lived in Harrow Road was 46 years of age, and had been blind for 42 years. Another who lived in London was 56 years of age, and had been blind for 42 years. Another who lived in London was 55 years of age, and had been blind for 42 years. Another who lived in London was 55 years of age, and had been blind for 28 years. Another who lived in London (these are nearly all persons who live in London) was 47 years of age, and had been blind for 12 years.

5301. Do you examine into the particulars each year?—Every three years a party presents a petition, and if he is not elected within three years he is required to renew his application with a new statement if there is anything to add to it.

5302. But are those who are on the list of pensions viewed from time to time?—Those who are on the list of pensions are only seen once a year when they apply for the pensions; and if any circumstances come to our knowledge, or if anything occurs that requires any inquiry at all, we then inquire into it. We have struck persons off on the very day that they came to receive their pensions in consequence of information that we have received.

5303. Do you make any inquiries from their neighbours or fellow parishioners?—We do not make any inquiry actually unless it comes in some manner altogether outside and beyond our inquiry. We summon the people to attend, and if they do not answer we go and look after them and see what has become of them. If we have any information given us that they are not fit objects we send to make inquiry on the spot.

5304. How do you know that they do not beg from year to year?—We get a certificate from the guardians.

5305. Do you also communicate with the Charity Organisation Society?—Very little. We have done that occasionally, but we have never found much use resulting from that.

5306. You have always satisfied yourselves that a man has not been begging or in receipt of parochial relief from year to year?—Yes, that is a *sine quâ non* before we pay the money.

5307. Will you now proceed with what you were going to tell us about the deaf and dumb?—In the case of the deaf and dumb the arrangements are very similar as to their fitness for the pensions.

5308. Are the arrangements entirely similar? —The ages are a little different. They must be both deaf and dumb, and not dumb only, the men being not less than 40 years of age, and the women not less than 25 years of age, that is our rule. The ages are proved by certificate; they must never have had any allowance, or in any way received any support from any parish; they must live in London, or within 100 miles, and they must not beg in the streets. It is just the same arrangement, in point of fact, as in the case of the blind. They must have the signature of six of the principal inhabitants of the parish where they reside. The terms of the will are very strict; the words are: "My will and desire is that no per- "son may ever receive any part of these benefits that are "in any way wanting in any one of these qualifications;" so that we have no power to depart from those terms. The number of clergymen's widows is not to exceed 40. As Mr. Came did not know what the dividends would be, the number of blind recipients and the number of deaf and dumb recipients must depend upon the sum of money which will remain unprovided for after all the before-mentioned legacies are paid.

5309. What are the numbers at the present time?—It used to be 40 deaf and dumb and 100 blind; we have now made it 115 blind, and 48 deaf and dumb, considering that the blind were more in want than the deaf and dumb. It would be rather a difficult thing to carry out an annual visitation of all these people, so far as our company is concerned, having regard to the fact that some of them live a long way from London; and we endeavour to get the information, so far as we can, by sending them a written notice when the money is payable, requiring them to get the minister of the parish to certify that they are living, and the guardians of the parish to certify that they have not received parish relief. That being so it is open to the clergyman to make any observation that he chooses to make, and if he thinks that the party is not a fit object it would be his duty to say so.

5310. Do you get information as to their moral character?—Not when once they have been elected, unless we get information that leads us to make inquiry, in which case we do make inquiry of the parties themselves. The master and four wardens attend to distribute these pensions on a given day, and each person, if he is well enough, is expected to attend; if not he sends someone who brings a certificate that he is alive, and that he has not begged in the streets, and that he has not received parish relief; and we then inquire of the parties from time to time when they come up what they are about, and how they live, and so on.

5311. Can you tell us from those inquiries how many of them are able to earn anything by any trade?—I should say not one-third of them. The greater part of our annuitants are elderly people, and I should think that they get very little from any trade. Some of them get something from their friends; I do not think that they earn much themselves; but many of them are also recipients of pensions from some of the other city companies, and from other sources of donation for the blind. I think the parties that we get (the annuities being small) are generally of the worst class and not of the best class.

5312. Do you lay down any limit at all as to the amount of pensions that they may receive in addition to yours?—No, we do not, but some of the companies do; several of the companies, I think, limit it to 20*l.* When a party applies in that way I say, "Well, have you any "other annuity? If you get our annuity, and it will "bring up the amount that you receive to over 20*l.* "you will lose the Clothworkers' pension;" but I fancy notwithstanding that that the parties do not always communicate to the other companies that they have that amount.

5313. Do you think that there is a want of communication between the various companies and institutions in order that they may be certain that a person does not receive more than is necessary for him?—Yes, I think that the parties who come themselves when they apply conceal the facts as far as possible: they do not tell you truly what they have got. But since I have put this note at the foot of the instructions, we do get some information as to what they have got, because a blind man applying fancies that the worse he makes out his case to be the more likely he is to succeed, wherens I endeavour to make him understand that it is just the reverse. If a man has nothing whatever to live upon I consider that he is not a fit object for our charity, and I should object to his being a petitioner at all.

5314. You encourage them to earn their own livelihood as far as you can?—Yes, by some certain means, not merely haphazard.

5315. Do you ever give money specially for the purchase of materials for work or stock-in-trade?—No, we have never done that.

5316. You do not interfere with the application of the money?—We feel a difficulty in doing that, because we are bound by the will to give the pension to the party who is elected. No doubt a great deal of good would be done if you could follow out the result of the pension, and see that it was applied in some way. That would require a reconstruction of the whole charity.

5317. Does your company devote itself principally to this object, or have you other objects which take up a good deal of your time?—This is a very small part of the work that I have to do for the company. It takes up a certain amount of time.

5318. Would your company be willing to co-operate with the other companies in order that a better system of registration of the blind and of those who receive pensions as blind should be carried out?—I see no reason why they should not. Of course I could only put that before the governing body, and ask them to consider any proposition of that kind that was made to them. So far as my judgment goes I see no possible objection to it, and I think it would be really desirable that there should be such co-operation.

5319. From your experience have you any views as to the best way of getting sale for the work of the blind?—No, I think not; that does not come within my province to consider. Possibly these charities, so far as they go, might be made more widely known. There are possibly very proper objects scattered over the country who never hear of them at all.

5320. Do you advertise?—We do not, because we have so many applications; but a few years ago a case of that kind occurred within my own knowledge. I was at a village in Warwickshire, and I saw a very nice, clean-looking cottage, and a woman very tidy, and cleanly dressed sitting at the door. I was struck by the cleanly appearance of the place, and of the woman; she was a woman over 60 years of age; and I spoke to her, and to my astonishment she told me that she was quite blind. I said, "How do you live?" "Well," she said, "my children have grown up and gone away." I asked her how long she had been blind, and I think she said she had been blind for 30 or 40 years. I said, "How have you been supported all this time?," and she said by some of my children who have gone away and "married, and now only by one who lives with me still "and supports me." I said, "What are you going to "do if he leaves you? She said, "Oh, dear me, that "would be a very sad day for me; he may marry and "go away, and I shall have nothing." I said, "Are "you aware that there are charities in London which "are specially suitable to your case?," and she said No, she had never heard of them. I said, "Is there a "rector or clergyman of this parish?" She said "Yes." I said, "Did he never mention anything of the kind to "you?," and she said that she had never heard of anything of the kind. I said, "Would you like to have "an annuity? Give me all the particulars." I made inquiries, and I found that it was one of the most deserving cases I ever met with. This was about two months before our election came on. In consequence of meeting this woman casually in this way I put her name down, and she sent down a petition, and it was sent in, and she succeeded in getting this 5*l.* a year; but at the same time feeling as I did that that would not support her unless she could get something more, I made an application to the Painter Stainers' Company, and I found that there were several vacancies, and that there were pensions of 10*l.* vacant; and I succeeded in getting her a 10*l.* pension as well, and now she has 15*l.* a year for life. The woman is extremely grateful for it; it is the salvation of he position as regards her future maintenance. This woman was in every possible way within the meaning of every one of the blind charities; but she had never heard of them. Any means of making them more widely known would be a very good thing. That was one instance that occurred to me as a total stranger passing through the village, and being attracted by the poor woman's appearance.

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5321. Are there any counties from which your annuitants come specially?—No, I think not; I think that if you take the radius of 100 miles there is no particular part of England which they come from more or less. I think what your Lordship suggested would be a good thing if the companies were more in communication with one another. I have thought that for a long time, because it is quite possible that the applicant may go from one to another and get a pension from each without our knowing anything about it.

5322. (*Admiral Sir E. Sotheby.*) Does your corporation give grants to blind people independently of the blind trust which they administer?—They do not. They give away a good deal of money in one way or another, but not specially to blind people. They subscribe to some of the blind charities, such as the Indigent Blind Visiting Society, and the Protestant Blind Society, but they do not take any interest otherwise in it.

5323. Can you say how much you give away to blind charities in the year out of your common funds?—Not a vast deal, perhaps 20 or 25 guineas.

5324. Do you give to any particular institution or blind charity?—I know that we have given to the Protestant Blind Pension Society; I do not recollect another one.

5325. But that is merely as a grant?—That is merely as a grant. Petitions come to us by basketfuls every week; we have all sorts of applications.

5326. You have only given to the Protestant Blind Pension Society and to the Indigent Blind Visiting Society?—I do not remember any other one.

5327. You give your pensions only annually, I think you said?—Only annually, in the month of November.

5328. Would it not be an advantage to the blind if you paid them monthly?—Possibly it might, but I do not know that we could do that, because they are entitled to the whole 5*l.*

5329. But if they got the 5*l.* within the year it would come to the same thing, whether they received it all at once or whether they received it in instalments, would it not?—They might never get it. Supposing that the payment became due in November, and the man got 1*l.* then, and he died in December, he would lose the other 4*l.*

5330. Then it might go towards his burial?—Amongst our own pensioners, of whom we have a very large number, we have persons who have been old freemen of the company who have become blind. In one case, which I remember, a man not only receives a blind pension, but we give him 10*l.* a year besides.

5331. You pay them all annually?—Yes.

5332. The reason why I ask that question is, that I know one institution which pays monthly, and it is of the greatest benefit to the blind people in the way of helping them to clear off their rent, or something of that sort?—I quite agree that anything that would tend to make the money more certain to be usefully employed would be an advantage.

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5333. As you say, now one half of it very likely goes to the grog shop?—Yes, I have always seen that difficulty, but I do not see how consistently with the will one could remedy that, it would require a large staff. In fact under the directions of this will we should be bound to give the money to the party elected all at once. With regard to one question that his Lordship asked, whether we ever did anything to enable a man to earn his living, I think in one case we did give a grant to a man to buy a mangle.

5334. Do you think that it is a good thing to give these pensions as a supplement to a blind man's wages?—I do not put it in that way exactly. If a man is not able to work at all I do not think that one of these pensions would do him any good; but if a man is able to work and get some wages, I do not see any harm in his having 5*l.* additional, although you may say that he is not absolutely in need of it. In the case, for instance, of a blind organist (which is a very common thing) who has 30*l.* a year, 5*l.* a year is a very great assistance; to that person it would make the difference between very slender means, and possibly, some few superfluities.

5335. Have you any knowledge how much blind people earn by being organists?—I think that 20*l.* a year would be the least that an organist would get; some would get 30*l.* and some 40*l.*

5336. What do you think would be the maximum?—I should think that 40*l.* would be the maximum. It would be only in small parishes that they would have a blind organist; they would not have a blind organist in a place like Westminster Abbey or any cathedral church.

5337. (*Mr. Arrol.*) I think you have stated that the certificate that you get every year in the case of your recipients, is given by the clergyman of the parish, and it states that they have not received parochial relief, and are not beggars?—Yes, it is certified not only by the clergyman of the parish, but by one of the guardians of the poor for the district.

5338. That being so, do you think that your court could not accept that as sufficient guarantee for the man being alive, and wanting to get his pension through a banker in the place where he resides, or through the post office?—He does get it through a banker in that way if he sends his certificate. If he wants to get the money through a banker, he would go to the clergyman and get him to certify that he was alive, and then he would go to the guardians, or to the churchwardens, and get them to certify, not only that he was alive, but that he was a fit object, and that he did not receive parish relief. I am sorry to say that clergymen certify almost anything. I have said to one of the parties: "How came the clergyman to sign this? He certifies "that he has seen you and knows all this; did he see "you?" And the answer has been: "No, I sent it to "his house, and he signed it." Then I said, "He has "signed what is not true; he has signed that he knows "you are an inhabitant of the parish;" and the man to my knowledge had not been in the parish a month. I said, "Did he know you personally?" "No," he said; "but he made no objection to signing it." "Well!" I said, "That clergyman, I think, has not done his "duty." But we are subject to that difficulty, especially where the party resides in the country. In that way, we might be imposed upon. I may say that I do not know of a case where a party has ever been certified to be alive when he was dead.

5339. I thought you had expressed the opinion that it was necessary for the recipient to apply personally?—He has to apply personally unless he lives beyond a certain distance from London. Of course, to bring a blind man 50 miles to London to receive 5*l.* would be taxing him very heavily. We prefer their attending if they can do so, but a man may be bedridden and unable to come up; and then we ask the blind person to sign a request appointing somebody by name to receive his pension; and we require the clergyman to attest the mark of the blind man to that person being appointed, so that there may be no mistake that the blind man has nominated some person to receive his pension for him. Then the difficulty is that the clergyman unfortunately does not always see the blind man sign this; so that somebody takes the paper and fills in his own name and takes the money, and the blind man may never get a shilling of it. That is one difficulty, but otherwise it seems as a rule to act pretty correctly and properly. Then there is another thing that I ought to mention. We strike a blind person off the list if she marries. If a blind woman marries, we require the case to be investigated afresh, because she may marry a person who is in a position to maintain her.

5340-5341. (*Dr. Tindal Robertson.*) Do you require medical certificate as to the blindness?—We have a medical certificate in every case that it is total blindness.

5342. But in the case of every application made to you, do you require a medical certificate as to whether the person applying is blind or partially blind?—Undoubtedly. Applicants would not be placed upon the list for election unless they furnished a certificate from a surgeon that they are totally blind. We have had applications from persons who were nearly blind, who could only see a little. There is a medical certificate in every case before a person is allowed to petition: "I certify that I have examined the petitioner, and that "he is totally blind."

5343. Is there any statement as to the causes or the character of the blindness?—No, the surgeon does not state anything except the fact of the petitioner being blind, but the petitioner himself sometimes states the cause of his blindness. It may have been suddenly produced; we had one case of blindness caused by an explosion on board a steamboat.

5344. From your large experience in these cases, have you formed any opinion as to the effects of certain trades upon the causation of blindness?—No, I have not; that is not a matter which I have gone into at all.

5345. You stated in answer to one of the Commissioners that you wished the blind persons to have a certain sum before you would recommend that they should have a pension from your charity; do I correctly understand that if you had two cases, in the one case that of a person earning his living as far as he could by himself, and in the other case that of a person who was receiving a pension from some other society, you would rather give the preference to the man who received the pension and who therefore had a certain means of living than to the person who was trying to get a living but about whom it was uncertain whether he might get it or not?—That is the view that I take as to the better course to be adopted. If I had a large number of applicants I should give the preference to those who had some certain means or income.

5346. That is to say, you would prefer a man who had a pension to a man who was trying to earn his living, and doing so to a certain extent?—Yes, as a rule, but there might be exceptions. The other day we had the case of a costermonger who earns his living with a barrow about the streets; that man was elected, and he had no certain means of living. But as a rule I would give the preference to a man who has got 5*l.* from another charity as a certainty, or who has a little annuity of his own, or has some person to support him.

5347. Is that the opinion of your court, and do they act upon it as a rule?—I think they do, but it hardly comes before the court, because I stop the petition if the applicant is not a proper object. When a person applies, I say, "Have you anything to live upon." Perhaps he says, "Nothing at all." I say, "How do you live"? He answers, "A friend gives me a shilling or two." I say to that person, "You have no regular "means of support, and ought to go to the parish."

5348. Supposing he was to tell you that he earned 5*s.* or 6*s.* a week what would you do?—If he showed me that he was earning 5*s.* or 6*s.* a week, and that that was likely to continue, then I should not object to him. We had a man in that very position, a man in the employment of one of the stained glass works; that man was earning 17*s.* or 18*s.* a week, and as long as he was able to earn that he came within the requirements. The objection that I have is to a person who has no certain means of living at all. A man who goes about the streets with a barrow may or may not earn something; it is very doubtful to me whether he would.

5349. You said that you thought that it would be a good thing if there was a register for the whole of these pension societies; but if there was such a register, especially if it was established as a permanent thing, and at the voluntary cost of certain people, or at the cost of the societies themselves, might not they also with great advantage undertake the publication of all these matters to the general outside public, many of whom, as you say, are of the very poorest, have no cognizance at all of these pensions, and how they may be obtained?—There would be no harm in that. The objection that would possibly be made to it would be that it is not necessary, inasmuch as the applicants are always largely in excess of the pensions.

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5350. Does that meet the case of those who are the most necessitous? You may have applicants in excess of the pensions, and yet those applicants may be better off than a great many who do not know anything at all about these blind pensions?—I think that anything that would tend to make the thing more completely known would be advantageous.

5351. Do you no think that such a registration as I have suggested would accomplish that end?—It would help it. There is one thing that I should like to mention here. I thought that one of the observations made by the Chairman went in the direction of suggesting that it was desirable that the various companies and bodies who have these pensions to give away should furnish each other with a list of the names of the pensioners; that I think would be a very good thing.

5352. That is the Chairman's point with regard to this matter; but in addition to that might there not with great advantage be some registration society which would make the information with regard to the pension more widely known, especially amongst the very poorest?—I do not see any objection to it, but the difficulty that I see about it is how you would propose to do it.

5353. (*Mr. Johnson.*) Do you think that your company would have any objection to publish a list of the pensioners, in the same way as the Gardner Trust had published the names of the persons who receive pensions from them?—I should think they would not have the least objection.

5354. It would cost something, but they would not mind that?—They would not mind that.

5355. Do you not think that if all these city companies and pension societies were to print a list of their annuitants every year, it would render co-operation much more easy amongst the societies?—Yes, I think it would.

5356. Do you think that if such a plan was initiated your company would fall into it?—I believe they would readily do so.

5357. Do you pay your annuities by warrants, or must the annuitants apply in person?—We pay them in person, as far as possible, in money, handing over five sovereigns at a time.

5358. But do you not pay the money by warrants to those who live in the country?—No, certainly not. Our intention is to pay them all in person. The master and wardens attend, and the 500*l.* is upon the table, and they either pay the money to the actual pensioner himself in person, or to his nominee. There are a few instances in which some one that we may possibly know requests that the money may be sent to a particular party in the country, or through a bank. In that case on the following day I send the 5*l.* in a registered letter to the person, and I get his acknowledgment.

5359. You stated just now that there were several organists that applied for pensions; can you give us any idea of the per-centage of organists?—I should say that so far as the organists go their number is very small indeed. We have had applications from organists.

5360. Are there many of those who are following the profession of music?—I only know of one on our list.

The witness withdrew.

Mr. W. P. Sawyer examined.

Mr. W. P. Sawyer.

5361. (*Chairman.*) You are clerk of the Drapers' Company?—Yes.

5362. Will you state what pensions you give away to the blind, and what sums are at your disposal for that purpose?—The Drapers' Company administer one charity for the blind, Jonathan Granger's charity. The capital sum held by the company is 4,674*l.* 10*s.* 6*d.* consols, standing in the name of the Paymaster-General of the Court of Chancery. The income is 140*l.* 4*s.* 8*d.* That is distributed every alternate year amongst 14 blind persons, one of whom receives 10*l.* 4*s.* 8*d.*, and the other 13 receive 10*l.* each.

5363. What do you do the next year?—The next year the income goes to an apprenticeship charity.

5364. That we need not inquire into?—The application of the money is regulated by an Order in Chancery made a good many years ago.

5365. What are the qualifications which you require?—The primary qualification is the total blindness of the recipient; but we make inquiries into their character and desert.

5366. Do they continue to receive the pension through life if their characters are good?—They do.

5367. Is the receipt of parochial relief a disqualification?—By the terms of the trust it is not a disqualification; but it has not been the custom to grant a pension to persons who are in receipt of parochial relief. The question is always asked of candidates whether they are or are not in receipt of parochial relief.

5368. Do you give pensions to those who are in receipt of other pensions?—Yes; we do not decline to give pensions to candidates who are in receipt of other pensions. We inquire exactly what their income is, from what sources it is derived, and what relatives they have in a position to assist them.

5369. Do you have any communication with the other companies who give pensions?—No, it has not been our practice to communicate with the trustees of other pension charities.

5370. Do you think it would be desirable that all the pension charities should communicate with each other for the purpose of knowing exactly to what extent pensions might possibly overlap?—I think it would be a very good plan if the trustees of the different blind charities were to exchange lists of pensioners.

5371. It might easily be done, might it not?—I should say that it might be done very easily.

5372. And you would have no objection on the part of your company to do it?—Not the least.

5373. (*Mr. Johnson.*) The 4,674*l.* consols is no part of Mr. Jonathan Granger's will, is it?—It arises from the fund left by Mr. Jonathan Granger.

5374. But he left 1,000*l.*, did he not, specially?—Yes, I believe he did. His will is rather complicated in terms. He originally left a life interest in the funds to his relatives, and then he left sundry bequests, and then there was a residue which was to be applied partly for the blind and partly for apprentices.

5375. Then the blind pensions of 10*l.* a year that you get from this 4,674*l.* are not given every year?—Every other year.

5376. Then it is only a grant for the one year?—It is a grant for the one year in which it is given.

5377. Then it lapses the next year, and it is taken up again the year after?—Yes.

5378. Therefore, it is not a continuous pension; it is an alternate continuous pension?—Yes.

5379. (*Dr. Tindal Robertson.*) You have 14 pensions to give away every second year; what is the average number of the applicants for those pensions?—We had a distribution this month. There were 83 applicants, and, strange to say, there was not a single vacancy; it is the first time that such a state of things has occurred in my experience. The whole of the 14 pensioners who were appointed in the year 1884 were living and in need of the charity in 1886.

5380. No death having occurred?—No death having occurred at all.

5381. What means do you take to make the existence of your pensions known?—The existence of the charity is very widely known, and it has not been found necessary to take any means such as advertising to make it known. For instance, as I say, we had 83 applications last month.

5382. Do they come from London or from the country?—From London and the provinces.

5383. Do you know in what way the existence of this charity becomes known?—I am under the impression that the particulars of the charity are published in some of the charity record books. There are two or three books widely circulated which give the general particulars of most of the charities.

5384. In what way do you judge of the merits of the candidates; do you take them upon their merits in giving these pensions?—Entirely.

5385. Do you give any preference to those who try to help themselves by working at some kind of trade?—The general circumstances and necessities of the appli-

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cants are taken into consideration; and if they can show that they have been prudent and have tried to help themselves, that certainly would be considered a point in their favour.

5386. Would the fact that a man is doing some kind of work for himself, and that he is to a certain extent self-dependent and self-reliant, influence your committee in giving him a pension in preference to a man who was not making those efforts, and who was simply leading a life of absolute idleness?—It would, provided of course that the first man was not earning sufficient to support himself.

5387. (*Mr. Arrol.*) Would you object to a pensioner having a pension from another society?—No, we should not. It has occasionally happened that we have given these pensions to persons who have been in receipt of pensions from other societies.

5388. Would there be any objection to the pensioners selling articles or playing musical instruments in the streets?—I think that we should more closely scrutinise the case of a man who confessed that he was a street seller, or that he gained his living in that sort of way. We should be inclined, perhaps, to look upon him with some suspicion. We always ask the question whether a man begs or sells in the streets.

5389. Do the benefits of your society extend now beyond England?—They extend to England, Wales, Ireland, and Scotland certainly, but not beyond the limits of the United Kingdom.

5390. (*Admiral Sir E. Sotheby.*) Does your corporation give grants independently of this blind trust to blind people?—They have helped and do help some of the public charities for the blind.

5391. Can you say to what amount annually?—No, I am not prepared with that information now, but I could let the Commission know afterwards.

5392. (*Chairman.*) Does the amount vary from year to year?—It does, the company grant annual subscriptions to one or two charities for the blind, and they grant occasional donations to other charities.

5393. (*Admiral Sir E. Sotheby.*) Are your pensions paid annually or monthly?—The pensions are paid every second January.

5394. In a lump sum?—In a lump sum.

5395. Do you find that the best plan?—It is the plan that we are directed to adopt by the will of the founder.

5396. (*Chairman.*) How many vacancies have you generally?—We had none last month. In 1884 there were four vacancies.

5397. You did not mention the ages at which the pensioners are generally elected?—A preference is given to people of advanced age, but there is no particular qualification laid down in point of age.

5398. Three or four vacancies, I suppose, is about the average?—Yes.

5399. Were all those 83 cases inquired into?—They all had to fill up forms, which had to be signed by the minister and churchwardens of their parish, and in nearly all cases they have, in addition to those forms, forwarded testimonial letters from persons who are prepared to testify to their circumstances.

5400. Then those people would not apply again for another two years?—They would not apply again for another two years.

5401. Supposing that a man dies within the prescribed period, do you have an intermediate election?—No, we should have no authority to distribute anything.

The witness withdrew.

Mr. Walter Sherburne Prideaux examined.

Mr. W. S. Prideaux.

5402. (*Chairman.*) You are clerk of the Goldsmiths' Company?—I am.

5403. Your company distributes pensions to the blind, does it not?—It does.

5404. Will you state their number and amount?—Yes. Perhaps I ought to separate those pensions of which the company are trustees from those which they give away voluntarily out of their general corporate property. There are only two blind charities of which the company are actually trustees. One of them is under the will of Rachel Farmer, who died in the year 1817, and who left 1,000*l.* 4 per cent. consols to the Company, upon trust, to pay the same to 10 poor blind men, or women, as often and in such sums as they should think proper. Until the year 1875 the interest of that sum was paid away to 10 people in sums of 4*l.* per annum each; but in the year 1875, when the Goldsmith's Company first established the voluntary pensions, which I shall mention presently, it occurred to them to reconstitute in some measure this charity; and with the assent of the Charity Commissioners they altered the 10 pensions of 4*l.* per annum each to two of 20*l.* per annum each, and those two pensions will be so paid in the future. It is not very material, perhaps, but I may mention that at the present time only one of those pensions of 20*l.* is paid, because we wish to allow the five persons who were holding pensions of 4*l.* per annum to die off; and at the present time there are five persons each receiving 4*l.* per annum, and one receiving 20*l.* per annum under that charity.

5405. Are the other charities solely given by the company?—No, there is one other charity of which they are trustees. Under a deed and the will of Mr. Harry Osborne Cureton there is what is known as Cureton's charity. In the first instance by deed dated the 9th February 1838, Mr. Cureton transferred 3,000*l.* three and a half new per cents., subject to his life interest, to the company, upon trust out of the dividends to pay to five poor blind persons 20*l.* a year by half yearly payments; and he constituted the company the trustees under the deed. Mr. Cureton subsequently by his will, dated the 19th July 1848, and which was proved in 1858, bequeathed to the Goldsmiths' Company a further sum of 2,000*l.* consols, which was reduced by the payment of legacy duty to 1,800*l.* consols; and he stated in his will that he did that because the original sum of 3,000*l.* would not be sufficient to pay the five pensions of 20*l.* a year each mentioned in the deed; and he directed that out of the dividends of the 1,800*l.* consols the company should make up those five pensions to the full sum of 20*l.* a year each; he gave certain small fees to the wardens and clerk, for the trouble involved in administering the trusts, and he gave the surplus to the Goldsmiths' Company for their own use. The company have never accepted the surplus, but they distribute the whole of the funds amongst the pensioners; and at the present time, instead of the original number of five pensioners we have seven, and they exhaust the fund. Perhaps I might mention also that Cureton's charity was subsequently remodelled in the year 1868 by an Order of the Charity Commissioners. The material parts of the order are these: in the first place the income of the charity is to be received by the Goldsmiths' Company and applied by them towards the support and assistance of poor blind persons residing in the county of Middlesex, including the cities of London and Westminster. It is limited to the county of Middlesex. Then in selecting the recipients the Goldsmiths' Company are to have regard to their qualifications, and to give the preference in this order: (firstly) to freemen of the Goldsmiths' Company who are of the craft of goldsmiths or silversmiths, (secondly) to other freemen of the Goldsmiths' Company and their widows, (thirdly) to freemen of the city of London and their widows; and lastly to other poor blind persons residing in the county of Middlesex. That is the scheme under which Cureton's charity is now managed. There are other provisions with regard to discontinuing the pensions in case of misconduct on the part of the recipients.

5406. Are the other pensions on the same lines?—The pensions which the Goldsmiths' Company have voluntarily established are also very much upon the same lines, except that in the case of those pensions we take in the five home counties, and we do not confine them to Middlesex. Prior to the year 1875 the Goldsmiths' Company had been for many years in the habit of appropriating 50*l.* per annum in small sums to indigent blind persons. The company had also sometime previously established during the pleasure of the court 10 pensions of 20*l.* each. In that year they reconsidered the question generally, and they reconstituted Rachel Farmer's charity, as I have mentioned, and established voluntarily 18 more pensions of 20*l.* per annum each. Those 18 pensions were subsequently again increased by 10 more; so that at the present time the Goldsmiths' Company administer, in addition to Cureton's charity, 40 blind pensions of 20*l.* per annum each, 38 of which are voluntarily given out of their corporate funds, and are given during the pleasure of the court.

5407. Will you state whether there is any limit as to age or qualifications?—There is no limit of age in regard to those pensions.

5408. Have any of these pensions been given to blind persons who are able to work and who require assistance to enable them to supplement their earnings?—Yes, that is one of the objects that the company had in view. They felt that there were some cases in which although the blind may have been able to achieve a certain amount of success in a trade or craft, still they must be always under some disadvantage, and that these pensions might just help them to overcome that disadvantage.

5409. You make no limitations where you give a pension as to the application of it?—No, we do not.

5410. Whether it is for the purchase of materials or anything of that kind?—Not necessarily; in certain cases if we found that it was desirable we should do it; and I have frequently myself undertaken personally the application of the fund, and spent it in that way; but that would be only in special cases.

5411. In your experience do not the blind after they have left the institutions in which they have been trained very often require assistance to start them in life before they can earn their own livelihood and get a living by selling the goods that they make?—Quite so.

5412. Have you ever given any of these pensions for a limited number of years on that ground?—No, I think not, because in such cases as those where we have seen that it was merely likely to be a temporary want, we have given a donation; and these pensions we usually give to people whom we consider likely to be permanently in want.

5413. Those persons would be generally either suffering from old age, or from infirmities which would prevent them from working at all?—Yes.

5414. Besides these donations can you tell us what amount you have given in pensions during the last 10 years?—I am afraid I cannot do so now, but I could easily supply that information to the secretary afterwards. Of course we have also given considerable donations from time to time to blind institutions; it has been more in that way than in any other.

5415. Have you assisted in any of the efforts that have been made to start a central depôt for the sale of work, or for starting workshops in which the blind could be employed together?—Yes, we have contributed to those. We have assisted also the Royal Normal College at Norwood, and many other institutions of that kind.

5416. In fact the object of your company is not merely to give pensions, but to assist the blind in whatever way you think best?—Certainly.

5417. From your experience of the charities for the blind in London, do you think that they work together as much as they should, that is to say, have they intercommunication of information with regard to the blind and those assisted by them?—Perhaps not. I think it might be better if there were more intercommunication in that way.

5418. Would you be willing to communicate with other institutions and companies the names of your annuitants?—Certainly, I should see no objection to it at all. After we have once given a pension of this kind it is quite competent for the pensioner to go elsewhere and get other pensions, and then perhaps get relief from five or six different blind charities, and we should not necessarily know anything about it.

5419. And you have no check upon that?—We have not. Of course if it came to our knowledge that a pensioner had three pensions we might discontinue our pension, and it has only been in rare instances, I am happy to say, that we have discontinued them in case of misconduct.

5420. Do you make inquiries year by year as to the condition and position of your annuitants?—Not every year; I review them from time to time.

5421. Have you anyone who acts as your almoner in that way, or do you yourself enter into the question so far as you are able; I act as almoner, that is to say, the payments are made through me, and every detail comes before me, but we have a special officer whose duty it is to make personal investigation both into the circumstances of blind applicants and also into the circumstances of other applicants.

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5422. Then that officer would visit all applicants within the radius of London, or Middlesex, I suppose?—Yes, or even further, if necessary.

5423. And in other counties you, I suppose, get the best information you can from the minister or clergyman, or from the guardians, is that the case?—That is so; but when a pensioner is first put on the pension list, that is to say, when he first applies, his case is never gone into until our officer has made personal investigations, even if it envolves a railway journey we send him down to make personal investigations. I have here the form of application which we require them to make, and which has to be vouched for by the minister and by householders.

5424. And I presume that a medical man also states the nature of the blindness and the state of the patient?—Yes, there is a medical certificate attached. The applicant must be totally blind.

5425. (*Mr. Johnson.*) What is the total number of pensioners?—There are seven under Cureton's charity, and there are 40 others.

5426. Forty-seven altogether?—Forty-seven altogether, all of 20*l.* per annum.

5427. Then the Farmer Charity is included in the 40?—Yes.

5428. As I understand, the company give 38 pensions, and the other two are made up from what was left by Rachel Farmer?—Quite so.

5429. Have you many other applicants except freemen?—Oh, yes. The number of freemen is only one or two, I think.

5430. Of course, they have the priority?—Yes, but it so happens that we have only one or two freemen.

5431. Can you relieve any other case except in the counties of Kent, Surrey, Essex, Hertfordshire, and Middlesex?—No.

5432. Your pensions are confined to those five counties?—At present they are, and we find that we have quite enough to do in those counties. In point of fact I may say that at the present time we have a list of 70 applicants waiting for the first vacancy, and we have been obliged to decline to entertain any more applications at the present time.

5433. Those pensions are granted, I suppose, entirely at the pleasure of the court?—Entirely.

5434. Have you any experience of people having more than one pension?—Yes, I know that it is so in some cases.

5435. Is that any bar to your giving them a pension?—No. When they come to us they may, perhaps, have 5*l.* a year, but it does not generally amount to much; but I have in my mind a case which I have been investigating in the last four or five days of a person who has been a pensioner of ours for some few years, and who I found since he obtained our pension has obtained three other pensions from other societies, so that he has got something like 50*l.* a year out of blind charities, including the 20*l.* which he receives from us.

5436. I suppose that if you had a concert amongst all the blind pension societies, such a possibility as a man getting three or four pensions could not occur?—It would be, of course, reduced very much.

5437. Do you think that your Company would aid in an association of that kind?—I think so, certainly. Perhaps I may take this opportunity of mentioning that my company have it under their consideration now to grant some more pensions, but they are disposed to wait for the result of the deliberation of this Commission before taking any further steps. They thought that the evidence that was given now might be valuable in enabling them to come to a conclusion upon that point.

5438. With regard to the age, have you any limit?—No.

5439. Are the pensioners mostly old?—They are mostly old, but we have one or two cases in which they are young, for instance I have in my mind the case of two sisters who have been blind from birth. They were both living together, and it was felt that in their case their age ought not to be made a bar to the applicants, so we elected one of them.

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5440. Were they outside people or were they connected with the company?—They were not connected with the company at all; you may take it from me that, with one exception, or two at the outside, our blind pensioners are not connected in any way with the company.

5441. (*Dr. Tindal Robertson.*) Does the medical certificate in the petition simply state the fact of the person being blind, or does it enter into any statement as to the causes of the blindness?—It does not necessarily state the causes of the blindness. All we require is to have a certificate that the person is absolutely blind. There are a few lines left for the circumstances of the case which the petitioner fills in himself, or gets filled in, and as a rule they state the cause of the blindness, but the medical certificate does not necessarily state it.

5442. With regard to the special trades which are represented by the Goldsmiths' Company, do you find that there is any special tendency to blindness on the part of people who work at watch making, or gold beating?—I do not think we find that there is a tendency to absolute blindness from working at those trades, but we find that the sight is very much tried, and perhaps in some few cases it may result in blindness. I do not know whether we have any experience that it results in total blindness as a rule, but the sight often fails, and of course in certain branches of the trade good sight is essential.

5443. Your court has considerable powers under the trust, I suppose; they are not bound down to a very hard and fast line?—No. Perhaps I might mention this fact, that as a rule we have other charities for our own freemen, so that supposing that a freeman were blind we should be able to relieve him otherwise than by a blind pension. We should be bound under the scheme to give a freeman the preference, but we have other ways of dealing with freemen.

5445. And you could dispose of your funds in other ways than by simply giving pensions?—Yes.

5445*a*. Have you ever had an application made to you by the Worcester College?—Yes.

5446. Have you ever given them any donations or subscriptions?—Yes, we gave them something, and it was with the view of sending a gentleman who was studying for the church to Cambridge or Oxford; and I have heard since that he has taken his degree, and is now in the church. I mention that merely as a matter of interest. I happened to hear afterwards that it had been very successful, and that the gentleman for whom it had been applied was able to gain his living in the church.

5447. Are you aware that there is a scheme for making the Worcester College, which is at present a private institution, into a public institution?—I am aware of that.

5448. Has any application been made to your company with that object?—Yes, but it was not successful.

5449. Do you think that if that college were made into a public institution there is any probability of your committee favourably considering the establishment in support of scholarships in the university in connexion with that institution, in the same way as you have already done in the case of this one gentleman whom you have mentioned?—I think it would be quite likely. Last summer when the last application from the Worcester College came before us it did not come before us in a very tangible shape; and although we considered it on one or two occasions, the company considered on the whole that it was somewhat premature to make any grant.

5450. My question was rather directed to whether you thought that your company would favourably consider the very important question of how best to raise the condition and help the upper classes of blind people who still might do work to get sufficient education to put themselves into professions?—We have already had one case of that kind in the university which was very successful. We allotted an exhibition to a blind gentleman.

5451. Apart from the Worcester College?—Apart from the Worcester College.

5452. Do you think that the Goldsmiths' Company would be willing to do that in other cases?—So far as I am competent to bind the company in any way I should judge from that that they would be most willing to do so.

5453. (*Admiral Sir E. Sotheby.*) What is the amount of the grants which you voluntarily give away in the shape of pensions to institutions and to assist blind people?—I am not prepared with figures, but I should think that they would amount to something like 1,100*l.* per annum altogether.

5454. Independently of that you give grants to freemen, I think you said?—Yes, we have certain charities specifically for poor members of the company; it does not matter whether they are blind or not so long as they are necessitous. Almost all our charities are primarily for poor members of the company.

5455. Do the blind have any preference?—No, not under those charities.

5456. Did you strike off your list this person who had 50*l.* a year?—His is a very peculiar case, and is under consideration now. It is a case in which a man has six or eight children whom he is bringing up like heathens, and the children at any rate would be better in the workhouse.

5457. Do you pay your pensioners annually?—No, quarterly.

5458. Do you find that that is much better than paying them annually?—Much better.

5459. If they were paid annually, do you think that the money would be squandered away?—In many cases I have no doubt it would.

5460. And a large amount of it would very likely go into the public-houses?—And not only that, I think that these blind people would be apt to be preyed upon by other people. In all ordinary cases we require personal attendance to receive payments.

5461. Do you think that your pensions when they are paid could ever go astray into other hands than those of the proper recipients?—No, I think not; we take precautions to prevent that. If they cannot attend personally, we require evidence that they are living, and so on.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 25th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D. | T. R. ARMITAGE, ESQ., M.D.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. THOMAS CLARKE examined.

Mr. T. Clarke.

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5462. (*Chairman.*) You are the honorary secretary of the "Christian" Blind Relief Society?—I am.

5463. How long has that society been in operation?—Under the present organisation 30 years in April, it was originally commenced in 1843.

5464. Have the objects of the society been confined to the pecuniary relief of the blind?—Not entirely. The primary object of the society is to grant pensions; but we conduce to the social comfort of the blind by endeavouring to make them self-helpful, by visiting them as far as we can at their homes, and entering into their pecuniary circumstances and difficulties; by that means alleviating a large amount of suffering.

5465. Is your pecuniary assistance given entirely in the shape of pensions, or do you give weekly doles or relief?—Pensions.

5466. It is given in the shape of yearly pensions?—Yes. We have pensioners who have been on our society for about 28 years.

5467. I see in your report the heading of one class of your pensioners is, "Pensioners receiving 2*s.* 6*d.* a week," do they receive 2*s.* 6*d.* weekly or a lump sum amounting to 2*s.* 6*d.* a week?—Some are paid weekly and some monthly; we find that that is better than giving it in a lump sum, because if they receive it in a lump sum they are apt to spend it. If it is given periodically it goes further, and it is better for them.

5468. What is the mode of procedure adopted in the selection of pensioners?—Every person subscribing a guinea a year has the privilege of nominating a blind person, whose name, when nominated, is added to the list of candidates; the person so nominated is taken in rotation, and inquiries are made about him, and if eligible he is made a recipient of the funds of the society.

5469. Do the committee give priority to those most deserving, or do they take them in rotation?—Every one is taken in his turn as he is nominated by a subscriber, but the case must be a deserving one. The relief is given independently of any religious qualification whatever.

5470. Are there any pecuniary disqualifications; is the receipt of relief from the guardians a disqualification?—The receipt of parochial relief is not a bar to the receipt of one of our pensions, but with regard to income, if a person is single, whether a man or woman, his or her income must not exceed 20*l.*, or, if married, it must not exceed 30*l.* per annum; we do not draw a hard and fast line in that matter, but that is the rule by which we are guided.

5471. Have you any funded property?—We have 1,400*l.* at present.

5472. From savings or from legacies?—From legacies. We received 1,018*l.* last year from the late John Harrison's estate.

5473. Do you get any annual contributions from any of the city companies?—We have received one or two donations, among others, from the Merchant Taylors and the Clothworkers.

5474. What is the actual amount distributed?—Last year we distributed about 600*l.*, while our income from subscriptions and donations was 450*l.*, that was 150*l.* above the amount received from subscriptions and donations.

5475. You also receive grants from the trustees of Gardner's Fund, do you not?—We do, annually. They very much appreciate our work, and they do what they can to further it.

5476. Are any of your officers paid?—No; there are no officers paid out of the funds of the society.

5477. Not the assistant secretary?—He is not paid by us, he is paid by Sir Charles and Lady Lowther.

5478. The society is Sir Charles and Lady Lowther's society, more or less?—Yes, to a very great extent.

5479. They supply the funds for the salary of the clerk?—Yes; and they subscribe 20*l.* to the society. I was about to observe that during last year the trustees of Gardner's Fund, in consideration of the work and my decay of sight have thought it well to subscribe 50*l.* towards the working expenses of the society; extra grant made by them.

5480. Do you give any assistance in the way of providing books for the blind?—Yes, we have given a great many books away. Sir Charles and Lady Lowther always keep us fully supplied in the way of books, and we have given a great many away.

5481. Do you employ any blind in copying books with raised types?—No, we do not interfere with the work of any other society in that respect.

5482. Do you prefer any particular sort of type for your books?—No; up till very recently Moon's type has almost universally been used; I have found in my experience that it is the most acceptable, and that it is much easier learned by the adult blind than any other. I am aware that the system of Braille is coming more into use, but it is very few, I think, that are able to accomplish it, particularly the adult blind; I found a difficulty in it myself. I have learnt the alphabet, but I cannot get on very well with the feel of it.

5483. Is is only lately that your sight has become impaired?—My sight has gradually decayed within the last two or three years. I have not been able to carry on the correspondence of the society, and hence the kindness of Sir Charles and Lady Lowther in providing an assistant secretary.

5484. You give your services entirely gratuitously?—Yes, and have done so ever since the commencement of the work.

5485. What is the area of the operations of your society?—The United Kingdom. We have 160 pensioners, and they are distributed in all parts of the kingdom.

5486. Have you any visitors in London?—The committee visit some of our blind, we have no paid visitors.

5487. I see in your report you give the causes of blindness of your pensioners; they seem to have become blind from a great variety of causes?—Yes.

5488. Should you say that generally they have become blind when they were adults?—Yes, the large majority of the blind lose their sight after the age of 20.

5489. Therefore you have not gone into the question of the education of the blind at all?—No, we have not, because we thought if we did that it would occupy too much of our time, and we should be trespassing on the work of other institutions.

5490. Can you tell me how many of those who are your pensioners, who have become blind as adults, are able to read Moon's type?—I could tell you the country cases, but nearly the whole of our London pensioners, with very few exceptions, can read Moon's type.

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5491. Do you supply those in the country with books as well as those who live in London?—Where they are required, small books.

5492. Do you find that many blind come up to London from the country in order to receive the benefits of the charitable institutions for the blind in London?—No, I think not; I do not think there is sufficient inducement for them to come up.

5493. You think that the pensions are not more than sufficient for the number of blind in London requiring them?—It would be no use their coming up to London to obtain a pension, because they would have to wait such a long time before they could obtain a pension, while the grass was growing the steed would be starving; and if they came up to London with a view of getting work it would be a failure altogether, because there is not employment for those who are able and willing to work in London.

5494. Do you think it is a desideratum that there should be some better organisation to enable the blind to obtain employment and sell their work?—Yes, I think that something might be done in that direction. I do not see myself from my own experience that those institutions that are in operation at the present time are equal to the circumstances, because the blind persons who are in the workshops at the present time, and have been there for a long period, are only in a position when they have earned what they can at those workshops to come to other societies and ask for further aid to help them. It is not possible for a young woman or a young man, for instance, to live upon, say, 6*s.* a week, paying for the rent of a room, without further help. I mentioned that some years ago to Mr. Levy; I felt that while they were doing all they could, yet they were assisting the blind to such a small extent that they were compelled to come to a pension society and ask them for a grant in aid.

5495. Do you think that there should be intercommunication between the different pension societies and charities, so that they should be able to ascertain whether the same persons were in receipt of relief from different societies or charities?—I think it would be a step in the right direction if this Commission could gain from all the various institutions throughout the country their income, how much the blind receive from those institutions, whether they were industrial institutions, schools, or pension societies, and the kind of work they were doing, and how they were doing it; for upon a rough guess I may venture to say that if all the money which is subscribed for the benefit of the blind in this country found its way to the blind, something like 10*s.* a week might be given to each of those in need.

5496. Do you think that there is either a waste of money or a want of organisation between the different societies in the distribution of their funds?—I think it is simply that in many institutions there is a great number of sighted persons employed who are not necessary. Some years ago Mr. Kingscote started an institution in the east of London, which institution was open for two years, and just prior to its close Mr. Kingscote asked me if I would go and see what could be done, Dr. Armitage was there also; we asked several questions of the manager, and we found that 3,000*l.* had been expended in that institution in the two years, and it appeared that the blind had not received any of it, that is to say, not in the way of assistance, they had what they earned, but no more.

5497. That institution, I understand, failed?—Yes.

5498. They taught the blind to make up sacks, did they not?—Sacks, baskets, and bags; and they introduced the sewing machine there, which was quite a failure.

5499. Do you make inquiries as to the moral character of your pensioners?—Always.

5500. If they forfeit their good characters do you withhold the pensions?—Yes.

5501. Do you allow them to beg in the streets or earn their living by singing in the streets?—No; if any blind persons are found to be begging or singing in the streets they are taken off our list if they are already on it, and such persons, if candidates, are disqualified from receiving our pensions.

5502. Have you any suggestions to make to the Commission with regard to the training of the blind in industrial occupations from your experience of the blind that you have come in contact with?—In my opinion, with regard to the blind, they ought to be divided into three classes; there are the young blind, then there are the middle-aged, that is up to about 30 years of age, the strong and healthy willing to work, and then there are the aged and infirm blind, who must be looked after. Professor Faweett at one of our meetings said that every provincial town ought to support its own blind, and he said, Suppose in a provincial town there were 40 blind, and out of that 40 there were 25 who were very young blind, that would only leave 15 adult blind for the town to maintain and support, which he thought might be very easily done. I do not know from whence he got that information, that there would be that proportion of 25 out of 40 young blind, which is certainly an erroneous idea, because we find that the number of young blind persons is very small.

5503. You think that the aged will always require pensions to enable them to live?—They must necessarily. For instance, a large number of blind are distributed in little out-of-the-way places, small villages and so on. You would not bring them into a provincial town or provide a building in which they could be trained to work. I know a man at the present time, a strong able-bodied man, who was employed at cutting wood with a machine, and by a blow he lost his sight. Since he has lost his sight he has turned his attention to chaff cutting, at which he is very clever. He says he has no fear whatever; I believe he can sharpen his own knife and feed his own box, and go through the whole operation without assistance, yet no one will employ him. He says if he could get employment he should be able to earn his own living, or nearly so.

5504. Does not that rather point to the necessity of some depôt being established where those who wish to work could have work found for them?—Yes; but this man, for instance, had been at a sawing machine till he became blind; what other trade could he be put to?

5505. The evidence we have shows that there are very few trades which the blind are at present taught, and the question arises whether that number could not be enlarged?—It would be a great advantage if it could be.

5506. You mentioned chaff cutting; that does not seem to be an occupation carried on at any of the blind workshops?—No. There is another case to which I might refer. I know a blind man who is an excellent basket maker; he can make baskets so well that even the dock companies, the West India Docks among others, give him contracts, and a little while ago I advanced him a few pounds as a loan to enable him to execute a contract. He executed the order, and did it to the satisfaction of the dock company; he got his money, and came and paid me back what I had advanced. If that man had not been assisted in that way he could not have done the work, but having the opportunity of making his baskets, and finding a market for them, he is able to keep himself and family without depending on any institution.

5507. Do you think it would be a good thing that these institutions for the blind should, as far as possible, assist the blind by loans to enable them to get materials with which to work, rather than give pensions without any stipulation that they are to do any work at all?—I should not advocate loans myself. We have sometimes found that the fact of blindness does not alter a man's character, and if he got a loan with the view of purchasing a barrow or a pony or a cart, he might be induced to sell it after he had purchased it, and spend the money, and he would not be able to return the loan. A shoemaker whom we visited on Monday said that he would be glad to do anything that he possibly could; he said he could not get employment at anything, he said he could turn a wheel, turn a coffee mill, or anything for a few shillings a week if he could get it to do. One of our pensioners used to go over to the institution at Peckham for employment; he used to go there on the Monday morning and return on the Saturday night, and his wife had actually to find 3*s.* or 4*s.* a week towards his expenses, because he could not earn sufficient to meet the requirements, and she was in very delicate health.

5508. (*Dr. Tindal Robertson.*) What is the average number of people you relieve in the year?—We have 160 at the present time.

5509. What is the total expenditure connected with the work for the year, including the pensions and everything?—The amount paid to the blind last year was just about 600*l.*, and the working expenses were 61*l.*; but the expenses were greater last year than in any previous year, in consequence of the meeting of 1884 being held at the Mansion House, as we had to send out special tickets and notices, so that extra expense was incurred.

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5510. What amount of contribution do you get from Gardner's Trust?—Fifty guineas a year.

5511. Is that in the shape of a renewable grant; do you have to make application from time to time in order to get it renewed?—No; it has been granted annually for some years. In the list of pensioners you will see that there are 17 raised from 5*s.* a month to 10*s.* a month by their grant.

5512. What I wanted to ascertain was this, whether the Gardner grant is a grant in perpetuity, or whether you have to make an annual application for it?—No, we do not make an annual application for it.

5513. Do they ask you to give any return as to what you do with the money?—They send us the cheque and they see our report; we send them a list of the names of those pensioners whose pensions have been raised, and submit it to them for their approval.

5514. During the time you have been connected with this institution have you looked into the list of cases you have relieved to see whether you could form any general idea as to what the causes of blindness were?—They have always been so numerous that one could hardly say that the blindness of our pensioners has been brought about by one cause more than another.

5515. You have not formed any opinion as to particular trades causing loss of sight?—No.

5516. Have you taken notice whether you have more applicants from one county than another in proportion to the size of the county?—No; I think where there is a larger proportion of blind in any particular district it is in consequence of there being in that district an institution or institutions where the blind are assisted. I do not think there is any particular cause for it other than that.

5517. Certain counties, for instance, Cornwall, some parts of Yorkshire, Lancashire, and Nottinghamshire, we have heard, supply rather a larger number of cases than other counties; have you any experience that they have done so in your charity?—No; I think in Cornwall a great number lose their sight from blasting processes.

5518. You were asked a question about the establishing of a central depôt; have you formed any theory at all as to what would be the best way of dealing with children when they leave schools or when they leave workshops in order to enable them to get their living?—There are a number of ways of dealing with them which might be suggested.

5519. Do you think it would be an advantage if in different centres in London and in provincial towns depôts could be established where, in the first place, material could be supplied at cost price to the blind who wish to receive it; where, in the second place, the work after it was completed could be exposed for sale; and where, in the third place, a register of names of blind workers could be kept, so that application might be made to them to execute work for institutions or firms or individuals?—If they could be conducted sufficiently economically, so that the blind would derive a proper proportion of benefit from them; but you would require so many, the blind are so scattered throughout the country.

5520. I am suggesting that every provincial town should have its depôt?—If every provincial town were to have its own depôt, would not that involve a very large amount of expenditure? I think the expense of establishing an institution in every provincial town would be very great.

5521. I am not asking you as to the expense; I am asking you whether, in your opinion, taking for granted that it could be done at a moderate expense, it would be an advantage or otherwise?—Yes, I think it might be done.

5522. If it could be done, do you think it would be an advantage to the blind generally?—Yes, to many; but not in proportion, I fancy, to the large amount of expenditure. There are about 23,000 needy blind in our country. We have to look to the large number of blind who are scattered.

5523. One question with regard to pensions; is it your experience that a great many who receive pensions from you receive pensions from other sources?—Some do.

5524. Have you any means of ascertaining whether that is the case or not?—Yes, all our forms are filled up, and we could furnish any information with regard to that.

5525. Is it any bar to applicants receiving a pension from your society that they are in receipt of pensions from other societies?—Not if their income is below the amount specified.

5526. Then, with regard to intercommunication between pension societies, which the Chairman has alluded to, do you think it would be an advantage if a register of names could be kept of persons in receipt of pensions from all sources, to which register the different societies would have access?—Yes, I think it would prevent a great deal of imposition on the part of the blind; because we find some are able to get many pensions while others are not able to get any at all.

5527. Have you any particular instance in your mind of one person receiving a number of pensions?—I know of two; one particularly occurs to my mind at the moment. I believe the man to whom I refer is on Gardner's; he is on the Goldsmith's Company, or his wife is; he is on the Clothworkers; in fact, he is on several institutions, I know; he is an able-bodied man, he goes about selling tea, and he and his wife also have a very good business in connection with a mangle. I think they receive in pensions nearly 50*l.* a year.

5528. Then you agree with the evidence which has been given to us, that there are many persons who are receiving too many pensions, and many persons who are not receiving any at all?—Yes.

5529. (*Dr. Armitage.*) You say you send out forms to be filled in with respect to the income of applicants for your pensions?—Yes.

5530. Do you take any means to ascertain that the information given by the applicants in the filled-up forms is correct?—Certainly.

5531. Do you communicate with the different pension-giving societies and charities?—We have asked for reports to be sent to us, but I generally find that they are very indifferent about sending them.

5532. For instance, A. represents himself as not being in the receipt of any pension; would you apply to the different pension societies and charities to ascertain whether A.'s name was on their books or not, or would you simply take his statement?—If we were to write to some of the city companies in a case of that kind they would not tell us whether the applicant was in receipt of their pension or not, at least they have not done so up to the present time.

5533. As a matter of fact you take it on the statement of the person who applies for the pension?—We make inquiries with regard to the truthfulness of the statements of the candidates, and as to their respectability.

5534. But as I understand you, with regard to the special question whether the person is already in receipt of a pension or not, you take his statement; you do not apply to the different pension societies to ascertain whether he is on their books or not?—Not always, because we are so well acquainted with some of the cases that we know all their circumstances. We have reports from such societies as the Blind Pension Society of the United Kingdom, which was formerly known by the name of the Protestant Blind Pension Society, which is a sister society to ours, and originated from ours.

5535. In the case of a person who applies for a pension from you, and who states that he has no pension from any other society or charity, do you apply to the different pension societies and charities to ascertain whether his name is on their books or not?—Not always, we do sometimes. We cannot get information from Day's Charity or the other charities, nor can we get information from some of the societies.

5536. There being that difficulty in obtaining information, do not you think that it would be very desirable that a register should be kept, accessible to all institutions for the benefit of the blind, in which the names of persons receiving pensions should be entered, so that you would have nothing to do but to go to the register in any individual case and see whether a person applying for a pension was already receiving a pension from any other society or not?—That is what I suggested many years ago when we met at Buckingham Street.

5537. What is your limit of age?—We do not give pensions to persons under 18 years of age.

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5538. Are there many of your pensioners who are capable of doing work if they had it to do?—Yes, I think so; I know several in London who are capable of work if they could get it to do.

5539. Are there many of your pensioners who have been educated at institutions for the blind?—Several.

5540. Do you think that if employment could be found for all those who have been trained in institutions and are of an age to be capable of work, your society and the other pension societies would be sufficient to meet the ranks of those who are infirm, and who are so old as to be incapacitated for work?—I think if the able bodied blind were fully employed (not partially), and able to earn a maintenance, it would enable the existing pension societies to alleviate the sufferings of the infirm and aged.

5541. Do you know anything about the system adopted in Germany and in Paris with regard to looking after the blind after they leave the institutions in which they have been educated or trained?—No, I do not know anything about that system.

5542. (*Mr. McDonnell.*) Did I rightly understand you to say, in answer to a question by the Chairman, that if all the money which at present goes to the blind through charitable institutions like your own, in the form of pensions, were gathered together and economically distributed, it would give 10*s.* a week to every blind person in the United Kingdom?—I should think so.

5543. Have you any data upon which you arrive at that conclusion?—A meeting took place at Buckingham Street some years back in connexion with the Charity Organization Society, and I went into the figures at that time with regard to the number of the blind that were able to maintain themselves either wholly or partially; and it was from those figures that I arrived at that conclusion.

5544. You think that a great deal of the money which is at present subscribed or given for the relief of the blind is expended in establishment charges, in paying secretaries and so forth, and that with a more uniform system, a great deal might be done towards giving a great deal more to the blind themselves?—I think so.

The witness withdrew.

Mr. Thomas Hardwick Smithson examined.

Mr. T. H. Smithson.

5545. (*Chairman.*) In what way are you connected with Humston's charity for the blind?—I am clerk to to Mr. Glynes, the vestry clerk of St. Botolph Without Aldgate, who is clerk to the trustees of the charity.

5546. Have you been acquainted with the working of the charity for a number of years?—About 20 years.

5547. When was the charity founded?—The will of Hugh Humston, the founder of the charity, is dated the 18th of February 1777; he died in the same year. The estate of the testator was not sufficient to carry out his intentions. Proceedings in Chancery were taken, and it was referred to one of the Masters to approve a scheme for carrying out the charitable purposes contained in the will. The Master, by his report dated 24th May, certified that he had selected five blind persons who were fit to partake of the annuities at the rate of 10*l.* to each blind person. By an order of the Court dated 29th May 1827, the Master's report was confirmed, and it was referred back to the Master to settle a deed of trust. A deed poll was accordingly executed on the 1st September 1827, under which the dividends on 1,967*l.* 8*s.* 3*d.* consols became payable to five blind persons.

5548. Who administer the charity?—Trustees appointed under the scheme. There were four trustees originally, of whom Mr. Henry White and Mr. John Sparks are the two survivors.

5549. How does it come about that the clerk to the vestry of St. Botolph Without Aldgate has anything to do with the administration of this charity?—The will directs that whenever the number of trustees shall be reduced to two the stock shall be transferred into the names of the survivors and of the minister and churchwardens of the parish of St. Botolph Without Aldgate.

5550. Are the present trustees churchwardens of that parish?—They were at the date of their appointment.

5551. Is all the office work done by the clerk of the vestry?—Yes.

5552. Under the trust or voluntarily?—Voluntarily; that is to say, it is taken as one of the duties of the vestry clerk.

5553. How often are the pensioners appointed?—Whenever a vacancy occurs by the death of a pensioner notice is given to the several parishes interested, that is to say the parish of St. Botolph, Aldgate, St. Botolph in the county of Middlesex, St. John, Wapping, and St. Paul, Shadwell.

5554. Is any preference given to any class?—Yes, the will directs the dividends to be paid "to blind persons "not receiving alms of the respective parishes to which "they belong, and who should be parishioners of the "parishes of St. Botolph Within and Without Aldgate, "and the parishes of St. John, Wapping, and St. Paul, "Shadwell, in the county of Middlesex, or any of them, "or whose parents did belong to any of the said "parishes, whether such blind persons be men, women, "or children, the said persons to be chosen and appointed by the executors or the survivors or survivor "of them and the said minister and churchwardens of "the parish of St. Botolph Without Aldgate aforesaid "for the time being or the major part of them," and the will further directs "that in choosing such blind persons, "lightermen, or watermen, their widows and children, "parishoners of some or one of the parishes aforesaid, "or whose parents were such parishioners should be "preferred in such choice, and if not enough of them "to fill the charity then those of the parish of St. "Botolph Without Aldgate, and if not enough of them "then, those of the parish of St. Botolph Within "Aldgate, and if not enough of them then those of the "parish of St. John, Wapping, and if not enough of "them then those of the parish of St. Paul, Shadwell."

5555. Has there always been a sufficient number of the lightermen and watermen class to absorb the pensions?—We have not always been able to find lightermen or watermen, or their widows or children.

5556. Are the pensions in that case given to any applicants in the four parishes who are properly qualified?—Yes.

5557. Is there any qualification with regard to the receipt of parochial relief?—The words of the trust which I read, namely, "blind persons not receiving "alms of the respective parishes to which they belong" are held to disqualify persons receiving parish relief.

5558. Can you give us the ages of the present recipients of the pensions?—Robert Campbell, 68, elected 1869; Margaret Goodman, 70, elected 1874; Philip Butcher, 54, elected 1878; George Baker, 74, elected 1882; and Alfred Kreamer, 22, elected 1884.

5559. When was the last vacancy?—The last vacancy occured in July 1884.

5560. What was the age of the person who was elected on that occasion?—20.

5561. You give a preference to old persons?—Yes; this young man is the only young person I have known to be elected.

5562. His case, I suppose, is a very deserving one?—Yes, he is at the Normal College, Norwood, now, where he has been learning the trade of a pianoforte tuner; I believe his course is about finished at the college.

5563. Is he in receipt of any pension other than yours?—I am not aware that he is.

5564. Can you say that he is not?—I believe the only benefit that he receives is his education at the college; he will leave the college shortly.

5565. Do you make inquiry before you give a pension whether the applicant is in receipt of a pension from any other institution?—No, I am not aware that such an inquiry has been made.

5566. For all you know, those to whom you give pensions may be in receipt of pensions from other institutions?—I do not think it is likely they are; I do not know whether they are in receipt of such pensions or not.

5567. Do you think that it would be desirable before giving a pension that you should inquire whether the applicant is already in receipt of pensions from other institutions which give pensions?—Certainly; inquiry may have been made in each case, but I am not able to answer whether it has or not; the inquiry would be made by the trustees.

5568. You are acting as clerk to the vestry clerk; would not the applications come through your office?—We should know the applicants; the applicants attend personally before the trustees and they are questioned by them; I am not always present.

5569. Then, as I understand, the trustees make the inquiries personally before they give a pension, but they do not communicate with the other institutions so far as you are aware?—They do not; petitions are received and notices given to the applicants to attend the trustees at the meeting.

5570. Have you a form of application?—No; I have some of the applications here. We do not supply any form.

5571. (*Dr. M'Donnell.*) How many altogether have you on your list?—Five.

5572 (*Dr. Tindal Robertson.*) What was the total income of the trust last year?—59*l.* 0*s.* 4*d.*

5573. How much of that was given to pensioners?—The whole of it; each pensioner received 11*l.* 16*s.* 1*d.*

5574. You give your pensioners more than the 10*l.* allotted by the Court of Chancery?—Yes; the dividends on the consols are divided between the five persons.

5575. Have there been any additions to the funds made by private persons since the trust was founded or since the scheme was framed?—No such additions have been made.

5576. On what principle do the trustees go in selecting pensioners. You explained that a particular class, namely, lightermen and watermen, are entitled in preference, but excluding those, upon what principles do the trustees proceed?—Applications are invited and considered; the petitions of unsuccessful candidates are retained, and when a vacancy occurs we communicate with them if we can find them. Sometimes we find they have removed. We give notice to applicants who have been unsuccessful when previous vacancies have occurred.

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5577. Do you select them according to priority of application, or have you any other principle upon which you elect pensioners?—I cannot answer that; I believe they are taken on their merits and not according to any priority of application.

5578. Suppose, for instance, you had a pension to give away and you had the names of the former applicants and the names of one or two fresh applicants, would you take as a matter of course the former applicants?—Judging from recent elections, I should say that the trustees would give the preference to a fresh applicant if his case was more deserving.

5579. Then they would be selected according to merits?—Yes.

5580. Do you think it would be a good plan to communicate with other societies which give pensions, to see whether they gave pensions to persons who are applying for your pension?—It would be advisable.

5581. (*Chairman.*) What means do you take to give publicity to this gift to the blind?—We put this notice on the doors of the churches of the parishes mentioned (*handing it in*). Mr. Glynes is vestry clerk of Wapping as well as of Aldgate, and he writes to the vestry clerk of Shadwell informing him when a vacancy occurs and requesting him to publish that notice.

5582. No expense is charged to the gift?—None; the whole of the income is given to the blind persons.

The witness withdrew.

Mr. Henry Wilkinson examined.

Mr. H. Wilkinson.

5583. (*Chairman.*) Are you a basket maker by trade?—Yes.

5584. How long is it since you became blind?—I have been blind since the autumn of 1809.

5585. Where did you learn basket making?—At the Bristol Asylum.

5586. Have you been able to earn your livelihood all your life since you left the asylum?—Not exactly at basket making. When I came to town in 1823 I depended upon my father. Then I got a journeyman's situation at a basket maker's at the west end of Marylebone, and I worked for him for three years, and I obtained a very great insight into the London trade. One town differs from another. If I had been able only to ply the trade that I learnt in Bristol I should have been very awkward in London; but I got this situation as a journeyman at the west end of Marylebone. This basket maker took me on as a jobbing hand, and put me on to all sorts of work, so that I got a great insight into the trade that I did not know when I left Bristol.

5587. You were taught nothing but basket making then at the Bristol Asylum?—I was taught nothing but basket making there. But after that, when I was about 30 years of age I took and taught myself chair caning; I was not taught it, but knowing one trade it gave me an insight into the other, and so I undertook to do caning; and now that I am grown so old I do more chair caning than basket making, for I am not strong enough to work at basket making at the present time. I am in my 83rd year.

5588. Have you been able to earn sufficient to keep you?—I have been making a very respectable livelihood in Marylebone for the last 62 years, but I did not depend upon my trade. I married a wife who had a mangle, and I earned more money by assisting my wife at the mangle than I did at my trade; but one week with another I have made a tolerably respectable living.

5589. Do you think that the chances of a blind man obtaining work are as good, or better now, than they were when you first came up to London?—I do not know. It depends upon the talent of a man altogether whether he will be able to earn his living or not. There is a talent and there is a will. If a man has not got the will to work you cannot make much of him; but if he has the will he will persevere in the work. When I came up to town in 1823 I had a will to work. I married a respectable woman, and between her trade of mangling and what I earned we got on.

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5590. Have you any suggestions to make as to what is the best way of obtaining work for the blind after they have left the training institution in which they have been educated?—Not altogether.

5591. It depends upon individual exertion, does it?—It wants a deal of exertion and likewise talent on the part of an individual after he leaves an institution. If I had not had a very good talent when I left the Bristol Asylum I should not have got on so well. I was discharged after being there seven years and three months as the brightest pupil that ever was discharged from that institution. But I certainly had a great difficulty to get into the art of the London basket making, because it was different altogether from what I was taught at Bristol; it was like learning a new trade, and by working three years as a journeyman I got into the art of the London work.

5592. Do you know many of the blind in London, personally?—No, I have made hardly any acquaintance with the blind.

5593. You have never been in any institution, or worked for any institution in London?—No, I have always worked independently. I have worked a great deal in the wholesale trade, such as serving turners' shops and supplying them with all kinds of baskets.

5594. Do you make brushes?—No, I do not understand the brush trade; basket making and chair caning is all that I understand.

5595. Can you read any of the types for the blind?—Yes, three; I read Frere's, Lucas' and Moon's; but I prefer Frere's system to read out in public. Frere's system is the elementary sounds of the language. That was the first system that I learnt, and I learnt it from Mr. Frere himself.

5596. Do you know anything about the Braille system?—No, I do not understand that at all. I learnt Lucas' system at Lucas' school, which is now up in the Avenue Road.

5597. Then you attended school in London after you came up to London?—Yes; I went to Lucas' school

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when it was in Queen's Square, that is where I learnt Lucas' system. Moon's system has been brought to me by what are called the home teachers, a few hours in the week until I had learnt to read Lucas's system.

5598. Have you received any assistance in the way of pensions from any institutions?—I have got 12*l.* a year from Day's Charity, and I have got 12*l.* from what they used to call the Protestant Society; they allow me 1*l.* a month. To make my reply as to the date of my pensions clearer I must explain that I was elected to the Protestant Blind when I was 67 years of age, and received only 6*l.* a year, and when I was 70 years of age it was increased to 9*l.* a year, and when I became 80 years of age it was increased to 12*l.* To Clothworker s at the age of 63 years; to Day's Charity at the age of 63 years; to Cordwainers' at the age of 67 years. I sold my mangle in the year of 1851, when I was 48 years of age.

5599. So that besides your mangle and the baskets you get 24*l.* a year in the shape of pensions?—Yes, but that is only since I have been 60 years of age. Before I was 60 I depended entirely upon my trade and the mangle; but since I have been 60 years of age I have got two pensions of 12*l.*, and I likewise have two pensions of 5*l.* each from the Clothworkers' Company and the Cordwainers' Company.

5600. When you applied for each of those pensions did you state that you were in receipt of other pensions?—I always applied in my profession as a basket maker.

5601. Without telling them what you were receiving?—I had to state how I got my living when making an application to these places, and I always put down that I got my living at basket making and chair caning.

5602. You got a pension after you were 60 years of age?—After I was 60.

5603. When you applied for the next pension did you state that you had that pension?—Yes, I got the Clothworkers' pension first. Then I stated that I had the Clothworkers' pension when I got the pension from Mr. Day's Charity.

5604. That made 17*l.*; did you state that you had 17*l.* when you got the other two pensions of 12*l.* and 5*l.*?—I have got 34*l.* altogether.

5605. After you had got the 17*l.* did you state that you had 17*l.* a year from pensions when you applied for the other pensions?—Yes. I did not get the 34*l.* until I was turned 62 or 63 years of age. I had a great trouble to get the Cordwainer's pension.

5606. Do you think there is any difficulty in the blind obtaining tools and material for work; is there any necessity in many cases for them to get loans for that purpose?—When they are sent out of the asylums or schools they have tools given them. If a man is a basket maker he has his basket making tools given him.

5607. Is that so in all cases when they leave an institution?—Yes, I believe it is. I had some tools from the Bristol Asylum, but it was a very small supply, and I had not quite enough to go on with until I bought more.

5608. You saved up your money until you were able to buy some more?—Yes; but at the present time I have got no supply for tools; if I want any I supply them again out of my own private pocket.

5609. Do you think it would be an advantage that any of these pensions should be given in the shape of material or tools?—You see the blind in general want money to help support them, and they perhaps may borrow or buy tools second hand in a cheaper way. But if they have got a set of tools given them, some of them do not know how to work them, and I have known cases where they will sell their tools to perhaps a sighted basket maker.

5610. You think then that the great difficulty with regard to the blind is that they are many of them not skilled workmen, and that some of them have not the willingness to work?—That is what I believe. Some of them are not skilled enough; they have not got the talent to go through the branch of the trade to take in any job. They might be able to work upon just a few baskets that they have been taught to make at the asylum; but they have not a talent to enter into the trade to take any order of a stranger quality.

5611. Have you ever made basket chairs?—Yes.

5612. Are they taught to make basket chairs at these industrial institutions?—They were not while I was there.

5613. Do you think that they ought to be taught, not only to make baskets, but to cane chairs and to do every variety of basket work which you have taught yourself?—I think they ought, because since I have been in business for myself I took and taught myself to make cane garden chairs for gentlemen to sit in gardens. I mean chairs made all of cane.

5614. Do you mean high chairs so as to cover over the head?—Yes, or back all round; I taught myself to make them.

5615. Did you work from a model or from a form of any kind in making those chairs?—No. The first chair that I felt of that description was at the exhibition in 1851 in Hyde Park.

5616. Was that chair made by a sighted person?—I suppose it was made by a sighted person. I went in and felt the nature of the chair.

5617. And you felt that you could do it?—I went home and I imitated it as closely as I possibly could, and from that time I have made a great quantity of them.

5618. Then you think that the blind, if they are clever, can turn their hands to many more things than they generally do at present?—Yes, if they have got a talent for it they may turn their hands to a great many things.

5619. Then you think that it is only the clever ones and the industrious ones who succeed in earning their livelihood?—Yes, they must have a talent and a working mind.

5620. (*Dr. Armitage.*) Do you remember what age you were when you left the Bristol Asylum?—I was just upon 20 years of age. I was put in the Bristol Asylum at the age of 12 years and 8 months on the 28th of February 1816, just about this time of the year. I left the asylum on the 7th of June 1823. I was then just under the age of 20 years. My birthday is on the 30th of June; I was born on the 30th of June 1803.

5621. Are you of opinion that it is desirable or easy for blind persons leaving institutions to commence work before they are 20 years of age; do you think that a man leaving an institution at the age of 17 or 18 has a chance of succeeding outside?—No, I do not think he has, because he is what you may call a youth. The first place that I went to when I left the Bristol Asylum was Cheltenham, and I found that the Cheltenham work was not fit for me. Then I came up to town, and I got a journeyman's situation in Spring Street, Marylebone. I worked there for three years, and my master found that my talent was pretty good, and he put me on all sorts of jobbing work. If he had a strange basket to make and different things like that he put me on it.

5622. From your experience at what age should you say that pupils who have learnt basket making should be dismissed from institutions?—I was dismissed just upon 20 years of age, and then a great many of the committee thought that I ought to have remained two years longer, although I had been there seven years and three months; but it depends upon the talent and the will of the man.

5623. I am speaking not so much of acquirements as a basket maker, but of the character of the man. What I wanted to know from you was whether from your experience amongst other blind persons there is any limit of age that you would fix as a minimum for their leaving institutions?—I think it depends upon what sort of friends they have to go to. It would do but very little good for a young man to be sent out of an asylum and to be sent back to the parish where he came from if he has not a parent or relation that would work with him to assist him.

5624. Do you think that you would have succeeded in life as you have done if you had not had that intermediate training in the basket shop?—I do not think I should have done so well only that I had a father who was a very good tradesman, a tailor, who lived in Shouldham Street, and he got me this place of work in Spring Street, and I worked there as a jobbing journeyman.

5625. From your experience do you think that it would be desirable, after a blind basket maker leaves the school where he has been taught, to interpose a few years in a workshop before he sets to work on his own account?—It might be a great advantage to him, because I worked for three years as a journeyman myself before I set up on my own account, and that gave me a great light in these three years to set out upon my own footing.

5626. Then you think that it would be desirable for the blind who have been trained in institutions to pass through some workshop before setting up on their own account?—I think it would; I think a man would learn more in an out-shop than he does in an asylum, for he is just put upon one sort of work in these blind schools, and he might be reckoned a very clever hand just upon a few sorts of work, but if he got into another workshop where he would have various sorts of work it would give him a greater insight into the trade, and he would be more able to launch out upon his own footing.

5627. Do you know whether there is any practical difficulty in the way of a blind man's getting admission into a sighted workshop?—There is a difficulty because very few sighted basket makers would care to take a blind man.

5628. Why?—Because a blind man's work would not in general be so good as a sighted man's work. Of course we cannot expect a pupil to come out of an asylum and his work to be equal to that of a sighted journeyman.

5629. Is it that the work would not be so good, or that the blind man would not work so fast?—The work is not so good; it is not so shapeable. A blind man cannot make such a beautiful shaped basket as a sighted man. I know that I could not myself, and at times even now at some of the work I cannot say that I could come up to a sighted man's work in shape and form.

5630. Have you ever thought whether on that account it would be desirable for the blind to work upon shapes or moulds of wood?—No, I do not think so. I never worked upon a mould myself, though I have heard talk of blind men working upon a mould, but I know so far as this, that if you had a mould to work upon it would incline the work to run to the left, to screw round to the left as you work to the right. I have cased a great many jars and bottles, and I found that it was like working on a mould to put basket work round a stone jar. In doing that, if a man is not very careful the work will run all round to the left.

5631. Do you think that the care which is required to prevent that fault is as great as the care which is required to keep a form without a mould?—It is according to the man's judgment. When we are at work we do it in this way. Here is my stick, call that a stake; then as we work and are turning round, this stake is liable to go to the left with the hand; and if we bear too much to the right, that is liable to pull it round to the right. It all depends upon the judgment of the man in doing this work, but I never found that a mould was of much use. Some blind basket makers have a sort of hoop to keep the work out to the proper size, but I never liked it myself; I always like to go on just as a sighted man would work, by judgment; and if I found that my work ran in by putting my measure to it, I would keep it out more.

5632. Do you know whether seeing men use moulds?—No, I never knew a seeing man use a mould.

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5633. You have been married several times, have you not?—Yes, I have got my sixth wife now.

5634. Have all your wives kept mangles?—No, only the first.

5635. When did your first wife die?—She died in the 24th year after I married her; we were married just upon 24 years.

5636. Since that time have you been able to keep yourself by your work without the mangle?—Yes, I sold the mangle after I buried my first wife.

5637. Then since that time have you been able to keep yourself by your work?—I do not say that I have kept myself wholly, because I have been trying to get some of these gifts.

5638. But you have just told us that you received none of them till you were 60 years old?—I did not get any until I was turned 60.

5639. In the interval between the death of your first wife and the time when you were 60, did you maintain yourself?—I did after a way. You knew me partly when I was in Nottingham Street.

5640. Can you give us an idea of your average weekly earnings during that time?—I put the wages and profits together. Perhaps the wages, according to the trade, might be 10*s.* or 12*s.* a week; then the profit that I got upon this work would sometimes mount it up to 16*s.* or 18*s.*, and I tried to do as well as I possibly could upon that money that I earned.

5641. Do you think that the profit which you derived from your work during those years averaged 16*s.* a week?—Well, I daresay it did; I could not have paid my way if it had not; but I did not take any particular notice of what it was exactly. While I lived in Nottingham Street I supported myself in an honest, respectable way by the art of basket making and chair caning.

5642. Where did you purchase your raw material?—I got my materials and made it off myself.

5643. But where did you buy the oziers and the cane?—I used to buy it generally at a man's named Applegate in Rathbone Place.

5644. Were you able to buy them at wholesale price?—I used to have to find a guide to take me down and lead me home, and I used to carry the material home myself, and I used to buy it at the least rate I possibly could. Sometimes I would buy a bundle, sometimes I would buy two, and sometimes I would have as many as three bundles of rods. We ought to have about three sorts of rods to go through the basket work. I used to like to have three different sorts, large, middle and small, and if I kept up that quantity I used to do pretty tidily.

The witness withdrew.

Mr. Henry H. Hyams examined.

Mr. H. H. Hyams.

5645. You are secretary of the Jewish Blind Institution?—Yes.

5646. How long have you been secretary of that institution?—Ten years.

5647. What is the number of blind on your books?—Fifty-four.

5648. Do you give pensions weekly or yearly?—We give pensions of 8*s.* per week, 20*l.* 16*s.* a year. We pay the majority of them weekly. The exceptions being a few who live at a distance.

5649. You find it better to give the pension weekly, rather than in one sum once a year?—Yes, the pensioners are people who, as a rule, live from hand to mouth, and if they had 20*l.* 16*s.* at once, it would probably not last the year out. There are a few who live in the country or at long distances, and those we pay monthly, or quarterly, at their convenience.

5650. Is the institution managed by a committee?—Yes.

5651. How many vacancies are there generally yearly?—We do not declare a fixed number of vacancies. It has been the custom now for a great many years to admit every deserving applicant who can conform to the rules of the society, that is to say, every deserving applicant who is a Jew is admitted.

5652. And funds are never wanting?—Funds are constantly wanting, but we do not wait for funds. At the present moment there is a deficit.

5653. But the wealthy and liberal-minded Jews always make up the deficit?—They have done so hitherto. We are very hard up for funds at the present moment, and it is not a very good time to make an appeal, but as a rule we find what we want. It had been the custom till about eight years ago to have a ball once in three years, the proceeds of which were given to the society. We had an ordinary deficit of about 250*l.* to 300*l.* a year, and at the ball about 900*l.* was raised and so made up the amount. Since the last ball I have succeeded in getting every year a few donations, and with what was left as the result of that appeal staved off the difficulty; but I found myself at the end of the year 1885 with the balance at the bank of 23*l.*, and some other step will have to be taken this year, or else we shall be quite out of funds. In fact at the present moment we have not sufficient to pay this week's pensioners. There was a deficit on the working last year of 154*l.*; we commenced the year with 177*l.*, and at the end of the year we had 23*l.*

5654. Have you any endowments?—Yes; if it was not for endowments we should be in a sorry plight. We have 18,646*l.* New Threes and a trust fund of 1,200*l.* Consols. We have not possession of the fund, but the

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interest is paid to us as it becomes due. The dividends for last year were nearly 600*l.*

5655. Do you ever pay the pensioners less than 8*s.* per week?—No, that is a fixed pension.

5656. Do you before you grant the pensions inquire into the circumstances of the applicants as to their moral character, and as to whether they are in receipt of relief from the poor rates, or from any other source?—Yes, we only help those that we consider want relief. I do not mean to say we should refuse those who have some other income, because a blind person cannot always live upon 8*s.* a week; if we consider that an applicant is poor we still give him the pension, although he may have some other income.

5657. Is your society the only one for the relief of Jews in London?—It is the only institution that specially relieves the Jewish blind. There are other institutions for general relief which do not refuse to relieve applicants because they are blind. The Jewish Board of Guardians, I have no doubt, relieves some of the blind people occasionally when they are ill, or under special circumstances.

5658. You do not relieve any but Jews?—No, none but Jews; in fact we could not. Our funds have been left by will to this institution for that purpose, and of course we could not divert them. The invested funds that we have are almost entirely the result of accumulated legacies, there has been no special endowment. We invest all our legacies.

5659. Do you get a certificate from a surgeon as to the blindness; must the blindness be total?—Yes, it must be total and incurable, so far as medical science can say it is. It has happened, I think, once that a pensioner was cured after some years, but the certificate must be that the candidate is incurably blind.

5660. Do you relieve foreign Jews?—Yes; they must have resided in England for five years.

5661. You act strictly upon that rule?—Yes.

5662. Are there any foreign Jews whom you have been obliged to refuse to assist in consequence of their not having completed the requisite term of years in England?—Yes.

5663. Do you communicate with the other institutions in order to ascertain that those whom you are giving pensions to are not in receipt of pensions from other societies?—There is no Jewish institution that allows other pensions to the blind.

5664. But some of the other institutions might give pensions to Jews?—We never have communicated with any institution for that purpose, except the Jewish institutions that allow pensions irrespective of blindness.

5665. But do you know as a matter of fact that any other institutions do give pensions to Jews?—I do not know that they do; I do not think it is likely that they would without consulting me first. There are other institutions that give pensions to Jews, but not specially to blind people, and these do communicate with me; in fact one of those institutions pays its pensions at my office. I lend them the office gratuitously for that purpose, and I know the whole of the circumstances.

5666. (*Dr. Tindal Robertson.*) What is the cost of the administration of your funds?—I have the proof of the balance sheet for the year 1885 before me now. The whole of the expenses were about 100*l.*; that includes the secretary's salary, commission on collection of subscriptions, advertisements, printing, and stationery. The advertisements and printing come to 43*l.* That amount was spent almost entirely in an appeal, the result of which was that the annual subscriptions were increased, and in addition we obtained some donations.

5667. You spoke of your office just now; is that a special office for the institution, or is it an office of your own which you use for that purpose?—It is my own office. I am secretary of several institutions, and I keep my own office.

5668. Then do you charge the society for the use of your office?—No.

5669. Is that included in the expenditure?—No, it is not included here at all?—The society pays me a fixed salary and it is understood that I am to pay the pensioners. I might have paid them at my own private house if I liked; I have no doubt that I could make arrangements to pay them in any way I liked; but the committee knew that I had an office at the time I was appointed, and they may have taken that into consideration.

5670. Do these people apply to you at your office once a week?—Not necessarily. Some of them come themselves and some of them do not; but an application has to be made every Thursday morning at my office unless it is not convenient, and then by arrangement I pay them monthly or quarterly, and in some cases I send cheques by post.

5671. Then the cost of administration last year was about 100*l.*; what was the total amount expended?—The amount paid to pensioners was 1,160*l.* 16*s.*

5672. (*Dr. Armitage.*) How many pensioners have you on your books?—Fifty-four at present. There are five or six applications now which will probably be considered next month.

5673. Have you any limit of age?—No.

5674. Would you take children as pensioners?—We have granted a pension within the last few years to a child nine years old. It is a case in which there is a great deal of illness and special nourishment is required; and after investigation the committee found that the mother was put to additional expense in consequence of the child being blind, and we thought it a fair case for assistance. Of course the child could not get a living at this age, even if it had not been blind, still it was considered that the mother was put to a great deal of expense in consequence of the child being blind, and I believe I saw a certificate at the time from Dr. Mackenzie, that the child wanted a large amount of nourishment; and the committee on that ground granted the pension.

5675. Would you consider it part of your society's work to assist blind children with their education, or are you merely a pension society?—We are merely a pension society; but I have no doubt that in any case in which money was required to assist a blind child with its education the society would grant the usual pension for that purpose.

5676. (*Dr. McDonnell.*) Do you give your pensions independently of the earnings of the individual?—Supposing that a person is able to earn 6*s.* or 7*s.* a week, do you still give him a pension?—It would depend upon circumstances. If a person could earn that amount and had no one dependent upon him probably we should not give him a pension. But in many cases there is a family, and even if the person is able to earn a few shillings a week it is not enough.

5677. As a matter of fact, I suppose you find that every blind person is sufficiently poor to come within the terms of your pension?—Most of them.

5678. Do you know what are the employment of these persons?—As a rule they do nothing now, but they have been at various businesses.

5679. Do you think that the giving of the pension prevents them from doing anything for themselves?—I do not think so, because it is a sum that a poor person cannot possibly live on unless he is living alone.

5680. Supposing that a person was able to earn 7*s.* or 8*s.* a week, would you still give him the pension, so that he may have his earnings in addition to the pension?—If it was a case in which there was anyone depending upon the blind person, a wife or children, we should most likely give a pension; but if a single man was blind, and earning 8*s.* a week, the committee would probably refuse to give him a pension, unless it was shown that his income was insufficient to maintain him.

5681. So that if I was blind and was able to earn 8*s.* a week, and was a single man, you would say: "As "you are able with your work to maintain yourself I "will not give you anything"?—We should not give a pension in any case in which we thought the applicant could earn sufficient to keep himself and his family. Of course if there was no family 8*s.* or 10*s.* a week would be a fair income for a poor person living alone.

5682. If I did nothing, and became very indigent, partly from idleness, should I come within the terms necessary for getting your pension?—That is a hypothetical case, and it is very difficult for me to say offhand what the committee would do in a case like that; it would require a great deal of consideration.

5683. I want to see whether you give your pensions in such a way as to encourage men to be industrious or to be idle?—So far as we can we encourage them to be industrious; but it would be very difficult for us in such a case as you put to ascertain whether it was the man's own fault that he was in need.

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5684. Do you take any pains to ascertain whether a man is able to support himself?—Yes.

5685. If you found that a man was taking any pains to support himself, would you refuse him a pension?—Not unless he earned sufficient. I do not remember any case in which we have refused a pension for such a reason. If a man had a wife or young children dependent upon him, we should take that into consideration.

5686. Supposing that you had an industrious man who was able to make, say 4*s.* a week, if you gave him anything from your pension fund, it would be 8*s.* a week?—Yes.

The witness withdrew.

Mrs. Starey examined.

Mrs. Starey.

5687. (*Chairman.*) You are the secretary of the Somers Town Blind Aid Society?—Yes.

5688. That society was founded in the year 1864, was it not?—Yes.

5689. Is it managed by a committee?—It is.

5690. You take the most active part in the management, do you not?—Yes.

5691. Have you a number of unpaid visitors?—We have. We have no paid officials whatever, except the man who takes care of the room, who has 1*s.* a week; with that exception it is all voluntary work.

5692. Have you a room for the benefit of the blind?—A room in a board school lent to us rent free on Thursday evenings.

5693. Is that for recreation?—Yes.

5694. Do you give lectures, or what recreation do you provide for the blind?—It is chiefly music. We have concerts, and lectures, and readings, and all sorts of things. There is something every week all the year round.

5695. Do you also have religious services?—Yes, occasionally.

5696. You receive subscriptions from the trustees of the Gardner Fund, do you not?—We have for the last three years.

5697. Are they annual grants, or only donations?—It is an annual grant.

5698. Do the Clothworkers' Company also give you an annual grant?—We have had only one donation from them.

5699. Do you give medical advice, and aid generally to the blind?—Yes, to all our members who wish it, and who are within reasonable distance of where our physician lives.

5700. Do you mean those who subscribe to your society?—No, I mean the members of the Blind Society. We have 160 members.

5701. Do you not go outside that number?—No.

5702. Are you able to send the blind to convalescent homes?—We have done so for the last four or five years to a certain extent.

5703. Do you assist them in getting work or materials to earn their own livelihoods?—Yes, as much as we can.

5704. Do you give them assistance in the shape of loans or of small grants?—We do both, but generally in the shape of grants.

5705. You find, I suppose, that the loans are not always repaid?—It is a tax upon them. We prefer giving them less as a grant, as a rule.

5706. Do you give your pensions generally to the aged blind, or do you sometimes give them even to those who are younger, if they are unable to work?—It is not according to age; it is according to their real necessities. The pensions as yet are not established pensions, that is to say, that they cannot count upon them for life.

5707. They are only grants from time to time?—We sometimes give them for so many years until the people are able to obtain other pensions, and so on. We have not sufficient funds to establish a real system of life pensions.

5708. You have no endowment?—No, none whatever.

5709. Do your lady visitors take it in turn to visit the homes of the blind?—No, they take charge of one or two or three generally. They go to them regularly.

5710. Do they read to them?—They read to them.

5711. Or do they teach them to read?—They generally read to them.

5712. Are they able to teach them to read?—One or two of the ladies can do so, and have helped the blind men, but they do not do so as a rule.

5713. Do you find that most of the blind cannot read for themselves?—A great many of our members are very aged, and have not been able yet to learn.

5714. They have become blind late in life and, therefore, they have not been able to learn?—Yes.

5715. Do you teach any particular type?—No. You see teaching is really not our specialty.

5716. Can you speak much with regard to those who have been educated or trained in any of the industrial or educational institutions for the blind in London?—We have a good many who have been in St. George's-in-the-Field, and St. John's Wood, and so on.

5717. Amongst those whom you know who have been so trained, what number are able to earn their livelihood, or partially to earn their livelihood after they leave?—I should say that hardly any of them can earn their livelihood entirely. A few earn it partially, but it is only perhaps by going to Berners Street, or to some of those places.

5718. Unless they can get regular work you think that the blind do not generally succeed when they set up for themselves?—From my experience of our people I think it is very seldom that they do succeed.

5719. Do you think that there is any want of some depôt or institution which would give work and provide a sale for the work of the blind after they leave these institutions?—I think there is a decided want. With the exception of course of the work that many have at Red Lion Square and at Berners Street, there is very little opportunity for them; and we find that if they set up on their own account it is almost always a failure.

5720. What is the actual area of your society; is it confined to Somers Town?—No, it was only because we met there that it was called the Somers Town Society.

5721. What is the area?—It is principally the North of London. The bulk of our people are in St. Pancras and thereabouts; but we have them from all parts; we have some from Westminster and some from Islington, and so on.

5722. They come of course to your services and to your recreation parties?—Yes.

5723. Before they become members do you make inquiries as to their moral character?—Yes, so far as we can.

5724. Do you take any that are begging in the streets?—Yes, we have some. We try to prevent it if it is possible in any way; but there are some who must do it unless we give them a sufficient pension to keep them; there seems to be no other course open to them.

5725. Do you find that those who do beg in the streets or who play instruments in the streets get a good livelihood from it?—No, not very, I think. Some few do who seem cleverer than others; but I do not think that many really get a livelihood, as a rule.

5726. You have never known them get as much as 18*s.* a week?—They have never told me that they have, I have not known them to do so. I know one person who sings only on Saturday evenings, and she frequently gets 15*s.* and 16*s.* in the one evening. I know that as a matter of fact. But some of the others (and I have tested their cases very well) make very little.

5727. But I suppose that after all, however trained a blind man or a blind woman is, they have an up-hill game to play, and it is only the cleverest and most persevering who succeed; is that your experience?—Yes, it is indeed.

5728. Do you think that the majority of the blind, even if they were taught some trade, would probably

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not be able to earn their livelihood by it?—I do; that is my experience, most decidedly.

5729. But do you admit that there can be an improvement in the teaching of the blind the various trades which they might pursue?—It has often struck me that other trades might be opened up for them, only it wants time and ingenuity of course, and great resources too to work out a plan. But I think that if that could be done, even if they only earned a very little, the employment would be very beneficial to them. We find that it is very demoralising to them to have to go from society to society and get a little here and a little there, just to make up a livelihood.

5730. And of course there must always be a temptation where pensions are to be got to resort to them rather than to industry for their livelihood?—Of course, we have not at present any person in our society who was born blind; they have mostly lost their sight in adult life through accident, or illness, or weakness, and so on; a good many from sheer weakness, I think. In the case of these people, not only is their eyesight deficient but very often their hearing, and in many cases their mental powers also to a certain extent. All the nerves of the head are affected, I suppose, by what has destroyed the eyesight. We have a good many people of that kind who are really quite incapable of maintaining themselves anyhow; but still if they can do even a little towards it it is far better for them than having it all given.

5731. Do you think that there is a want of co-operation or inter-communication between the different societies for the assistance of the blind in London, and that more might be made of the funds which are now distributed, by interchange of ideas and interchange of knowledge about the recipients of these pensions?—I think more might be done in that way, decidedly. I think, for instance, that it would be very much better for a blind person to receive say 30*l.* from one society, than to be receiving 10*l.* each from three societies; and that it would be better for one society to entirely provide for a smaller number than to give partially to a larger number. It is less demoralising in every way to the blind themselves, I think, if it could be done.

5732. Do you think it is advisable to give the pensions weekly, or monthly, rather than in a lump sum once a year?—We find with our people that it is very much better to give them weekly.

5733. You think then that their receiving these large sums in bulk really may tend to demoralise the blind and expose them to temptation?—I think it does so in many cases. The poor blind are not always fitted to take care of their own money; and if it is given weekly you ensure a more steady life and regular comfort for them.

5734. Have you ever known cases of money being squandered away, which has been given in comparatively large sums, in the way of pension?—I have known cases in which people get into debt, counting upon 5*l.* or 10*l.* which comes in at a certain time; then when the money comes in, of course, it all goes in the payment of debts, and in one way the blind person is as badly off as he was before. I think it is a very bad system to give the pension all in one sum.

5735. Of course the tradesmen naturally give them credit if they know that they have a pension?—Yes; I think that with people so poor as ours are, and in their circumstances, it is decidedly better that the payments should be weekly.

5736. Do you know at all what assistance the guardians give in your part of London to the blind poor?—They give very little outdoor help at all to the blind. Of course, there are some cases in which they receive it, but they are very rare.

5737. Do you ever supplement what the guardians give to the blind?—Yes.

5738. It is not a bar at all with you?—No, not at all; it is the reverse, because people who are receiving parish help are cut off from a good many other societies.

5739. A good many other societies make the receipt of parish relief an absolute bar to the grant of pensions?—Yes.

5740. So that the class that receives relief from the guardians is rather left out in the cold?—Quite so.

5741. There are a few societies, I suppose, like yours, but not many, which do give relief to such persons?—There are not many, I think; in fact, we generally consider that our society fills up little gaps between the other societies. For instance, many societies give their pensions to blind persons when they become 61 years of age; we help them on till that time frequently. Those are the things that we try to do. We have not really any very stringent rules. Our society began in a very small way; it has worked up from year to year, and we have done what we could according to circumstances.

5742. Have you any prospect of extending the operations of your institution?—We hope to do so; the income each year has increased steadily.

5743. And you get a larger number of these blind people together for your meetings?—Not a larger number of members. Our work is very personal; we like to know them all as much as we can personally, and we think it better to limit the number. Our room for one thing would not hold many more, and we could not supervise them personally so well; so that as yet we have limited the number to the 160.

5744. Is the membership sought for?—Very much indeed. We always have a long list of applicants waiting, and they attend our meetings extremely regularly; we generally have crowded meetings.

5745. When do your elections of members to fill the vacancies take place?—We have a committee meeting about three times in the year and elect members.

5746. Do you employ your own medical man?—We have an honorary physician.

5747. Does he give his assistance gratuitously?—Yes.

5748. Do you send any of the poor blind to any of the London hospitals?—It is not part of our system to do so; but if we find that they need such assistance we help them as much as we can with letters, and so on.

5749. Do you work in co-operation with the Charity Organization Society at all?—They have investigated our society, and they are very friendly towards us; but we have no other communication with them whatever. Two or three of our members receive help through them.

5750. Do they contribute any money to your funds from time to time?—I receive money for two people through them. They pay the money to me; it goes into our funds, and we supplement that, and give it in weekly pensions.

5751. Supposing that blind persons apply to individuals for charity, and the individuals referred them to the Charity Organization Society, would the Charity Organization Society apply to you for information if they were members of your society?—Yes, if they were members. Once or twice we have had to write about members of our society, but not frequently.

5752. Are there any suggestions which you would like to make with regard to the general management of the education, the training of the blind in London?—We have not many very definite suggestions; of course I am always so busy about the small practical work that I have not time for that; but I think it would be a very excellent thing if a little more combined effort could be made for them. Of course it has been done very much more of late years than it was a few years ago. I have a very great objection to asylums and places of that kind; and I find that our blind, without exception, object to them very much.

5753. They like to be assisted in their own homes?—Yes.

5754. Can you speak from knowledge as to whether it is desirable that the blind should be educated together with seeing children?—We have not very many blind children, but as a rule I think that it retards the seeing children.

5755. That is because more time is taken up with the blind children, and therefore less time can be given to the seeing children?—Yes We have centres of course in the board schools for blind children.

5756. Do you know the board school classes for the blind?—Yes; at Aldenham Street I think there are five blind children at present, and I sent another little boy the other day.

5757. That is purely for the blind?—Yes, a "blind" teacher comes so many times a week, and then at other times the blind children are with the sighted, and that seems to work very well.

5758. After the blind children have had a certain amount of special training they are taught with the sighted children, and benefit by the same instruction as far as possible?—Yes, they are doing so in Aldenham Street.

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5759. Have you thought at all whether it is desirable that institutions like yours should be extended all over London to meet the cases which you say are not met by other institutions?—I think it would be a very excellent thing if that could be done, so that we might each keep to our own district. The blind would be less likely to be overlooked then, and it would meet a great want, I think.

5760. What means have the blind of getting information as to the various institutions which exist in London for their relief and assistance?—I do not think they have any very definite means of getting information at all.

5761. There are a variety of institutions to which they can apply, but there is no definite information circulated in any way?—No, not that I know of. In the case of some of them of course when blindness first comes upon them they are extremely ignorant about all these things. Several men I know have applied to the parish as the only resource, and that has injured them very much in after years.

5762. Does the relieving officer furnish them with all the requisite information as to any institutions before giving them any assistance?—No, I have not known that that has ever been done. I do not know, of course, whether the relieving officers know that giving them parish help would disqualify them for pensions.

5763. I am asking you these questions rather with a view of ascertaining whether those upon whom blindness comes suddenly have any ready means of getting information as to the best way of obtaining relief without applying to the guardians?—I do not know of any special means for that.

5764. For instance, do you think it would be a good thing if the relieving officer were able to furnish them with that information?—It would be a very good thing, I think, if the relieving officer could furnish them with any information, but I do not know that it is done at all.

5765. Do you know whether similar institutions to yours are started in any of the country towns; have you been in communication with any institutions of a similar character in any other part of England?—No. I have been over a good many asylums and so forth, but I do not know of a society like ours.

5766. Who was the founder of your institution?—It was founded by Mr. Wark; he supplied the means, and a blind man, Mr. Ireland, who is still our leader, took the charge of it. It was started in a very small way in the year 1864 with very few members. At that time Mr. Ireland was blind, and in a very depressed state, and it was thought that if he had something to do for other blind people it would help him; and Mr. Wark said that he would supply the means, and for many years it was a very small affair; there were no lady visitors, no pensions, and no relief given.

5767. Does Mr. Ireland conduct the prayer meetings that are held?—We have called him the conductor. He pays the guide money, and he is the head blind man. He does nothing else specially now.

5768. Have you a clergyman at the head, so far as conducting the services goes?—We generally invite one.

5769. But there is no one specially appointed?—No, our president, Dr. Dykes is a minister, but he is very seldom there, and we very often invite a clergyman (it is not always a clergyman) or some well known Christian friend, to take special meetings. Mr. Ireland and one or two of the other blind persons very often take part in the meetings, but Mr. Ireland does not conduct the meetings.

5770. You endeavour to teach them singing at these entertainments in the evening?—We always do sing, but not in actual classes, and we sometimes practise singing a little.

5771. Have you any acquaintance with the teaching of music to the blind?—Not with our people.

5772. You have no tuners?—No, none who have been trained. There were one or two whom we thought of trying to have trained, but they were too old and it was of no use. They are chiefly uneducated people of course, though some of them are very intelligent.

5773. (*Dr. Tindal Robertson.*) Can you tell us what the total income of your society was last year?—The subscriptions and donations amounted to 408*l.* and the whole of the receipts amounting to 648*l.*, and the balance at the end of the year was 137*l.*

5774. Your income is made up of subscriptions, donations, and the grants from the Gardner Fund; have you any grant from any other company or society?—With the exception of the grant from the Cloth-workers' Company we have had no other.

5775. And your expenses, I think I understand you to say, were absolutely nothing, except this 52*s.* a year that you pay to the man for looking after the room?—With that and the printing of the report and postage I think the expenses came to 14*l.* last year.

5776. And beyond that you have no other expense?—No other expense whatever.

5777. Almost the whole of the work therefore is what you may call voluntary?—Yes, it is quite so.

5778. The objects of the society are, I suppose, in the first place to give assistance where it is required for the comfort of the blind people; and secondly to entertain them, and give them some kind of recreation?—Yes, those are the chief objects. The objects are set out in the report. We consider the benefits of our society to be fully as much moral and religious as monetary.

5779. What is the average number of attendants at your recreation evenings?—I could hardly tell you the exact average, but I should think that it would be from 130 to 140.

5780. That is the average attendance out of the 160 members?—Yes, there are very few absentees, except those who are ill. They enjoy the evenings so much.

5781. Could you tell us what they particularly like, what is their favourite amusement; is it music, or reading, or any particular kind of recreation?—I think the generality like music best. Some of the men enjoy lectures extremely.

5782. Do you have music at all the evening entertainments?—Not at all of them. We sometimes have the entire evening taken up by a lecture.

5783. You have about 160 blind persons in your society; do you think that there would be many more applications if you could take them in?—Yes, a great many more.

5784. When you are arranging the number to be admitted do you find that your applications are in excess of what you can arrange to take?—Yes, we always have a long list. We have just now I think about 17 who are quite approved, and who are just waiting their turn.

5785. With regard to education, I think you said that you had yourself sent a child to one of the board schools in your neighbourhood?—Yes, last week.

5786. I suppose I may understand from that, that you approve of the system of education of the blind children which is pursued in the board schools?—So far as I know about it, I do.

5787. And you think from what you know of the blind children that after they have been taught by teachers for the blind the subsequent communication with sighted children is more likely to make them self-reliant, and vigorous, and strong, than they would be if they were left alone, or brought up in a blind school by themselves?—Yes, I think very decidedly so.

5788. With regard to industrial occupations, do you think that any of these poor people that you have spoken of as getting their living in the streets by begging or playing musical instruments, or anything of that kind, would, if the opportunity was presented to them, change places with those who got their living by manual work?—I do not say that all would, but I am quite sure some would. We have some people who detest the street life, and yet there is no way open for them but playing on an instrument or something of that kind. Of course some get demoralised, and they like that sort of free and easy life, and those, perhaps, would never settle down to a trade; but we have some, I am sure, who would do so if they had the chance.

5789. I am anxious to know that, because my own experience teaches me that when once these people do that sort of thing they get to like it?—Yes, some do no doubt; but still we have some now who would gladly leave that sort of life if they had any other chance.

5790. Can you give us an idea about how many out of your 160 members are making their living in some in-

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dustrial occupation apart from begging or anything of that kind?—Certainly, upwards of 20 work at Berners Street, and a good many work for Dr. Armitage.

5791. Do any of them work at their own homes and take their work elsewhere?—Some of the girls for instance do fancy work, and we have several basket makers, and chair-caners, who work at their own homes, and several have mangles.

5792. Do you find from them, or from the ladies who visit them, that they have much difficulty in getting rid of the products of their work?—As a rule they have great difficulty in doing so.

5793. Judging from your experience, do you think it would be an advantage that there should be some central places where work could be sold, or exposed for sale, and where materials could be bought at a cheap rate?—I should say that it would be a very great advantage, an extreme advantage to them.

5794. Would you not be able to furnish to such an establishment as that a register of persons whom your visitors would be able to look up, and ascertain from them whether they would avail themselves of such means?—Yes, we could easily get statistics of that kind if it was necessary. One of our men went to the institution at Notting Hill, but he found it a failure; he could not support himself and his children by it, and he left again. We thought that he was in a comfortable position for life, but he was not there many months. He is a very excellent workman.

5795. (*Dr. Armitage.*) With reference to the difficulty of persons who have just become blind knowing what to do, have you seen a fly leaf that was widely circulated by the British and Foreign Blind Association some years ago called "Advice to people who have just become blind"?—No, I have not seen it, and I never heard of it.

5796. You do not know that it was widely circulated through the ophthalmic hospitals?—No, I did not know that.

5797. Do the blind from the workhouses attend your meetings?—We have seven, I think. It is now only from St. Pancras.

5798. They are allowed to come?—Yes.

5799. It is a great pleasure to them, I suppose?—Yes, a great pleasure, they are allowed to stay out until the end of our meetings if we have anything special. They are very kind to them.

5800. Do they come pretty regularly?—Yes, quite regularly.

5801. Do you think it would be a desirable thing to have social meetings occasionally near the principal workhouses, at which the blind inmates could attend?—I think it would be a very great pleasure for them.

5802. Would you see any objection to it?—None whatever, if they were allowed to come out for it. I think it would be a very great benefit to them.

5803. Are many of your people married to blind persons?—We have 11 blind couples.

5804. Do you think that it is a good thing for the blind to intermarry?—We never approve of it, or like it; but at the same time we cannot help it, and we think those who are married couples are shut out in the cold very much, and we never object to help them.

5805. Do you think that such intermarriages have occurred in consequence of the blind of both sexes coming together at your meetings?—I should think it is quite possible, but I do not at this moment remember any case of it.

5806. If it happened that a blind man and woman attending your meetings were to get married, would they cease to be members of your society?—Oh, no, they would not cease to be members. In one or two instances when a blind person has been married we have taken the husband or wife on to our society.

5807. Then what steps do you take to prevent these intermarriages?—Simply by giving private advice about it. The men and women are separate at our meetings; they have different sides of the room as far as possible.

5808. But they come at the same time?—They come at the same time and they go at the same time.

5809. What specific objections do you think there are to blind people intermarrying?—I think that the difficulty which arise afterwards are very great sometimes.

5810. The difficulty in earning a living?—Yes, for one thing; and then of course taking charge of the children soon afterwards very often entails great difficulties. I have spoken privately to many girls about it, girls that I thought perhaps intended to be married, and they have always said: "Oh, you do not look at it from our "point of view; there is nobody in the world that needs "sympathy as we do, and nobody can give it to us but "another blind person; and one rent will do for both, "and if we are going to starve we had rather starve "together than alone." One or two have said that to me. Of course that is their point of view. We have just those 11 couples. I counted them lately, and we do not find that they get on any worse than the others. They do manage somehow to pull through, and to take care of their homes.

5811. But still, supposing that a blind man is earning 12*s.* a week, and that the woman whom he marries is earning say 6*s.* a week, that will make an united income of 18*s.*; but if they had a family the woman would very often not be able to earn her 6*s.* a week, so that their income would be reduced, and they would have more mouths to feed?—Yes, that is very true, and that is why we object so much to the blind intermarrying, because these difficulties come afterwards, and of course then they are helpless to prevent them.

5812. From your experience of those blind people whom you know who have intermarried, do you think that the wives are able to look after the children properly?—They seem to do so. Their homes as a rule are just as tidy as the homes of the sighted people. Of course I am only speaking of the few that I know.

5813. Do you think that the children are as well trained as if the mother was seeing?—They are in some cases quite as well trained, I think; but of course very much depends upon the individual character of the mother and father.

5814. As with seeing persons?—Yes, just so.

5815. Your principal objection to it then is the financial difficulty?—Yes.

5816. (*Dr. McDonnell.*) I think you said that very few of those people who attend your meetings receive parochial outdoor relief?—Not many.

5817. But it would not cut them off from you if they did?—No, as I was saying, if we found that they had as much as would enable them with a little help to live in a little home of their own we should be more ready to help them.

5818. Do you know of any who receive parochial outdoor relief?—Yes, I know of some, but I have not the statistics.

5819. Can you give us any idea upon what ground they receive it; is it given on any special ground? Why should one blind person receive outdoor relief and another not? Blindness, one would think, would be a tolerably good ground for giving outdoor relief?—Yes, one would think so. In St. Pancras I think there is a great tendency now to take people into the workhouse as much as possible rather than to give outdoor relief; and some of our own people have from time to time had their outdoor relief stopped: but it would have been the same, I think, if they had had sight.

5820. But blindness is a distinct and very simple test; it is a thing that cannot be feigned; and it is a thing that does not depend upon dissolute or drunken habits in a great degree; is it not applied as a test upon which outdoor relief may be given? Do they object to give outdoor relief to blind people as much as to sighted people?—Yes, I think so.

5821. But you are not able to tell us the grounds of exemption in the case that you speak of now?—No, I have not thought of that.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 26th February 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. ANTHONY JOHN MUNDELLA, M.P.
W. TINDAL ROBERTSON, ESQ. M.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
CHARLES E. D. BLACK, ESQ., *Secretary.*

MATHIAS ROTH, Esq., M.D., examined.

M. Roth, Esq., M.D.

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5822. (*Chairman.*) You are honorary treasurer and secretary of the Society for the Prevention of Blindness and the Improvement of the Physique of the Blind?—Yes.

5823. You have had considerable experience in ophthalmology, and have written upon the subject?—I am not an oculist, I am a physician; but I have taken a great interest in the subject of the causes and prevention of blindness, and with the aid of a few friends I established, about six years ago, the Society for the Prevention of Blindness and the Improvement of the Physique of the Blind.

5824. Have you any suggestions to make to the Commission with regard to the best means of spreading knowledge as to the preventible causes of blindness?—If you will permit me for a moment I will refer to this table on the wall, which shows the causes of blindness in 2,598 cases. The first columns, coloured black, are cases of congenital blindness. People say you can do nothing for congenital blindness, but we know that this congenital blindness is caused in many cases by the intermarriage of blind persons.

5825. Is that a proved fact?—We know that congenital blindness is due to that cause in many instances.

5826. We have had it in evidence that the children of two blind persons are not invariably, nor to any large extent, blind; have you any evidence to the contrary?—I have before me one of the books published by the Society for the Prevention of Blindness, in which more or less evidence is given to show that congenital blindness is caused by the intermarriage of blind persons; but I wish you to understand that I do not mean that every marriage between blind persons has necessarily the effect of producing blind children, but we know that as a consequence of intermarriages between the blind there occur eye diseases or blindness. A second cause of this congenital blindness is intermarriage between near relations; we find in those cases a certain number, not many, where congenital blindness is produced.

5827. That does not apply to blindness only, the intermarriage of near relations tends to produce a weaker offspring than in cases where there is no such relationship?—Yes. Then there is another cause of blindness, where mothers, while pregnant, have been exposed to some fright or have experienced some mental shock.

5828. Short-sightedness is hereditary?—Yes.

5829. Would you go so far as to say that blindness is hereditary?—Some congenital blindness is hereditary.

5830. Supposing two blind persons married who were not congenitally blind, but who had become blind by accident, you would not say that they would be likely to produce blind children?—They would not be likely to do so; but sometimes they do.

5831. Is there any case known where two people who have both become blind from accident in mature years have had blind children?—I am not able to give you a definite answer upon that question. With respect to the first group of cases of blindness in this table, namely, cases of congenital blindness, I believe that those three causes that I have named contribute to produce such congenital blindness; therefore, the first suggestion which I would make is that it is desirable to make known to blind people that it is not good for them to marry other blind people. The second point, with regard to consanguinity, has been already taken up very much by the public and also by the profession, and near relations are advised not to intermarry, particularly if there is some tendency to disease in the family. With regard to the third cause of this congenital blindness, it is rather difficult to prevent it. We can only warn women who are about to become mothers, to try to avoid anything which would be likely to give them a mental shock. Then in the second group of cases, coloured red on the diagram, there are high and low columns according to the per-centage of each cause. The highest column represents the per-centage of cases about which you have probably had evidence from my medical friends, namely, cases due to inflammation of the eyes of the new born. Then the next column which shows a high per-centage represents cases of trachoma and blennorrhœa in the adult; these are eye diseases which produce blindness. You have no doubt heard that the blindness produced by inflammation of the eyes of the new born can be perfectly prevented; every such case can be prevented, and if unhappily some cases occur they can be perfectly cured.

5832. We have already had evidence upon that point; but have you any suggestions to make with regard to diffusing a knowledge of the means of prevention of diseases of the eyes in the new born, especially in country districts?—Our society has issued this leaflet, "Advice to mothers who do not wish their children to be blind" (*handing in the same*). I may mention that in Ireland the authorities have been taking steps towards making the registrars of births, deaths, and marriages the means of diffusing this information in that country, but unhappily the Local Government Board of England and Scotland have not taken any steps in the matter.

5833. Something of the kind has been done in Germany, I believe. Instructions have been issued in that country to midwives and nurses with regard to precautions to be taken in the case of newly born children suffering from purulent ophthalmia?—Yes, this is a leaflet published by the Saxon Minister of the Interior, which has been translated for our society, (*handing in the same*).

5834. Have you anything further to say with regard to the class of cases of which you have just been speaking?—I wish to say a number of these diseases can be cured, but they are not cured, for several reasons; first, through neglect of the patients themselves, and, secondly, I am sorry to say, through ignorance of medical men; and that leads me to make this suggestion, that this Royal Commission would be kind enough to suggest to the Council of Medical Education that no medical man should be permitted to obtain a degree without having studied eye diseases and having passed an examination in them. In Ireland this is already done, and as it is done in Ireland I see no reason why it should not be done in England and Scotland.

5835. Will you now proceed to the next class of causes?—These columns coloured brown in the diagram represent cases of accidents and unsuccessful operations. People say you cannot prevent accidents, but I beg their pardon; I have a leaflet here which is issued by the society, containing "Hints for the prevention of the most common accidents causing blindness," (*handing it in*). To give you an instance: very often you will find in a school playground that one child will have a pencil in his hand, and another will have a pen, a hair pin, or penknife, with which they wound the eyes of their fellow scholars. These are accidents which can be prevented; the teacher has the means of prevention in his own hands. Then there are many other accidents which are preventible; for instance, those which arise in the uncorking of soda and aerated

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waters; and there are a number of other trades in which accidents occur which can be prevented. You only want to give people the necessary instruction to prevent those accidents. Then very often an accident will arise by a person trying to undo a knot with the aid of a pin, fork, or a hairpin; the moment the knot is undone the tape or string suddenly gives way, and the pin or fork strikes the eye. No doubt oculists have more to do with such accidents than I have, but I have no hesitation in saying that a large number of those accidents, which are the causes of more than 10 per cent. of blindness, could be prevented if instruction were given with regard to their prevention; and therefore I suggest that it would be desirable to give instruction in training colleges to school teachers; not only in general hygiene, but in ocular hygiene, because, apart from those accidents, shortsightedness is produced to an immense extent in schools by bad positions, by bad light, and by many other influences. I have another paper here which has been issued by our society, entitled "Ocular Hygiene, or instructions for preserving a good eyesight" (*handing in the same*).

5836. Do you think that all teachers in our schools should be furnished with instructions of this kind?—Yes; Dr. Jansen, at the head of the Bureau d'Hygiene at Brussels, has written a little pamphlet in which instruction is given to schoolmasters not only with regard to ocular hygiene, but with regard to every infectious disease. A certain amount of elementary knowledge is desirable for every teacher, and this can only be given through the training colleges. If such a suggestion came from this Royal Commission I think it would have great effect, whereas a suggestion of that character coming from a private individual meets with no attention.

5837. We have had it in evidence that a knowledge of ophthalmic surgery is required to a certain extent at the College of Surgeons?—There are 14 medical schools where no instruction is given in ophthalmology, while in other schools such instruction is given, but the students are not obliged to attend the course.

5838. Will you now go to the next class of causes?—These columns coloured green on the diagram show the comparative number of cases of blindness caused by various diseases of the human body. The per-centages are very small except those caused by atrophy of the optic nerve by disease of the brain, the per-centage of those cases being 6·96. Then comes atrophy of the optic nerve by disease of the spinal marrow, 2·33 per cent.; and then we have blindness caused by various eruptive diseases, among others small-pox, the per-centage of blindness from small-pox being 2·21. That is a cause of blindness which it is desirable to bring prominently before you, because it is a disease which is to a great extent preventible by vaccination. In France, the number of people who became blind through small-pox, before vaccination was introduced, was 35 in 100, now the number is 5 to 6. As we have so much anti-vaccination agitation now-a-days, I refer to those figures to show how desirable it is to impress upon parents, schoolmasters, and others, the importance of vaccination as a preventive of blindness. Then we have another class of cases, namely, cases arising from injuries in certain trades. In certain trades the eyes of working men are liable to be injured through pieces of metal or stone getting into them, or through the great heat which is required to be kept up at certain works. In many cases the men do not adopt the precautions which they ought to adopt. When I was in Birmingham some time ago, I visited a manufactory where from the nature of the work the men's eyes were liable to be injured by chips of metal flying into them. I saw a pair of goggles near one man, and I said to him, why do you not put them on? He said, Oh! it does not matter. I found out afterwards the reason why men are so careless; in every trade where the men are exposed to some danger the wages are much higher. This is the reason why they do not like to do what is requisite for preventing such accidents. Wishing to study the causes of blindness in particular trades, I, with the help of Mr. Shipton, the Secretary of the United Trades Societies in London, sent a circular to 100 different trades, in which I asked these questions: Have you any eye disease or cases of blindness amongst your members, if so, what has been the cause of such eye disease or blindness, and have you any suggestion to make with a view of preventing such eye disease or blindness; I am sorry to say that to those 100 circulars I had only three answers. I give you that as a proof that efforts by a private individual for the welfare of the working class may not result in the success which he anticipates; but if such questions came from this Royal Commission you would probably obtain a great amount of information about the causes of blindness in a large number of trades, and then you would be able to suggest a means of counteracting them.

5839. Which were the trades from which you got answer?—My aim was to call your attention to the difficulty of getting at the causes of blindness, and I thought with the help of the Royal Commission this information might be obtained. The London Consolidated Society of Bookbinders, The London Operative Gas Meter Makers Society, and a third trade society, the name of which I do not remember, are the only three which have answered.

5840. Apart from a limited number of trades in which accidents which may cause blindness are obviously liable to happen, are there various trades in which the workmen are liable to become blind?—Yes, all those trades, for instance, in which lime is used; lime is extremely dangerous to the eyes, and then there are other trades where the eye is liable to be injured by chips of metal coming in contact with it. Those accidents can be prevented by wearing goggles. In my opinion, of every three people at present blind, two are blind from ignorance and neglect.

5841. Have you known cases of workmen in glass works becoming blind from the great heat?—No; but the subject was brought before the Society d'Hygiene in Paris, of which I am a member. A gentleman connected with some large looking-glass works, wrote a paper to show that the idea of the eye-sight of working men being injured in the manufacture of looking-glasses was not well founded; they use a kind of coloured glass to look at the fire when it is very intense, and, according to the statement of this gentleman, they do not suffer. As to ordinary glass works I have no information.

5842. Did you see in the Inventions Exhibition last year a machine for preventing accidents from charging bottles with aërated water?—No.

5843. That would be a step in the direction in which you wish action to be taken?—Yes.

5844. Have you any remarks to make with regard to the physical education of the blind?—In the physical education of the blind we have to a certain extent to follow the same rules that we go by in the physical education of those who are not blind; but in the physical education of the blind there are some difficulties which we do not encounter in the case of other people. It is difficult to make them do certain movements, because they cannot see. About 24 years ago I had a French artist living with me, and I got him to make 36 models from nature to show various bodily exercises adapted for the blind; these models and these sketches (*producing them*) show the a b c or elementary movements of the human body. These exercises can be gone through without the aid of any machine or apparatus. It is not necessary for the development of the human body to have any gymnastic apparatus, and, just as we can express anything we have to say, or write with the 24 letters of the alphabet, and also a great deal of nonsense, so with a gymnastic apparatus a good deal of what is done is useless. If you wish to develop a man as a gymnast, or an athlete, a soldier, or fireman there is no objection to the use of gymnastic apparatus, but if you want to develop harmoniously the human body for ordinary purposes nothing else is necessary than the free exercises of the Swedish system, invented by Ling, which I have tried to get introduced in the schools of the London School Board for the physical education of all pupils including the blind. Then it is desirable that teachers in schools should be instructed to do all they can to prevent short sight, which is produced by bad positions, by wrongly constructed chairs or benches, and by bad light. The paper which I now hand in (*producing the same*) gives instructions for preventing short sight in young people, by directing them to keep their eyes a certain distance from their books, and by giving each child a comfortable seat with a support for the lower part of his back; then it is suggested that he should work at a sloping desk, and that he should be placed so that the light should fall from the left and from above, and that there should be plenty of light and so on. The lower part of the backs of chairs generally, like those in this room, are made concave, which is very objectionable. At my suggestion, at Norwood they have changed the shape of the backs of the chairs and made them convex. When the back of a chair is made convex it gives a better support to the sitter than when it is made concave. Dr. Armitage has taken up the idea, and at Norwood Dr. Campbell, who is an eminent educationist, says that the whole education of the blind is based on their physical education; he considers that the physique of the blind should be the basis of their education in order to make them independent. As regards the physique of the blind, I will hand in this paper the Physical Education of the Blind, which our society have issued (*handing in the same*). First, it is necessary to prevent what interferes with the natural growth of the body, and secondly, to develop the body by proper exercises. The food at some institutions is very bad, they give them food to fill the stomach, but it is not good food. Then with regard to dresses, they are too tight. At St. George's I saw that the girls were uncomfortably dressed. I am sorry to say that in all the English institutions, except Norwood, the physical education is very much neglected.

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5845. Does not that apply quite as much to the seeing as to those who are blind. Of course your argument goes so far as this, that the blind ought to be taken quite as much care of, in fact rather more care of, than those who see, because the difference of blindness makes them averse to any physical exercise, because they do not see where they are going to; your proposal is that in schools and institutions for the education and training of the blind they should have all these exercises rather forced upon them to make up for the natural exercise which seeing children take?—Yes, in fact to develop them. I paid a visit to a blind institution in Edinburgh, and there the women were sitting knitting all day, moving their bodies monotonously forward and backward, which movement must be injurious to a person suffering from asthma or cough or catarrh; blindness is quite sufficient affliction for anyone to suffer from without the aggravation of other ailments. In blind institutions more attention should be paid to the improvement of the physique than in institutions for seeing people; it is much more necessary for the blind.

5846. Have you inspected any schools for the blind in London?—Yes.

5847. Do your remarks apply to them?—I am sorry to say that they do. On the establishment of the society with which I am connected I went to all the schools to see for myself how they were conducted, and I sent out circulars to other institutions which I did not visit. I went, for instance, to St. George's-in-the-Fields, then there is one near the Swiss Cottage which I visited; then there is a little school at Kilburn, Miss Nowbury's School, which I also visited, at which school there was a teacher paid by our society in order to introduce the free exercises.

5848. Have you visited Miss Rye's School in East London?—Yes; there were no backs to the benches at that school, and I procured from my society a little money to provide backs for the benches; the children were taught in a subterranean room, not at all under healthy conditions. Miss Rye seems to be a very kind good lady, she is the daughter of a surgeon, is almost blind herself, and takes much interest in the work, but she has not the means of doing things properly.

5849. Are you of opinion that it is desirable to educate the blind as far as possible with seeing children?—I think in some respects it is useful to do so.

5850. Do you think it would be necessary to give them some special instructions in classes by themselves before they mix with other children?—Yes, that is absolutely necessary, that is what is done by the London School Board. I went to a school in Bayswater where there were some blind children.

5851. Do you approve of the mode of teaching the blind adopted by the London School Board?—No, I have accused the London School Board of neglecting the physical education of blind children.

5852. Have they remedied those neglects which have been pointed out by you?—I do not think so; I think they have done nothing. I went, for instance, into a room which was scarcely a fourth of the size of this room, and there I saw six or eight children; the teacher was a blind person herself, and these children were being taught there once or twice a week separately by themselves, but the rest of the time they were with the other children.

5853. When they were with the other children the rooms in which they were taught was very much better than when they were taught by themselves?—Yes; this little room that I refer to struck me as being very objectionable.

5854. Is not there a great difficulty in teaching a small number of blind children by themselves?—There is no difficulty if you have a teacher who is trained to teach them.

5855. If you gathered together the blind children from all parts of London you would have a large number of children in one place; if on the other hand you taught them in different districts you would require to have a great number of small classes, which would be a more difficult system, of course, to carry out, because you would have to go to more expense in providing teachers, than if the instruction were carried out on a large scale. How do you think it should be carried out?—It would be difficult to have classes in each district, because in every district there are only a small number of blind.

5856. And the number varies from time to time?—It varies from time to time. The School Board officials have to use their best influence to induce the parents to send their blind children to school.

5857. Do you think blind children ought to be compelled to go to school?—Certainly.

5858. At present they are not compelled, at least it is easy for the parents of blind children to get a certificate excusing them from attendance?—Yes, I understand so. I was told by the lady superintendent of the blind under the London School Board that she had to go to the parents of the blind children and try and persuade them to send their children, otherwise they would not send them.

5859. You have paid great attention to blindness; could you suggest any means by which the societies which are now devoting themselves to the assistance of the blind in London could be induced to act with greater harmony and in greater co-operation with each other than at present they appear to do?—I have no suggestions to make with regard to inducing greater unity of action among the various institutions, but I have taken the trouble to go to several members of the committees of the different institutions for the purpose of calling their attention to the importance of physical education in those institutions.

5860. I suppose that the objection to the adoption of your system which you met with was the expense, was it not?—No, indifference and ignorance. For instance, the oldest institution in London, St. George's, have plenty of means, but they spend too much upon other things, they produce a certain number of workmen, everyone of whom costs an immense sum; but I think they are now beginning to do something.

5861. I understand you to say that at Norwood they have to a certain extent adopted your system?—You must not call it my system. I am advocating it.

5862. They have adopted your recommendation?—Yes.

5863. Do you think your system of exercises for the blind would make the blind more fit for various industrial occupations than they are at present?—I not only believe so, but I am convinced of it, and I will give my reasons. By going through a simple system of free exercises which must be gone through by the young every day, just like every other lesson, you improve by degrees the general physique; you give a better circulation, a better chest, and greater power, and there is another important thing to bear in mind, viz., the influence of the mind on the body by these exercises, you bring out a certain power which it is desirable to bring out in persons whom you wish to train to industrial work. In all industrial work, if you are to do it properly, you must feel in your head what you do with your body, that is more important for a blind person than for a sighted person; therefore, I believe it is of the greatest importance to give the maximum of health, the maximum of power, and the maximum of strength to every blind child, in order to enable him to learn some industry.

5864. Has you system been adopted on the continent to any great extent?—It has been adopted in Copenhagen; almost everywhere on the continent they have begun to adopt the system, but in Copenhagen, I myself had an opportunity of seeing a very great development of these ideas.

5865. With what result as regards industrial training?—In Denmark, everyone that is blind is brought up to some industrial occupation.

5866. You are speaking about this from your own personal knowledge?—Yes, I have been at Copenhagen, Christiania, and Stockholm.

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5867. In what industrial occupations are the blind engaged in those places?—Mat-making, rope-making, chair-making, shoe-making (I saw shoe-making only in Christiania), basket-making, and cabinet-making.

5868. Did you find them working with the assistance of seeing people, or were they working in workshops by themselves?—They were working with the assistance of seeing people.

5869. Do you think it necessary that the blind in order to get the most out of their labour should work together in workshops under sighted superintendents or can they get on very well by themselves?—As far as I saw, in those institutions they work in workshops, but in Denmark the director told me that many of those who have been taught some trade go home and their friends provide them with the necessary materials, and the work they do, if they cannot sell it in the country, is sent back to Copenhagen, where they have a central depôt, in which such work is sold. They have done more there in the way of making the blind independent than they have anywhere else; they keep an eye upon them after they leave the institution, and then in the town wherever they are they invite a few people to look after them, and, as far as they can, help them. In some cases they earn all they want and do not want any extra support, in other cases they do not earn enough and their earnings have to be supplemented.

5870. Are their earnings supplemented by State aid or by pensions from funds provided by voluntary subscriptions or donations of charitable people?—I believe in Denmark the institution is called the Royal Institution, so it is probably supported by the State.

5871. You do not speak with personal knowledge of Germany?—I have not seen the German institutions at work. In France they are beginning now to have workshops.

5872. (*Mr. Johnson.*) Have you had any communication with the school board authorities?—Yes, it is through me that they have introduced this system of free exercises. I had a communication with the board at the time that Sir Charles Reed was chairman of the board. I could not succeed in getting my suggestion adopted at first; two years later I brought the matter before the board again, when I recommended that they should appoint a Swedish lady, who had come to me with a letter of introduction, and who had been trained in the Royal Central Institution at Stockholm, and with the help of Mrs. Westlake this Swedish lady was appointed as the first superintendent of physical education at the London School Board. She continued here for three years, and after she left a very clever person was appointed in her stead, who has continued the instruction began by that Swedish lady. My suggestion to the London School Board was that they ought to train teachers in these exercises, so that they might teach the children the exercises in school.

5873. Then as I understand you, you suggested to the school board the system of calisthenics, which they have adopted?—We do not call these exercises calisthenics, we very much object to that word being applied to them, we call it physical education.

5874. This physical education was adopted at your suggestion?—Yes.

5875. That is to say, it has been adopted throughout the whole of the board schools in London?—Yes.

5876. In one of your answers you said that there were a great many things in which the school board were neglectful; but they seem to have adopted your suggestion with regard to these exercises?—When I was speaking of their being neglectful I was speaking of the blind, when I speak of their adopting my suggestion with regard to physical exercises I speak of children generally.

5877. Then for the sighted children in school board schools the board have adopted your suggestions, but for the blind they have not adopted your suggestions?—That is so.

5878. Are you aware that the blind are educated with the sighted in the board schools, except for an hour or two when they get special education?—Yes.

5879. Do not the blind then take part with the seeing in this physical education?—I am not able to answer that.

5880. If they did take part you would be satisfied?—You could not put the blind children with the seeing children to do these exercises, you must have only the blind.

5881. You do not think it is necessary to have any form of appliance; you do not think a gymnasium would be of any use?—No. If you wish to produce harmony in the body by physical education no instrument is required.

5882. Have you any personal experience of the trade productions of the blind, except from what you saw casually in visiting various blind institutions?—Only from what I saw; I was more interested in the physical education.

5883. You propose that in the training colleges this system should be introduced, so as to produce teachers capable of teaching these exercises?—Yes.

5884. (*Dr. Tindal Robertson.*) With regard to the system in Saxony, do you know what means are taken to distribute the information which they give with regard to the prevention and causes of blindness?—I only know of one paper of instructions which has been issued in Saxony, and that is the instructions to midwives and monthly nurses concerning the special care to be taken in cases of eye inflammation in new-born children; they have not done anything else as far as I know.

5885. Do you know what means have been taken to make that widely known?—I believe it is circulated in the different districts by the different authorities.

5886. What authorities?—The Government authorities, that is to say, the political authorities, I believe by what is called the Gerichtshauptmann, the judge in the district. I am not able to give you a definite answer as to the particular authority. I know it is done under the Home Ministry.

5887. You have told us that in Ireland the information is distributed by means of the Local Government Board?—Yes.

5888. What suggestions would you make with regard to England and Scotland; in the first place, do you think that the method of distribution is a good one which they at present adopt in Ireland?—I do not know how the information is distributed. I only know that it has been recommended to be done; how it is done I am not able to say.

5889. Have you any suggestions to make with regard to the best means of diffusing such information in this country?—I have made a suggestion that the Royal Commission should recommend that the Registrar-General should give an order that every registrar of births, deaths, and marriages should, on the registration of a marriage or birth, give a card with directions how to prevent this unhappy inflammation of the eye in infancy, which is a cause of blindness which in fact should not exist.

5890. With regard to intermarriages between blind people, have you ever known or heard of a single case where two blind people have begotten a blind child?—I have here a book to which the society's prize has been awarded, written by Dr. Fuchs, Professor of Ophthalmology at the University of Liége, in which he brings forward statistics on the subject.

5891. Have you yourself heard of any cases of that kind?—I have heard of such cases, but I have no personal knowledge of such cases.

5892. You have spoken about the depôts in Denmark and other places?—In Denmark more especially.

5893. Do you know whether there is a central depôt in the capital, and other depôts in other parts of the country, or is there only one central depôt at Copenhagen?—I only know of a central depôt at Copenhagen. I did not hear of any provincial depôts.

5894. From the experience that you have had with regard to blind people, do you think there would be an advantage in having a central depôt, or more than one depôt in London, and other depôts in the large cities of the country where the blind people could get their material, where they could send their goods for sale, and where a register of the names of all the blind workers in the district could be kept, which might afford a means of communication between firms or individuals or public bodies who wanted work to be done and the blind workers who could do the work?—I am not a commercial man, and therefore I cannot speak to the commercial part of the question, but I believe it would be useful to have such a thing. The question is whether the blind can produce manufactured articles to sell at the same price as articles manufactured by seeing people.

5895. At the depôt at Copenhagen of which you spoke, are they able to sell things produced by the blind as cheaply as articles produced by seeing people?—I do not know; I did not go into the question of trade.

5896. With regard to the examinations that you have spoken of by the Council of Medical Education, are you aware that it is absolutely in the discretion of the examiners to examine on points connected with diseases of the eye, in the same way as it is in all other matters?—It is in their discretion.

5897. Are you also aware that in the event of a student coming up for examination and being unable to answer questions which might be put to him on diseases of the eye, there is a great probability, almost a certainty, that he would be sent back again?—I believe he would be sent back again.

5898. Therefore is it not fair to presume that most of those medical pupils who go up to those examinations do acquire a fair knowledge with regard to diseases of the eye before they present themselves for examination?—A short time ago I met a medical man, a Fellow of the Royal College of Surgeons, who, after six or seven years' diligent study, had obtained his diploma; to my inquiry whether he knew something about eye diseases, he said, "No, I know very little of eye diseases; I shall "now study the subject. I have hitherto only studied "those subjects which I was obliged to study." He did not consider that he was obliged to go into the study of eye diseases.

5899. That is to say, he had gone up for examination for the Fellowship of the Royal College of Surgeons absolutely unprepared in those subjects, though he ran the chance of being examined in them?—I only know that he said to me, "I studied those things which were "absolutely necessary; now I shall go into the study "of eye diseases." That was after he had passed his examination.

5900. You are aware, I suppose, that it is a six day's examination for the Fellowship of the College of Surgeons?—I do not know that.

5901. And it embraces almost every possible thing that can be taken in a surgeon's examination?—I only tell you what I was told by the gentleman to whom I have referred.

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5902. (*Dr. McDonnell.*) You are aware, as you said, that in Ireland it is not left to chance whether a person is examined in ophthalmology, he must produce certificates that he has been educated in the subject, and there is a special examination in that subject?—Yes.

5903. In all the colleges the students must pass a special examination in midwifery?—Yes.

5904. And you think the same course should be followed with regard to ophthalmology?—Yes, that is to say, it should be obligatory as it is in Dublin; the student must bring a certificate that he has attended the course of theoretical education as well as the practical course, and then he has to pass an examination in the subject.

5905. You think that so very important a subject as ophthalmology should form departments by itself in which medical students should be examined, and you would require that the person coming up for examination should produce proof that he had attended a course of education in the particular subject, so as to give proof of a knowledge of the subject?—Yes.

5906. Are you aware what is done now at the London College of Surgeons in that respect?—When they examine candidates for the membership they sometimes put questions on ophthalmic subjects.

5907. Are you able to tell the Commission whether there is an examiner in ophthalmology at the London College of Surgeons' Board?—As far as I know there is not.

5908. Are you able to give us positive information upon that point?—No.

5909. You stated that in Dublin there is a special examiner in this subject which I know to be the fact?—I was not aware that there was a special examiner, but I was aware that the students must pass an examination in the special subject.

5910. If I understand you rightly, you think the Commission might do good service by endeavouring to induce the Medical Council to require that there should not only be an education in, but a special examination in, so important a branch of surgery as ophthalmology is?—Yes.

5911. And by doing so you think we would aid very much in the prevention of blindness throughout the United Kingdom?—Yes.

The witness withdrew.

Rev. Henry Bright examined.

Rev. H. Bright.

5912. (*Chairman.*) You are superintendent of the Home for Aged Christian Blind Women?—Yes.

5913. What is the number of blind that you take into the home?—The number at present is 30, we could take in 32.

5914. You have a home; have you any other special branches?—We have also a self-supporting branch, the object of which is to meet the necessities of ladies of limited means, and are able to pay from 12*s.* 6*d.* to one guinea weekly according to the accommodation that may be required.

5915. How long has that branch been in operation?—This is now the third quarter.

5916. How long has the parent institution been founded?—Six years the 22nd of April next.

5917. What are the qualifications of your candidates for the home?—They must be 50 years of age, their blindness must amount to entire incapacity, they must be members of some evangelical section of the Church, or must give some reliable evidence of a christian life.

5918. May they be in receipt of parochial relief?—Yes, they may have parochial relief; and in that case the guardians are requested, and as a rule they consent, to transfer the amount of outdoor relief to the home funds.

5919. How many of such cases have you in the home?—Ten.

5920. What is the area of the district from which you select candidates?—The United Kingdom.

5921. Do you give no preference to those in London?—No preference at all; if the candidates are eligible they are admitted from all parts of the United Kingdom.

5922. Who are the committee who decide upon their admission?—The names of the committee are in the report.

5923. How often do you elect candidates?—Monthly.

5924. When they are once admitted into the home, do they remain there permanently, or is their stay only for a certain time?—Only inconsistency of character or disqualification would prevent their remaining in the home permanently. If they became insane we should not keep them.

5925. They must be over 50 years of age you say?—They must be over 50 years of age; but the committee reserve to themselves the right of dealing with special cases even if under that age.

5926. What are the funds at the disposal of the institution; have you any vested funds?—No.

5927. I see by your accounts that the to all receipts are 782*l.*?—Yes, for the last year.

5928. The cost of house-keeping and maintenance of the inmates is 465*l.*?—Yes.

5929. The other expenses are rent, rates and taxes, and servants' wages?—Yes.

5930. Are the superintendents paid any salary?—All that service is honorary; there are no salaries to the superintendents.

5931. I see on the expenditure side you pay the superintendents in lieu of rent 101*l.* 5*s.*?—The superintendents pay that to the committee in lieu of rent; it is not what the superintendents receive; it is what the superintendents pay.

5932. It is on the expense side?—The committee pay to the honorary superintendents who conduct the work the sum of 10*s.* weekly for each inmate, including the cost of maintenance and so on, and the superintendents

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give to the committee at the close of the year 100*l.* which goes towards the defraying of the expense in connexion with the building.

5933. But in your balance sheet you have got in the expenditure column 101*l.* 5*s.* according to that it would appear that the superintendents receive no salary, but in lieu of rent they receive 101*l.* 5*s.* ?—The money is paid by the superintendents.

5934. This account has been audited and found correct by professional accountants?—Your lordship's view of the case was not taken by the auditor according to the explanation given him.

5935. But your explanation does not clear it up to my mind. The expenditure is this: Balance brought on from last audit, 4*l.* 14*s.* 11*d.*; housekeeping and maintenance of inmates from June 1884 to May 1885, 465*l.* 7*s.*; taxes, poor-rate, property-tax, water-rate, gas, coals, servants' wages, and superintendents in lieu of rent (101*l.* 5*s.*), making all together 231*l.* 14*s.* Do you contend that you do not get 101*l.* 5*s.* in lieu of rent?—We pay everything from the 10*s.* a head that is given, servants' wages, taxes, board and residence, and everything else.

5936. But you have all those items here in addition to the 101*l.* 5*s.* ?—Yes, that is so.

5937. I do not understand why you contest the accuracy of this report. You stated previously that you, as superintendent, received nothing?—Neither do we; we give our time.

5938. I assume from this balance sheet that you give your time for nothing?—Yes

5939. It is stated here that in lieu of rent the superintendent gets 101*l.* 5*s.* ?—That is a mistake.

5940. This balance sheet has been audited, and it professes to be the report of a year ago. It is not desirable that an account of this institution should be circulated in which a material item, amounting to one-seventh of the whole expenditure, is inaccurate?—Perhaps your lordship will allow me to explain that the home from its beginning has been conducted by us as the founders and honorary superintendents. We receive 10*s.* a week for each inmate, and that 10*s.* a week includes servants' wages, rates, taxes, board, residence, and rent. If we really did receive anything at all we should only receive that amount of 101*l.* 5*s.*; but instead of receiving it we give it to the committee in lieu of rent on the present building on which there is a debt of 750*l.*; and we are paying the committee that 101*l.* 5*s.* yearly out of the 10*s.* a head which they give, until the building shall be absolutely free.

5941. But then you lay before this Commission an account of your receipts and expenditure, and the remarks which you have just made entirely differ from your published account, and the explanation that you have given does not entirely clear up that discrepancy so far as I can gather?—Will you be good enough to refer to page 34.

5942. That is headed "Purchase Fund." You appear also to have an account which I suppose is intended to clear off the debt on the purchase of the building?—Yes.

5943. But that does not at all effect the accuracy or inaccuracy of the general fund account. The treasurer's account appears to be as follows: receipts 913*l.*, including a loan from the bank of 200*l.*; and the expenditure is 1,095*l.* 16*s.* 9*d.*, including 50*l.* in part repayment of the loan, and a balance in hand of 54*l.* 3*s.* 2*d.*; and there appears to a balance due to the City Bank on the security of the building of 850*l.* Has any more of that been paid off since May 1885?—100*l.*

5944. Therefore the debt is 750*l.* ?—750*l.*

5945. Had you had any experience previous to starting this home in any work of charity for the blind, or what nduced you to start it?—I was formerly one of the enrolled visitors of the Indigent Blind Visiting Society of which Dr. Armitage is the leading member.

5946. And without any funds of your own started this home?—Yes, without any funds at all.

5947. From the subscription's which are raised you got paid as I understand so much for each inmate?—Yes.

5948. And you have to pay all the other expenses out of it?—Yes, rates, rent, and taxes.

5949. This balance sheet is evidently not strictly accurate; are you losing or are you making money by it?—Neither, I suppose it simply amounts to this; that if we did not give back to the Committee the 100*l.* in lieu of rent to clear off the building debt, we positively should be that amount to the gain, so to speak, on the conduct of the whole, but not for us. Instead of receiving a farthing ourselves the proceeds would be perhaps 100*l.* a year, which is given back in lieu of rent to the Committee, so that we virtually receive not one fraction for our conducting the work. That is the simple point, I think. It was never our intention to receive any payment.

5950. The 101*l.* then goes to pay off the debt on the capital account?—Yes, the debt on the building.

5951. And has the capital account been reduced by so much each year?—The present building has only been purchased two years. In that time on the purchase of the whole property and the additions and reconstructions and so on which have been made, something like 1,850*l.* have been raised, leaving us still a balance (which I hope will before long be raised) of 750*l.* to clear the entire freehold. You will see by reference to the balance sheet what was paid on the purchase fund in 1884, for example.

5952. I see that in the purchase fund the 101*l.* 5*s.* comes in as a receipt?—Yes, that is what we drew your attention to on page 34.

5953. As a visitor have you had great experience amongst the blind of London?—I think something like 500 cases or nearly so.

5954. Have you had much experience with regard to the poorest class of blind, especially those begging in the streets, and those who earn their livelihood in the streets, either by playing or singing?—I have not had very much experience of that class.

5955. Has the class that you have had to do with been those who have been earning their livelihood?—Yes, feebly earning it. By that I mean simply this: during my visitation, I took from the Indigent Blind Visiting society forms of investigation to get as nearly as we possibly could at the circumstances of each person in the district, and having passed through three districts numbering in all rather over 300 cases, I think the average income of those 300 cases would not be over 6*s.* a week.

5956. How many of those were earning absolutely nothing?—When you speak of earnings scarcely any of them were earning anything really in the shape of employment. They were simply depending upon charity, on receiving casual help, which might have reached on the whole a sum of not more than 6*s.* a week.

5957. Were none of them earning anything at all?—Scarcely anything.

5958. Do you think that under a better system they might have earned something for themselves?—Some of them might, but we have, I think, to make a distinction between those persons who have been blind any length of time and those who lose their sight when their work is practically done, even supposing that they had their sight.

5959. Were most of those that you speak of aged blind?—A goodly number of them were.

5960. And they were receiving pensions or assistance?—They were receiving pensions or assistance from their friends, or from the parish, or something of the kind which reached, according to my judgment, not more than 6*s.* a week.

5961. Have any of those who are now in your home pensions?—Yes, several of them have pensions.

5962. Do they give up those pensions when they come to live in your home?—No.

5963. Do they contribute anything towards the expenses of the establishment?—Yes, you will find that they contributed last year 258*l.* 14*s.* 6*d.* Report, page 26. Mrs. Leonard has pensions to the extent of 27*l.* a year. From that 27*l.* a year she contributes to the home funds 21*l.*

5964. Does that represent the cost of her maintenance in the establishment?—No, it does not.

5965. Then why does she not give up the whole of her pension?—She has to find herself in clothing, and some little pocket money which we like them to have.

5966. How many persons that have pensions are there in your institution?—Seven altogether, I think, receive pensions.

5967. The pensions, I suppose, vary in amount from 30*l.* down to 5*l.* ?—Mrs. Leonard has the highest, and that is 27*l.*

5968. Are there many who are in receipt of more than one pension?—Miss Evans has 15*l.* from the Gardiner Trust, and Miss College has 10*l.* from Hethrington's Charity and 12*l.* from the Poor Man's Friend, Day's Charity; she has two pensions, that is her whole income.

5969. Do you elect into this institution those who are able to pay for themselves in preference to the indigent poor who have no pensions at all?—If a person possessed a great deal of money she would not be admitted, provided that she could not give credible evidence of christian character. On the other hand, if the person could furnish such evidence of christian life, she would be elected; emergency and merit certainly would give weight to the case, and in that sense we should give the preference.

5970. Then you are guided rather by their characters than by their actual wants?—In that sense we are as to their christian character.

5971. Have you daily services in your home?—We have two services each day, that is to say, morning and evening devotions; and we have public service on Thursday, and one on Sunday evenings in addition. We have two public services.

5972. Who conducts the services?—I conduct them myself, as a rule, and other ministers and other friends conduct the public services.

5973. Do you mean ministers of various denominations or ministers of the Church of England?—Ministers of various denominations. The work is absolutely undenominational in its character.

5974. Can you offer any suggestions as to the improvement of the condition of the blind, either in the way of industrial training or in providing work for the blind after they have left industrial institutions?—It is a complicated not to say a complex question. Of course, I fully believe in self-help and employment for the blind so far as that employment can be obtained. How we are to get over the difficulty, however, that a great number of the blind who leave our institutions have neither home or capital I really do not know; I hope that is a point which the Royal Commission will tell us something about by-and-by; but I find a good number of persons who have been taught in institutions in more indigent circumstances, I rather think, than they were before those persons went to the institutions at all.

5975. Do you mean that they have not learnt any trade sufficiently to be able to earn their livelihood by it?—Not exactly so, but a person is generally sent to an institution by the sympathy of a number of friends, and when that person is supposed to have learnt his trade, whether he has or has not, these friends naturally feel that they have done what they could. The consequence is that that blind person is minus some of the friendship and interest when he leaves the institution, because his friends believe that they have placed him by their influence and sympathy upon the basis of self-help, and so he comes out minus some of the friends that he might have had before he went in, and yet he has neither home in which nor capital with which to pursue his duties.

5976. And you think that these institutions ought to go a step further and follow up the blind persons after they leave the institution, and endeavour to find work for them, and provide for the sale of their work?—It strikes me that something of that description will have to be done before the condition of the blind will be raised, as I am sure you desire that it should be.

5977. Were you brought up in an institution of that kind and then turned adrift?—I was trained in an institution in the Euston Road. I spent two years there, and for some years I received work or pension to the amount of 5*s.* per week. Entering the ministry, however, nearly 20 years ago, I, of course, did not have the pension after that, and from the ministry, and not from my business, am I able to support myself. I wish to make that remark now that I have the opportunity of doing so. It might have occurred to your Lordship as well as to the other Commissioners present how it is that we are able to give voluntary free service to the home. My answer to that is, simply from a pretty full list of ministerial engagements.

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5978. During the week?—During the week and on Sabbaths as well.

5979. Are you employed to conduct blind services?—No; services in connexion with the various sections of the church of an evangelistic character.

5980. Are you in the employment of various societies?—No, I make my own engagements.

5981. But you make your engagements, I suppose, with certain individuals or societies?—Yes. Supposing that a Baptist church wished for a course of meetings, if their pastor wrote to me I should settle the date so far as I had room in the diary; but I am under the care of no society to find engagements, but I conduct my own.

5982. That has been the case for the last 20 years, as I understand?—It has, except during the time that I was connected with the Indigent Blind Visiting Society; then, of course, I received a salary for that for nearly two years, and for four years I presided over a Baptist church in the county of Essex.

5983. Were you sole minister there?—Yes.

5984. Do you think blind children ought to be educated by themselves or in company with sighted children, as far as may be?—I should think that if they were brought in contact with sighted persons it would be better.

5985. I suppose they might require some special training before they are fit to take their part in the school with sighted children?—Yes, I think so.

5986. But with that exception you think they ought to be taught as far as possible with other children, and be under the same compulsory law also that other children are under?—Yes, I do not see why not. Of course, in reference to our people in the home, nearly all our cases are cases of persons who have lost their sight late in life, and who, prior to their becoming blind, had held fair social positions, such as upper servants, and that kind of person. The loss of sight has of course made a difference in their circumstances; in some cases it has utterly exhausted their resources, and in other cases it has severely taxed them.

5987. (*Dr. Tindal Robertson.*) Where were you educated yourself?—In the Euston Road.

5988. At what age did you go there?—I should think when I was about 13.

5989. What did you learn there?—A branch of brush-making.

5990. Were you educated there?—Yes, in reading and writing.

5991. On what system?—I learned two systems while I was there; I learned Moon's and Frere's.

5992. When you left there where did you go?—I returned then to my own village in Somersetshire for some years.

5993. Did you carry on your education or business at all in your village when you returned there from school?—No, I did not.

5993*a*. You would be about 15 then?—I was about 15.

5994. What kind of life did you go on with then?—I received a pension for some time from the society, and I did their work in the village, and in that sense I carried on a trade.

5995. What pension was it that you got?—The school for the blind either gives work or money to the extent of 5*s.* a week.

5996. Which school is that?—The Berners Street Society. When I left the school I had 5*s.* a week allowed me either in pension or work from that society.

5997. Is the Berners Street Society the same as the Euston Road Society?—Yes.

5998. Then it migrated from Euston Road?—It did.

5999. And then you went on in the receipt of a certain sum after you left the school?—After I left them I did their work for some time in my own home; and then on entering fully on the ministry of course I did not do work.

6000. Did you pursue your education when you gave up the trade?—Yes, so far as the reading and writing went.

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6001. What system did you go on with then?—With both of them, Moon's and Frere's.

6002. How did you manage to write?—I wrote in the Alston type, the Roman type.

6003. Could you write in any other?—No.

6004. Have you made yourself acquainted since with any other system?—With Braille.

6005. Are you perfectly conversant with Braille now?—I can hardly say that I am perfectly conversant with it.

6006. Do you know it to a sufficient extent to enable you to utilise it in your work?—Yes.

6007. Can you write it?—Yes.

6008. Do you find it of great advantage to be able to do so?—Only just for correspondence, just a few manuscripts or anything like that.

6009. Are you in the habit of addressing people publicly?—Yes.

6010. Do you take notes?—No.

6011. Do you prepare yourself before doing so?—Yes.

6012. Do you not take notes of what you prepare?—No, not in the Braille system.

6013. In what system?—As a rule I may have the outline written from my own dictation, and so preserve it.

6014. And have it read over to you?—I have it read over to me if there is a necessity for it.

6015. In what way do you utilise your power of writing?—Only for manuscripts, if I have time, or for corresponding with Mrs. Bright, for example, when I am on my evangelistic tours.

6016. Is there any other system than the Braille and Moon's which would enable you to write in that way?—No, I think not.

6017. Supposing that you were away from home and with strangers, and you wanted to communicate with home, what system would you use?—I should use Braille's, certainly.

6018. May I ask whether your wife is conversant with it also?—Yes, she reads it and writes it.

6019. So that it becomes very easy for you to correspond when you are at a distance from each other?—Very easy.

6020. Have you any experience of the school board system of educating the blind?—But very little.

6021. Have you seen it at all in operation?—No, I have not.

6022. What you know of it is only from hearsay?—Only from hearsay. I happen to know Miss Butler who is one of the teachers.

6023. His Lordship has mentioned the question of the education of the blind in company with sighted children, and I think you said that you would be in favour of that plan?—Yes, I have always heard its advantages set forth by Miss Butler, and by one or two other teachers.

6024. As an educated blind person yourself, supposing that you had a blind child to educate what plan would you pursue?—I certainly should place it with seeing children. Whether I should bind the child to the Braille type I do not know, because it has one very important disadvantage about it, namely, that you can only correspond with those who may known the system.

6025. Is there any other suggestion that you can make in regard to a plan by which you might provide for the education of the blind?—I think not.

6026. Are any of the inmates of your institution able to read Braille?—In the home proper there are none; in the self-supporting branch there are three.

6027. Have they been taught it since they entered, or did they know it before?—Two of them knew it before they came, and Mrs. Taylor has been taught since she came.

6028. Do they read by any other system?—Yes, Moon's and Frere's, and Lucas's are read by some of them.

6029. Is any system taught to them after they come into your establishment?—There is a visitor from the Home Teaching Society who teaches Moon's.

6030. What system do you think is the best for those persons who become blind late in life, and whose touch has become so deficient that they are unable to read by the Braille type?—I do not think there can be two opinions upon it that Moon's is the best.

6031. You think that Moon's is the best system altogether for those who become blind late in life?—I have not a moment's hesitation upon that.

6032. I will not ask you about the trades, because I think from the answers that you have given to the chairman you have not had much experience about them?—No, I have not.

6033. Having given up, I suppose, the business altogether since you had entered the ministry, you have no suggestions to offer upon that question?—No, I have not.

6034. (*Mr. Johnson.*) How many people do you receive 10*s.* a week for who are now in your institution?—Thirty, but they do not pay it themselves, of course.

6035. (*Chairman.*) There are only 30 in the institution altogether?—That is so.

6036. (*Mr. Johnson.*) You receive 10*s.* a week paid by your committee for each person who is in your establishment?—Yes.

6037. How many people have you in your establishment now that you receive 10*s.* a week for from the committee?—For the 30, of course.

6038. And that is about 750*l.* a year?—Yes.

6039. Then out of that 750*l.* a year you pay back 100*l.* a year to the committee, and of course you pay all the rates and taxes, and servants' wages, and so on?—Yes.

6040. Then you live in the house rent free yourself?—Yes.

6041. You say that you learned brush making in the Euston Road?—Yes.

6042. With Mr. Levy, I suppose?—Yes.

6043. You were only in the Euston Road for two years?—Yes.

6044. That is entirely an industrial establishment, is it not?—Yes, I think so.

6045. There was no school connected with it?—A teacher came twice in the week for teaching reading, and so on.

6046. One of the Home Teaching Society's teachers?—No, Mr. Galpin. I think he came twice in the morning and twice in the afternoon, for both sexes.

6047. Was it there that you learned the system of reading?—There I learned Moon's; Frere's was not taught principally in the institution; I learned that with Mr. Welch at the Nutford Place class.

6048. When that class was carried on by Mr. Goschen?—No, by Mr. Welch.

6049. When did you learn the Alston system?—I learned to write it at the institution.

6050. And that was, I suppose, at the institution the usual mode of correspondence?—I think it was, that and the pencil.

6051. Have you any experience of writing in pencil?—I have not, for the simple reason that I never saw and therefore never formed letters.

6052. But are you aware that blind people do write with pencil?—Yes.

6053. You had a pension yourself you say, when you were at the Euston Road Institution; had you any other pension then?—No.

6054. Did you ever receive any other pension from any pension society?—No, the pension from the Euston Road was simply given in this way; it was supposed to be 5*s.* a week allowed for work. After a time they had a sufficient number of hands to supply the work, and instead of their giving me the 5*s.* in work, they simply sent the 5*s.* in pension.

6055. Then it was only an allowance for the time?—That was all.

6056. You have never had any pension from any pension society?—No, none at all.

6057. There are seven people in your institution, you say, who have pensions?—Yes.

6058. Do you know about what they average; how many have got three or four pensions? Miss College, you tell us, has two pensions, 10*l.* and 12*l.*, and Mrs. Leonard has three pensions, amounting in all to 27*l.* a year, are those the only ones?—Then there is Miss Warren; she has only one small pension, 5*l.*

6059. Where does she get it from?—From the Protestant Blind Society.

6060. Do you think it is an advisable thing that people should have two or three pensions?—Yes, I think so

6061. You do not think that the pension system is at all abused by two or three pensions being given to one person?—I think not.

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6062. Do you take any initiative with the boards of guardians in getting an allowance?—Yes.

6063. What is the average amount that the boards of guardians allow you?—I suppose you may put down the average at 3*s.* 6*d.* a week.

The witness withdrew.

Mr. JOHN THOMAS EDMONDS examined.

Mr. J. T. Edmonds.

6064. (*Chairman.*) You are the honorary secretary of the South London Association for assisting the blind?—I am.

6065. The object of your charity is principally to teach the blind to read, is it not?—We have a variety of objects. The general object of our association is to improve the social and religious condition of the indigent blind, principally those living in the south of London, and to assist them as their necessities may require. We have classes where the blind are taught to read in embossed type; Dr. Moon's type is used principally at our classes. We have also devotional meetings held amongst the blind. We have classes also at which entertaining and instructive readings are given to the blind by ladies and gentlemen, members of the Committee, and friends. We also visit and relieve such as are sick, so far as our funds allow. We also grant loans in cases of special distress to help them to redeem pledges at times, to prevent landlords distraining upon their little stock of goods, and to enable them to purchase stock to go about and sell things. We enable them also to purchase materials that they can make up for work. We also grant twenty pensions amongst the oldest of our members, and those whose circumstances are worse than others. Those pensions are very small unfortunately, because we have made it a rule never to let our expenditure exceed our receipts. We have no salaried officers whatever, nor have we any office rent to pay.

6066. Have you any funded income?—We have a small funded income now, I am pleased to state, which has arisen in this way. We had a bazaar some few years ago which was opened by the late Earl of Shaftesbury, and which brought in a fund of 230*l.* or 240*l.* This we invested in Cape of Good Hope 4 per cent. inscribed stock. That was increased by a lady making a donation to us of 30*l.* Then we had a legacy of 50*l.*, and then we succeeded in getting a grant, as you will see from the balance sheet, of 500*l.* odd from the Court of Chancery under the estate of Mr. Harrison. That was also invested, and we have now, as your Lordship will observe in a note by the auditor (who is also honorary), 1,000*l.* 4 per cent. Cape of Good Hope stock, and the income from that gives us this pension fund.

6067. You follow up those who have left other institutions; you do not teach them anything yourselves so far as industrial occupations are concerned?—We are only able to assist those who are our own members. We have 129 members (the last Report states 123) and until a few weeks ago we had 130. One poor young woman died of bronchitis this hard winter. The form of application for membership has to be filled up and signed by a subscriber.

6068. But are those members of the class that I have mentioned, namely, those who have gone through institutions, and been trained, and who want work?—I cannot say that all our members are or have been members of existing institutions. There are some of our members who are employed by the Surrey Association for the General Welfare of the Blind, in the Peckham Road. Your Lordship will observe that we are a South London Association. Some of our members are also employed at the School for the Indigent Blind, and so forth, and they would come to us either to learn to read or to join our recreation class. Then we have several members who are not members of any other association at all. For example, many of our poor people are those who become blind in mature years. We have an old man now nearly 80 years of age who went blind some years ago; he is much too old to learn a trade, or to do anything, poor old man! and there are several instances of that kind.

6069. In electing your members do you give the preference to the aged blind, and to those who cannot work?—Yes, we do; we give the preference to those whose circumstances in point of fact seem to entitle them to relief.

6070. But you also assist those who are younger, and who are willing to work, and who want materials and aid to start them in their business?—Certainly. I have with me a form of application for a loan (*handing it in*).

6071. Have you had much experience as to the repayment of these loans?—I have had a great deal of experience. I have been the honorary secretary of this association, with slight intermission, for the last 14 years.

6072. What is your opinion with regard to the repayment of these loans?—I am very pleased to be able to state that these loans are, as a rule, regularly repaid. The principle that we adopt is this: One of these forms is sent to me; the purpose for which the loan is required is stated, and the date of the last loan; and if it is more than 1*l.* a surety is required. Our rule is that a 1*l.* loan is to be repaid by weekly instalments of a shilling; a loan of 10*s.* by instalments of sixpence; a loan of 2*l.* by instalments of 2*s.*; a loan of 3*l.* by instalments of 3*s.* a week, and so on. As a rule those loans are regularly repaid; we have a few black sheep amongst our flock I am sorry to observe. We have three or four who do not pay out of 70 or 80 loans that we have running; but I do not suppose that out of the whole of our loans, which for last year have certainly exceeded 100*l.*, we shall lose more than about 2*l.* per cent. The money comes back with very satisfactory regularity.

6073. Do you find also that the fact of your giving them these loans enables them to set to work and earn a livelihood for themselves, which they otherwise would not be able to do?—In many cases that is so. For instance, we have a poor old man of the name of Aldritt, who came to me only three or four weeks ago, and following some remarks which I had made at our annual festival, as we call our Christmas treat, he said he was determined to make a start for himself if he could. He determined that he would buy some tea, and hawk this tea about, and get a living if he could. He stated the circumstances of his case, and we made him a grant of 10*s.*, and we let him have a loan of 1*l.*, and with that 30*s.*, in his hand he was able to go and get some tea at Dakin's in St. Paul's Churchyard, and he took this round to different houses. We bought some ourselves, and he got a profit on it which helped him forward.

6074. Are you able to give these pensions by small sums weekly, or do you give them in large sums?—We pay them quarterly on the 4th of February, the 4th of May, the 4th of August, and the 4th of November, in sums of 10*s.* each.

6075. You do not exceed that amount?—Unfortunately we do not.

6076. Would you, on principle, think it undesirable to give pensions as they are given by other societies in lump sums, which may very often be squandered, instead of giving them by instalments, either quarterly, or monthly, or weekly?—I should say that it would be desirable to give them weekly.

6077. That involves, of course, a great deal of trouble?—It does. With regard to the grant of our own pensions that is a branch of the work taken up by my friend, Mr. Sopper, a gentleman who has retired from business, and who lives in Kennington Oval, and who does our visiting amongst our poor blind. He would have been here to-day, but I am sorry to say that he is unfortunately laid up with rheumatism and is confined to his bed.

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6078. What number of visitors have you?—Some of our ladies go and visit: Miss Straker, for example, occasionally visits, and my wife occasionally visits, but the visiting is principally done by Mr. Sopper. In cases of sickness I also get Mr. Charlton (a city missionary living in Kennington, who is connected with the church of St. Philip's, the Rev. A. T. Edwards' church) to go occasionally.

6079. Is there anything that you would wish to lay before the Commission with regard to the education or training of the blind?—We ourselves think that it is most desirable that all blind people whenever they become blind should be taught to read. We find that that relieves, to a very large extent, the weariness and monotony of their lives. I visited, not long ago, a poor christian old lady living in a little room in a basement in the neighbourhood of Kennington Park. She had been confined to this room for two or three months at least by illness, and the only relief that she had was the reading of portions of the Scriptures and other books in embossed type which she had got, and which formed quite a companionship and solace to her. There are some blind people, of course, who cannot even learn to read; their sense of touch is deadened, but as a rule we think that it is a most important thing that the blind should learn to read. Then we think, very strongly, that blind people should, if possible, be taught to earn their livelihood, whether by trades or by selling articles in the streets depends very much upon the ability which each blind person displays. There are some who have taste and capacity for music, but in our experience of the blind people we find that those who can develop it to advantage are few.

6080. Have you any experience of blind tuners?—We have a few. We have one lad named Hayball who, I believe, is a very good tuner, but I do not think he earns a very satisfactory livelihood.

6081. Do you know what he earns a week?—I do not. We do not teach tuning. I should say that we should ourselves have established classes for teaching men to work, but that involves such a very large cost in the payment of sighted labour to oversee these things, that we found it was impossible with the limited funds at our disposal to do that. As your Lordship will see, one of our principal rules, I think it is the last rule, is that, as far as possible, all our officers are honorary.

6082. I see one of your rules is as to orders for brushes and brooms of every description to be made by a blind member, or for knitted hose and fancy articles; do you find that there is any difficulty about the sale of those articles when they are made by the blind?—We have not of late had very much experience in the actual sale of those articles by the blind. Our work has been restricted, so far as this branch of it has been concerned, to teaching blind girls and women. Some of our female members for example, make Cardigan jackets, gloves, socks, babies' frocks, babies' jackets, and things of that kind; and these have been taken by members of our own committee and sold, and the proceeds paid over to the blind makers.

6083. Do you think it is advisable to have anything like a public depôt or depôts in London for the sale of the work of the blind, and that that is better than having it sold in ordinary shops; or do you think that the present system, if it could be so extended, is the more practically useful?—I think it is very much better that they should go into ordinary shops. I may instance our own experience in this matter. When I was invited to join this committee, some 14 or 15 years ago, we had a depôt in the Brixton Road for the sale of the work made by the blind. At that time unfortunately we were very much in debt, some 40*l.* or 50*l.* at least in debt, and we had to pay 50*l.* a year for the use of the window where these articles were exposed, and that at once exhausted our income. Undoubtedly the principle was a very good principle if it had been fairly and honestly carried but. The principle was this, that the blind persons made the brushes and garments, and so forth, at home, and brought them to the depôt, and that the depôt (the depôt being the home of the association) bought them at a small discount, say, three halfpence in the shilling, and then they were sold for the shilling, the three halfpence being the profit made by the association. But alas, we found that very few blind persons availed themselves of the privilege, and it was found that sighted person's work had been bought at the depôt as well as blind persons' work, and therefore it was of no value to the blind people as a whole at all. We therefore determined to close the depôt, which we did, and to confine our operations to charitable relief amongst our own poor people entirely free of expense.

6084. Is there any prejudice against the work of the blind in the retail shops, or is there only an unwillingness to receive inferior goods, supposing the goods of the blind to be inferior to those made by the sighted?—I should think that there is only an unwillingness to receive inferior goods. I am bound to say that I have always found people willing and anxious to assist the blind, and I have found great kindness on the part of everybody that I have asked in connexion with our blind friends.

6085. Do you think that these industrial institutions where they profess to teach the blind fail to a very large extent in turning out good workmen, and that consequently the work being bad is not readily saleable?—I think there is a great deal of truth in that, and I think that one reason why they fail is because the expenses of sighted labour are so very heavy in comparison with the advantage to the blind people themselves. I am afraid that it is a necessary incident to them, and I do know from experience, gathered from other institutions, that there is a large amount of what I may call dead work by the blind people in learning their trades, and spoiling work, and so forth.

6086. I suppose you find that the blind feel the pressure now of scantiness of work and low prices?—Yes, I am afraid they do.

6087. And they feel the pressure of competition of every kind in every branch of work that they can do?—No doubt that is so, and the few things that they can make thoroughly well, of course other people can make, and when you put things into the open market a blind man can get no more for his goods than a sighted man, and they take a blind man very much longer to make.

6088. Do you think that there should be more communication amongst the societies for the blind in London, in order that they may, as far as possible, work into each other's hands and assist each other?—I think that is very desirable. In fact some three or four years ago I myself had an idea of coalescing our association with the Surrey Association for the general welfare of the blind. We had a meeting with that view, and my friend, Mr. Sheppard, a solicitor, a member of the firm of Roscoe, Hinks, and Sheppard, (he unfortunately died), and I, went down and saw over the Surrey Institution, but on looking into their accounts we found that they were practically in an insolvent condition, and we were solvent, because the work was done at my house in the Brixton Road, and we had no paid officers. Therefore we came to the conclusion that we would not risk our own little income for the benefit of comparatively few members; there were only about twenty employed by the Surrey Association when we had a hundred whom we could benefit in a variety of ways. So we abandoned the idea.

6089. Do you think that the pension system as it is administered now by the different institutions and trusts could be improved in any way so as to assist the blind to earn their livelihood in the first instance, the pensions not being given to those who are aged or unable to work?—I should scarcely like to answer your Lordship's question. I think that pensions are a very useful form of relief to the blind, and I think it is very desirable that some further aid to teach blind people to earn their own livelihood should be afforded.

6090. I ask you the question, because your practice of giving grants and loans seems rather to point to a different system as being better than the system of pensions only?—The circumstances of blind people in the same way as the circumstances of ordinary men vary with each particular person to some extent. We have found in some cases that it is not desirable to grant a pension, but to give special relief in case of special emergency. We have found in other instances that it was necessary to grant a pension.

6091. But you are aware as a matter of fact there are a great many more pension societies than there are loan societies?—Yes, I am aware that that is so.

6092. The question I asked was whether the two systems would not work better side by side than one system, that is to say, the pension system only?—I should think that the two systems would work very well side by side.

6093. As yours does in fact?—Yes.

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6094. (*Mr. Johnson.*) Your pensions are very small, are they not?—They are, I am sorry to say.

6095. They do not amount to much more than 40*l.* a year altogether, do they?—That is so.

6096. Then your society is really an aid society and not a pension society?—That is so; it is an assistance society.

6097. If I understand you rightly, no person can be assisted from your society unless he is recommended by a subscriber?—No person can be relieved by our society unless he becomes a member of the association.

6098. For that has he to pay a subscription?—Our rule is that the form of application for membership has to be signed by a subscriber. We have a register of subscribers, and we see at once whether a subscriber has nominated a person, and if all our subscribers have nominated then the blind person has to get a subscriber of at least half-a-guinea a year.

6099. Then when a case comes before you through a subscriber's letter, or otherwise, you make special inquiries?—We do.

6100. Do you give any instruction at all in Moon's type?—Certainly.

6101. Only in Moon's type?—Only in Moon's type, except at the request of a blind person; some of them like Frere's. We have a few books in Frere; and some like the Braille system.

6102. Have you formed any opinion yourself about the best system of embossing for the blind?—I have not formed any deliberate opinion myself. Unfortunately my time is very much occupied, and I am not able to go and see so much of the blind people reading as I should like; but I am told by teachers amongst our blind friends that the Braille system, which is a little difficult to learn to begin with, gives them great satisfaction, and when once they have got hold of it they can read so much better and quicker than they can with other systems; but I have no practical experience myself.

6103. And your society takes up Moon's system specially?—We do.

6104. You have no agents, I suppose, for the propagation of Moon's system?—No.

6105. Do you employ agents from the Home Visiting Society?—We do not employ them.

6106. You permit them to visit your people?—Yes certainly.

6107. And you give them a list of people who require to be visited?—If they ask it, certainly.

6108. Does any other visiting society visit some of your people?—Yes, the Indigent Blind Visiting Society have done so; but I may say at once that we do not approve of their system of visiting in many respects, because they have blind visitors, and my experience has taught me that blind visitors, as a rule, are not good ones. It is a kind of beggar on horseback, if you will pardon the vulgarism; the blind are often jealous of one another, and are often unkind to one another, and I think the blind are much more kindly and more effectively relieved by sighted persons.

6109. Then you think that the education and assistance of the blind is better effected through sighted agents than through blind ones?—I do, certainly.

6110. Have you any experience of a market for the blind produce?—I have not much experience of that. The only experience that I had of it was our depôt that I have mentioned. The Surrey Association, the School for the Indigent Blind, and other kindred institutions have a very fair trade, I think, but we ourselves have never tried to develop the actual trade of our men; we found that to do it would involve so much expense that we really could not undertake it.

6111. Of the number that pass under your observation do you think that there is a large proportion who could earn their own living?—No.

6112. Not even if a proper market were supplied?—Amongst our own members there are few who could earn their own living, even if a proper market were supplied.

6113. To what do you attribute that?—I attribute that to the blindness with which we have particularly to deal coming upon men and women in mature years.

6114. (*Dr. Tindal Robertson.*) What was the total amount of your income last year?—Our report is made up to the 31st January 1885, and taking the figures from that, the total amount was 1,059*l.* 12*s.* 5*d.*; but that includes this sum of 509*l.* 2*s.* 3*d.* that we received from the Paymaster-General. I should say that the amount received up to the 31st of January 1886 is between 600*l.* and 700*l.*, so that our fund, I might say, is in a healthy state, in fact our subscribers have increased.

6115. Do you include in that the amount that you receive from your invested income?—Yes.

6116. Then, with the exception of that, from what other sources do you derive this amount?—From subscriptions and donations loan repayments and general receipts.

6117. What should you say would be the average annual expense of conducting the association?—Not more than 30*l.* or 40*l.* a year, the expenses are simply for printing, advertising, the payment of a man to arrange our classes, &c.

6118. Then in fact your society does almost what you call a voluntary work?—It does entirely voluntary work. I claim for our association that it is entirely a voluntary work.

6119. You have no paid officers?—No, with the exception of a small commission which goes to the collector, and you will see from our cash account that that amounted last year to only 2*l.* odd.

6120. And you have no payment for offices?—No, certainly not.

The witness withdrew.

Miss DANVERS examined.

Miss Danvers.

6121. (*Chairman.*) You are the secretary of the Blind Female Annuity Society, in Fairfax Road, South Hampstead?—Yes. I am honorary secretary, and I live at 25, Fairfax Road. There is no office connected with the society.

6122. What number of blind persons have you on your register?—About 70.

6123. How many do you give annuities to?—To 20 now; we elected four additional candidates last month.

6124. Besides those on your books you have applicants, I suppose?—Yes, but some have been rejected as ineligible; a few will be brought before the committee at the next meeting. I believe there are between 30 and 40 still waiting to be elected who have been accepted as candidates.

6125. What is the qualification of the candidates with regard to age or means?—They must be 21; that is the earliest age at which we receive them. As to their means I do not think we lay down any particular rules, but we require that whatever we give them shall, with what they already have, be sufficient to supply them with at least the necessaries of life; what we give them is intended to supplement what they already have, because our pension, the highest being 10*l.*, would of course be inadequate of itself.

6126. You give your pensions very often then to those who have pensions already?—Yes, very often to those who have pensions or something else to help them, not necessarily pensions.

6127. Do you give the doles or allowances from week to week?—No, by the quarter.

6128. Do you pay the pension of 10*l.* in one lump sum, or by the quarter too?—We give that by the quarter too.

6129. Your endowment is not large, is it?—No; it is now nearly 1,100*l.*

6130. Is that created by funding legacies and donations?—Yes. It began with a bequest of 200*l.*, and we have since had one of 300*l.*, the rest has been made up by donations, and by a third part of what we receive annually according to the present rules.

6131. What are your annual subscriptions, and what is your annual income?—I think I may say that we have about 130*l.* a year that we can depend upon; but that does not include the donations, which of course vary from year to year.

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6132. How many vacancies have you annually?—That all depends upon circumstances, upon the state of our funds, and also upon the deaths that may occur.

6133. This institution was founded about 10 years ago, was it not?—Yes.

6134. Is it confined to London?—Certainly not; there is no limit to its extension that I am aware of. We have had applications from all parts of England, and some from Wales.

6135. Do you give the preference to the aged?—I think we do if they are very aged, but at the same time as we profess to be one of the few societies that help the very young, beginning at the age of 21, we do not overlook that fact.

6136. I suppose that there are very few occupations at which blind women can earn their livelihood?—Comparatively few. Some are very clever and independent, while others are less capable.

6137. Do you know any who do earn their own livelihood when they are young and have been well taught?—I know a great many who help towards it; I do not know any who do exclusively, most of those I know do a good deal of needlework and knitting, but their earnings are very small, seldom more than 1*s.* a week.

6138. Are they able to work with a machine?—Yes, some of them are, but comparatively few, I think.

6139. There is a particular sewing machine, is there not, for the blind?—I am not sure that I have heard of a sewing machine, but there is a woman who lives close by us who has a knitting machine; she is one of the very clever ones, and she knits stockings and various other things.

6140. When you spoke of their doing needle work, did you mean that they did it by a machine?—Some of them do real needle work as we do it, and most of them knit without machine. Many of them are very clever.

6141. Do you find that most of them are able to read?—Yes, certainly.

6142. Have most of those who are on your books been taught after they became blind, or had they become blind in mature years, or have the majority become blind in early youth?—I cannot say. Many of them, of course, I do not know, personally. When their case is put before us it is not always stated when they became blind. They are obliged to have a certificate from a surgeon to say that they are blind, but it does not necessarily state how long they have been so.

6143. Is there anything that you would like to tell the Commission with regard to your experience as to the education of blind girls?—There is one thing that they themselves feel very acutely, and that is that they should be treated, as far as possible, as if they saw. They do not at all like to be sympathised with as if they were very much wanting in advantages; that they really resent. I remember on one occasion at an institution near us, the Blind School at St. John's Wood, after one of their quarterly meetings they told me that they liked the chairman on that occasion (Dr. Boyd Carpenter, present Bishop of Ripon) better than the one they had before, because he talked to them as if they were beings like himself. They said they quite dreaded the speeches that were made in public, because they always expressed so much pity for them.

6144. Then you think that blind children should, as far as possible, be always educated with sighted children?—Yes, I think that is a very great advantage.

6145. From your knowledge of the blind in London, do you think it advisable that the education of the blind should be compulsory, as in the case of sighted children?—I think so. In many cases blind children are even quicker than sighted children, because they are very often able to concentrate their attention better.

6146. (*Dr. McDonnell.*) Have you been in any of the school board schools where blind children are brought up along with sighted children?—No I have not.

6147. You have not visited any of those schools in London where there are some eight or ten blind children trained along with the sighted children?—No, I have not been in any of the board schools in London.

6148. Do you give a fixed sum of 10*l.* a year to all your pensioners?—No, it must not exceed 10*l.*; but we are at liberty to give any sum that we please. It is generally 5*l.* or 10*l.*, but in one or two cases it is 6*l.*

6149. What are the principal circumstances that you take into account in giving the larger pension?—The means and requirements of the applicant. If she is very necessitous, and if 10*l.* was requisite to supply really the necessaries of life, we should try to give that amount, because, as I have already said, our principle is not to give such a small sum that it would be really of little avail, but to give them sufficient to prevent them from being paupers.

6150. Still, if you could give every person 10*l.*, if they were industrious they could earn 10*l.* additional?—They might, but I do not think it necessarily follows. In some cases 5*l.* in addition to their income would be ample.

6151. If we found that they were already able to support themselves then we should not grant a pension. As a rule a great many of those who apply are perfectly unable to support themselves. I think that persons who are industrious would in any case do their very best to earn all they could.

6151*a*. (*Dr. Tindal Robertson.*) I think you said that we might take the total income of your institution at about 130*l.* a year?—Yes.

6152. May I ask what would be the cost of administration?—We have no expenses; the officers are all honorary.

6153. I wanted to know whether there was anything in the way of printing, or anything of that sort, which would be a charge upon that 130*l.*?—There is the cost of printing the report, and the stationery which comes to about 5*l.* altogether. That of course will vary year by year

6154. But so far as I can understand you your institution is almost entirely voluntary?—Yes, entirely; there are no paid officers whatever.

6155. And you have no office rent to pay, or anything of that kind?—No.

6156. Can you give us any idea of what has been generally the position in life occupied by the persons who receive your pensions?—It varies very much. Most of them belong to the working class, some have been domestic servants, and in one case the applicant had worked as a missionary abroad. I know a woman now living in Holborn who earned her livelihood by colour painting; she lost her sight in doing so; and is quite unable to do anything at all, having some other terrible disease. Her sister now helps to support her, and of course the assistance that she gets from us is a very great addition.

6156*a*. Have you any governesses or persons who have been governesses on your list?—I think not.

6157. Is the rule with you to assist people who are poor, or persons who have been in better circumstances?—I think that our pensions are more for the poor of the working classes, however, we are not limited at all. The object of the society is to assist respectable blind women.

6158. In considering the question of pensions, what reasons mainly influence you in giving them to one or the other?—They must be widows or spinsters, of good character, necessitous, and their health and surrounding circumstances are taken into account.

6159. Then in fact you take the whole circumstances of the case into account?—Yes.

6160. Do you judge upon each individual case, or have you any kind of rules that you have laid down for your guidance?—In the event of the applicant being of great age I think we should give the preference to her, also to those who have been longest on the list; and when we can we employ the Charity Organisation Society to assist us in investigating the cases.

6161. Would it be competent under your rules to give loans to persons?—The committee, I believe, at any time could make any byelaws; but I do not think that power exists now.

6162. Then under present circumstances it would not be possible to do that?—No.

6163. Do you think that there are cases in which persons might be very advantageously assisted by the granting of loans?—Decidedly.

6164. Do you think that if that suggestion was offered to your committee they would be inclined to adopt it?—I doubt very much if they would, because it was the original intention of the founder to give pensions; unless we had a very large surplus indeed, we should not, I think, feel at liberty to give relief in any other form.

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6165. (*Mr. Johnson.*) I believe that you only distribute twelve pensions of your own, and I see that there are three pensions from the Gardner Trust?—Yes, there are three pensions from the Gardner Trust, but we receive the grant from them. I took that into account when I said that our annual income might be 130*l.*

6166. That grant from the Gardner Trust of 21*l.* a year, is made to your committee, and they distribute it as they think proper?—Yes, they add it to the general fund.

6167. Yours is specially an annuity society then?—Yes.

6168. Do you know whether any of your annuitants receive annuities from other societies?—Yes, a great many of them do. Several of them have pensions from the Gardner Trust, and others from different societies.

6169. Do they receive annuities from the Gardner Trust, other than the 21*l.* which you receive?—Yes.

6170. Do any of them receive any pensions from any other charities or from any of the city companies?—Yes.

6171. Do they receive any from Day's Charity?—I do not remember, but it is very possible.

6172. Then you make no rule with regard to your pensions that people receiving pensions from other societies should become ineligible?—No, not any; on the contrary, sometimes it is rather a recommendation, because they must have what we deem to be sufficient to keep them respectably.

6173. What is your idea of the amount that would keep them respectably?—That very much depends upon circumstances; it depends upon their surroundings with whom they live, and what they are able to earn. Sometimes, perhaps, our pensions might seem a little unequal, for to one who had more than another we might see that it was right to give the 10*l.* from one circumstance or another.

6174. You only give five 10*l.* annuities and seven 5*l.* annuities?—We have elected four additional ones this year.

6175. The Bokenham annuity you have no control over, I believe?—No, that is a sum of money that is invested for the endowment of one annuity. The committee have the power to elect the annuitant.

6176. Have you any knowledge of how these people get their living?—Yes, I have it all down on the register, and on the forms of application. Each one, before she is elected, has to fill up a form of application, which is then carefully considered by the committee, and when possible the Charity Organisation Society investigate it also to see that it is all correct.

6177. Do you think there is greater difficulty amongst the female blind in getting employment than amongst the male blind?—I do not know, I have had so little to do with the male blind that I am hardly in a position to say.

The witness withdrew.

NOTE.—I should like to remark, in addition to the above statements, that I find, on referring to the register, that by far the majority of applicants are represented as incapable of earning anything; some few get 1*s.* a week, others less, and the four who contribute substantially towards their own support earn severally 15*l.* 12*s.*, 11*l.* 14*s.*, 7*l.* 16*s.* and 3*l.* 18*s.* per annum.

I believe that where a blind person is trained from childhood to works of industry she may be as competent to support herself as a sighted person, but probably the majority of applicants to this society have not had this advantage, and are consequently more or less dependent upon others. It should also be borne in mind that blindness is very often produced by bad health and disease, which frequently incapacitates the sufferer for employment; but I cannot too strongly advocate the necessity and advantage of educating the blind from their earliest years to habits of industry and self-reliance with a view to supporting themselves in the future.—C. D., Hon. Sec.

Mr. Robert Storey examined.

Mr. R. Storey.

6178. (*Chairman.*) Are you the foreman of basket making at the Kent workshop?—Yes.

6179. How many years experience have you had in basket making?—Since I was 12 years old; that will be something like 42 years.

6180. Where did you learn basket making?—At St. George's.

6181. How many years were you in the institution?—Six and a half years.

6182. When you left that institution were you an accomplished worker?—Well, they considered me so, but I really was not.

6183. And then you had to teach yourself, I suppose?—Yes.

6184. How did you get your livelihood after you left the St. George's Institution?—I started in a little business for myself in Bakewell, in Derbyshire.

6185. Did you fail, or did you succeed?—I did very well for perhaps a year or thereabouts at basket making. Then I took to following the fairs and markets round, and I did very well for a time.

6186. Were you blind from birth?—No, I lost my sight when I was six years old. Then I had to leave off going to the fairs and markets on account of the expense. I could not afford to buy a horse and cart of my own, and it cost so much that I could not follow it, and I had to leave it off. Then I got a job anywhere I could, travelling from town to town, picking up a job wherever anyone would give me one.

6187. Did you marry?—No, not then; I had four years in the country.

6188. What age were you when you came back to London?—About 22.

6189. Did you find that you could get on in London?—Mr. Levy's establishment had just started in Cromer Street; that is where it started first, but it is carried on in Berner's Street now; and I went to work for them directly I got to London, and I continued to work for them for six years as outside journeyman; and I had a business of my own in Hampstead Road, and I did very well at that time.

6190. What was the most that you earned in a week at that time?—I can scarcely tell you. Sometimes I earned as much as 2*l.* and 2*l.* 5*s.* a week in the way that we were paid then. We had a certain basket given us out to make, and we took it in, and what it realised we received. We had the profit and the principal all for ourselves from the institution, so that in that way, of course, it gave us good wages. Then I was sent for by Miss Harrison to go to Sheffield to start an institution there.

6191. Did you go there as a teacher?—Yes, and there the basket making was very unsuccessful, and they had to drop it. They simply kept me on for a time just to keep the shop going.

6192. What did they take to after that?—Brush making is their chief trade.

6193. Did you learn that too?—No.

6194. Then did you come back to London?—I went to Southsea first from Sheffield, and I was 11 years in Southsea teaching there.

6195. You have been the round of these institutions then?—Yes.

6196. Do you think that they were successful in turning out good workmen?—Some of them are successful and some are not.

6197. Did you find much difficulty in teaching the blind?—A youth you can get on with very well, but when a man gets to 25 or 30 years of age he had better not touch basket-making at all, it is a complete failure. That I have specimens of with me now at work. I have one young fellow, a clever lad, about 20 years old now; I have had him with me about three years, and he can make things almost as well as I can myself. Another man has been there five or six years and he can scarcely do anything well, and he began as a man.

6198. How soon do you think that they ought to begin to learn an industrial occupation, supposing that they are born blind, or become blind when they are young?—Let them start work at about 14, that is plenty soon enough.

6199. In about how many years ought they be to learn basket-making or any other trade?—I think that basket-making should take five years, but that depends a great deal upon the men that they have to put them forward. It wants a thoroughly experienced man to teach a blind person, and the man must have wonderful patience.

6200. What do you think should be done to assist the blind after they leave these institutions to enable them

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to get work?—Supposing that we had in a small town of perhaps 25,000 or 30,000 inhabitants three men, one a good man (and we are badly off for good hands, there are not many of us about) and two indifferent hands in a little shop, and if that shop were watched by gentlemen like yourself, a committee to overrule the whole of them, I think that would be a good plan.

6201. You think that a blind workshop should be started in each provincial town under the supervision of a committee?—Yes, I think that would relieve us wonderfully.

6202. And that you should get at least one skilled hand, and, of course, as all hands are not skilful two or three inferior men would get on with a good man at the side of them?—Yes.

6203. I suppose you would not advocate sighted labour, because it is too expensive?—It is rather expensive.

6204. And you think that these workshops would pay their way?—I feel confident that they would.

6205. You have seen it tried, have you?—Yes, there are two persons now trying it in Birmingham, Dale and Crowder.

6206. Are they working together as partners?—They are.

6207. Are they married?—One is married, but I really do not know about the other.

6208. Who is to keep house for them?—Out of three most likely one would be married.

6209. In London how would you multiply institutions of that kind?—As to London that is a question that I hardly know how to deal with. We have so many blind in London in different parts in little businesses for themselves that it would be a difficult matter to plant shops in London.

6210. Is there much competition amongst the blind themselves?—No, I do not think that they try to injure each other in any way, or run each other down in the trade. I do not think that there is anything of that sort.

6211. Is one of the reasons why the blind find it difficult to sell their work that their work is not so good as that of sighted people?—It is not quite so shapeable.

6212–13. Of course there are some blind people who can make as good work as sighted people?—Quite equal to it.

6214. But those men succeed and the others fail who cannot do their work as well as sighted people?—They are sure to fail; that is why they want a good man with them, two or three together.

6215. And you think that if some of these institutions were to spend their money in setting up small workshops of that kind over London and in provincial towns that would be one of the best ways of finding work for the blind?—It would relieve a great many who are now in want, poor fellows, I know.

6216. Do you follow up those whom you have taught in the institution where you are working now?—Yes, there are two now in Southampton doing very well for themselves; and another one that I taught when he was a boy at Southsea I have with me as a journeyman; he is the best hand in the shop where I am now.

6217. You have not a large number of men under you now, have you?—There are seven under me now.

6218. Could you look over more than that?—Yes.

6219. Is not the workshop rather larger than the workmen require; do you not require more workpeople in order to make it profitable?—We do not require any extension.

6220. You say that you could superintend a larger number of workpeople, and therefore, of course, to that extent your labour is less profitable than it would otherwise be?—Yes. I have no doubt that I could manage 12 or 14, and teach them well.

6221. (*Mr. Johnson.*) Without much more expense?—It would be no more expense.

6222. You have room where you are to take in people to the number of 14?—I dare say we could manage 14.

6223. Is there any difficulty in disposing of the work that is made by the blind now?—Where I am at present we scarcely have any difficulty. We do not keep much stock. We have some very good customers who take a quantity of our work.

6224. Your experience is principally in basket-making, is it not?—Yes.

6225. At the institution where you are now working they make ship fenders very much, do they not?—Yes.

6226. Is there equal profit upon making ship fenders as there is upon making baskets?—I do not think so. At that place there are only two blind men at work making ship fenders, and there is one sighted man to superintend them, and of course he would be able to teach 12 or 14 at the same expense if he had them.

6227. What is your opinion about sighted supervision over blind workmen; do you think it is a good thing or not?—So far as I am concerned I do not think that sighted men are, as a rule, capable of turning out good blind men, or very few of them.

6228. Then your idea, as I understand it, is that blind teachers are better teachers for the blind than sighted ones?—Yes, I feel confident of it.

6229. Where did you pick up that experience?—By being side by side with those who can see, in the same shop.

6230. I suppose you yourself were taught by a sighted person?—Yes, there were no blind teachers in the days when I was taught.

6231. How many years ago is it that you were taught?—I went to school in the year 1844, at St. George's. I left there in the year 1850, and since that time they have found it expedient to employ a blind teacher. They always were against it before, they never would have one; but they found it quite necessary to get one.

6232. Where did you pick up that experience?—I visit that school frequently, and I know the man who is teaching there.

6233. Who is the man who is teaching there?—Hussey, I think his name is. I do not know the man, only by seeing him in the workshop. He was a pupil in the school, but he was not a pupil in my day.

6234. He is kept as a monitor, I suppose?—He is kept as a teacher.

6235. I suppose in many of the institutions that you have been to they keep their best workers as monitors, or teachers, if possible?—If possible, they do.

6236. So as to employ the blind?—Yes.

6237. But in other institutions which you have visited they have all sighted supervision?—It is all sighted supervision in most of them.

6238. Have you any experience of people having pensions?—No, I do not know anything at all about pensions.

6239. Have you one yourself?—I have a small one from Red Lion Square; that is the only one that I have.

6240. From the Indigent Blind Visiting Society?—Yes.

6241. What pension do you get from them?—I dare say in amounts to 2*l.* 5*s.* or 2*l.* 6*s.* a year.

6242. Have you had that all the time you have been at work?—I have had it for about five years.

6243. Do you think that it is a good thing to give pensions to persons who are carrying on a trade?—Yes, because not one out of 10 can earn sufficient to live upon.

6244. Amongst the people that you know who work, do pensions help those who are successful very much?—Oh, yes.

6245. Do you know many who have got pensions who are engaged in manufactures?—Yes, I dare say I know 40 or 50.

6246. Do you think that the pensions are distributed in a proper way, or would you suggest any alteration of the way in which they are distributed?—That is rather a difficult thing for me to say anything about. Of course I do know some instances. In Mr. Day's gift there are three sums, and I know some men that get 20*l.* a year that should have 12*l.*, and others get 12*l.* a year that should have 20*l.* I know that much; according to their position in life I mean.

6247. What leads you to think that there is that inequality of distribution?—It is simply, I suppose, that fortune favours the one and misfortune follows the other.

6248. Why do you think that a man who gets 12*l.* a year should have 20*l.*, and that a man who gets 20*l.* should have 12*l.*?—Because the one has no children and the other has four or five children; that is the only reason, and I know that it happens so in several cases.

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6249. Do you know many that have two or three pensions?—Yes, I know several.

6250. Do you think that all of those who have got two or three pensions deserve it?—Yes, I really think they do. There is one old gentleman who lives with us in Greenwich. I think that man has three pensions to my knowledge, and he is 70 years of age, I dare say, or rather more, and he was never able to work, so that if he had not had that assistance he must have been in the union.

6251. What is the amount of the pensions that he gets altogether?—I could not tell, I never made bold enough to ask the man.

6252. But of your own knowledge you know that there are a good many people employed in trade who have one or two pensions, and perhaps more?—Yes.

6253. In your experience what are the average wages of basket makers?—Really not more than 9*s.* or 10*s.* a week on an average taking them altogether as a body. There are a few that will earn a pound or a guinea a week; others will not earn more than perhaps five or six or seven shillings a week.

6254. In your extensive experience of teaching do you find that there are great varieties of excellence in work, and that some men are able to learn very easily, and produce very good work, and some produce very bad work?—Yes, and you may bestow all the pains you can on one man and you cannot put it into his head, and cannot teach him; he cannot remember it.

6255. What would you suggest for those people that you cannot teach anything to?—I hardly know. There is only one thing that is on foot now that is of any use to these sort of men, and that is wood chopping.

6256. Have you any experience of what they gain by wood chopping?—They only earn something like 12*s.* or 14*s.* a week.

6257. At institutions, or at their own homes?—Scarcely any of them do it at their own homes; it requires so much room.

6258. And a certain amount of apparatus I suppose?—Yes, and in order to carry it on with any effect it wants a little capital, and that is what many blind men have not got.

6259. (*Dr. Tindal Robertson.*) I noticed that in speaking about Sheffield you said that basket-making was unsuccessful there; can you give us the reason?—I do not know why it should have been unsuccessful, but the only reason that I can assign for it is this: the man that superintended there then was a brush-maker, and he seemed to study his own branch of the business and let the others go to the winds.

6260. Are you married now?—Yes.

6261. Have you any children?—Yes, I have a son here now with me.

6262. Are they sighted children?—Oh, yes.

6263. Supposing you had a blind child, it what way would you have that educated?—I should send it to school with my other children, undoubtedly.

6264. Have you any experience as to the way in which they teach the blind in board schools?—I have never come across any that have been taught at those places; I do not know how they manage with them, I am sure. The board schools round about where I live have not a blind child in them. Now, in Bermondsey, they have blind children in the board schools, but I do not happen to reach that far.

6265. Can you give me your reason for saying that if you had a blind child you would send it to a school with sighted children?—I do not know particularly why it makes their knowledge better; they acquire more knowledge and a truer knowledge of things by being mixed up with children that can see, whereas, if they were all mixed up together, as we were at St. George's, they get one strain of thought and one strain of action, and when they come out into the world they are almost afraid to move and afraid to speak, and are almost like dumb people. But children going to school with little people who can see acquire the same actions and the same thoughts, and everything as they have.

6266. Your reason is mainly that if your blind children were educated together with sighted children it would make your children more self-reliant and more independent, and better fitted to go into the battle of life than if they were educated in a blind school with blind children?—Blind schools are what I call exile institutions, that is my idea.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 4th March 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
C. E. D. BLACK, ESQ., *Secretary.*

Mrs. ALICE WESTLAKE further examined.

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6267. (*Chairman.*) You have already given evidence before this Commission as to the blind. You are a member of the committee of the London School Board that specially looks after both the deaf and dumb, and the blind?—Yes, it is the same committee.

6268. How long has that committee been in operation?—I think for 10 years; I have been a member of it for nine years.

6269. What steps have they taken to deal with the education of the deaf and dumb children?—The first step was taken in 1874, before I was a member of the committee. The Rev. Mr. Stainer was then appointed superintendent of the instruction of the deaf and dumb.

6270. What is the present state of the education of the deaf and dumb?—Perhaps I had better give the history. In 1874 Mr. Stainer was appointed, and he taught the deaf and dumb on a system which I believe was entirely his own, a sort of united system of signs and oral instruction. I do not think it was adopted by anyone else. I think it was his own system. I became a member of the board in 1876, and I think about a year after, in 1877, my attention was drawn to the subject of the instruction of the deaf and dumb by Mr. St. John Ackers, and I went carefully into it with him. We visited classes under the school board, and came to the conclusion that the results of its teaching were not satisfactory at that time. That the children were not fitted for their work in life; that the fact of partly using signs unfitted them for the hard work of learning the oral system; that they therefore acquired very little lip speaking; and that the sign system cut

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them off from their kind, very few people of course knowing the manual alphabet; so that the results were really very unsatisfactory. We had a great many discussions at the school board; Mr. St. John Ackers kindly came and gave us his evidence and advice, and the subject was discussed for two or three years. Mr. Stainer was very much opposed to the introduction of the oral system; he thought that it was very unsuited to the children in London board schools, and he opposed it in every possible way. In 1879 the board determined, regardless of Mr. Stainer, to start a class on the oral system under a separate teacher. This teacher was procured from the Fitzroy College, and she was put into a school in Bermondsey, and left there under the superintendence of Mr. Van Praagh of the Fitzroy College. Her work has gone on continuously up to the present time, and she has now been incorporated in the general system which has been adopted by the school board. In 1880 Mr. Stainer went to a conference at Milan of teachers and others interested in the education of the deaf and dumb; and he then found that the oral system was the one adopted universally throughout Europe and America by all good teachers, and he came home converted, it was a very sudden conversion, and he was ready to adopt the oral system. Then the question arose with the board whether Mr. Stainer could himself, without special training, introduce this system into its schools. I for one felt that he was hardly the person to do it; but on the other hand it was pointed out to us that nearly all the teachers of the deaf and dumb had been originally manual sign teachers, and that they had adopted the oral system, and trained themselves, and become teachers of the new system, and that we might carry out that course with Mr. Stainer. I believe that he then went to Ealing and had some training, and he told us that he had had a good deal of previous training in the oral system, I do not know where it was, but the oral system was then introduced into all our classes. We got some teachers from Ealing, and some from the Fitzroy College, and we adopted a system of training pupil-teachers who were to give part of their time to the teaching in our classes, and part of their time to training themselves, either at Ealing, or at Fitzroy Square, for the special work of teaching the deaf and dumb. We have at the present time 13 of these pupil-teachers, three ex-pupil-teachers who have been trained on the same system, and 13 assistants, 7 of whom were trained at Ealing, two at Fitzroy Square, and as to four I am not aware in what place they were trained. Some of them were old teachers of ours, who had gradually, I suppose, learnt the system as best they could. Now we have nine centres in different parts of London under this large body of teachers, superintended by Mr. Stainer, and in order to carry out the system more perfectly, in two centres we have had special class rooms built.

6271. Then the deaf and dumb are collected together in certain centres in London?—Yes.

6272. Of course the number of them varies in different districts?—Yes.

6273. And you have, I suppose, to take them out of their districts and collect them together in one centre?—Yes, that is the great difficulty.

6274. You have never attempted to teach the deaf and dumb, of course, with the ordinary children?—No, I think it would be quite impossible to do so. They are under a very great disadvantage as compared with the blind, because the blind can be taught partly with the seeing children, but the deaf and dumb cannot be taught with the hearing children. In the same way we cannot use itinerant teachers for the deaf and dumb. With our blind classes our teachers go round to various schools, and where perhaps there are one or two children who may happen to be isolated, they take them for a morning, or for an afternoon, or for a certain time; and then the blind children can join the ordinary children for the rest of their time. But we cannot do that with the deaf and dumb.

6275. Do you teach the deaf and dumb children entirely on the oral system, and do you, as far as possible, prevent them from using any signs?—I think Mr. Stainer uses what he calls a modification of the oral system.

6276. You have a mixed system then?—It is supposed to be the oral system, but Mr. Stainer says that the oral system, pure and simple, is not adapted to these children. I do not feel that I have sufficient technical knowledge to be able to answer that point myself.

6277. Has the school board satisfied itself that all the deaf and dumb children are brought to school that ought to come to school?—I am afraid not, for this reason, that they live in such remote districts. It would be too expensive to have a teacher for one or two children, and therefore the isolated remote children are necessarily left out of instruction. I was asking Mr. Stainer about that, and I think we have perhaps more than half of the deaf and dumb children under instruction; but it is rather difficult to get the exact figures. The superintendents of visitors report to the superintendent of the deaf and dumb any deaf and dumb children that their visitors come across; but the visitors are not very skilful on the subject, and they report a good many imbecile children who are dumb because they are imbecile, and are really hardly suited for any training that we can give them. So that it is rather difficult to pick out exactly the deaf and dumb children alone who are still out of instruction. But I have been suggesting to our committee that we ought to have a far better system of individual visiting than we have. In the case of the blind the superintendent visits every individual child in London who is reported to her; but Mr. Stainer does not do that, nor do any of his teachers; they leave it entirely to the school board visitors; and that I think is not sufficient, because these parents are very ignorant, and require a great deal of persuasion to send their children to special classes.

6278. Then how would you propose that these isolated cases, which are difficult to get into classes together, should be dealt with?—It is entirely a question of expense.

6279. Has the school board made grants to any existing institutions for training the deaf and dumb?—No, we have no power to do that.

6280. You have no power by the existing law?—No.

6281. Are you aware that the Manchester School Board have passed a resolution to this effect: "That "the Education Department might with propriety "make grants to institutions for the education of the "deaf and dumb, &c., and that such grants might be "made either towards maintenance, as in the case of "certified industrial schools, or upon examination as in "the Public Elementary Schools"?—Yes, I know they have done that, but nothing has come of it so far.

6282. The London School Board, having this before them, have taken no steps to pass a similar resolution?—No.

6283. In your opinion would that be the only way of getting at the isolated cases?—I do not think that would meet them; I do not think the Education Department would ever make grants sufficiently large to pay a competent teacher for one or two children.

6284. But my point was whether they would allow the school board to make grants to such institutions as would train these isolated cases?—I very much doubt it. I think they would leave it to the guardians; I do not think they would give us the power.

6285. The guardians at the present time have the power of doing it?—That is so.

6286. Have the guardians been moved to do that in London?—No, not by the school board.

6287. But is it not the business of the school board to see that, as far as possible, all children should come to school, and to take all legal steps towards making them come to school?—Yes, it is no doubt; but we should never get any support from the magistrates for instance in cases of that kind, if we compelled these children to attend any kind of class to the inconvenience of their parents.

6288. That is assuming that the magistrates are of opinion that the deaf and dumb children cannot be educated?—No, I think they would consider it an afflicted class, and not one to be pressed in any way. We certainly find that in the case of blind children we do not get much support from the magistrates, if we want to summon the parent of a blind child for bad attendance.

6289. Do you think that it would be impossible to make the education of the deaf and dumb compulsory?—I suppose it is theoretically compulsory at present.

6290. But you say that at present the law is not put in force?—It is not. Theoretically the compulsion is incumbent upon all children, but the magistrates do not thoroughly support the London School Board.

6291. But if the law does not require to be altered, and if, from the evidence brought before this Commission, public opinion were satisfied that the deaf and dumb could be trained and educated in such a way as to enable them to gain their livelihood in after life, would there not be sufficient public opinion in favour of carrying out the law as it stands now?—I am afraid that the magistrates are not very amenable to public opinion, and a great deal of pressure would have to be brought to bear. I should think that you are better judges of that than I am.

6291*a*. What is your individual opinion?—I do not think that public opinion would support the school board in using any harsh measures. The public are very apt to consider the school board very harsh, because it does carry out its duty of insisting upon attendance at school.

6292. Then the fact remains that isolated cases are left out of education altogether by the School Board of London?—Yes.

6293. But in cases where the deaf and dumb children can be conveniently brought together the school board has classes for that object?—It is very much a question no doubt of the health of the children. If they are tolerably healthy, strong children, they can walk a good distance to a class; but if they are weakly, as so many of the children are, they cannot be made to go any considerable distance.

6294. Of course in those cases it would be impossible to compel them to come to school, because they would be physically unable to do so?—Yes.

6295. Will you tell us where the centres are in London?—At Winchester Street, Finsbury; at Summerford Street and Turin Street, Bethnal Green; at Farrance Street, Tower Hamlets; at Bell Street and Campbell Street, Marylebone; at Boundary Lane, in Lambeth; at Farnecombe Street, in Southwark; and at Surrey Lane, in Battersea.

6296. Is there any part of London where the deaf and dumb are more prevalent than anywhere else?—The largest attendance is in Bethnal Green; it is a very crowded district.

6297. Are the deaf and dumb found generally among the poorest classes?—Yes. Occasionally a better to do family will have some deaf and dumb children, but ours are mostly amongst the poor.

6298. Have you followed in after life those who have been educated by the London School Board?—I am afraid not; I am afraid that there has been very little of that. I have tried to get some facts, and I have been able to follow a few children; but I do not think Mr. Stainer himself knows much about them.

6299. Have they when they have been turned out of the schools been able to conduct a conversation?—The results are only fairly good, I think. There are a great many difficulties to contend with. First of all the attendance of these children is very irregular; then they come in at all times and at all ages; and they are in our classes in all the different stages of progress, and it is extremely difficult for one teacher to do justice by a number of children in that state.

6300. In fact I suppose that if these children could be collected together into one centre and put into different classes according to their ages and requirements the work would be much more satisfactorily and better carried on?—Yes, very much.

* 6301. That would be the case if they were sent to some institution, would it not, the school board having the power to subsidise such an institution rather than have classes for themselves?—It would no doubt. A large number of those children I believe are gathered into homes which Mr. Stainer has started, but those do not come under the cognisance of the school board at all, we have nothing to do with the management of them.

6302. Those are places where the children are maintained, I suppose?—I believe they live in these homes to a great extent from the Monday to the Friday, and then return to their own homes after the school week; but we know nothing about that, officially.

* The children in Mr. Stainer's home are taught by the school board at its centres; in fact, they are collected in the homes for the sake of their more convenient attendance at the classes. It is only their domestic management which does not come under the board's cognizance.—A. W.

6303. That is done entirely by voluntary support?—Yes, and by the payments for the children, which I believe are in some cases rather considerable in these homes.

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6304. What is the age at which the deaf and dumb leave your schools; do they leave at the same age as the other children?—We do not turn them out, but as a matter of fact they do leave at about the age of 13. No doubt it would be better if they remained longer, but there are difficulties. For instance, in the Bethnal Green centre we had some bigger boys in the class who have had to be expelled; we had great difficulty with them.

6305. They were too big to manage, I suppose?—They were expelled for bad behaviour. We have now started a class for bigger boys under a master because of the difficulties of management. Another difficulty about the training of these children is, that those who return to their homes return to very poor homes with very illiterate parents who do nothing to carry on their education, and who probably would check it. I do not think that the education of the deaf and dumb is half as satisfactory as the education of the blind under the London School Board.

6306. I suppose that to train them in the oral system requires a longer time than to get the same amount of education into the blind?—Yes, and no doubt they are very much more isolated than blind children; very much more cut off from their kind. Blind children can mix with the ordinary sighted children in many ways and work with them. I would mention that the deaf and dumb children are not examined by Her Majesty's inspectors as the blind are. The instruction, as far as possible, is made to follow the standards of the Education Code; but there is no passing of the standards, and very little estimate really of what the attainments of the children are. I think that we ought to have a great deal more inspection than we have. I have pressed that very much upon our committee, but they would not face the expense.

6307. We have a report before us with regard to Manchester, but we have not yet a report with regard to London?—You have an almost contemptuous report from Mr. Sharp; in fact, no report at all. He did not take the trouble to make any enquiries of the school board, or to visit a single centre; he simply dismisses the whole subject, saying that the board is doing it very inefficiently. Mr. Sharp has not applied to the London School Board for any information, or for the names of the classes; he has not visited anything. He mentions that in a school in the division which he usually inspects he found three deaf and dumb children who were not receiving special instruction; but that is all, I believe.

6308. He only mentions that in one school he found three deaf and dumb children who were not in receipt of any special instruction; was that an oversight?—No, it was not an oversight. We have asked Mr. Stainer about that. There is no centre near to which those children can go; we are just trying to arrange one now if possible; but those are the only children in the district that we know of who are not in a class. But Mr. Sharp happens to be the inspector of the Westminster district, so he came across these children in his official capacity, and thought that that was sufficient information to supply the Education Department with about the deaf and dumb.

6309. Can you state what the actual number of the deaf and dumb are in London?—We have 313 on our books, but the average attendance is very bad; it is only 67 per cent.

6310. What is the total number of the deaf and dumb so far as your knowledge goes?—That I cannot tell you.

6311. Of course there are more than the school board educate?—Yes.

6312. But you cannot say exactly how many there are?—No, I have tried to get that information from Mr. Stainer, but even he cannot tell me. I am sorry to say that we only get an average attendance of 67 per cent. of the 313 that we have on the books, and that is very low.

6313. Is there any other particular that you would like to draw the attention of the Commission to with regard to the deaf and dumb in relation to the London School Board?—I think not. I shall be very happy to answer any questions that may be put to me.

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6314. Is that an official report of the London School Board which you have before you?—This is the same report which you have; but I have had it filled up with the salaries of all the teachers, including the teachers trained at Ealing and Fitzroy Square, and I can hand this in.

6315. (*Admiral Sir E. Sotheby.*) I believe there are certain persons who are instructed to see that the children are sent to school; is it not in their power to report all the deaf and dumb children who do not attend the schools?—The school board visitors are supposed to report to Mr. Stainer every deaf and dumb child that they come across in their scheduling; but of those children it is found that a good many are imbeciles and incapable of receiving any instruction by the school board, and I do not think that Mr. Stainer has separated the two classes of children sufficiently. He does not visit them personally.

6316. Then who is it that sees that these children are sent to school?—The school board visitor; but then he has no special knowledge of the difference between an imbecile and a deaf and dumb child.

6317. Then he is a very inefficient visitor, I should think?—It requires a good deal of special knowledge, I should imagine, to distinguish.

6318. Do you consider the oral teaching far superior to the sign system?—I do.

6319. Do you know whether the deaf and dumb can get employment as a rule?—I said, in answer to Lord Egerton, that I have only been able to trace a few cases of these children, but in several cases they are working at trades with their parents.

6320. Then you have no knowledge of the deaf and dumb adults?—No.

6321. (*Mr. St. John Ackers.*) I think you stated that the average age of a deaf and dumb child when it leaves school is about 13; can you say what age the child is, as a rule, when it joins?—That varies very much indeed. In some of the classes there are quite babies in attendance. They join at all ages; it depends very much upon the formation of a new class in a district. Children are gathered in from the neighbourhood, and they are usually of various ages.

6322. Do they have an average attendance of five years at school?—They can get more than that.

6323. I am aware of that; but do you think that the children have as a rule five years at school?—The class that we have to deal with is a very migratory class, and the parents are continually moving from place to place and changing their school, and it is very difficult to get the children for a continuous course of instruction; but I should think that they would get on an average five years off and on.

6324. Will your experience of those who have been at school five years warrant you in saying that those children can carry on conversation?—Fairly.

6325. Sufficiently to understand quite easily any one that may speak to them?—Not quite easily, moderately easily.

6326. Do you think that the oral system, after taking into consideration all the amount of labour involved in learning it, is practically of use to an ordinary working man's child?—It is of very great use. It is the only way in which he can communicate with his kind.

6327. Do you not think at the same time that the French or manual system ought to be taught?—No, I believe that if you teach the manual system the child will never sufficiently apply himself to the great labour of learning the oral system. It is so easy to make signs and to be understood by signs that he will not take the mental or physical trouble necessary to acquire the oral system.

6328. You have stated that the deaf and dumb are very much isolated; if a deaf and dumb child has learnt to speak and he finds another similarly afflicted, how can they carry on a conversation if the one has been only taught the manual system and the other the oral system?—It would be difficult, no doubt. We hope that in time they will all be taught the oral system.

6329. Would your information lead you to say that very few only of those who have passed through the board schools can speak?—I think that a considerable number can speak fairly.

6330. Would you say that 10 per cent. of them can speak?—More than that I should say.

6331. Twenty per cent.?—I should say that 50 per cent. can speak fairly. It is rather difficult to be quite accurate on such a subject. You would best judge of that by visiting the classes and seeing them in operation.

6332. You have mentioned that on the continent and in America the oral system is the prevailing system?—Yes, I believe so.

6333. I suppose you are aware that those who are conversant with the subject in America have rather shown that they are not disposed to recommend that the oral system should be solely taught?—I really can pronounce no opinion about that; I am not sufficiently conversant with the subject. I mentioned the conference at Milan, where teachers and experienced persons in connexion with the education of the deaf and dumb gathered together and came to an almost unanimous resolution that the oral system was the best.

6334. You say that you have 313 on the books, and only 67 per cent. in average attendance, and that 50 per cent. (I take it that that means 50 per cent. of the whole and not of the 67 per cent.) of those who have been turned out from your schools are able to converse by speech to a moderate extent?—That is rather a guess, and you must not take it as perfectly accurate. I said that they could speak moderately fairly, not well.

6335. Do you consider that the amount of education which they have hitherto received at board schools is sufficient?—No, I do not think it is.

6336. Are you not aware that the Education Acts allow eight years for a hearing child unless it passes an examination sooner?—Yes.

6337. Do you consider that a deaf child requires less time for its education than a hearing child?—Certainly not.

6338. Then you would not think eight years an unfair period to fix for the teaching of a deaf child?—Certainly not.

6339. Have any of your deaf and dumb children received eight years' full instruction?—Not on the oral system; we only introduced it in 1880.

6340. Then in fact, allowing that your system is the purely oral system, and that it is carried out to the best of your ability, you have not yet had a fair chance of testing what it can do in the school board classes?—That is so.

6341. Have you enough teachers, as many as you wish for?—No.

6342. Then you have more pupils to a teacher than you consider desirable?—I think so; but that of course is a question of expense.

6343. The question of expense, I suppose, comes up at every turn with regard to these children?—Yes.

6344. I think you said that the teachers are all female teachers?—Yes, with the exception of one.

6345. Why are they all female teachers?—I do not know that any others are available.

6346. (*Chairman.*) Are they cheaper?—They are cheaper, no doubt; and I think, perhaps, they are more patient.

6347. (*Mr. St. John Ackers.*) But could you obtain male teachers who have had any training?—I must say that we have not tried until just lately, when we had this unruly class, and then we asked Mr. Stainer to look about for a male teacher.

6348. Has that male teacher had any special training?—I believe he has, at Manchester and under Mr. Stainer.

6349. You said I think that the children are mostly the children of poor parents; are not many of those parents themselves unable to spell easily and accurately?—Yes.

6350. Therefore, if these children were not taught by speech, but were taught upon a system of finger talking, would it not be very difficult for them to converse with their parents when they went home?—No doubt, and it would be more difficult still for them to converse with others.*

6351. Do you keep any statistics with regard to the causes of deafness?—I am sorry to say we do not. I have been pressing upon Mr. Stainer the necessity of doing this, but he says that his time is not sufficient for the purpose, and that he must get an assistant if we require that; but I think it is most important that we should have such statistics. The school board does not at present insist upon it from Mr. Stainer, but I think it ought to do so. I believe that a year or two ago we did suggest to Mr. Stainer that he should do this, and he tells me that he drew up certain heads of questions which he wished the parents to answer; but it seems to me that that is quite inadequate for our purpose. These parents are very uneducated people and it is very difficult for them to fill up forms with information of that kind, and I want to press upon our committee the necessity of getting Mr. Stainer himself, personally, to visit the homes and to get all the information he can from the parents orally.

* Because conversing with their parents would confirm them in their bad spelling, and so increase the difficulty of their conversing with those who spell correctly.

6352. You consider that it would be advisable to have perfect statistics upon this question?—Very advisable. I must say that the assistants as a rule make inquiries of the parents, and they can tolerably accurately tell the cause of deafness, whether the child was born deaf at any rate, or whether the deafness was caused by some illness, or other reasons.

6353. But that does not go, I suppose, to the more minute particulars which are generally given in these statistics with regard to the deaf and dumb?—No.

6354. I understand that you advocate compulsory teaching for the deaf and dumb?—Compulsory attendance at school.

6355. You think that the deaf and dumb children, with those exceptions of course which there must be in all classes, should be compelled just as every hearing child is compelled to attend school?—Yes.

6356. (*Chairman.*) I think you rather shrank from going so far as to say that it should be made compulsory?—I said that I did not think that we should be supported by the legal authorities in carrying it out with any vigour; but I think it is very necessary if we could do it.

6357. (*Mr. St. John Ackers.*) But do you yourself personally, as a member of the London School Board of many years' standing, now consider that it is desirable that there should be compulsory attendance of the deaf and dumb?—Certainly.

6358. Do you further advocate the compulsory training of the teachers, or of some of the teachers, as in the case of the teachers of hearing children?—I do not understand what you mean by compulsory training.

6359. In this way, that I believe no grant is allowed for hearing children unless a certain number of teachers are certificated teachers. Do you consider that some such training and some such certificate should be required on the part of those who teach the deaf and dumb?—I think it is very desirable.

6360. Do you also consider that Government inspection should be as universal for these classes as for the hearing?—I think it would be also very desirable to have a special examiner, not an ordinary Government inspector.

6361. What alterations do you, as an experienced member of the school board, suggest should be made in the present laws relating to the elementary education of the deaf and dumb?—That is rather a wide question, and one upon which I am not prepared to make any suggestions.

6362. (*Dr. Armitage.*) Could you tell us what Mr. Stainer's special duties are?—He is general superintendent of the classes; he engages the teachers, sees that their agreement with the board is carried out, that they get proper training, and that their work is efficiently done.

6363. Does he himself teach?—I believe he gives lessons occasionally.

6364. Does he report to you upon the state of the different classes?—He does not give us any formal report as to the efficiency of the classes, only a general report that the work is going on well.

6365. Do you not think it is desirable that you should have a regular report as to each class?—I do not think that he would be the person to do it. I should like to get that from an outsider who was not interested in the classes. I think perhaps Mr. Stainer would not be so impartial as we should desire for a thoroughly searching report.

6366. I think you said that the deaf and dumb are taught in special centres?—Yes.

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6367. Do you mean by that that they are taught entirely by themselves, or do they sometimes join the ordinary classes as the blind children do?—They are taught entirely by themselves; they never join the others.

6368. (*Chairman.*) Are they in different buildings?—Wherever we can find a class room to spare we put them in the ordinary schools; but in several of the new schools we have built special rooms for these children apart from the ordinary class rooms.

6369. (*Dr. Armitage.*) Do you think that there are any special advantages in training the deaf and dumb in day schools as compared with institutions?—No, I should have thought that there were disadvantages, but we have to put up with the inevitable; we cannot board the children. I think their return to their homes at night is very undesirable. The teaching is very much checked by their being with their illiterate parents, who cannot help them in any way in carrying on their training, and who rather check it.

6370. Your opinion, then, is that these children who are attending the day schools would be better off if they were collected in a special institution?—I think so, and under continuous instruction.

6371. Is that educationally, merely, or in other respects?—Educationally, I think. I am not at all desirous of breaking the connexion between the parents and the children if it can be avoided: that is of course the drawback of institutions: but educationally I feel sure that they would get on much more rapidly under constant tuition.

6372. Do you know that in America very grave difficulties have arisen in consequence of the deaf and dumb being congregated in special institutions, and that intermarriages are very frequent amongst them?—I do not know anything about that. I think that perhaps the best system, if it could be worked out, would be to board them with families in which they would have their special education carried on, and not to collect them in large numbers in an institution for the whole of the time. If they could be collected together for tuition, and boarded in special families where the people would take some trouble to carry on the instruction given in school hours, that would be very desirable no doubt.

6373. Have you any experience, whether when those children leave who have learnt the oral system, they continue it, or whether they adopt the sign system?—The few cases that I know of have continued the oral system, because it has been more convenient in their contact with the world; but I cannot say that I have much knowledge, or that Mr. Stainer has much knowledge of what becomes of these children.

6374. Can you tell us what is the public opinion amongst the children themselves who have been for a considerable time at school, as to the oral system as compared with the manual system?—I could best tell you the opinion of their parents, which would perhaps be more to the point. I think that the parents are very much pleased with the instruction. I think the children are happy enough. I should perhaps mention that we have not had this system very long in operation, and therefore a very large number of the children have not been turned out into the world from our classes; it is a comparatively small number who have gone through the training.

6375. (*Dr. Tindal Robertson.*) Will you kindly state the reasons which induced the London School Board to adopt the oral system for the education of the deaf and dumb?—I think we were very much influenced by the public opinion of those best acquainted with the subject. The resolution which was passed at the Milan Conference, for instance, very much affected the opinion of the members of the school board. The fact that those who were most experienced in the training of the deaf and dumb had almost unanimously come to the conclusion that the oral system was the best was sufficient for the school board.

6376. Was any evidence taken at all with respect to the adoption of the two systems?—Yes, Mr. St. John Ackers gave us a great deal of evidence, and Mr. Stainer brought a great deal of evidence himself on the other side. I think that we thoroughly threshed out the subject.

6377. Was it after Mr. Stainer had been converted, or before, that he gave that evidence?—Before.

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6378. There are different classes of the deaf and dumb, those who may be called deaf mutes, who have been deaf and dumb from infancy, and those who have become deaf from diseases of childhood at the age of from three to five years; do you find any difference between those two classes as to the facility with which they receive instruction?—Yes, the class which has become deaf after a certain number of years is more easily trained than those who are born deaf.

6379. Do you find that those who are born deaf, deaf mutes, are liable to take up the oral system, and that they ever attain to anything like perfection with regard to it?—We have had no pupils, as I said before, who have attained perfection; but they have done fairly well.

6380. Even the deaf mutes themselves?—Yes, as far as I can ascertain from inquiry, I believe that the majority of the children in our classes are children who have been born deaf.

6381. I think you said that you had a report as to the amount which the different teachers have; can you tell us what is the aggregate amount of the cost of teaching the deaf and dumb under the London School Board?—Yes, 1,625*l.* is the cost of the salaries; it comes to 5*l.* 3*s.* 10*d.* per head of the children. Besides that there has been the cost of the special buildings, special furniture, and special appliances. For instance, we have gone to a good deal of expense in re-printing picture books for the children. I cannot give you the whole expense of the appliances and of the building, but the cost of the building I could ascertain if you desire it.

6382. I should like to know if you could give me an approximate idea as to what the total cost per child is including all the capital expenditure, the amount that you expend by the year, and the cost of the different appliances of which you have spoken?—I can send to the Commission an approximate amount for that.

6383. You have said that it is difficult to get these children together from different parts of the town; do you think that it is possible to have either one or two large training institutions in different parts of London, where, as you say, these children could be boarded somewhere in the neighbourhood, and, if that were done, would it not then be much more easy to establish a system of classes?—No doubt.

6384. So that you might have, say, 150 children in a large institution, and then you might have different teachers all in that institution, and you might have then small classes which would make it much easier both to the teacher and to the taught?—No doubt that would be so; but the expense would be very great, and the ratepayers would be very indignant in consequence I fear.

6385. In what way would the expense be so very much greater than under the present system?—The expense of building these large institutions, and the board of these children and the attendance required, would be very great indeed.

6386. Do you think that it would not be possible that the Government would sanction a grant for such a purpose as that, if it was shown to them that it would be largely desirable in other respects?—I do not think that the Government would give a grant sufficient to cover anything like the cost and expense, when you consider the difficulty of the Education Department in getting money from the Treasury at present, for grants alone. They are cutting down the grants all over the kingdom considerably, because the Treasury is crying out so much at the increase of the education rate.

6387. My reason for asking the question was that, so far as I have been able to glean from the evidence which you have been kind enough to give us, at present the whole thing is very imperfectly done, whereas by a somewhat increased expense it might be well done?—I hope I have not given too unfavourable a picture of the work at present; I think it is being fairly done, and not very imperfectly.

6388. (*Mr. Johnson.*) Could you tell us on what you yourself personally have formed your opinion as regards the relative advantages of the two systems, the oral or the sign system?—I formed my opinion from the numerous discussions that we have had upon the subject with people interested on both sides, and from the effect upon the orally trained children.

6389. How many, in your experience, have been turned out as perfect specimens of the oral system since you have had the management of this department of education?—I should say none; it has only been in operation five years altogether.

6390. On the other hand I should like to ask you whether you have any experience with regard to the sign system, whether after five years' training on such a system as that they are more perfect than those trained on the oral system would be?—We had six years' experience of the sign system. It was started in 1874 and went on to 1880, and the results were certainly unsatisfactory. I think that the results of the oral system are much more satisfactory during the five years that it has been at work.

6391. Have you any idea of the number who have been turned out that follow the oral system fairly?—No, it is rather difficult. I do not think Mr. Stainer keeps any statistics of the kind.

6392. You have no means of looking after the children when they once pass from your school?—No, no official means of doing so. There is some little voluntary work of the kind.

6393. I think I understood you to say that Mr. Stainer engaged the teachers?—Yes.

6394. I understood that they must be special teachers for teaching the deaf and dumb; from what class of persons does Mr. Stainer select his teachers?—He has got seven from the College at Ealing, and two from Fitzroy Square, and the others were old teachers who had been in the service of the board for many years, and who had picked up their training.

6395. As sign teachers?—They began as sign teachers.

6396. And they have become converted to the oral system?—Yes.

6397. What is the difference between the salaries of deaf and dumb teachers, and the salaries of blind teachers?—We have one salary for a deaf teacher which is very much higher, that is Mrs. Dancey, who was the first teacher appointed under the oral system; she came from Fitzroy Square in 1879, and she receives 150*l.* The others receive from 70*l.* to 85*l.*, which is about the same as the blind teachers get.

6398. What does Mr. Stainer receive?—300*l.* a year now; he began at 120*l.* with a small number of children.

6399. Is it your opinion that ordinary school board teachers could ever be sufficiently instructed so as to become teachers of the deaf and dumb?—No doubt if they gave the time to it they could; but they get much better salaries as ordinary teachers.

6400. You think that it would be a desirable thing that there should be colleges for the instruction of persons who are to become teachers of the deaf and dumb, just as there are training colleges to supply ordinary schoolmasters and schoolmistresses?—Yes, I think so. Our system of training assistant teachers is to engage them as pupil teachers; they come into our service without any knowledge of a system, and they are apprenticed for four years to us; and they give half their time to teaching, and half their time to training themselves at one of the two colleges at Ealing and Fitzroy Square.

6401. You think that it would be a desirable thing for training colleges for this special education to give certificates to teachers?—I think it would. We should be very glad to have any certificate of competency from a recognised authority.

6402. I only ask these questions, because it does not appear to me that the teachers who are at present engaged have been regularly trained teachers, with the exception of those two or three whom you mentioned?—I do not think that our teachers are really sufficiently trained. In the first place we do not give them salary enough, and they do not come from a very exalted class, they come from the lower middle class.

6403. What is the largest number that you educate in one centre?—I think the largest number on the roll would be at Boundary Lane, where there are 54 on the register, and the average attendance there is 39.

6404. How many teachers have you for that particular class?—I really do not know. That is a new class. We try to give ten children only to a teacher, if possible; but that I consider to be too many, having regard to the fact that our children are in all stages of progress, from almost babies to big boys and girls.

6405. I quite understood you to say that you are opposed to the present system of what is called the oral system and the sign system being combined?— Yes, I am quite opposed to it.

6406. And that system is still carried on at the board schools under the supervision of Mr. Stainer, is it not?—No, he does not adopt the sign system; I think he has adopted what he calls a modified oral system, that is to say, he does not teach the children so many sounds as they are taught on the pure oral system, but he does not encourage signs at all.

6407. (*Chairman.*) Have you visited all the London Institutions for the training of the deaf and dumb?—I only know the Ealing and Fitzroy Square Institutions.

6408. Have you visited any in the provinces?—No.

6409. You kindly promised to furnish us with the cost per head of each child taught; is it not the fact that the school board are enabled to teach many of these children with the assistance which they get from voluntary contributions in providing the children with these Homes?—No doubt the children could not attend the classes unless they were brought together in spots from which the attendance would be tolerably easy.

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6410. And, therefore, to that extent they are subsidised by private funds?—Yes, by collecting them in these Homes they can be brought from much greater distances than they could be if they attended at the centres every day from their homes. They go home from the Friday till the Monday.

The witness withdrew.

The Revd. W. Stainer examined.

Rev. W. Stainer.

6411. (*Chairman.*) You are superintendent under the London School Board of the education of the deaf and dumb?—Yes.

6412. How long have you held that position?—Since September 1874.

6413. Will you state what you did at the commencement of your duties with regard to the education of the deaf and dumb in London?—My first step was to ascertain in what locality the largest number of these children resided, and I found that in the densely populated part of Bethnal Green, there were a considerable number of them. I applied for the use of a room in a permanent board school in that neighbourhood; a class room was allotted for the purpose, and the parents of the children were requested to bring them at a fixed time. From those so brought together I selected the children whom I considered eligible for instruction, five in number; and the school was, immediately after that, opened under my sole teaching.

6414. Of what ages were the children?—The ages of those five children varied from 7 or 8 to 12 or 13. We have a greater range of age at the present time.

6415. Upon what principle did you begin to teach them?—upon the sign principle?—No, I began to take those children individually, try their voices, and endeavour to the best of my ability to teach them to speak. That was my first effort.

6416. Did you use no signs?—I used no signs at first.

6417. You began with five children; did the school increase in number?—Children were brought in at the beginning of each week.

6418. Were they brought voluntarily by their parents?—They were sent in by the school board visitors, who found them in the neighbourhood. I taught them the sounds and syllables, and simple words. I continued that for a few months, but when the numbers increased, it was beyond my power to give them that kind of instruction. Children can only be taught to speak and read the lips where there are few in number under one teacher. The increase of the number made it essential that I should have assistance. I sought for such assistance; I advertised on my own account, but I had no replies; in fact, I found that it was impossible to get an assistant to aid me in carrying out the oral instruction.

6419. Were there no deaf and dumb institutions in London at that time which pursued that system?—Yes, there was the institution in Fitzroy Square.

6420. Why could you not get assistance from there?—The Fitzroy Square Institution at that time held aloof from the work; it is not for me to assign motives; no doubt they had a motive, but I could not get any assistance from them at that time.

6421. Did you train your teachers yourself?—In the first instance I had to show them what to do, but you cannot call that a systematic training. They carried out my instructions. I got one or two to help me, but I ought to tell you that the oral teaching soon came to a standstill for want of assistance. I had a pupil teacher under me, but she was not competent to carry on the work, for want of propertraining In answer to my wish for help, I had applications from deaf teachers, and I fell back upon them as the only means of help at the time. I engaged for this first centre that was established a deaf teacher, who was competent as such.

6422. Did that teacher teach on the oral system?—No, a deaf teacher cannot teach on the oral system. The oral instruction was as far as possible carried out by myself, and in my absence of course the sign system was adopted.

6423. Then you had both systems?—It was a combined system at that time.

6424. Were you satisfied then as to the advantage of the oral system?—I have been always convinced of the oral system being the best. The question has only been how far the oral system was practicable in the case of a number of children in schools.

6425. I suppose the instruction takes much longer by the oral system than by signs?—That is a matter of opinion on which it is rather difficult to decide at the moment.

6426. But as a matter of practice is it not so?—In the first stages the oral system is certainly the slower process; but when it can be proceeded with to a sufficient extent to carry the pupil over the early difficulties so as to enable him to acquire speech and written language, then it is certainly quite equal in rapidity and in facility of teaching to the manual system.

6427. You say that the oral system is more difficult in the earlier stages; after how long does it overtake the other system?—It might overtake it in three or four years, but certainly not in less.

6428. Then how long would it take to enable the deaf and dumb to speak like other people, if they ever do so?—That is never attained during the school period. Of course I repeat your words "speak like other people." If you mean simply as regards the pronunciation of the word or words, many pupils may be taught to speak like other people; but if you wish to express by "speaking "like other people," using speech as readily as other people, or as a general means of communication, like other people, I assert that that is never attained during the school period.

6429. How many years do you call the school period?—The period as it ought to be or as it is?

6430. I want to know what the practice of the school board is. I suppose you are speaking of the period of education under the school board?—There is no fixed period under the school board.

6431. Between what ages then do you take deaf and dumb children?—Children are admissible to these classes as soon as they can learn anything. I am not restricted; I could take, and have taken, children at four years of age.

6432. How long can you keep them?—So long as their parents will send them, or so long as their parents reside in the neighbourhood, and can be compelled to send them.

6433. In the cases where you have had them for the longest period, you have never been able to turn them out speaking perfectly?—Certainly not.

6434. Would it be possible to turn them out speaking perfectly, supposing you had longer time?—"Perfectly" is a relative term, and I scarcely like to use it.

6435. I gather then from your statement that after you have done all that you can, it is impossible to teach deaf and dumb people to speak exactly like other people in the intonation of the voice?—Certainly; the speech of the deaf is never like the speech of the hearing.

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6436. I am not speaking only of the speech, but I am speaking so far as their deafness goes, and so far as their ability to gather the meaning of other people from watching the motions of the mouth goes?—Their power of gathering from the lips of others is within very narrow limits, during the school period.

6437. How many are able to gain a complete facility for gathering the meaning of others by watching the movements of the lips of others?—That is rather a difficult question to answer offhand.

6438. After leaving school how far are they able to go out into life and to hear (if I may use the word), by watching the movements of the lips of others, what other people say to them, so as to be capable of taking a position in life?—I can only give you my own experience upon that point. I know what assertions are made, but without wishing to contradict those assertions and statements, I must say that I consider that only very few are capable of taking their position in life as if they were not deaf, hearing with their eyes. The difficulty of teaching deaf children to speak, and of giving them a knowledge of the English language through speech, when they are collected together in numbers in a school, I consider so great that it is only fully attained by a small minority. I will qualify that by saying, in the present stage of oral instruction in this country.

6439. Do you attribute that inability to the want of training on the part of the teachers, or to the want of intelligence on the part of those who are taught? do you mean that they are more stupid than they are in other countries, or that they are less well taught?—More has been done in the direction of teaching orally in other countries than in England.

6440. Then we are behind other countries in oral teaching?—I think so. America was considered an exception, but in a recent visit to the United States I have seen results which I think, considering the time that the system has been in operation in the schools that I have visited, will compare favourably with anything that I have seen on the Continent. In Italy astonishing results were shown to us at the Milan Congress in the year 1880, results which, if they could be attained under all circumstances, and in all countries, and in all schools, certainly ought to be our aim. But I can only speak so far as my knowledge, goes of other countries. I would not wish to express myself too positively with regard to the system as pursued in Germany, because the statements differ as regards that system.

6441. You mean that there is difference of opinion?—There is difference of opinion as to the extent of the results that are attained. It is called the German system, and we look to Germany to show us the best examples and the best results of the system; but so far as I have been able to see and judge, Italy has, up to the present time, certainly produced the best results.

6442. With regard to the number of pupils under one teacher,—what number is there generally in Italy, which you say is ahead of other countries?—The institution which was looked upon by us as a model, and cited as a model, is the one at Milan, where they have eight children under one teacher and eight classes, making the total number about 64; and the period for which they are supposed to continue under instruction is eight years.

6443. You began, I suppose, with a larger number than eight under instruction by one teacher?—I began with five under the London School Board in 1874.

6444. That was not on the oral system, you told us, that is to say, you had signs as well. I will not go through all the stages at present; but I am speaking of the present time. Now that you have introduced the oral system, what number of children have you under one teacher, assuming the oral system to be taught?—I am obliged in some instances to put as many as 14 in one class, and even more than that, until recently.

6445. Because I suppose the question of expense entered into the consideration?—Yes, and the difficulty of obtaining qualified teachers.

6446. Then it is on that ground that we are inferior to other countries, that we have too many pupils to each teacher; and the two causes of that are what you stated, namely, the expense, and the difficulty of obtaining qualified teachers?—Yes.

6447. We have been told that you have nine centres of instruction in London?—We have nine schools; there are seven centres; two of the centres are double.

6448. Had the buildings to be specially constructed and the furniture specially made for the purpose?—Special buildings are required in order to secure success.

6449. Will you state why you require special buildings and special furniture, and the nature of the special furniture which you have?—The teaching of the deaf requires a great deal of individual attention, and that individual attention should be given by a teacher whose mind is not diverted or interrupted by what is going on around; so that separate class rooms are essential.

6450. For each eight children?—For each class, whether eight or more. Such class rooms should be well lighted; that is a very essential point when children have to take from the teacher all that they learn by watching the slight alterations, positions, and intricate motions of the vocal organs.

6451. Can the teacher then only be accurately watched by a limited number of children at the same time; and must the teacher also be in a certain position in relation to the children in order to be seen by all at once?—It is better in the earlier stages that the teacher should face or nearly face the children, and that the children should not only have a good view of the teacher's mouth, but that they should also be able to see each other; and for that purpose a circular desk is found highly beneficial, so that they should sit in a circle. It is not really a circular desk, for that would describe the individual desk; but the children should be placed in a circle, sitting at desks. That is the chief specialty of the class room. The apparatus that is used is the same as is used in other class rooms, to a certain extent. We have, of course, special lessons; but as regards apparatus the black board and other things are used in these class rooms, the same as in the hearing schools.

6452. Have you had much difficulty on account of irregularity of attendance, from the first?—Very great difficulty.

6453. I suppose that unless they attend regularly the children lose ground?—Yes, and it neutralises to a very great extent the teaching of deaf children on the oral system. In the earlier stages they have no means of communicating except by natural signs, and the teachers (although we do it as little as possible), are compelled to fall back, in the earlier stages, upon such natural signs and gestures as will enable the children to understand the directions they have to carry out. The children not having any knowledge of language, being in the early stages of instruction acquiring simple sounds and combinations of sounds, go from the class rooms to their own homes. The parents, as a rule, know nothing whatever about what they have been taught, and they have simply no means whatever of communicating on that same principle, and almost invariably resort to the use of signs. I should like to explain here that I am speaking of the school board work, and of the class of children that attend the board schools. If you go to children of a higher class, children of educated parents, children of parents who will take the trouble to carry on their school instruction, whose anxiety is for the welfare and advancement of their children, of course they will make every effort, and their efforts in that direction are even of more importance than those of the teachers, in the earlier stages.

6454. But you have been, as a rule, unable to enlist the interest of the parents of those poor children in the work that you have been doing?—I am speaking now of the difficulty of the oral system in the case of children who attend a day school under the school board, for five hours, five days a week, all the other time being outside and beyond the influence of the school room or of the teachers.

6455. Did this difficulty induce you to start homes for these children, in order to keep them as far as possible under supervision and training?—That was one of my objects.

6456. Was also the distance that they have to travel from their homes another reason?—That is the great reason. The irregularity of attendance arose in the majority of cases from the distances at which they resided from the centres, which in the first instance were few. Now the number is increased, and the difficulty in that respect is somewhat lessened; but it is not entirely overcome, nor would it be overcome if we had double the number of centres. We should require on a rough estimation 40 centres of instruction in London, so that each centre could be easily accessible to children from all parts; and even then I doubt whether we should get them all into the schools. Some difficulties would be found; the parents would not always bring them, and I doubt very much whether the compulsory laws of the Education Act could be applied to them so as to bring every child into the schools.

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6457. We have heard that, although a large per centage of the children go to these centres, yet there are some who do not attend any school at all, in consequence of there being only a small number living in distant or isolated districts?—That is perfectly true.

6458. Do you think that the only way of carrying out that compulsory system which is carried out by law with regard to other children who can hear would be by having some central institution in London in which all these children could be brought together, and trained and maintained, as well as taught?—A central institution is not essential.

6459. But there might be one or more such institutions?—There might, and that is the principle upon which the homes are being conducted at the present time where about 40 or 50 children are brought together and attend the principal centres of instruction, those centres being provided with specially constructed class rooms, four in number in each building. The majority of the children attending these principal centres are boarded in these homes which I have provided for them.

6460. Have the parents provided the means, or have you obtained them from charitable friends?—I have a considerable number of cases in these homes paid for by the boards of guardians; others are paid for by charitable individuals.

6461. May I ask whether the boards of guardians pay for the maintenance, or only for the education of the children?—They pay for their maintenance. I have about 50 such cases.

6462. How much do the guardians give per week?—The present rate is 4*l.* a quarter; 16*l.* a year.

6463. Does that cover the expense of their maintenance?—It has not done so up to the present time; I am in hopes that after a time it may meet these cases. But, in addition to the permanent boarders, who require a home at all times, who are sent to me from the guardians, on account of their being orphans or paupers, the homes contain a certain number of children who come from Monday to Friday, whom I call weekly boarders; and I may say that my intention in the first instance was to establish homes for weekly boarders only, where they could come on Monday, returning to their own homes on Friday. The fact that they are now no longer temporary weekly homes, but permanent homes, containing a majority of children who live there altogether, has arisen out of the necessity of the case.

6464. Do you think that that system is the most economical one, or that it would be better to group the children in larger numbers together, so that you might have a more perfect classification of ages, under different teachers? We have heard from the last witness that, owing to the necessities of the case, children coming in at various ages, there is great difficulty in properly classifying the children in the different centres; would you suggest any alteration in the present system on the ground either of economy or of efficiency?—Each system has its advantages. In larger numbers you get better classification; you may have greater economy in working, though that does not always follow; and you get better discipline, on the whole. But you get less individual attention, and you have less means of developing the individual character. I may say that I have had a wide experience in connexion with large institutions in this country, and therefore I am not speaking without knowledge on these points. My own feeling in the matter is that a moderate sized home, or a small institution containing from 40 to 50 children, would be far preferable to an institution containing a greater number. A smaller number might be fixed, but it would be more expensive, and there would be less means of classification, which is a very important point.

6465. How would you meet the case of those isolated children of whom we spoke just now, who do not at present attend any of these centres?—These cases are being met at the present time by the boards of guardians, when they are applied to in a proper manner, finding the necessary funds for the maintenance of children in the homes. It is only within the last year or two that the guardians seem to have been roused to their duty in this respect. There is great improvement in that direction. I had, in the earlier stages, much difficulty, but I have now a considerable number of applications before me, and the applications are continuing to increase. The Poor Law Act provides a means by which every deaf and dumb child in the country requiring education can be educated. I have carefully read the Act, and not being a lawyer, I say it with diffidence, but it is my impression that the Poor Law Act gives power to the guardians to provide maintenance and education for every deaf and dumb child in the country.

6466. Either by themselves, or through institutions?—Quite so. At present of course they can only do it by sending the children to institutions in the various towns where they exist; but I believe I am right in saying that they have power to form centres, that is to say, a certain number of unions might combine and form themselves into a district, and bring together the few deaf mutes who are scattered amongst the population in sufficient numbers to form an institution, and that they have power to erect such an institution, and to appoint the necessary officers. That is my impression from my reading of the Act.

6467. Do you think, then, that it would be desirable that the compulsory education of the deaf and dumb should be carried out strictly by the school boards, either by themselves, or through the guardians, as the law at present provides?—Yes, carrying on the same idea that the guardians have now effective power in one direction, and the Education Act gives power in another direction, I consider that the difficulty arises at the present time from the want of money; or, perhaps, to put it in other words, from not knowing from what source the money shall come. The guardians have the power to pay, but I suppose within limits. It has been stated that one shilling per day is as much as they could be expected to pay, although in some instances, I know they do pay more and have paid me more. The Poor Law Act seems to me to form one side of the arch, so to speak, and the Education Act the other side; but the keystone is wanting. The keystone is the money, or where the money shall come from, and I wish to state it as my opinion, that if a capitation grant were given by the Government of 10*l.* per head, the entire difficulty would be overcome. That would be the keystone which would bring into proper operation the Poor Law Act on the one side and the Education Act on the other.

6468. You are speaking, of course, of those Acts under which the guardians act, only as permissive and not as compulsory, at the present time?—Only as permissive.

6469. Are you prepared to say that they ought to be compulsory?—Not as regards the guardians, unless arrangements could be made that the Education Act should be brought into connexion with them. What I mean is this, that if you do not discriminate at all where these poor law guardians should send their children to, they might, and probably would, send them to inefficient places; but the Education Act would come in there, and say that these children shall not be sent to any but efficient elementary schools.

6470. And that they shall be there examined?—That they shall be examined there under Government inspection.

6471. And that upon that Government inspection they should receive the grant that you mention of 10*l.* a year?—Yes, certainly. The 10*l.* a year in that case, I presume, would be given as an education grant, and not for maintenance.

6472. Have you read the report of Mr. Oakeley on the Manchester district?—I have.

6473. Do you agree generally with his conclusions?—Generally; I do not agree with the report as a whole. Mr. Sharpe's report I do not agree with at all.

6474. Do you agree with Mr. Oakeley that it is quite useless to send a deaf and dumb child to a school where there is no special teacher?—Certainly.

6475. Do you agree with him that the school authority of the district should be empowered to send deaf and dumb children to some institution under inspection?—It would be very desirable.

6476. And that, if it might be said, that there is not room at present in these institutions for all the children who might be sent there; if this grant of 10*l.* were allowed, these institutions would be extended, or new ones would start up which would meet the requirements?—In all probability it would be so; if not, the

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guardians could exercise the power which I believe they possess of building schools.

6477. Mr. Oakeley states also that there is no difficulty in obtaining employment for the deaf and dumb children educated at the Manchester school; do you find the same thing in London?—That is a statement which I am afraid is open to criticism. Probably the party who gave the information believed that it was so, but I am afraid that it requires qualification.

6478. How far is it accurate with regard to London; how many of those who have passed through your schools have been engaged, or are now engaged, in trades earning their own livelihood?—It is impossible for me to answer that question.

6479. You have no means, of course, of following their occupation?—As superintendent of the instruction I have nothing whatever to do with the children after they leave school.

6480. I am not assuming that you have; I am only asking you whether you have personal information on the subject?—I have not sufficient data to give you a decided answer to the question. I am afraid it would not be a very satisfactory answer if I were to give it.

6481. As to Manchester, you say, then, that you do not think this is accurate, but you do not speak from more than general knowledge?—I speak from actual knowledge of Manchester as it was about 20 years ago. There may be a great change since then.

6482. Were you resident there?—I was resident there for 12 years, and I had charge of the adult deaf mute population of the town. After that I had charge of a large district in London as chaplain and missionary to the deaf and dumb. Therefore my experience as regards the adults is almost equal to my experience as regards children; and I prepared to say that a statement that pupils educated in their school readily get employed and satisfactorily engaged requires some qualification.

6483. But what becomes of them; do they return home to their families, and are they supported by their families, or are many of them taken into institutions?—There are no institutions for deaf and dumb adults. There are one or two schools where they take them at an advanced age, but not to teach them trades effectually as adults, or to receive them as permanent inmates.

6484. Have they ever attempted in any of these deaf and dumb schools to give them any industrial training?—In England it has not been done for many years. In the earlier years of the existence of the institutions attempts in that direction were made, but they were made in a very imperfect manner, on a system which could scarcely succeed. We do not keep them in the schools at present sufficiently long to justify any large portion of time being devoted to manual occupation. Five years is about the average, or I might say nearer the limit, of the period for which our institutions take them. If that period were extended to eight years, or, as it might be, to 10 years, I consider that it would be highly advantageous to give all the pupils some insight into a manual occupation. I prefer not to use the word "trades," because teaching a trade can only be effectually done where trades are actually carried on. I have no doubt that the results as regards the blind are very satisfactory, because they teach trades and have trades carried on in their institutions; but none of the deaf and dumb institutions have ever attempted to be profitable in that way by having trades carried on so as to make them a means of support; and, therefore, the manufacture of articles in such a manner as to meet the general market of course was never attained to. Teaching the children the use of tools is quite another matter.

6485. Then you think it would be desirable to continue the course of instruction so as to include that?—Certainly. Perhaps I may be allowed to describe a new departure which I have just commenced. I have found the bigger boys under my direction get very troublesome and very naughty after a certain age, and I think it chiefly arises from the fact that they want something to do. After their school hours are over they do not care to sit down at a table, although you may sometimes amuse them with drawing, and in various other ways. There is nothing so good as some manual occupation to occupy the head and the hands. For that reason I have just opened a new home in Pentonville Road, a large house of 24 rooms, some of which are of considerable size. One room, when completed, will be fitted up with every appliance for wood work. I have benches, turning lathes, carvers' benches, fretwork benches, and so on. In doing this I may state, most distinctly, that I am not undertaking to teach trades, but simply the use of tools, as an initiatory step to the pupils entering upon a trade after they leave school at the age of 15 or 16 years.

6486. Will you explain to us with regard to those who are not absolutely deaf and dumb, or those who are deaf and not dumb, what course you pursue?—At present there is no special provision made for these. The system as at present carried out is not very varied, not so much as it ought to be, it is too rigid. Children who are called deaf and dumb are often found to have a considerable amount of hearing, and many of them have intelligible speech, that is to say they are deaf but not dumb, he deafness in such cases having occurred after the child has learnt to speak, and at such an age that the power of speech has not afterwards been lost. The children who are dumb, but not deaf are as a rule weak in intellect, their dumbness arising from a want of power of imitation, and of memory. A child learns to speak ordinarily by imitating the sounds it hears, and it retains those sounds, and the combination of those sounds into words, and associates those words with objects, and as language is extended the child understands the meaning of sentences. A deaf child has no means of doing that in the ordinary way, and therefore remains dumb unless special means are taken to give it the power of speech through the remaining senses, sight and touch. The child who can hear and does not speak, we conclude, as a rule, has some abnormal weakness: and we find ourselves generally correct. There are some few cases of what is called idiopathic dumbness, that is to say, perfect hearing and inability to speak without our being able to assign any cause, but those cases are very rare.

6487. With regard to those cases of which you speak, which rather come under the head of idiot cases, are they at once drafted from your classes, and sent to some institution for the reception of idiots, many of whom are dumb?—Those cases give me the greatest anxiety at the present time.

6488. What is the practice with regard to them; are you able to send them away at once, or is it your practice to keep them?—I often take them unwillingly, on probation, feeling almost certain that they will prove unsuitable; but I do that for the satisfaction of the parents and friends, and in some cases perhaps for my own satisfaction; but from large experience one is able to diagnose a case, and, from one or two interviews to ascertain whether the child would benefit by the instruction as afforded. Finding that such children cannot benefit by it, I have no resource but to refer them to the parish, if a parish case, or to the secretary of an institution where they could be elected, if they could get sufficient votes.

6489. Is there no public institution to which you can send them without their being elected?—There is the institution at Earleswood, but the difficulty of getting admission there is so great that very few cases really succeed in getting in.

6490. You mean that the institution is so full that they cannot take the cases that ought to be taken there on public grounds?—That may be so. I think I have succeeded in a few instances in having them sent by the guardians to Darenth, but I am afraid that the Earleswood Institution has not been within my sphere of operations. I have not been able to send any to Earleswood.

6491. On account of the difficulties which you have mentioned in getting admission for them?—I think it is very much owing to the difficulty which arises from the voting system.

6492. Since what time have you given up what is called the dual system of signs and oral teaching, and adopted the oral system, pure and simple, as far as possible?—Since the strong convictions that I received at the International Congress, at Milan, in the year 1880.

6493. Where do you get your present teachers from? Do you get them from the colleges?—Occasionally I have applications from the colleges, and the board have engaged a considerable number of those who have been trained at Ealing, and some who have been trained at Fitzroy Square. My most reliable source at the present time is the result of the principle which has been adopted by the board of engaging pupil teachers on specified conditions; and those pupil teachers attend college to be trained, alternating between assisting in

school and receiving their training at one of the colleges. That is at present the chief source (and I expect it will continue so), from which I hope to derive my teachers. I have teachers who come to me from the colleges, but I am sorry to say that the scale of salaries at present fixed by the board is not such as to induce them in all cases to remain. In fact they use the board school as a stepping stone to something better, and they are always on the look out for appointments in private families, where they can have a superior class of work, and be better paid.

6494. We have been told that the average rate of pay for teachers is between 75*l.* and 85*l.*, is that so?—A qualified teacher commences now at 70*l.*, and rises by increments of 5*l.* to 90*l.*

6495. Can you tell us anything about any machinery for the assistance, or the testing of, deafness, or for the assistance of hearing; can you tell us what are the instruments known as the audiphone, and the audiometer?—The audiphone was tried in the school board classes for some little time by the inventor, and produced some results.

6496. What did it profess to do?—It professed to be able to make the deaf hear through the sense of touch. I am describing it scientifically. The inventor would probably say that it was done by the audiphone conveying the sound through the teeth, but that is not the principle of it; and inasmuch as there is no real connexion between hearing and touch, however analogous and similar they may be, it has proved a failure. The audiphone certainly in some instances seemed to be very useful, and I can quite believe statements which are made by deaf people who use it.

6497. Can they hear music?—As to the amount of hearing I should be sorry to make any statement. The instrument does not convey sound, in my opinion, to the sensorium simply as sound; it conveys vibration, which affects the sense of touch, and not the sense of hearing as in the sense of sound conveyed through the organs of hearing. Those who use these instruments find them a help, and I have no doubt that they are so. A person who is partially deaf is sitting in a quiescent state, you speak to him, and he will pay no attention. The probability is that if he had an audiphone in his mouth, his attention would immediately be aroused; but that would not prove to me that he had heard me or anyone else speak, but simply that the concussion of the sound on the audiphone had conveyed a sensation which had aroused his attention.

6498. In fact it stimulates the intelligence?—It stimulates the intelligence, and partial hearing is very often assisted in that way. There are those who can hear in a railway carriage or an omnibus much better than they can in a still room, the stimulation of the nerves increasing their power of hearing; but as regards the audiphone as an instrument of instruction, I may say that it is of very little use. To render it of any use at all it would require a selection of cases, and a special method of treating those cases, which I was not prepared to recommend to the board, and, therefore, it has not been adopted.

6499. What is the audiometer?—Professor Hughes' audiometer is the one that I have experimented with. It is an instrument in which loud and soft sounds are graduated. This instrument begins at zero, where there is absolutely no sound, and it rises up to 200 degrees, where a loud ticking is produced, on a similar principle to the microphone; in fact, it is a combination of the microphone and the telephone; and the sounds produced enable us to ascertain whether the sense of hearing is capable of discriminating between those different degrees. It is a measure of sound, so to speak, up to a certain point, but not beyond that.

6500. It is useful, I suppose, to assist you in diagnosing a case?—It is of very little use as regards the children.

6501. But it helps you to test the amount of hearing that they have, if they have any?—It has failed in my hands to attain that, and the reasons are obvious. A deaf child, especially one who is uninstructed, cannot at first know exactly what you mean; and so when I have been using it and have patted a child on its back, and as far as I could make it understand that it was to intimate to me whether the sound was heard or not, I have found in a large number of cases when it was at zero the child has said that it heard a beautiful sound, but that when it was at its highest degree the child has said that it heard nothing. Its use is within very narrow limits. It is a test instrument for those who are hard of hearing, but it is of very little use practically to those who have to deal with the totally deaf, or with such states of hearing as we generally meet with. In America they have other instruments which I have not experimented with.

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6502. What are the hours of instruction in the school board schools?—The children have to be under instruction for five hours each day.

6503. I suppose they have nothing to prepare?—Very little has been required of them in that respect. When they attain a sufficient knowledge of language to be able to commit lessons to memory, they are of course capable of performing home lessons; but all exercises of articulation can only be pursued under the immediate direction of the teacher to be of any real advantage.

6504. What are the fees which you charge?—The same fee as is charged in the case of ordinary children, 2*d.* per week in all cases.

6505. Do you teach them very much by pictures?—Pictures are found very helpful, but we ought not to resort to pictures in the earlier stages if we can avoid it.

6506. Why not?—It is much better to use real objects and real actions than to present a picture of an object or to produce a picture attempting to represent a motion which it does not represent. But when the teacher has to divide his time amongst a large number of children it is found that the small amount of individual attention that a child can possibly have during the short hours of instruction makes it absolutely necessary that the child shall be provided with some occupation in school, when it is not under the immediate instruction of the teacher. Such occupation is best provided by having pictures which the child can recognise. They should be and are in many instances good illustrations; for their utility depends very much upon their quality. If the child can distinguish the object in the picture it is allowed to write the name of the object, and something about the object, probably even before it has the knowledge of language acquired through speech. That is the practice. I do not put it forward as being the best way of teaching, because it would be far better if it were practicable, that the child should be taught speech by speech, that is to say, that it should be taught to speak every word before or as soon as it can write it, and that the compiling of sentences should be attained by the same means. But to carry that out effectually would require one teacher to one pupil. One teacher to one pupil is perfection, and is the only means in my opinion of exactly fulfilling the conditions and producing the results that have been stated as being possible to be attained by the deaf and dumb. The only means by which the pure oral system can be perfectly carried out is by having one teacher to one pupil; and my reason for making that assertion is strengthened by the fact that if you have two deaf and dumb children together they will use signs in preference to speech.

6507. Were you present at the New York Convention of 1884?—I was.

6508. Will you tell us anything that was discussed there that it would be interesting to the Commission to know?—It was a special convention of articulation teachers. Other teachers who pursue the combined system attended and were very friendly. Various points connected with instruction in articulation were discussed in a very friendly manner. Professor Bell, who was president, gave us some very good ideas as the result of his extended knowledge and experience, and also the result of some of his recent experiments. The use of visible speech was discussed. I will explain what visible speech is, if you wish. It is a system of representing sounds. The system is said to be founded on characters which represent the positions or the actions of the organs of speech; and from my knowledge of the system it seems to me to be certainly the most perfect system of recording sound in all its varieties, in writing, that has ever been invented. But it is far too intricate to be of any practical use in the instruction of deaf and dumb children. Professor Bell is not unaware of that fact, and he is experimenting and endeavouring to find out a simpler method than the original visible speech, and he has done so in a system which he calls "line-writing." That may be described as a simple system of phonetics. For my own part I have discarded all these things. I suppose I am like David when he went out to meet Goliath; I have tried the armour on and found it unsuitable, and I have thrown it off. Visible speech was

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tried in this country to a certain extent, in the north, but not with satisfactory results, and I think the English teachers are generally agreed that it is not desirable. It is building up scaffolding larger than the building itself, which you have afterwards to pull down. The simplest and the best method is to use ordinary writing as a means of expressing sounds, and as a medium of instruction. That I think is the generally received opinion in this country. The one novelty that struck me most at the New York Convention was the attempt that is being made by Professor Gillespie in what he calls the aural method as applied to children who have a certain amount of hearing. My recent experience amongst a large number of deaf children leads me to believe, with Professor Gillespie, that great benefit would follow systematic instruction which would develop the latent hearing power in a number of these children. It could scarcely be done side by side with the instruction as now provided; it would require, like the use of the audiphone, a selection of cases and special means to be adopted. But as I said with respect to the audiphone, I am not prepared to recommend my Board to adopt it at the present time, although I do look forward hopefully to something being done in the direction of developing a large amount of hearing, which is latent in a great many of our so-called deaf and dumb children. I do not consider it necessary to enter into any comparison of the systems of teaching articulation as discussed. There seem to be very great differences amongst teachers as to the best way of teaching the elements of sound and combinations. In fact almost every teacher has some method, or modification of a method, which he finds more suitable to his special class of pupils. In America they have tried, and seem still to be trying, a variety of systems which are very widely different. For instance, the established principles upon which most English teachers are trained is that we should begin with the elements of sound, and elementary sounds, and so build up words and sentences. But my friend, Dr. Greenberger, the principal oral teacher in New York, is carrying on a system in an opposite direction. Instead of beginning with elements, he begins with words, such words of course as little children can utter, and I believe I am right in saying that he grounds it upon the fact that hearing children do not learn the elements, but that they really begin by saying "papa," "mamma," "fish," "tata," and so on, and the results which I saw in his baby class were very striking, though I am not prepared to say that they were sufficiently so to cause me to adopt his method.

6509. Do you consider, then, that the oral system is to a certain extent in its infancy, and that it may be improved and extended?—Certainly.

6510. It is not so far advanced that you could say that that system is the best and the only one?—I speak of the oral system as being the method by which deaf children are taught to speak. If you arrive at the ultimatum required, that deaf children are taught to speak, that is all that is necessary; but whether they shall begin at that point, or at this point, or whether they shall go through this series of exercises, or that series of exercises, it seems to me is not of vital importance. If you lay down that the only means of getting to the top of that building is by means of that ladder I should say at once, "Well, I think I have found an easier way "by going up the staircase."

6511. What is your staircase?—It is simply another way of getting to the top. Probably there is a staircase inside, and if I seek for it I find it. It may be a spiral one, and I may have a long way to go round to get up to the top, but I get there eventually.

6512. So far as I understand, you mean to convey that the oral system is the most satisfactory; but that there are various methods of carrying out the oral system, and that none of them is so much in advance of the others that you could say that it is absolutely the best, or not capable of some improvement?—The best under some circumstances would not be the best under all circumstances. If you will excuse my using an illustration, an examiner or inspector does not question how a child is taught to read if the child can take a book and read it. We all know the variety of ways in which children are taught to read; and so there are various ways in which we can teach a deaf child to speak. Many parents and many good people who have scarcely heard of the oral system, who have not had a lesson on the method of teaching deaf children in their lives, have undertaken the work as they did at the commencement of the instruction of the deaf, and have taken individual children, and in an unmistakeable manner made them speak plainly and distinctly. In fact the oral system is the oldest system of all. It being the natural desire of the early teachers of the deaf to give them the power of speech they applied themselves to the task, and many of them succeeded to a considerable extent. But it is one thing for a private individual with unlimited means and unlimited time to undertake the instruction of one child, and it is quite another thing to take a class of children in a school and say, "I will teach all these children by the oral "system, so that they shall be in a certain time able to "speak." There, of course, we must have methods, and the methods by which a deaf child can be taught to speak are very varied. Many of them would ensure success in the end; some would probably be longer than others; but they would all come under the head of the oral system.

6513. You said that the oral system at the best does not enable those who have been taught by it to speak in the same way as ordinary people;- but you think that it is for all practical purposes superior to the sign system even in the case of a person who can speak fluently by the sign system?—I am afraid that I cannot follow you in that, because it is not a just comparison. They mean two different things.

6514. What I mean is that they can attain greater proficiency in the sign system than they can in the oral system, but you say that, although they cannot attain absolute proficiency in expressing themselves and in conversing with those who can use the oral system, still it is better than the sign system however well and successfully that may be carried out?—That depends entirely upon circumstances. I think that I might give you an idea in this form. If sufficient proficiency is acquired in speech and a knowledge of language, and that speech is sufficiently intelligible to hearing people, so that it can become a general means of communication, and if in combination with that power there is the power of reading the lips so far as that can be extended, the person so educated and so taught would be in a far better position than one who was taught the sign language. But to reduce a thing to practice, it becomes a question of how far these results can be attained. What is possible is not always practicable.

6515. Then I still gather that it is not practicable always to carry out the oral system?—I do not venture to say that. You must understand (and I know Mr. Ackers will dwell very much upon that point) that the oral instruction in this country is only of recent introduction. As to whether, at the present stage, the results so far justify the conclusions which you have been drawing, I hesitate to give a decided answer; in fact I may say that, at the present time, I consider, as regards my own work (and I may look to some others who have only recently commenced), it is still in an experimental stage.

6516. (*Mr. Johnson.*) Are you of opinion that the two systems, the oral system and the sign system, should be kept perfectly separate?—I speak from experience on that point. The noble chairman asked me a question which I did not fully answer at the moment, as to the dual system. I scarcely think it necessary to go into a full explanation. It was an experiment on my part to endeavour to provide, as best I could, for different children under different circumstances. But my experience led me to the decision that you cannot carry on a combined system successfully, side by side with what is called a pure oral system. The word "pure" of course is comparative; and if intended to mean the entire and absolute absence of any sort of motion or sign, then I say that it is an idea, and not a reality. But there is no reason why we should not endeavour to make our system as pure as we can, and for that reason as few signs as possible should be used in the elementary stages, and the children should, as far as possible, be kept away from those who use signs, so that they may not imitate them. Therefore I may give you a decided answer and say that I do consider it an absolute necessity that the oral instruction should be carried on separate and apart from any sign system.

6517. Have you any idea of the number of people in this country who now talk by the sign system, and those who employ the oral system?—I am afraid that it would be difficult to get at anything like the number. You can prove anything by numbers, and I am afraid that if I stated my impression, somebody else might say, "You have over-rated it," or "You have under-rated it."

6518. I suppose that a very large majority of the deaf and dumb people communicate by signs?—Certainly, at the present time.

6519. Could you tell us the number of people that have passed through your hands under this oral system who are what you may call satisfactory pupils, and give satisfactory results?—I can answer the question, but I should like to qualify my answer after I have done so. My answer would be that they are very few; but I can give reasons for it. The difficulties of the method, the numerous obstacles, and the impossibility under existing circumstances of getting the system continued after the children leave, render that number so small as it is.

6520. To what do you attribute the difficulty of getting the system continued when the children pass from you?—The difficulty is this: that they are unable to express themselves intelligibly, and unable to read the lips of others so as to make that a preferable means of communication. That is what we aim at, but we are far from having attained it at present; and the short period during which the system has been in operation must be taken into account.

6521. And the short period I suppose during which you have had those people under instruction?—Certainly.

6522. Do you believe that if you had the children that you have already had under instruction for a longer period the oral system would then have had a greater advantage over any other?—I must add something to the length of the period. The length of the period would do a great deal, but that is not the only thing that is required. If you ask me whether, if I could make conditions for the oral system, I could in all cases produce satisfactory results, I answer yes. But we have to deal with the varying circumstances and conditions which at present exist in day schools (of which I am now speaking only and separately); and the difficulties and obstacles which have to be overcome seem to be so numerous that we must go on applying double the effort that we have hitherto applied, and we shall require greater resources.

6523. You mean double the expense?—I would not say double the expense but double the opportunities and means, and time than we have at present to render the thing a perfect success. The children, as I have explained, leave the schoolroom where they have had their lessons, and lessons in speech alone will never make a child talk. Children, in order to learn to talk, must talk. We know that an ordinary child does not acquire speech without an immense amount of daily practice, surrounded by those who can converse with it, and who use every effort to make the child talk; and even then it is a slow process; and if you were to sum up the whole time I suppose you would find that it is a very long period that is required for a even a hearing child to learn to speak. The hearing child learns in the natural way by means of hearing; but the deaf child has to learn by artificial means quite separate and distinct from the ordinary course; the deaf child has lessons in speech during school hours, but throws speech aside as soon as it leaves the school room, and our work under the school board is limited to the school premises. The child, in the early stages, has no encouragement to proceed with the efforts which it has been putting forth in the school room.

6524. Unless it is an inmate of one of your homes?—I would rather not bring that in, if you please. This child goes outside, and it cannot speak, it cannot talk, it is only beginning to learn. I am speaking of the initiatory stages, and I am speaking of a class of children who have not educated parents, and no nice nursery to go into where there is a nurse ready to receive them and assist them in carrying out the instructions they have had in the schoolroom. They go to their parents, and in many cases in London they are turned out into the streets, as we know, and there is no opportunity whatever for them to continue to practice what they have learnt in the schoolroom. Therefore, even with the greatest efforts of the teachers in the day schools, including the lengthening of the period for which the children are at school, unless supplemented by some other means, I am very doubtful (though I am determined that the best shall be done so far as I can do it) whether results will accrue on the whole, and to the majority, which will give satisfaction. That such results will hereafter reach (as they do not at the present time) the very high standard which has been put forth as possible in all cases of deaf children, I venture to doubt.

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6525. The results that you saw in Italy were arrived at from 64 children, were they not?—Yes.

6526. Is that the same system as is pursued in Germany?—It is the oral system. We call it the oral system; the Italians object to the word "German."

6527. But is the German system a different system from that used in Italy?—The systems or the methods by which a child may be taught to speak, as I have already said, are very various, not so various, perhaps, as the methods known to us by which a child may be taught to read, but they are various, the final results being the same. I should describe the system as pursued in Italy as being the pure oral system in a more strict sense of that word than the system as generally carried out in Germany.

6528. You approve then, as I understand, of the system pursued in Italy; you were converted in Italy?—I only give my opinion according to my means of observation, and the results that I have seen. I have visited schools in Germany and elsewhere, and, with one or two exceptions, I do not think the results could be compared with what I saw in Italy.

6529. You say that you train your teachers yourselves from pupil teachers?—The pupil teachers are engaged under certain rules laid down by the board.

6530. They are ordinary pupil teachers, are they not?—They come to me at 16 or 17 years of age, and they bind themselves to the board for a period of four years. During the first two years they are required to attend a training college, devoting half their time to the school room, and half to their college course. At the end of two years the board has the whole of the pupil teacher's time. At the end of the four years they continue at an advanced rate of salary as ex-pupil teachers, and they ultimately become teachers on the full scale.

6531. Do they pass an examination and become certificated?—Yes.

6532. By a Government inspector?—The Government has nothing to do with it.

6533. Then it is by an inspection of your own, that is to say, a board school inspection?—No, the pupil teachers have to get their certificates from the college. If they did not succeed at the end of two years I do not know what would happen; I have not had a case, but they are expected to get their certificate at the end of two years, and in all cases up to the present time they have done so. It is the certificate of a private college.

6534. And that is received by the school board as a qualification for a teacher?—It is accepted by the school board.

6535. With regard to the employment of adult deaf and dumb people when they leave you, why is it that you think that they do not succeed?—I know that they do not succeed.

6536. But could you give us any reason for their not succeeding?—Imperfect education is one reason.

6537. You do not mean imperfect manual education, I suppose?—I will go into it if you like. I will say that it is from imperfect education generally, because it is a fact that deaf persons who have been taught on the silent system without speech have succeeded in life, and in America they have done so exceedingly well on the whole. In this country the education generally is far behind what it is in America, according to my observation. In speaking of general education of course I do not include speech as a necessity; it may be considered as a necessity; it may be considered so important a branch of the education of the deaf that none would be considered educated without it; and I hope the time will come when that will be recognised. But as regards general education, I suppose I am right in saying that it is not a matter of speech so much as it is a matter of language. Speech is one thing, language is another. If you ask anyone, "Can you speak French?" and he says "Yes, I can speak French," you may enter into conversation with that person, and you may go away delighted and say that he speaks French very fluently. But if you give that person a French book to read he may be able to gather very little from such book. If you ask such a person to write something in the French language he may be quite unable to write anything. It is language that makes the difference between the deaf mute and the brute creation; it is language that elevates the mind of the deaf. Speech is more a social matter;

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it is the power of communicating in a way which is pleasant, and in a way which is supposed to be easy, with their fellows who are not suffering from their deprivation. But language is the thing which elevates the deaf mute and brings him up, more to an equality with ourselves. Many statements have been made as to the absolute necessity of teaching a child speech, and representing that it has no knowledge of language, and can only acquire language through speech. That is not stated in so many words, but it is put in such a form as to leave that impression upon the majority of the minds of those who read such statements. The idea is that no deaf child can be educated without speech. To give you an illustration of it, a letter in the "Times" the other day by a noble lord stated a most glaring untruth; it stated that the time spent upon the education of a deaf child on the silent system was to all intents and purposes thrown away, "wasted" I think was the expression. Such is really not the case. If so, every deaf child who has not been taught to speak, and we know that at present they are the large majority, would not have been educated at all. We have men holding positions in life as barristers, as teachers, as eminent artists, and so on, who have never spoken a word, and to whom speech does not seem in any way a necessity. Therefore I would ask you to separate in your minds speech and language.

6538. Do you think that the deaf and dumb people succeed in trades, and that there is a fair opportunity of their getting employment?—There are great difficulties in their way, and I consider that the education of the deaf will not be complete as it ought to be until something has been done. If you ask me what that something ought to be I say, "What I am doing."

6539. (*Dr. Tindal Robertson.*) How long ago is it since you undertook the superintendence of the education of the deaf and dumb in the board schools?—Since the year 1874.

6540. What was your previous training?—There were no colleges where I could receive any training in my earlier time. For the college training that I have received I am indebted to my friend, Mr. Ackers. He gave me the opportunity when the Ealing College was opened of receiving a series of private lectures from the principal of that college who had had opportunities of travel, and opportunities of observation, which were not existent in my early days. I desired to benefit by what he had attained in that direction, and on communication with Mr. Ackers he kindly consented to my receiving such assistance as I could from the principal, of which I availed myself. That, so far, may be called training that it enables me to go into every question connected with the systems which are now carried out in the board classes by my assistants, who have been trained at the Ealing College.

6541. Where did you gain your previous knowledge before you acquired any knowledge of the oral system?—I have been a teacher all my life.

6542. Of the deaf and dumb?—Yes, of the deaf and dumb.

6543. At different institutions?—In connexion with the charitable institutions of this country.

6544. Will you kindly give us the specific reasons which induced you to recommend to the School Board of London the oral system in preference to any other?—My conviction that it was the best.

6545. But I want to know, if you please, upon what ground you founded that conviction?—To start with, I think it would be generally accepted that if a dumb child can be taught to speak it ought to be taught to speak. But on the other hand (though I have already, perhaps, gone rather too far in distinguishing between speech and language), I should hesitate to say that speech is an essential part of the education of the deaf, and the only means by which language can be taught, and that it should stand in the most prominent position. But the reason why I recommended it to the board was this: that there is certainly a considerable number of children who may be taught to speak by great effort, and who may make speech a means of communication, and to whom speech may be of very great advantage in life; and for the sake of those I certainly think that we ought to aim at teaching it by every means in our power. For the sake of those who can be taught to speak I say that the system should be adopted.

6546. Do you think that the children would be more able to get employment, or to fulfil their employment more efficiently afterwards, if they were taught on this system than if they were taught on the silent system?—Decidedly, it must be so. If a child can speak even to a limited extent, and can understand only to a limited extent, that child is in a different position with regard to the outside world from a child that is totally deaf and dumb.

6547. Do you make any distinction in teaching between those who are deaf mutes (which I think is the term for those who are born deaf and dumb) and those who have become deaf later in life?—We are unable to do so. Classification is most important, but it is also one of the most difficult things to carry out, especially in the classes which I have to organise, consisting as they do of a few children, from half a dozen to a dozen in some cases, children from the age of 4 to 14, boys, girls, and infants. We might classify them in a dozen different ways. You might graduate them from those who have a small amount of hearing, to those who have a large amount of hearing. We might draw a most important distinction between the so-called deaf and dumb and the so-called semi-mute (semi-mute being the term applied to those who are deaf, but not dumb). Those children, having acquired speech and a knowledge of language through speech, have no right whatever to be classed or put together with, or taught on the same form as, congenital deaf children.

6548. I understand from your answer that you recommend that, if possible, a distinction should be drawn in the mode of teaching between those two classes?—A distinction is absolutely necessary; they cannot be taught on the same system precisely.

6549. Do you know anything about the causes of deafness?—Yes, I have had a large experience from the cases which have come before me.

6550. Can you give us any indication as to what your opinion is upon that point?—The common question asked is whether it arises from consanguinity, and I have no doubt we might put down some cases to consanguineous marriages.

6551. I am putting aside the question of deafness, which arises from scarlet fever and such diseases?—You have named the prolific causes.

6552. But putting those aside, have you arrived at any conclusion with regard to the causes of congenital deafness?—There is no doubt that that is an hereditary taint.

6553. Have you any instances in your own knowledge in which deaf and dumb people have intermarried and had deaf and dumb children?—Numbers of cases.

6554. Is it an ordinary thing, or is it rather an extraordinary thing?—I should say that in the cases of intermarriages amongst the deaf and dumb, a large portion of the children are not deaf and dumb. In speaking of these intermarriages, I mean a deaf and dumb man marrying a deaf and dumb woman. But there is no doubt that there will be a tendency produced which will show itself, if not in the second, even in the third or fourth generation.

6555. Are there any statistics in any book which you have had access to which tend to prove that point?—There are some statistics, but none of them I am afraid very satisfactory, for statistics to be satisfactory require to be collated from a very large number of cases.

6556. Then you base your assertion on that point more upon your general ideas on the subject than upon anything absolutely certain that you have ascertained?—No, I think I may say that the statistics which have been collected and published show that the intermarriages of the deaf and dumb are a source of the increase of deafness, especially as it has been shown that where one parent only is deaf there have been fewer cases in the family through hereditary taint than where both parents have been deaf.

6557. As this is a very important point, could you furnish us hereafter with any statistics which have any bearing upon that, or which go to prove that these conclusions are correct?—The only thing that I have in my mind at the present moment is a pamphlet that was published some years ago by Dr. Buxton, who was then the principal of the Liverpool institution, on the subject of intermarriages of the deaf.

6558. Have you any copy of that?—I have one in my library for the teachers, I think, which I could lend to any one wishing to peruse it. It was published some years ago, and I am afraid that we have not any recent statistics sufficiently numerous for the deduction of general principles.

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6559. Is there any scientist or any living author who has made any special study of this point?—Yes, Professor Bell. I was speaking of this country when I answered your question. Professor Bell has written a treatise in which he seems to show, and I may say almost proves, that it is possible hereafter that there may be a race of deaf and dumb in consequence of the frequent intermarriages in America and elsewhere.

6560. Have you taken any special notice with regard to the comparative intelligence of the deaf and dumb children as compared with those who are not so?—Yes, a deaf child and a hearing child start from the same basis. The brain of a deaf child in its earliest stages, I suppose, would bear comparison with the brain of a hearing child; but I doubt very much whether it would bear comparison after the lapse of a few years: I do not mean to say that the microscopist could discover any difference in the atoms of the brain; but my firm conviction is, that a brain developed through sound, is of a different formation altogether from a brain developed without sound. There is a different conformation, I believe. The development of the children's intellect of course is what we have to look to; and if the proper means were applied sufficiently early and every opportunity afforded to a deaf child, that child could be made, so far as I can see, nearly equal to one who had the power of hearing. So that we might assert, what is sometimes asserted at the present time, though to my mind not yet realised, that the only difference between these two, is that the one is deaf and the other is hot.

6561. You are speaking of what might be: I wish to know rather what your opinion is as to what really is the comparative condition of the two as to intelligence?—I think you cannot compare them. A hearing child has greatly the advantage.

6562. Do you not think that those cases of idiopathic dumbness, of which you spoke, are cases in which the brain itself is principally affected?—Yes, certainly.

6563. With regard to the point which you raised about the Poor Law and the Education Department, I suppose all the rates come out equally from the pockets of the people, whether they are paid by the one or by the other?—Certainly.

6564. In that case would it not be possible that any poor law guardians, if it was thought advisable that there should be a separate institution established for the education of these people, might for themselves, either on their own ground or in some place contiguous to their own ground, have some establishment of the kind in which they could educate the whole of the children who might be within their particular area?—I believe they have the power to do so, but they have wisdom enough not to carry it out for their own district, because the numbers are so few that it would be a very small place, and very imperfect, and very incomplete. If a number of boards of guardians united together and, as has been suggested, formed districts, they would probably be able to bring together 40 or 50 children, a sufficient number to form what I consider a complete and perfect institution.

6565. I was going to suggest whether in the event of one parish being too small an area, a number of parishes could not be combined, and whether it would not be better to divide the responsibility between the poor law guardians and the education board?—I believe it is suggested in the Act that they should form themselves into districts for the purpose. The school boards have the power of compulsion, and they have the power of inspection, which I consider it would be desirable to unite with the action of the poor law guardians in this matter; and that would naturally follow if a capitation grant were given as an educational grant, subject to the conditions of inspection, and so on, which are laid down in the Education Act.

6566. Is there any superior school in this country for the education of the deaf and dumb, sons of persons in the higher classes, somewhat similar to the blind school which you may perhaps be aware exists at Worcester, which is a school for the blind sons of gentlemen?—Yes, there are private institutions, but there are no public institutions in this country that I know of where the higher education is carried out.

6567. Is there any of superior importance to the others, so as to make it a sort of *quasi* public institution, or is there one which is infinitely superior to any of the others?—Not that I am aware of.

6568. Therefore you cannot tell me under those circumstances what system is now pursued by these higher schools, if one may so call them?—There are no higher schools, unless you mean private schools, and they go very much on the lines of the public elementary schools, carrying their pupils to a more advanced state, probably through having more funds to employ better and more numerous helpers, and retaining their pupils for a longer period.

6569. Do you know what is the system of teaching which is generally pursued in these higher private schools?—It is now becoming almost universally the oral system.

6570. I think I understood you to say that there was a great deal of difficulty in those deaf and dumb persons getting employment after they leave school; is it within your knowledge that there is a difficulty in these people getting employment after they leave these institutions?—There is great difficulty; and I say it with some reserve, but I believe that the system adopted of apprenticeship in the case of deaf and dumb children on their leaving school, breaks down in the majority of cases.

6571. Then that being so, and there being this great difficulty, do you think it would be advantageous that there should be some kind of workshops, or something of that sort analogous to those which are instituted for blind workmen after they leave the schools, where deaf and dumb people could find employment if necessary?—I should be sorry to recommend it.

6572. Could you tell me why?—The bringing together of deaf and dumb adult people is certainly undesirable. The more we can separate them and mix them up with the hearing the better.

6573. I am not speaking of the two sexes?—Nor am I, though I may imply it; I do not mean that alone. In the first place, if you put them together in workshops, or for any purpose after their school education, you entirely neutralize the greater part of the benefit that they have derived from oral instruction. Their natural tendency is to communicate their ideas by signs, and I should certainly strongly deprecate their being assembled together for any purpose. That which seems above all most excusable, would be their being assembled for religious purposes and for religious instruction, and I am not prepared to give a definite opinion upon that point, because the deaf must have the ministrations of religion by some means, and I think if we did make an exception it would be in that direction, but I should certainly strongly advocate the not assembling workmen of the deaf mute class together.

6574. Do I understand you aright, that if it was plainly proved to you that those people could find employment more easily, and that their earnings in after life might be made much greater by such means as you have just mentioned, the objections which you have just stated would induce you to say that these workshops should not be established?—I think that the undesirability of associating the deaf and dumb together would override any other benefits that might accrue.

6575. You think it would override the economical considerations?—Yes.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 5th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary*.

The REV. W. STAINER further examined.

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6576. (*Mr. St. John Ackers.*) Will you explain to the Commission a little more fully what the Aural system is?—"Aural instruction" is a term used by Dr. Gillespie of the United States to signify a mode of instruction given to children who have partial hearing. Dr. Gillespie uses instruments, including the audiphone and ear trumpets; and his experience as related at the convention of teachers in New York in 1884, was that about 15 per cent. of the ordinary pupils of his institution had a sufficient amount of hearing to derive benefit from this special means of training.

6577. Does he attempt, after having developed the hearing as far as possible by these means, to teach the child apart from the rest of the deaf?—I have no information upon that subject.

6578. Considering how much there is to be learnt with regard to the degree of deafness and other matters, would not it be very desirable to have accurate statistics recorded with respect to all those matters by those who have to do with classes and schools for the deaf in this country?—Very desirable.

6579. That is done, is it not, in America more than in this country?—I believe so.

6580. Do you keep such statistics with reference to the school board classes?—The school board keep no statistics relating to the differences and peculiarities of the deaf.

6581. Is it your intention to start the collection of such statistics as shortly as possible?—I think I may venture to say that that matter is before the committee of the board but it has not been carried out, and therefore it may be taken as being still under consideration with the probability of such statistics being recorded.

6582. Is this form one of which you would approve as a means of procuring such statistics (*handing to the witness the "Form to be filled up by parents or "guardians of a child applying for admission as a day "pupil. 1872. Association for Oral instruction of the "Deaf and Dumb, Fitzroy Square"*)?—Not in its present form. I may be allowed to add that I submitted a form compiled from that, and from the forms in a number of other institutions in different parts of the country, to the board at the time that this question of the collection of statistics was brought up, but it was not carried out. I suppose because it would mean some addition to the work of the statistical department.

6583. Have you yourself asked for several things under the school board, which have either not been given or have been postponed on account of want of funds, such as a larger number of teachers, a greater number of centres, and so forth?—I cannot say that I have distinctly understood that that was the reason given.

6584. Will you kindly say whether the following are points which you would consider it desirable to include in the statistics—the date of deafness, the degree of deafness, the relationship of the parents, deaf ancestry, lineal or collateral, occupation of parents, cause of deafness, and defective eyesight?—All those points, and some others, were included in the form which I submitted to the board.

6585. You mentioned that you began in the year 1874, and you said that you then tried to get teachers on the oral system?—I did.

6586. And you were unable to do so though you say you applied to the Association for Oral Instruction of the Deaf and Dumb in Fitzroy Square?—The Fitzroy Square institution was applied to.

6587. You stated yesterday that you could not give the reason why teachers were not supplied, but you said that as a fact they were not; are you aware that the association was only started in 1872, and therefore it would be hardly possible to have got teachers trained in two years?—I was thinking of the Jews' Home; I believe that teachers might have been supplied, or a teacher at all events, might have been supplied from the Fitzroy Square institution, but I believe also that the difficulty was a matter of salary. I am stating that on my own responsibility.

6588. You said yesterday that if the results could be as they were at Milan they would be very satisfactory?—The results at Milan have been most satisfactory.

6589. Why is it that we cannot obtain the same results in this country as are obtained at Milan?—That is a large question.

6590. I will confine my question by asking you why he same results are not obtained under the school board?—The conditions under which the school board attempt to educate deaf children are entirely different to the conditions under which the children are educated in the institutions at Milan. I have already stated that at Milan the number of children is eight under one teacher, that teacher being a male teacher, and that a child goes through eight successive classes in eight years, during which time the child is entirely under the control of the officers of the institution. The children can be trained in school or out of school, which they are, more efficiently than in any other institution I have ever visited. I wish to place stress upon the fact that they are trained efficiently out of school hours, because the gymnastic exercises, which are wrought up to a high degree of perfection, bring the children into a state of discipline, which I consider renders their school education doubly or quadruply as effective as where that training is not carried out. The school board education of the deaf is limited to the attendance of the children in the day classes, being exactly the same as that for hearing children, five hours per day for five days a week. Beyond those hours the school board takes no cognizance whatever of the children, and there is no previous training of the children. They enter school at once, at all times, whenever they present themselves at the school doors with their fee in their hands. They may remain in the class one week or many, a considerable number only remain a very short time by reason of the nature of the occupations of their parents; the humbler classes, especially in London, have frequently to change their residences, and of course they take their children with them. Then as regards the average attendance of those children, I speak from the statistics which I have gathered from one class, but I believe my remarks would apply to all; though I have not had an opportunity of gathering the same statistics in all the classes. In one class which has been established six or seven years I added up the attendances of the children who had left school, and I found, on dividing the number of attendances by the number of children, that the average of the time those children had been in attendance was under three years.

6591. You have mentioned also amongst other things that there are male teachers in the male department of the institution at Milan. Why have not you had male teachers in your male department in the schools of the

London School Board?—I have just succeeded in persuading the board to allow me to have a male teacher for the bigger boys, and therefore the rule of female teachers is now broken through.

6592. Is he a trained teacher, trained specially for the teaching of the deaf?—He has no certificate from either of the training colleges, but he intends to offer himself for examination in June next at the College of Teachers, which has been recently established as a private college for giving certificates to those whom the examiners consider entitled to them. When he has obtained that certificate I shall present him to the Board as a teacher having a private certificate, in the same way that I present the teachers who have other certificates of a similar kind.

6593. When was that College of Teachers of which you speak established?—Last year.

6594. Is there any residence required at the college?—No.

6595. Is it, in fact, a board of examination?—Yes.

6596. Are the examiners persons who have special knowledge of the teaching of the deaf?—At present.

6597. Have you one of the syllabuses of the examinations?—I have not; I could supply one.

6598. What are the subjects dealt with in the examinations?—The usual subjects of examination at other colleges.

6599. We know that the syllabuses in colleges for teachers of the deaf vary very greatly. Are the subjects confined in fact to the teaching of the deaf, or do they embrace anatomy and the physiology of the vocal organs?—They embrace the anatomy and the physiology of the vocal organs.

6600. Are the papers written upon these subjects examined by medical gentlemen?—Is it necessary that I should go into all the details of a college recently founded? I am one of the examining body, but the syllabus for the next examination is not fully decided on. We have gone on the same lines as the college at Ealing and the college in Fitzroy Square. We of course have not followed precisely the syllabus put forth by either of those colleges, but we have compiled one of our own which we think will meet the requirements, and which will justify us in giving certificates. It includes the subjects which Mr. Ackers has named.

6601. Is it the case that the the papers written upon these two subjects of anatomy and the physiology of the vocal organs are looked over and marked by teachers of the deaf, and not by a medical man?—We have only had one examination at this college, and we have not yet decided whether we shall at the second examination have a medical man as examiner in those subjects.

6602. I am referring to what happened at the first examination?—At the first examination we decided not to call in a medical man to examine the papers on anatomy and the physiology of the vocal organs, though one was named for the purpose. It partly arose from the shortness of time, but it is in our minds to have the assistance of a medical man or a man acquainted by reason of his profession with the subjects of anatomy and physiology. Hitherto we have conducted the examination in those subjects ourselves.

6603. Who are eligible for examination?—Those who are recommended by their principals as having been occupied in the work for a number of years, and who can be recommended for their moral conduct and their discipline, and other points. This college was established on account of there being in the country a large number of teachers who had done good service in the cause, many of them for a period of more than 10 years, who had no professional status, and who had no opportunity whatever of getting their services recognised. To those who have been teachers for 10 years, and who have given satisfactory evidence of having performed good work, the college has given honorary diplomas; others come in by examination, and after satisfactory evidence we give them a certificate or acknowledgment of their ability to perform the duties which they are required in their respective institutions to perform. The colleges that existed previously to the establishment of this examining board had up to that time refused to admit them as candidates for certificates.

6604. Has the School Board for London employed any of those who passed the examination last year at this college?—Yes, two.

6605. Do they obtain the same salaries as those that have passed the examinations at the other two colleges?—This certificate has no effect whatever upon their salaries any more than the certificate of any other college.

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6606. In your evidence yesterday before the Commission, did you not say that those who had been trained at colleges made the school board a stepping-stone to something better?—They have done so in several instances.

6607. Then there is a demand for those who have got a certificate?—A considerable demand, especially amongst private families.

6608. And you consider, as an old teacher of the deaf, that it is only right that teachers of the deaf should have certificates of proficiency the same as teachers of hearing children?—Certainly, every teacher should have a certificate.

6609. Can you tell us the number of deaf children in the school board district that you fail to get into school at the present time?—It would be only possible to tell the number approximately.

6610. Have you more than half in school?—I consider that there are more than half at present under instruction.

6611. Much more than half, do you think you have got nine-tenths in?—I can only give the number approximately, because it is difficult for us to arrive at the exact number of children of school age, but approximately I find there are about 500 deaf children in the metropolis of whom we have 300.

6612. So that, in fact, you have not got anything like the whole number of deaf children of school age yet gathered together in the school board classes?—Three-fifths.

6613. You made a suggestion yesterday with regard to a capitation grant of 10*l*; have you not found that there is an increasing dislike on the part of ratepayers and others to the whole of the money for the education of deaf children which, of course, is larger proportionately than for hearing children, coming from the rates?—I should prefer you to refer to the clerk of the board for an answer to that question.

6614. Do you suggest that this capitation grant of 10*l*. should come out of the rates?—No, as the education grant from the Imperial revenues.

6615. Do you find that persons understand and recognise the fact that a deaf child on first coming to school has no language at all. Is not it the fact that deaf children on first coming to school have absolutely no knowledge of language?—No; in some instances they have a knowledge of language.

6616. Will you explain to the Commission how they have a knowledge of language?—Children who have lost their hearing——

6617. I am not speaking of semi-mutes?—I am speaking of pupils that come to the school board; I must answer the question in a general way if I answer it at all.

6618. I will ask it in another way. With regard to the congenitally totally deaf children, children born totally deaf, or who have lost their hearing before they have been able to speak, have they any knowledge of language before they come to school?—They cannot have.

6619. Is that fully appreciated?—Not by uneducated unintelligent people.

6620. May that not be the reason why hitherto so short a time has been considered necessary to teach the deaf?—I scarcely think so.

6621. How is it that the very short time of four years, which is about the average throughout the country, has been hitherto considered sufficient for teaching the deaf, whereas, as you stated in your evidence, they gave eight years at Milan, and you yourself preferred 10 years for reasons which you gave?—The period of four years is the average. I am not aware that that time is considered sufficient by any person qualified to judge.

6622. Are parents, as a rule, willing to let their children remain after they have been at school four years?—It depends on the age at which they enter; some of them, of course, would be very anxious to take them away, if they were poor people, when they were 13 or 14, so that they might derive some benefit from their being occupied.

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6623. Is it within your knowledge that a less portion of time is given as a matter of fact to the education of deaf children in this country than in Italy or America?—Certainly, a much less period. The present practice in this country is for them to remain under education a much shorter period than pupils on the continent or in America. That short period is caused by a variety of circumstances. A good many children do not enter upon their education till they are advanced beyond the age at which they could be admitted.

6624. (*Chairman.*) Is it not the fact that the reason why they do not remain longer at school is that they are sent in so late?—That is one reason, but if they enter at the proper time, the institutions limit the period in most cases to five or six years; that of course is a matter which the institutions themselves are responsible for and could explain. Probably it arises from want of means.

6625. (*Mr. St. John Ackers.*) Yesterday you stated that in your opinion deaf children should have eight years for general education and two years for technical education, 10 in all, do you mean that the two years of industrial training, training in the use of tools and so forth, should come in the last two years, or should be spread over several years?—It should be given in the last two years of the eight; it might be continued a year longer as circumstances required. I have undertaken to give the pupils, in the homes which I have established, an opportunity of learning the use of tools, but that is a work entirely independent of the school board, the children out of school hours are beyond the control or influence of the school board entirely, they happen to be under my care through their residing in the homes, and I propose taking every opportunity of giving them training in various ways, privately, and not in any way in connexion with the school board.

6626. That training you consider to be very useful?—I consider it essential.

6627. And you do not think that the fact of their having received that training will in any way prevent their being employed, when they go out afterwards, as having been partially taught by charity?—I cannot conceive that any objection could possibly be raised to their employment on that account.

6628. (*Mr. Arrol.*) Is it your opinion that the deaf and dumb are physically weaker than other classes?—Certainly.

6629. Do you suppose that oral teaching tends to develop the chest?—I do.

6630. On that account you would be disposed to recommend oral teaching?—I consider it the best system, and I think it ought to be universally adopted.

6631. I think you have discontinued the manual system in favour of the oral system since 1880 at the school board. Have you any deaf pupils who have been with you for the last five years?—We have one or two in some of the classes who were on the former system.

6632. Still under your tuition?—Still under my tuition, but they are not allowed to use the manual system or gestures during the time they are under instruction.

6633. Can those few who are still with you speak fairly well?—As a rule those who have been trained on the manual system do not speak so well as those who have been taught exclusively on the oral system; and therefore, answering the question generally, those children can scarcely be expected to do so well as those who have been taught from the commencement on the oral system.

6634. Have you any who have been taught from the commencement on the oral system?—Yes.

6635. Do they speak fairly well?—Their progress is much more satisfactory than when the system was in a transition state and signs were permitted on sufferance, and which are now done away with.

6636. Would you be disposed to say that 50 per cent. of those who have passed through the school board speak fairly well?—I certainly should not.

6637. Twenty per cent.?—The system has been so short a time comparatively in operation, that the number of deaf children who have gone out is comparatively small; if 100 children had passed out I could give you the per-centage, but where only 20 or 30 have passed out it is difficult to give a proportion that would lead to a proper conclusion. I think the Chairman asked me yesterday whether the children who left us were perfect in the system; of course I could not say that they were perfect, but I endeavoured to convey the idea that during the school period we could only really lay a foundation for an education, the development of which mainly depended on circumstances beyond our control after the children left.

6638. At the age of 13 you do not consider that deaf children have sufficiently acquired a knowledge of speech to allow them to leave school, I suppose, with the expectation that they would continue to improve?—It would be very difficult to get them up to a point, I should say almost impossible, at which we could say that they were sufficiently started at the age of 13; they would have to come when they were very young to complete the period I have named, eight years; they would have to begin at the age of five, when they are almost babies, and at that age they are scarcely capable of receiving the teaching on the oral system in its elementary form as at present adopted. I mentioned the system that has been adopted in America by my friend, Dr. Greenberger, under which children are taught in early years to utter a few words, the object being to enable them to make greater progress during those early years, and if we had a sufficient number of children at that early age and adopted the oral system, I dare say we might increase their progress, but eight years, that is to say, beginning at five and ending at 13, I should think would scarcely be considered sufficient to complete their education. I should far prefer taking them at the age of seven or eight and then keeping them the eight years. I do not mean to say that it is undesirable to receive them at five years of age; on the contrary I am a strong advocate for receiving them at an early age and keeping them as long as we can; if we had them ten years it would not be too long a period to teach them what they require to give them a fair start.

6639. You gave want of education as one of the reasons why many deaf persons do not find employment; I suppose that is general education, not technical education?—I spoke of general education, more especially a knowledge of language, that is, to be able to express themselves in words. If they could write words with intelligence I believe that that in many cases would be almost equal to their power of speaking words, because we cannot teach the deaf to speak in the same natural way as hearing children, their speech is often of a kind that is only intelligible to intelligent persons who can give the necessary attention to the peculiarities of such speech; but the speech of the deaf not being as a rule like that of the hearing, and workmen being generally impatient, I believe that a fair knowledge of language, with the power of expressing their ideas in writing with a piece of chalk, we will say, would carry many of our children through workshops and enable them to learn a trade which for the want of that general education they are often unsuccessful in learning.

6640. Are we to infer that the deaf and dumb have not been taught in the institutions to write?—They are taught to write, which implies of course a knowledge of language, but the knowledge of language is only acquired by deaf children who have passed through a very long period of exercises and instructions under proper training.

6641. You have recommended a capitation grant of 10*l.*, would you not be inclined to recommend that that grant should be continued to the deaf and dumb when they leave school, seeing that they are handicapped in the commercial world?—I should be most ready and willing to support such a recommendation to the extent of my influence.

6642. With reference to the deaf and dumb going to religious service on the oral system, how does that succeed?—There are no religious services, properly so called, conducted in such a manner that children who had been taught orally could derive any benefit from them. An experiment is going on in connexion with the Oral Institution, where one of the teachers has a Sunday class, and she gives religious instruction to orally taught pupils; I believe she has called in some friends to help her and they have found it possible to make some communications with those children in respect of religious instruction, but I am not prepared to say whether that experiment is a success or not, speaking generally I should say it would be exceedingly difficult to have special services conducted orally for the orally taught pupils; and I am not quite sure that I should do right in recommending such a provision to be made, because the theory is that children taught orally should as far as possible be kept apart from other deaf children and mixed with hearing people as much as possible, and in all cases where it it practicable I should prefer to recommend their parents or relations to take them with them to their special places of worship. That they could not derive directly and immediately from the ministers of those places of worship direct instruction is possible, but we may say the same of hearing children who accompany their parents to a church or a chapel, it would lead them to see and to know what religious worship is through the sense that remains to them of sight, and it would be in the power of their parents or friends to give them any additional explanations they might require at their own homes.

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6643. (*Admiral Sir E. Sotheby.*) You say that at present service is performed on the manual system at churches which are attended by the deaf and dumb?—There are services performed on the sign and manual system all over the country.

6644. Do you see any reason why hereafter the oral system should not be adopted in churches when the rising generation are more fully instructed in the oral system. I believe there is a church now for the deaf and dumb in Oxford Street?—Yes, I was chaplain there for seven years.

6645. Hereafter do you see any reason why service should not be performed there on the oral system?—I have already explained that I think it undesirable that deaf persons should be brought together after they have been taught effectively on the oral system, that we should aim at keeping them as much amongst hearing people as possible, bringing them together as little as possible. I think I said yesterday that if an exception might be made to the general rule of not bringing them together as adults, religious instruction would be that exception, but I am not prepared to recommend that an exception should be made even in that case.

6646. Where you have special services for the deaf, would you recommend that they should be conducted on the manual system?—Certainly not, I am an advocate of the oral system exclusively. If you were to ask me whether I would officiate at the present moment in the deaf and dumb church in Oxford Street, where formerly I took part in the services conducted on the manual system, I would say most certainly I would do so, because before the introduction of the oral system that was the only way of reaching their minds, and I should certainly say as the manual services at present exist, let them alone; do not abolish them, but let them die out, as I hope they will in time when the oral system has been further developed.

6647. With regard to the two-fifths of the deaf and dumb children who do not go to school, what means have been adopted to induce their friends to send them to school?—The non-attendance of the approximate number that I have stated, two-fifths, arises from the difficulties of providing the means of education, it does not imply any unwillingness on the part of their friends to send them to school.

6648. Then there is not sufficient school room for the two-fifths?—The school board has not been able to cover the whole of the metropolis as regards providing for the education of deaf and dumb children; we are progressing as rapidly as we can; we have many difficulties to overcome, but at present two-fifths are not in attendance.

6649. Then there is something wrong in the present organisation for teaching the deaf and dumb?—There is no reflection on the organisation, difficulties have arisen which are insuperable.

6650. Why?—In the first place oral teaching requires teachers qualified to teach on the oral system. Previous to the founding of the college at Ealing, teachers on the oral system could not be obtained, as I have already stated; there was an oral institution in Fitzroy Square, from which association I received some inadequate assistance, but till the college with which Mr. Ackers is connected was established trained teachers were not to be had, and it was impossible to get those children properly taught. We might have continued the manual system and so have brought them all in, but that was not our object.

6651. If there were sufficient teachers and sufficient centres you would be able to embrace the whole of the deaf and dumb?—That is all that would be required, sufficient teachers and sufficient accommodation. There has been some difficulty as regards accommodation as well as with regard to teachers. The difficulty with the statistical department of the board, of course I only speak as far as my knowledge goes, arises from the fact that schools are built to accommodate a fixed number of children. Upon my application for accommodation in such and such a school, objections are raised that we shall be interfering with the arrangements sanctioned by the department, and deprive the school of a part of the accommodation which has been provided for the neighbourhood. For that reason the board have undertaken to erect separate and special class-rooms, and that is going on at the present time. Class-rooms are being built in the west similar to those in the east and south of London; and I may express the hope that the present economical principles adopted by the board will not cause them to halt or withdraw from their action in this direction.

6652. From your knowledge of the schools of the school board, do you not think there is sufficient room for a separate class-room almost in every school in London?—No. As far as I have been able to ascertain, and I have inspected a good many schools in London for the special purpose, all the schools in the thickly populated parts of the metropolis, where it would be desirable to establish a centre for the deaf and dumb are full; schools in the suburbs and the less densely populated parts, have some vacant spaces, but I have refused to accept such accommodation as being unsuitable to the deaf mute portion of the population.

6653. Are you satisfied with your present teachers?—I think I may say they are as good as we could expect considering the short time that this movement has been in operation on a large scale in this country. There is no doubt that the teachers will improve. I have every reason to be satisfied with the teachers who have been trained at Ealing, as the theory that is there inculcated is of a very valuable character; but a teacher can only become a practical teacher by practice, and the practice of years: theoretical knowledge, as in the case of a medical student in early life, is most important; he should have as much as he possibly can obtain, but his success as a surgeon depends on his subsequent practice. It is the same with teachers.

6654. Is the reason why you cannot obtain good teachers the question of salary?—No, at the present time I think not. I think I ought to qualify that, because on second thoughts it has occurred to me that I should not have lost some of my teachers who have left me, if I could have increased their salaries.

6655. At the centres for the education of the deaf and dumb are their gymnasium and outdoor amusements for the children, the same as for hearing children?—The deaf children use the playground attached to the schools: at present the class rooms that have been erected are situated in the girls' and infants' playgrounds.

6656. From your experience abroad, do you consider that the Government of the United States, and Continental Governments give greater support to the education of the deaf and dumb than we do?—In America every deaf child is entitled to free education.

6657. In America every child must be admitted who presents himself or herself?—I believe that is so.

6658. What system do they adopt to gather in the children?—It is sufficiently well known to those who have deaf children that they have only to apply to certain centres to have their children's education provided for.

6659. Have you known any deaf person in a superior rank of life who was able to speak in a foreign language on the oral system?—I have never come across a case of any deaf person, even in the higher ranks of society, who has acquired a sufficient knowledge of a foreign language orally to be able to converse in such language.

6660. I suppose you have frequently met people in the higher classes able to converse in foreign languages on the manual system?—They would scarcely use the manual system, they would use writing.

6661. Do you know many deaf and dumb people who gain their livelihood by any trade or employment?—A large number; I have acquaintance with the greater part of the deaf mute population in London, not personally, of course, but more or less, directly or indirectly.

6662. (*Chairman.*) You did not tell us yesterday the proportion between boys and girls in your schools?—Of 313 children last reported, 164 are boys and 149 girls, as stated in the Table of Institutions published in the Proceedings of the Conference of 1885.

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6663. (*Admiral Sir E. Sotheby.*) You said yesterday that in England there are many deaf and dumb who cannot get employment?—A large number in London at the present time are unemployed.

6664. How do they live?—I think they get assistance sometimes from charities, there are charities for the deaf and dumb as well as for the blind.

6665. In some cases they are obliged, I suppose, to fall back on the parish?—I do not think many of the deaf become chargeable to the parish, because I think they live upon their affliction to a certain extent. I will not say they are all beggars, but their affliction to a certain extent excites sympathy, and they get sufficient assistance to provide themselves with the necessaries of life.

6666. Do you consider that the deaf and dumb can get employment as easily as the blind?—Much more readily than the blind: blindness is a physical affliction which renders the person suffering from it almost helpless in the way of general occupation. If I were to take a deaf and dumb man in one hand and a blind man in the other hand to a workshop and ask the manager: Will you kindly employ one of these two men? He would say, what can they do? I would answer, they can do so and so; which will you have? I think he would say, I will take the deaf and dumb man, because he can see.

6667. What trades can the deaf and dumb be employed in?—Almost every trade. I consider that the blind are much more heavily handicapped in the race of life than the deaf and dumb.

6668. (*Dr. Campbell.*) You were speaking of the desirability of not bringing the adult deaf and dumb together; I wish to know if the intermarriage of the deaf and dumb has anything to do with that opinion?—It is one of the reasons.

6669. Is it your opinion that when there is intermarriage between deaf and dumb persons there is a growing deaf and dumb population?—Yes, certainly.

6670. I have been requested to ask this question: whether you find it advantageous to have blind people and deaf and dumb people brought together, either for education or working purposes?—Inasmuch as there is no sympathy whatever between the deaf and dumb and the blind, and the deprivations are so entirely separate and distinct, I should think it most undesirable that the deaf and dumb and the blind should be brought together, whether for general education or for industrial training. From a sentimental point of view we, perhaps, might rouse sympathy between them, as in the case of the deaf, dumb, and blind Laura Bridgman. I think in such cases we might make an exception, and say it would be desirable, but under ordinary circumstances I consider that the deaf and dumb and the blind should be kept totally apart, and I may venture to add that I think it unfortunate that it should be found necessary in documents to put them together.

6671. With regard to the employment of the adult deaf and dumb, do you think that the difficulty of getting employment for them is increased from the fact that in their education they have been helped by charity?—It is impossible for me to put myself in the position of an employer, and to judge what his motives would be in employing, or refusing to employ, an afflicted person, but I cannot conceive that state of mind which should make him less willing to employ a competent workman simply because he had been educated by charity.

The witness withdrew.

Sir WILLIAM BARTLETT DALBY, B.A., M.B., examined.

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6672. (*Chairman.*) You are aural surgeon to St. George's Hospital?—Yes.

6673. Will you state to the Commission the causes which produce deaf mutism generally?—I should divide such cases into two classes; first, children who are born with congenital deformities arising from arrested development in the internal ear; and, secondly, children whose deafness arises from disease acquired in early life, and where the hearing has been lost completely before language has been acquired. I should say those are the two principal classes. In the first class the deafness is due to arrested development before birth, which is quite unpreventible; and in the second class of cases, those in which disease takes place, causing complete deafness before speech is acquired, the deafness is due chiefly to scarlet fever and other exanthematous fevers, and it arises in the middle ear from catarrh. I divide that second division into two classes; those in which loss of hearing is absolute, and those in which it is partial; by partial I mean sufficiently to prevent the acquirement of language.

6674. Are there any means of testing the comparative power of hearing possessed by such persons who are partially deaf?—Any child, unless he can hear an ordinary voice at a distance, say, of a foot or two or three feet from the ear, is unable to acquire language in the ordinary method.

6675. You would class that child as a deaf mute?—Yes.

6676. Though the ear is not absolutely impervious to all sound?—No, a child may be absolutely dumb and yet possess a considerable amount of hearing.

6677. How far is the oral system applicable to those cases?—I should say it was applicable to them all; but so far as my experience would enable me to judge the instruction would be modified in the case of those who have a considerable amount of hearing but not sufficient to acquire language in the ordinary way. What remained of the hearing would assist in the modulation of the voice, and also would assist in the more rapid acquirement of language than where the child was absolutely deaf; so that the period necessary for technical instruction would be considerably lessened in the case of this child who had a considerable amount of hearing.

6678. Do you think the classification in institutions where these children are taught is a satisfactory one; that is to say, are not those who are absolutely deaf often classed with the partially deaf to the disadvantage of the partially deaf?—I should say the partially deaf are often classed as absolutely deaf.

6679. To their disadvantage in learning?—I should question that very much. I should say to their disadvantage in this respect, if they were instructed in the oral system, a more accurate estimation of their hearing would be useful; if they were not instructed in the oral system, I should think it would not be of so much importance that care should be taken in the classification.

6680. Then a distinction between the absolutely deaf and the partially deaf is of more importance in the oral system than it is in the sign system?—I should say very much more.

6681. Can you speak to the physical advantages of the oral system in respect to its effect on the general health; has it a beneficial effect on the organs of respiration for instance as compared with the other system?—In the oral system the very fact of the children being taught to speak in an articulate manner has distinctly a beneficial effect upon their respiratory organs, there can be very little doubt upon that. There is very little doubt that deaf mute children used to be very subject to diseases of the respiratory organs, consumption for example, much more than they are now.

6682. Do you find that deaf mutes are also deficient in intellect?—Not more frequently than in the case of other children I should think.

6683. Are there not a number of deaf mutes in idiot asylums?—I have no experience of idiot asylums, so that I could not say. There is a very great liability to mix up the two classes of deaf mutes and idiots, but I cannot speak from absolute experience of any idiot asylum. I can simply say that a certain number of cases come before my notice in the course of the year in which a child is supposed to have defective intelligence, but where the truth of the matter is that there is no want of intelligence, but the hearing is defective. There is, as I have said, a liability to mix the two classes, but in what way or to what extent they are absolutely mixed I cannot say, because I have no experience of idiot asylums.

6684. We have evidence that there are cases of children brought before the school board supposed to be only deaf mutes, but who when they try to teach them prove to be idiots?—I should think that is also possible.

6685. Do you think the combination of the two is common?—I do not think so. I do not know that you find more idiocy in combination with deaf mutism than you find in the case of other children.

6686. Do you find that deaf mutism runs in families, that is to say, deaf mutism arising from congenital deformity?—There can be no doubt that it does.

6687. Are there cases where several children of the same family are affected in the same way?—Yes, I know one where there are four out of seven children with arrested development which left them without any hearing, the other three children being born with good hearing.

6688. Without any defective intelligence?—Without any defective intelligence.

6689. With regard to intermarriage of deaf mutes, do you find that the children of deaf and dumb couples are in any large number of cases deaf and dumb?—With regard to intermarriage of deaf mutes, or of the children of deaf mutes who intermarry with one another, it is not sufficiently common to afford experience which would enable me to have an opinion upon it; but with regard to marriage of blood relatives, although I should be sorry to say anything that would appear to be dogmatic, it is impossible for me to divest my mind of this fact, that marriages with blood relatives have an influence in causing arrested development of the inner ear. I am led to say that, because it has become a habit with me during the last few years, when a deaf and dumb child has been brought before me, to make inquiry whether there was any blood relationship between the father and the mother; the answer so frequently being in the affirmative has led me to a conviction which amounts to a certainty (though it is impossible to prove it without enormous statistics) that marriages between blood relations have a tendency to cause arrested development of the inner ear. I would go further and say that this conviction has been confirmed, if confirmation were necessary, by the fact of so many children of the Jewish persuasion being born congenitally deaf, and we know that Jews intermarry very much indeed.

6690. Are you acquainted with the working of the system of teaching deaf mutes adopted by the London School Board, and can you point to anything in which you think it ought to be supplemented?—I will say that I should like to see some help in the way of education provided for children who come to the hospitals. It seems almost impossible to obtain instruction for children who come up from the country to a metropolitan hospital like St. George's. The parents do not know where to send their children.

6691. The children come up to the hospital for medical assistance?—Yes, and I do not know what to advise them to do; I say, why do not you send your children to a board school; and they reply, there is no instruction in the board school in our district for the deaf and dumb, then they begin to consider whether they should not remove to London for the purpose of educating their children; but in the case of the very poor, when they find they have a deaf and dumb child they are extremely anxious to get rid of it, not only to obtain education but to obtain maintenance, that of course is but natural.

6692. Do you speak with much practical knowledge of the success of the oral system?—I speak with considerable practical knowledge on the subject. I have been on the Committee of the Association for Oral Instruction of the Deaf and Dumb since its formation, and I have watched the development of the system with deep interest: it has been a matter of interest to me not only medically but physiologically.

6693. Do you think the oral system is gaining ground, enlisting the support of persons interested in the welfare of the deaf and dumb?—I have not the smallest doubt about it, and I say so from the following reasons. When a child is brought to me, and I have stated to the parents of the child that it must be educated as a deaf and dumb child, in order that I might make up my mind as to how far a knowledge of this system has gained ground, I have never in a single instance recommended any system of education at once. I have said to the parents, you must go yourselves and see the results of the two systems; and I can say with very great confidence (and I am speaking of a very large number of cases during the last 15 years) in every case where the parents have made themselves acquainted with the working of the two systems, they have of their own free will and without any persuasion on my part selected the oral system; when they have made a selection then I have expressed my opinion as to the relative advantages of the two, but I have been very careful to satisfy my mind as to what is the general impression with regard to the comparative merits of the two systems. I am now speaking not of very poor people; if I went on to very poor people, hospital patients, I should say when they get a chance they select the oral system also.

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6694. The oral system seems to demand more absolute separation in order to carry it out fully?—Yes, there is no doubt of that.

6695. Do you think that that involves separate maintenance, rather than a system of day schools with children going home to their parents on the supposition that those parents do not carry out the system of oral instruction which is practised in the school by day?—It is very much better that children who are undergoing the process of education upon the oral system should mix with speaking persons; whereas if they are placed in asylums or institutions which are confined to the deaf they mingle with the deaf.

6696. But given that desirability, do you think that when the children of poor parents go home the parents communicate with the children by signs, or do they attempt to speak to them as they would to anybody else?—I could not say what they do.

6697. If it is desirable to exclude the use of signs by the children who go home to their parents, and if the signs are generally used by poor parents who have been accustomed to use signs before they sent their children to those oral schools, would that tend to make it more difficult for the children to acquire the oral system?—I think it might tend to make it more difficult; but it must be remembered that parents of the labouring classes will make the children understand in the best way they can with the least trouble; and therefore no doubt till their education has proceeded to a considerable extent they will make signs. But those are not signs which belong to a system; they are the signs which would occur to any gentleman in this room if he wished a child to perform a certain act.

6698. You mean pointing, and so forth?—Pointing is one way of making a sign; but that is hardly the kind of sign which I should say would interfere with their education. The kind of signs that would interfere with their education would be an organised system of signs. If a child can make its wants known by speaking upon the fingers, that it to say, if it has been educated by speaking upon the fingers, it will not exercise the necessary perseverance to educate the muscular sense which is possessed by the palate and the lips, to enable it to imitate with absolute accuracy the movements which are being made by its instructors. That is the physiological explanation, in my opinion, as to why it is quite useless to attempt to educate a child upon the oral method where it has been with moderate completeness educated upon the sign system; but although that may be absolutely true it does not at all follow that the ordinary signs which occur to any poor parents when they are brought in contact with their children, in order to make them go and ring the bell or open the door, will have the same inhibitory effect upon the children's education that an organised system would have.

6699. And of course you think that the advantage of the children seeing their parents speak would be more likely to induce them to imitate their parents when they have had some instruction on the oral system, and therefore that it is better that they should go home?—Yes, that is my opinion, but I would go further and say that the fact of a child being brought in absolute contact with its mother or with its grown up sister, or with any female relation, is of great advantage, and for this reason, we constantly see that children are taught lip-reading without any special instruction by the mother. Thus we will take for example a child who is deaf to a considerable extent, who can speak a little, but whose enunciation is so imperfect, that the child cannot make itself understood. That child will go home and live in the country with its educated and intelligent mother. When that mother has been told by me, or by anyone else, that it is possible to improve the enunciation of the child, when she has learnt that it is possible that the child may read with facility from the lips, she will devote her attention to the child as no one but a mother, or a near relative, or one who is devoted to the child will do, with the effect that twelve months afterwards the child will speak quite clearly, and will read from the

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lips in a way that quite astonishes me. It is these circumstances which make me think that it is of great advantage for children to live at home with their parents if possible.

6700. A good many of the children lose their hearing at an early age, before they have completed the absolute learning of speech, do they not?—They do.

6701. Is it of great importance that they should be taught the oral system in order that they may retain what little they have learnt, and may perfect themselves in what they are deficient in?—Yes, they should be taught at once, and not only they, but children who can speak perfectly well. Take for example a child between six and seven years of age, who loses its hearing in the course of a few hours, as they do with scarlet fever, or in a few weeks as they do from inherited syphilis. Let alone, it becomes dumb; taken in hand at once and taught lip-reading, and taught upon the oral system it retains language. In that way the method of instruction which it has to undergo occupies a very few years instead of seven or eight years, about eight years I think it is.

6702. (*Sir Henry Selwin-Ibbetson.*) I understood you to say that there were a large number of children for whom nothing could be done, because they were born imperfectly formed, but that there were a large number who lost their hearing very early, from scarlet fever or from other diseases of that kind, before they had acquired the power of speech?—Yes.

6703. Is there any treatment, either of a surgical nature or of a protective nature, when a child was suffering from scarlet fever say, by which the number of cases of deafness could be diminished. I ask the question because, when we were enquiring as to the blind, we heard a good deal of evidence, very much of the same character as you are giving, and it was suggested that by treatment of the children when born and immediately afterwards you might prevent blindness; could you prevent deafness under these circumstances?—In a certain number of cases there is no doubt that early surgical treatment will prevent the children from becoming completely deaf, but there are also a very large proportion that no treatment will affect.

6704. Of those who suffer from scarlet fever?—From acquired disease. In short, a child will be hearing quite well during the time that it has scarlet fever, and within 48 hours it will have irretrievably lost its hearing altogether, and no treatment of any sort or kind could have had the least effect. There are a great number of such cases.

6705. (*Mr. Arrol.*) Is it any one particular part of the ear that scarlet fever affects?—The cavity of the tympanum, and sometimes the labyrinth.

6706. Of course that is beyond man's power to touch?—Yes.

6707. Would your experience warrant you in supposing that it is quite possible for a deaf child who has been taught under the oral system, to hold a conversation with any casual individual, or must it speak as a rule to the one to whom it has been accustomed to speak?—If the child has been perfectly educated upon the oral system the mass of persons with whom it is brought in contact make it understand very well indeed, that is to say, in a conversational manner. If you ask me whether I think that all the children who are educated upon the oral system could go into a church, or into a public room, or into a theatre, and understand every word that is said, I do not think they can; I think that some can, but I do not think that the mass of them can. Great distinction is to be drawn on the one hand between a deaf mute's understanding the person speaking when that person is conversing with a deaf mute, and on the other hand a deaf mute's understanding what a person says at a considerable distance.

6708. I meant an individual speaking directly to the deaf and dumb child?—In most cases I think a deaf and dumb child perfectly educated in the oral system would understand what was said to it.

6709. Do you think that it is a disadvantage to teach the manual system as well as the oral system?—I think it is impossible. If you attempt to combine the two I believe that the one neutralises the other. If you teach a child upon the manual system, as I said before, I am quite sure that you cannot teach him upon the oral system as well.

6710. (*Mr. St. John Ackers.*) Is there any physical connexion between congenital deafness and dumbness?—The dumbness, the loss of speech, is the result of the deafness, because the absolutely deaf child is unable to acquire language in the ordinary way; but there is no physiological connexion between the two. The one is the result of the other.

6711. Will you state what is the common cause of dumbness as apart from deafness?—There is no cause of dumbness. It is the result of the inability to acquire language because of deafness.

6712. That is as to those who are deaf; but I am speaking of those who are dumb but not deaf?—Those who are dumb but not deaf are mentally deficient. A hearing child who is dumb is imbecile; there is no doubt about that.

6713. But is there not very often a confusion made between the two, and are not such children sent very frequently as deaf children?—Yes no doubt.

6714. You said that you yourself asked the parents with regard to the relationship; do you as one connected with the Oral Association and others, consider that it would be advisable for all societies and school boards and so forth connected with the deaf to keep accurate statistics, as far as possible, with regard to the relationship of the parents and other causes of deafness?—Such statistics would be very useful indeed.

6715. You spoke with regard to the Jewish persuasion having the greatest number of deaf mutes, possibly on account of the intermarriage of relations; have you carried your inquiries further and traced it with regard to other religious bodies?—No.

6716. Is it not a fact that deafness is often not discovered in the first two, or even sometimes two and a half, years of the lives of little deaf children even by their mothers?—Yes, and later than that.

6717. Will not this account in a great measure for the accepted opinion that the census returns do not give the full number of the deaf children of this country?—The census returns are absolutely unreliable, for this reason, it requires a considerable amount of knowledge, and takes a great deal of pains to accurately estimate in the case of very young children what amount of hearing they have. The truth of the matter is that it is very difficult to persuade any mother (I am now speaking of the educated and most intelligent classes) that her child has no hearing; and the reason of that is that they do not appreciate the fact that the child is so susceptible of vibrations in contradistinction to sonorous vibrations.

6718. (*Dr. Tindal Robertson.*) Following that question of Mr. Ackers, are there not cases of what is called idiopathic dumbness?—The very term "idiopathic dumbness" shows that whoever makes use of it does not appreciate the accurate meanings of terms.

6719. I think I understood you to say that those cases in which dumbness exists where deafness does not exist are cases generally in which there is some deficiency in the brain power or some disease in the brain?—Yes, they are imbeciles.

6720. With regard to the question of hereditary deafness and dumbness, you told us that those conditions are transmitted in certain ways; are they produced more by the intermarriage of blood relations or by the intermarriage of the deaf and dumb?—So far as my experience is concerned it results from the intermarriage of blood relations, because it must be understood that I have not a very large experience, and I do not suppose that anyone else has a very large experience of the intermarriages of deaf mutes.

6721. Do you know any cases in which deaf and dumb children have been born as the result of intermarriage between deaf and dumb people?—I do not. I could not recall to my mind any one case that I could absolutely specify.

6722. We have had evidence of the intelligence of blind children brought under our consideration; do you think that the general intelligence of deaf and dumb children, among the poorer classes especially, is equal to that of other children?—Quite. I would go further than that, and say that their powers of observation are more accurate; it is quite remarkable what powers of observation these children have.

6723. What is the general state of the physical health of deaf and dumb children?—They are born just as well and healthy as anybody else.

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6724. During their early career are they more liable to disease than other children?—I have not observed that they are more liable to any disease which is likely to shorten life or to impair health than anybody else, except one thing that I have mentioned to his Lordship, and that is that where the children are educated without speaking, certainly from what I have understood in past years, they are more liable to pulmonary diseases from not using their voice.

6725. Would you recommend that for that cause alone, if not for others, means should be taken to make their physical exercises, and games and things of that kind as much as possible like those of ordinary children?—Certainly.

6726. Are there any special kind of physical exercises which you would recommend for these deaf and dumb children?—I should recommend them to take the same sort of amusements and exercises as hearing children; I would bring them as near hearing children as possible.

6727. With regard to the question of the treatment of the diseases of deaf and dumb children, do you think there is any possibility of improving the treatment generally of the cases which occur in early childhood, by giving information possibly to the public, or in any other way?—There is no doubt that a large number of children who are partially deaf can, by surgical treatment, have their hearing improved, I would say indefinitely; and it is quite within my knowledge that children who were very nearly dumb, having been placed under the treatment which would be provided by ordinary surgeons for the malady from which they suffer, have been able to get a great deal better hearing, and so to acquire language.

6728. We have been told with regard to the condition of the blind children that ophthalmia of the new born child is the main cause of so many children being blind; is there anything analagous with regard to the prevention of disease in the deaf and dumb to that which may be pursued in the blind?—I could give a general answer to that. I should say that catarrhal inflammatory affections of the middle ear demand immediate treatment and very seldom obtain it.

6729. Would there be any means of educating the public to the understanding of that point, and would it be an advantage if the knowledge of that point could be made more general?—It would be an advantage to the children no doubt.

6730. Could you suggest any plan by which that could be done either by means of printed information disseminated throughout the country, or in any other way, because that is the system that has been suggested to us with regard to the treatment of infantile purulent ophthalmia?—I should simply say that, wherever children are observed by their parents to be suffering with their ears, they should be taken to their doctor at once. I would not like to say more. I think that is very important.

6731. Of course, we must be aware that that is most important, if anything is to be done for them in the future, in the way of prevention; but my question was more as to any suggestion that may have occurred to you as to the best way in which this information might be given to the people generally, so that the importance of arresting this malady in its very earliest stages might be brought home to them more thoroughly than it is at present?—The means of doing that do not occur to me at present. If upon consideration any idea occurs to me, I will, if I may be permitted to do so, take the liberty of writing to the secretary, if you wish it, but it is a question that requires some consideration.

6732. (*Chairman.*) We have had evidence that the medical officers of the unions should have certain general instructions in cases of that kind to call the attention of the poorer classes to the importance of doing such and such things under such and such circumstances; the question is whether any instructions of that kind could be given in the cases that you mention?—There is no doubt that a large number of the poor, in consequence of not obtaining treatment in the early stages of inflammatory affections of the ear, are permitted to lapse into a condition which does induce deafness.

6733. (*Dr. Tindal Robertson.*) May I ask what is your view with regard to the age at which the education of these children should begin?—I should think not much before the age of seven, so far as I can say; but I think that is a question which could be better answered by someone engaged in teaching; it comes hardly within my province. What I have given you is merely my impression, and I should not like to say anything very definite about that.

6734. You stated it as your opinion that it is, at any rate as far as you can see, for the physical welfare as well as the intelligent condition of deaf and dumb children that they should be brought up as much as possible not by themselves but amongst hearing people?—That is so.

6735. It has been put before us in evidence that it is very difficult for some of these people to get employment after they leave the schools?—There is no doubt that it is.

6736. Can you give us any reason for that?—I will tell you why. I was personally acquainted with the late Mr. Fawcett, who was Postmaster-General, and I have talked to him upon this subject. He was extremely anxious at one time to give employment to the deaf and dumb, and there were a certain number of persons employed at the post office who were deaf and dumb. In all those instances the deaf and dumb people had been educated upon the sign and manual system, and Mr. Fawcett was anxious at one time to try some of those who were educated upon the oral system. We have not many opportunities of sending them, and one of the provisions which was made there was that some one should accompany these deaf and dumb employés and remain with them for a certain time, in order to save trouble to the other officials; but the thing rather fell through, because it was found that there were other employments they could obtain which did not entail a second person going and spending his time for a few weeks accompanying the deaf and dumb.

6737. We have heard about some instruments which have been tried in America, one of which is called the audiphone; have you any knowledge of that?—Yes.

6738. Will you kindly tell us what is your experience of it, and whether it is useful?—A certain number of persons who are very deaf from particular reasons obtain aid from the audiphone. If it is supposed for one moment that the audiphone is likely to be of the smallest service to children who are so deaf as to be unable to acquire language it is incorrect. I should say that its only use would be to those who sold the audiphone.

6739. Have you any experience of the system of treatment which we have been informed goes on under the name of the aural system of Dr. Gillespie, an American?—I have heard of it; I hear of a good many things; but there are certain of these things that do not demand very serious consideration.

6740. (*Mr. Johnson.*) As we are on the aural method I should like to ask you whether you think that this aural method developes in any way the latent aural power?—Oh, no.

6741. In what way do they profess that this aural method acts?—Professions do not count for very much.

6742. You have no experience of this method, I suppose?—No.

6743. And you think it of no great value?—Not sufficient to occupy very much of my time.

6744. Are the children who come under your care at the hospital principally from London?—They come from all round the country.

6745. Could you tell us about the number of people who apply to you as deaf mutes?—I should think that not less than 50 come in a year; I should think that 50 pass through my hands at St. George's Hospital in a year.

6746. In the case of the majority of the persons who pass under your hands to what may you attribute their want of hearing?—I could give nothing more than a general impression. My general impression is that one cause is very nearly as frequent as the other, viz., inherited or acquired deafness (complete)

6747. Your impression is that there is as much congenital deafness as there is deafness resulting from disease?—No, I do not say that. When you speak of deafness you are speaking of absolute deafness, of course. I should think that absolute deafness results about as much from one cause as the other; but I must say that that is only an impression.

6748. You have no statistics that would lead you to suppose that that was so?—I have looked at a very great number of statistics, but I do not rely very much upon statistics, because it depends so much upon who makes the observation, and it is so difficult sometimes to find out who had made the observation. They make

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statistics more readily than they make accurate observations.

6749. Have you any experience at all in the sign system, reading on the fingers?—No more than generally; I have no practical experience of it, though I have, of course, constantly seen people talking in that way.

6750. You believe, then, that the two systems could not possibly go hand in hand?—I feel confident about that, for the physiological reason that I gave his Lordship just now. I believe that just as well as I believe that the oral method cannot be taught to a certain number of persons; it is inapplicable, for instance, to those who have a cleft palate, and it is inapplicable to those who have imperfect vision; when I speak of imperfect vision I do not mean a little imperfect, but if the vision is not pretty good the oral system is not applicable.

6751. Then a portion of the oral system is carried out by visual observation?—Yes, the whole of it.

6752. From the experience that you have obtained with regard to deafness arising after scarlet fever, is it very prevalent?—Very prevalent.

6753. Does it almost amount to half the cases that come under observation?—No, not quite as much as that in the cases of acquired permanent deafness, but it amounts to an immense proportion. I should class it first.

6754. Would you put it before congenital deafness?—I should certainly class it before deafness arising from congenital syphilis.

6755. Do you find that the number of cases of deafness arising from congenital syphilis are very large?—Very large indeed; not so large as the number of cases of imperfect vision arising from interstitial deposit in the cornea; but they go together.

6756. In your experience in the case of any of these children who come to you with almost complete deafness, have they any affection of the eyes as well, from inherited syphilis?—Generally a child who is perfectly deaf from inherited syphilis has either opacity of the cornea, or has at some previous period of his life had opacity of the cornea from which he has recovered; they are almost always found together; more frequently than affections of the teeth.

6757. Do you think that those children whose sight is affected are equally capable of being instructed on the oral system?—No, I say that those whose sight is affected are unable to be instructed on the oral system.

6758. Do you know how many were employed at the Post Office on the oral system?—I could not answer that question. Besides, these were private conversations and private letters between myself and Mr. Fawcett, so that I should not care to say very much about it.

6759. (*Chairman.*) Do you consider that knowledge of the oral system has so far advanced that the teaching of deaf and dumb children in board schools on the oral system should be made compulsory?—I should think it would be for the advantage of the children, provided that they could be instructed for a sufficiently long period. I am now speaking of the labouring classes. The labouring classes must be instructed from the time when they are about seven until they are very nearly 15. If you were to say; "Here are two children, and "I am going to educate them, giving them only four "year's instruction," I would not like to say that I should recommend their being instructed on the oral system.

6760. (*Mr. Johnson.*) They would not make much of it in four years?—I do not think they would.

6761. (*Mr. St. John Ackers.*) Ordinary short-sightedness would not, with the help of glasses, prevent their being taught on the oral system, would it?—Not if by the aid of glasses the vision became perfect.

The witness withdrew.

Mr. Richard Elliott examined.

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6762. (*Chairman.*) You are head master of the Asylum for the Deaf and Dumb at Old Kent Road, and at Margate?—Yes.

6763. You were first assistant master in the Old Kent Road, were you not?—Yes.

6764. For how many years did you fill that position?—For about 18 years.

6765. Since then you have been appointed head master?—Yes.

6766. And you have been in that position for 10 years?—About 10 years.

6767. What number of children have you under your charge?—318 at the present time.

6768. How many boys and how many girls are there?—169 boys and 149 girls.

6769. Is there a matron to look after the girls?—There is a matron to look after the domestic department. The whole of the educational department is under my supervision.

6770. Of how many does your teaching staff consist?—The teaching staff consists altogether of 26 teachers; 12 male teachers, 10 female teachers, 2 female pupil-teachers, and 2 male pupil-teachers.

6771. Where have those teachers been educated or trained?—They have mostly been educated in the asylum. Several of them have been previously in provincial institutions.

6772. Have they come back to you, or had they been trained in provincial institutions before they came to you at all?—They have been trained in provincial institutions.

6773. Are they all hearing persons?—With one exception.

6774. Have you ever had a case of a pupil-teacher, or a teacher brought up in the school who is able to teach the deaf and dumb?—That is the case with one girl.

6775. Was she absolutely deaf, or only partially deaf?—She was absolutely deaf. She lost her hearing at an early age, but never lost her speech, and her speech has been extended and improved under tuition.

6776. Do you use the oral system exclusively?—Not exclusively.

6777. To what extent do you not use it?—We are rather peculiarly situated in regard to that. The committee have come to the conclusion that the oral system is the system which should be adopted in the case of as many as can be best taught by it; but that conclusion was only arrived at about six months ago. Consequently the majority of the children are and have been up to the present time under the combined system. We have 90 children who have been for more than five years past exclusively under oral teaching. That was an experiment which the committee made in order to judge of the results of the teaching by that system.

6778. Have you had any cases of children who have been physically incapable of acquiring the oral system, either from their having defective palates, or from defective vision?—During the course of the experiment all those children of whom there was any doubt of ultimate success were sent from the oral instruction to the sign instruction.

6779. Then you had some as to whom there was doubt, from various causes, such as defective or perhaps slower intelligence?—Yes, exactly so.

6780. Does the oral system require more intelligence than the sign system?—I should say it does; but at the same time I think it develops intelligence to a higher degree.

6781. But it takes a longer time to learn than the other system?—I can hardly say that, looking upon it as a means of instruction. As such the oral system takes more time to bring into use than the sign system, because with the sign system, when we commence we have something to go upon; the children have already signs, whereas by the oral system there is no means of instruction until we have made it; that is to say, until there is a way of communication established between the teacher and the pupil.

6782. At what age do you receive the children into the asylum?—Between the ages of 7 and 10.

6783. Are they elected by the subscribers?—By the votes of the subscribers.

6784. Are they all from the poorest class?—From the very poorest classes.

6785. They are boarded, lodged, clothed, and educated free of cost to the parents?—Yes, with these exceptions, that a few are taken on a pay list, and also a few are taken from boards of guardians who may choose to send them.

6786. What do the boards of guardians pay you per annum?—They pay us 25*l.* a year.

6787. Does that represent the cost of the children to the institution?—No.

6788. What are the boys taught besides reading?—They are taught to articulate, to read the lips, ordinary written and colloquial language, geography, grammar, arithmetic, the elements of religious instruction, and general information on everyday matters.

6789. Are they examined in any way by any public officer?—Not by a public officer.

6790. How are they examined?—They are examined by myself, and also by an independent examiner, a diocesan inspector. He does not examine as diocesan examiner, but is employed by the committee to do so.

6791. Do you do anything for the Science and Art Department?—Yes, drawing. The whole of the boys are taught drawing, and they are examined in it.

6792. Are they successful?—Very successful; quite as successful as ordinary children in ordinary elementary schools, probably a little more so.

6793. Have any of them when they have left turned their attention to designing as a means of livelihood?—Several of them have done so. The better class go to the trades which require designing.

6794. In those cases where the children have remained the full time, have they generally been able to compete with the outside world when they leave the institution?—Generally.

6795. Have they been able to compete sufficiently to enable them to get on even if they could not be considered quite perfect?—They seem to have no difficulty, as far as I know, in making themselves understood.

6796. And in understanding what people say?—And in understanding what people say.

6797. Have you at all watched their progress in after life in any trade?—That does not come under my department, but I have done so, as a matter of fact.

6798. Do they write to you?—Yes, they frequently write to me, and they seem by those letters to be doing well in life.

6799. What trades do they take up generally?—I think they take up mostly shoemaking and tailoring; but the secretary of the asylum will be better able to tell you about that, as that comes exclusively under his department in London.

6800. What do you teach the girls?—We teach them, besides ordinary education, the different branches of sewing as in ordinary elementary schools.

6801. Do you teach them house-work?—Yes, they do part of the house-work, and assist in the washing.

6802. Have you a steam laundry?—It is not a steam laundry, but we have a laundry where there is mechanical apparatus.

6803. And they use that by hand?—Yes.

6804. Have the committee any funds with which to apprentice the boys when they leave?—Yes; they have not special funds, but they devote part of the funds of the charity to that purpose, and they have always done so. Perhaps I might be allowed to say that there is an officer whom the committee have appointed to supervise those children who have been apprenticed with the moneys of the charity in the metropolis, and he goes from time to time to see how those boys and girls are getting on, and to smooth any difficulties which possibly may arise in the course of their training.

6805. Does he go only to those who are apprentices?—Only to those who are apprentices. It is part of his function to enquire as to the desirability of a master, or a mistress, who may be proposed as the master or mistress to teach a certain trade. I may perhaps say that I was employed myself in that capacity for six or seven years before I was appointed to the head mastership.

6806. Did you find any difficulty in dealing between the masters and the apprentices?—I had very little difficulty indeed during that time.

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6807. And you find that the apprentices were able to make themselves useful as well as other people?—They were able to make themselves quite useful where the trade did not require a very large amount of verbal direction, if it was merely an imitative trade.

6808. Do any of them go into pottery works, and do painting, as at Doulton's works?—I have never known a boy employed in Doulton's works; but I know two or three who went into the glass painting, and who did very well at it.

6809. Do you think that the education of the deaf and dumb should be supported by a grant in the education estimates, proportionate of course to the difficulty of training them, but on the same lines and on the same grounds as the grants for the education of other children?—Speaking privately, I do.

6810. You wrote a letter to the conference at Manchester to that effect; do you wish to speak in that direction at all now?—No, I think I had rather not.

6811. You do not wish to express an opinion before the Commission upon the subject?—As a private opinion I believe that there is no other way of meeting the difficulty of making a full provision for deaf mute education; but speaking as an official connected with the asylum we do not want State aid ourselves.

6812. And you think that children should attend the schools for not less than seven years?—Decidedly.

6813. Do you think that deaf and dumb children should be allowed to continue longer at school than other children, so that if the other children leave school at the age of 12 the deaf and dumb should be allowed to continue until the age of 15?—Decidedly.

6814. Do you think that the education of the deaf and dumb should be made compulsory the same as the education of other classes of children?—I think so.

6815. What is the difference between your two institutions, the one in the Old Kent Road and the one at Margate; are they both on exactly the same lines?—We are rather in a transition state at the present time; we are in process of rebuilding. The former place is being pulled down, and probably reconstruction will take place.

6816. What you have been describing, then, is what goes on at Margate?—Yes, and at Ramsgate. We had a school formerly at the Old Kent Road, and it was transferred temporarily to St. Lawrence, close to Ramsgate, about four miles from Margate.

6817. (*Mr. Johnson.*) I understood you to say that when the pupils leave the institution you have found that they make themselves very well understood; by what system do they make themselves understood, by the sign system or by the oral system?—That would be by signs, because we have not as yet sent out any children who are going through their course of industrial training and have been fully trained by the oral system. We have sent out a few, but they could hardly be said to be fully qualified, because they have not had the full time that they will have in the future.

6818. I suppose that your society recognise the desirability of keeping the two systems distinctly apart. As I understand you have a school at Margate?—Yes.

6819. You do not mix those who are learning the oral system with those who are learning the sign system?—No.

6820. Then they are in two separate establishments?—They are.

6821. Do the pupils of the one class ever mix with the pupils of the other class?—Not generally, nor in school; that is to say they are entirely a part and separate I could not say but what when they are away from school they might probably come together, but they do not come together in school or in playtime.

6822. While they are under the superintendence of your school authorities they do not mix?—They do not.

6823. Do your pupils come from any particular district more than another?—The majority, of course, come from London.

6824. There is no particular district in the country from which a large number of your pupils come?—Except London. We have them from various parts of the country, even as far north as Lancashire and Yorkshire.

6825. You say that you have the largest number from London; I suppose people come from the country and locate themselves in London with the hope of getting into a London institution?—I do not think so.

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6826. You mean that they are Londoners?—They are Londoners.

6827. Is the old form of lessons in articulation and lip-reading still pursued in your principal school?—Yes.

6828. Do you still teach them any articulation at the same time as you teach them by signs?—We do.

6829. Then you have a mixed system at one place, and a separate system at the other?—Exactly.

6830. You have an oral system isolated entirely, and a mixed system of signs and oral?—Yes.

6831. What is the proportion of pupils that you have instructed in the mixed system, and those that you have instructed in the oral system?—We have 90 children under oral instruction, and 228 under the mixed system.

6832. How many of the 26 teachers are appointed to the oral side, and how many to the mixed side?—Ten belong to the oral side, and the remaining 16 to the mixed system side.

6833. Do you believe that it requires more teachers to teach the oral system than it does to teach the other system?—I think so; especially, I should add, in the elementary lessons.

6834. Has that been recognised by your committee?—Yes.

6835. You have had some experience with regard to the trades which those deaf and dumb children carry on when they leave school; have you many who are joiners or cabinet makers, or what is the majority of the trades?—I can only speak from 10 years ago. The secretary would give you more recent information, but I will answer the question, if you like, as far as I can. I should think that the trades which the pupils go to are probably determined rather by the locality in which the childrens' friends reside than by the suitability of the trades. For instance, if a child comes from the country, there is evidently hardly any means of putting him to a skilled trade, such as there might be in London; so that the majority of the children in the country become tailors and shoemakers. You find in every village a tailor and shoemaker. Apprenticing the children is mainly a matter of arrangement with their parents.

6836. Then your society apprentices these children and supervises them to a certain extent after they are in apprenticeship?—Yes.

6837. Is there any fixed sum which they pay for the apprenticeship?—There is no fixed sum; it is at the discretion of the committee, but there is a sum which is usual.

6838. Do you find any difficulty in getting people to accept deaf and dumb children as apprentices?—In some cases there is a considerable amount of difficulty, but in others there seems to be very little.

6839. Is there any particular difficulty in any particular trade?—I never found it to be so.

6840. What is the number in the year that are apprenticed from your school?—I can hardly say positively. The secretary will be able to give you that.

6841. The school is examined, is it not?—Yes.

6842. Do you think that it would be advisable to have it examined by a Government inspector?—In our case I should say not.

6843. Would it be the wish of your committee that there should be such inspection?—It would not be the wish of my committee.

6844. Nor would it be the wish of your committee, I suppose, to have any Government help?—No.

6845. They are rich enough without?—I will not say that they are rich enough without, but I will say that they do not desire it.

6846. What is the proportion of pupils who pay in the school?—We have a very small proportion now who pay; I think at the present time there are four or five out of the whole number, including the poor law cases perhaps seven or eight at the outside who pay.

6847. What is the payment on what you call the pay list, exclusive of the boards of guardians' payments?—The payments by the parents is subject to the will of the committee. Each case, I believe, is taken on its own merits.

6848. But the guardians' payments are fixed at 25*l.* a year?—They are.

6849. Does that include clothing?—Yes.

6850. Do the pupils go away for holidays from your asylum?—Yes, twice a year.

6851. For what time?—They may go from about the middle of June to the latter end of July, for about five weeks in the summer; and they go away at Christmas for four weeks.

6852. Do you find that that materially interferes with their educational course?—I think not.

6853. They do not come back having acquired any sign-habits or things that you would not wish them to acquire?—All the children will sign.

6854. Even the oral children?—Even the oral children.

6855. Is the sign which the oral children make use of a natural sign, or an educated sign?—When they are at home, they pick up some of those conventional signs, and in some instances they make conventional signs of their own. It is almost impossible to keep them entirely apart, when they are at home, from all association with the sign-taught deaf and dumb. Consequently, their modes of expression and the conventional signs that they make by such means come to them.

6856. But those conventional signs, I suppose, are not regulated signs; they are conventional signs that they or their parents create for themselves; they do not learn any regular system of signs?—They are mostly the same conventional signs that are used by the ordinary deaf and dumb.

6857. And they apply them with without any special education in those signs?—Yes.

6858. They pick them up from the hearing?—Some they do. In natural signs there are certain of them which any deaf and dumb children, if they are put together, would speedily make conventional; and then, if they have a little bit of help from those who have carried on this system of intercourse for so many years, it puts them as it were in the same groove which experience has long followed in making them.

6859. I am going to ask a question which I do not know whether you will care to answer. Will you give us your opinion as to the system which you think the better for universal adoption, the oral system or the sign-system?—I should think the oral system is the better system as a means of education for the children. I have come deliberately to that conviction.

6860. To the exclusion of the sign system?—No, not to the exclusion of the sign system.

6861. You say for the purposes of education, will you explain that a little more fully?—There are some children of very low intelligence and whose intelligence I think can only be enlarged through the agency of signs; and to those children I should give the benefit of the intelligence and the development that they could get by means of the signs.

6862. Then do I correctly gather that you are in favour of a mixed system?—No, I should use the oral system for the education of those who are the best qualified and the best fitted for it; and I should use the other system for children of lower intelligence, so that they may get all the enlightenment they can, not necessarily by the sign system, but by what I would rather call a silent system; that is to say, there are some who seem to have such very great difficulty in mastering the elements of sound, and such a very small amount of intelligence to grasp the conformations of the words as they are shown on the lips, that I think their intelligence would not be developed to any appreciable extent by that means.

6863. (*Dr. Tindal Robertson.*) Will you tell us what was your previous training before you became a master at the deaf and dumb asylum?—I was a teacher in an elementary school. I was second master of the Royal Asylum of St. Anne's Society.

6864. Where is that?—At the time when I was a master there it was at Streatham Hill.

6865. Are you certificated?—No.

6866. When did you yourself first get any acquaintance with the oral system?—I have been teaching articulation the whole of the time that I have been teaching the deaf and dumb at all. When I first went to the asylum in the Old Kent Road, the first employment that I had was to teach articulation to the children.

6867. And lip-reading?—We had no lip-reading at that time.

6868. When did you first become acquainted with lip-reading?—Perhaps about 14 or 15 years ago. I have become acquainted with it gradually. Of course I knew previously as one who had taken an interest in the work that there was a system of teaching by lip-reading which had been carried out in Germany; but at that time the knowledge that deaf and dumb teachers had of each other, whether in their own country or abroad, was very limited, and they had no means of getting any.

6869. Can you give me any idea as to how long it took you yourself to acquire a knowledge of it?—I have been learning it bit by bit for the whole of the time that I have been engaged in teaching, with the reservation that I have just made.

6870. How long do you think it would take a man of average intelligence to acquire a knowledge of it to such an extent as would enable him to teach deaf and dumb children the combination which I suppose makes the oral system, that is to say, the articulation and the lip-reading?—I should think under those conditions about two years, that is to say, if his attention and time were chiefly employed for the purpose, not so much of teaching, as of training.

6871. Where do you get your teachers at your school?—We are obliged to get them by open advertisement.

6872. Is there any particular place where they come from?—No, we advertise, and we take the best of those who come to us.

6873. Are they good altogether?—Do you mean is the material good?

6874. Are the people who apply to you so good as to satisfy you, or are you obliged to take them, although they may not be sufficiently good because you have not sufficient choice?—They develop into good teachers; I will not say but that if they had a special training they would become good in a shorter time than I can devote to the purpose of training them.

6875. Then there are some who come to you who are not absolutely trained up to the highest point before they come?—We have no trained teachers. I train them myself.

6876. Then, you take anybody that comes, whether they have been simply ordinary teachers, or otherwise?—It is an advantage, of course, to take them if they have been trained; and, supposing that one who had been trained and one who had not been trained presented themselves, I should take the one that had been trained.

6877. Do you get applications from any trained teachers?—Very rarely, indeed.

6878. What is the average daily time that you give to the education of the children, and what time do you give to their exercises or games?—They have about five hours' instruction per day.

6879. And how much time is devoted to amusements?—About two or three hours a day, I should think.

6880. Do you think that the health of the children, generally, is as good as that of other children?—I think so, as a rule. We have a small number of children who are physically delicate, but they are exceptional children Leaving those out of the question, I think the health of the normal deaf and dumb children is quite as good as the average health of ordinary children.

6881. When they first come to you, do you get any information as to the causes of their deafness?—The most common is in the phraseology that the mothers use, that it was through fright while they were "carrying," as they express themselves. We always have information as to whether the deafness is acquired or congenital.

6882. Could you give us any idea of the proportion of those who are deaf from birth, and those who have become deaf afterwards?—I cannot give you any definite statements, but I should think that at the present time about 30 per cent. are cases of acquired deafness. The cases of acquired deafness have very much decreased within my experience. The proportion about 20 years ago was 40 per cent.

6883. Could you tell us what you think is the reason of that?—I cannot say, unless it is through the advancement of medical science and skill. I cannot give any other reason.

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6884. Do you think that people are still as ignorant, generally speaking, of the danger that there is to their children in letting cases of incipient deafness go on without applying for medical treatment?—I should think they are in rather a better position than they were formerly; and as a matter of fact in regard to the deaf and dumb children of London the information that I receive in my inquiries when I make them is, that the parents have done all they could for them, that they have taken them to this hospital and that hospital, and the result is that there is no hope for their hearing.

6885. Do you make any inquiries as to whether the parents have been deaf and dumb, or whether they have been related to each other?—Yes, we always make inquiries of that kind.

6886. What is the result of the inquiries, speaking generally?—Speaking generally there is a far greater probability of the offspring of deaf and dumb parents being deaf and dumb themselves than there is in the case of the offspring of other people. We have a large number of children in the school who are the offspring of consanguineous persons, and there are several instances in the school of families who are the offspring of first cousins, in which cases the whole of the family, or nearly the whole of the family, are abnormal in some point or other.

6887. Does any particular instance occur to your mind in which two deaf and dumb people have been married who have had deaf and dumb children?—Yes. I have now in the school the offspring of a father and mother who were both in the school and who have nine children; I think, speaking from recollection, that five are deaf and dumb, and four are hearing. In another case of children who are the offspring of deaf and dumb parents there are two in that family who are both deaf and dumb, both of them highly intelligent children. Then we have in the school at the present time two children, both of whose parents are deaf and dumb; and I believe in addition to those two there are two or three others in the same family who are also deaf. There is another case which I was going to mention, which is rather a remarkable one, of a boy whose father and mother were in the asylum and his grandmother also; I will not be certain about the grandfather. That boy has just left school.

6888. You have spoken of several persons who have married from the asylum; is it customary for the two sexes to be so brought together that they can form attachments there, subsequently getting married?—I do not think there is such a thing thought of in the school, and although children are in the same room together they only mix together during school hours, when they are under strict supervision, so that there is no facility whatever for making such attachments. They are not allowed to talk together except for class purposes, and as a matter of fact they never do.

6889. At what age do they leave the school?—About the age of 15.

6890. Do they go to the same church or chapel whilst they are in the school?—Yes.

6891. I suppose there must be a possibility of their becoming pretty well acquainted with each other, or else these attachments would not be formed afterwards?—Of course they know each other in the school, but I do not think they form the attachments there.

6892. They form the acquaintance there and the attachments afterwards?—Probably so; but I should say that the deaf and dumb are a very gregarious class, not so much perhaps in school as when they leave school; and where there is one deaf and dumb person another will be very likely strongly attracted towards that one.

6893. You would conclude, probably, from the statement of the cases made to us that it is very desirable indeed, as far as possible, to discourage this sort of acquaintance between deaf and dumb people of opposite sexes?—I think so.

6894. One more question as to the education. Do you think it is advisable that deaf and dumb children should be educated together in an asylum or institution, or that they should be mixed together with other children, as they are in the board schools?—I have had no experience of the board school education, but my own idea is that they are far better educated together and apart from ordinary children, in the way that we educate them.

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6895. Will you tell us the reason why you have formed that opinion?—Because everyone around them is able to treat them, as I may say, in an educated way. The whole of the teachers are teachers of the class, and can assist them in their difficulties. In addition to that, in a well regulated institution there are advantages in the way of physical education which the homes of the parents do not usually possess.

6896. We have been told by other witnesses that the system of oral education is very important, because it is intended to prevent, as far as possible, their keeping together, and to make them mix more with the world generally. How would you reconcile that with your impression that it is better to keep them together in institutions for the purpose of education?—It is a matter, I think, of theory and practice. Theoretically I should say that it would be better for the children to mix with the hearing and speaking world, even during the process of education; but up to a certain point even then I should hold that it would be better for them to be amongst educated people, that is to say, educated to their requirements, rather than amongst those who will not take the trouble to teach them those things that are necessary for them to know. It would require what I should call an educated person to do that; practically I should think that ordinary people will not take the trouble to give that instruction, and that aid and assistance which one might suppose they would give. They have not the time in fact to do it.

6897. (*Mr. St. John Ackers.*) With reference to the point which you have just mentioned as to the number of deaf children, the offspring of deaf parents or deaf grandparents, may not that be accounted for in a great measure by the fact that after leaving school, those who are deaf and dumb (which of course the majority of your old pupils are), meet together for religious purposes and also for lectures?—I think so.

6898. And if they have not already formed attachments they may very naturally be brought together, and so become united?—Yes.

6899. Have you in your institution statistics with which you could furnish the Commission as to the date of deafness, the degree of deafness, the relationships of the parents, the occupation of the parents, the deaf ancestry, and defective eyesight, and so on?—I cannot say that there are statistics; there is material for statistics, but it is not tabulated, except that as a matter of fact now and then, being interested in the question, perhaps I may look over one point or another; but it is not part of the work of anyone to do that.

6900. Do you consider that it would be an advantage if as accurate statistics as possible were kept in all the institutions?—I think it would be desirable if they were kept universally.

6901. You mentioned, in answer to a previous question, that your oral taught children, when they have gone for their holidays, pick up conventional signs; will you tell the Commission in what way they pick them up, that is to say, do they pick them up, from intercourse witn sign-taught pupils or elder persons?—From pupils who have been sign taught.

6902. They do not invent all these conventional signs themselves, but they generally pick them up from those who have been taught them in schools; is that so?—Yes; but I should qualify my answer by saying, that if you put a certain number of deaf and dumb children together they will make conventional signs if they have not already got them.

6903. You stated the number of pupils that you considered it desirable to teach on the oral system by one teacher; will you kindly tell the Commission what number of pupils should be taught by one teacher in order to get the best possible results, upon the combined system?—I should think the fewer the better; but at the same time where the instruction is collective and can be taken by the class from the teacher there is less necessity, I think, with the sign system to have a smaller number of pupils in a class than there is with the oral system, where the instruction at any rate for the first three or four years requires to be so very individual.

6904. In your experience do you consider that the number of teachers has been inadequate in most of the institutions in this country to obtain the best results?—Certainly I do.

6905. You have, of course, a great many applications for admission?—Yes.

6906. Will you tell the Commission how many you have refused during the last 12 months for want of room, or for other causes?—I think the secretary would be able to tell you that better than myself, if you will reserve that question for him. I am afraid that I could not give you a correct answer, though I might give you an approximate one.

6907. There are certain causes of refusal of admission which must come before you as head master; is not that so?—Yes.

6908. Do you examine each child before admission?—I generally examine all the London cases; but as a great number of our cases come from the provinces we are obliged to get the best testimony we can from the clergy and those who present the case for admission.

6909. And those that you do not personally examine are taken, I suppose, more or less on probation; that is to say, if you find them wholly unfit for education you are at liberty to report the case?—Before a child is finally admitted he has to pass a board of medical examiners, and I am always present on those occasions, so that if there is a case of decided idiocy, or such physical malformation as unfits the child for a public school, that child is refused admission.

6910. Is there no degree of want of intellect short of absolute imbecility which makes you refuse the children?—We always lean to the side of the children, and we would rather take a child on trial than absolutely refuse it, because the possibility is that he has already passed several medical and other examinations by those who present the child.

6911. But there are certain children, as I understand your answer, who eventually have to leave on account of want of intellect, stopping short of absolute imbecility?—There are a few.

6912. Have you had any cases of deaf and blind?—I have never met with one.

6913. You have met with them of course, but not asking for admission?—Quite so. I should say that a proportion of our pupils have very defective eyesight.

6914. You mentioned in answer to a previous question that none of your teachers had been trained?—I think I said that a few of them had been trained.

6915. Where were those trained that had been trained?—At provincial institutions, and in ordinary schools.

6916. They had been in a training college?—No.

6917. Had any of them passed through the ordinary training colleges of the country for hearing children?—No.

6918. Had you any reason for not taking trained teachers?—Not the slightest; we would rather have had them.

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 11th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
E. C. JOHNSON, ESQ.
CHARLES FEW, ESQ.
C. E. D. BLACK, ESQ., *Secretary.*

Mr. RICHARD ELLIOTT examined.

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6919. (*Mr. St. John Ackers.*) I think in your previous examination you stated that you considered the oral system the best for the purposes of education?—Yes.

6920. That is to say, as contrasted with what?—As contrasted with the sign system, the system of instruction by signs. I think greater progress is made by teaching on the oral system than by teaching by signs, because after the initial instruction has been gained, the instruction is in the words of ordinary language, rather than in a language which is altogether different from the ordinary vernacular, and in addition to that I think that speech has a tendency to develop the ideas in a superior way to signs.

6921. As I understand you are in favour therefore of the oral system, to use your own expression, wherever it can be adopted?—Wherever it can be adopted.

6922. You give religious education in your school?—Yes.

6923. You give religious education to those orally taught as well as to those taught on the sign system?—Yes.

6924. Is that religious education given orally?—Quite orally.

6925. Then it is a mistake to imagine that it is impossible to give religious instruction to deaf children orally?—I think so. If I might qualify that answer I should say that religious instruction given to an orally taught child has to be delayed somewhat till a means of communication between the teacher and the child is established.

6926. Will you just explain in what that delay consists? What mode of teaching do you adopt during the first year before you begin to teach religion orally?—Generally speaking the first year is devoted to the acquirement of sounds and simple words. Then in the second and generally in the third year, or the greater part of the third year, the mother's teaching comes in, that is to say, the gaining of the ordinary elementary language for expression of thought. At the end of that time there is a means of communication and simple elementary instruction in religious instruction can be given. But I would not bind myself to say three years; in many cases the religious instruction might be commenced in two years.

6927. I think you said that after a certain time you find them get on faster in their education under the oral system than under the sign system?—Yes.

6928. Therefore your opinion is that though it is slower to commence with, it is in the end both more certain and better for the children?—For a normal child.

6929. Do you consider also that it is better for them in after life if they have been taught upon the oral system?—I think so.

6930. You have had great experience with regard to the deaf and dumb who have been taught upon the sign system as well as with regard to those who have been taught on the oral system. Is it your belief that when they are apprenticed those who have been taught on the oral system will do better than those sign taught?—That is my opinion.

6931. I think you promised that you would bring a table of statistics?—No. I only said we had materials from which tables of statistics might be prepared, but they have not been tabulated. I might perhaps make a little correction in the statement I made last time. I said my impression was that in the institution at the present time there are 30 per cent. of cases of acquired deafness, but upon examination I find that the proportions are 77 per cent. of children born deaf, 23 per cent. of cases of acquired deafness; that was the result of my examination into the cases of about 350 children. In my evidence on the last occasion I think I expressed the opinion that the cases of acquired deafness had very much decreased in my experience. I said from about 40 per cent. to 30 per cent.; in examining some notes I have at home I found that what I have stated is the exact number.

6932. Does that number include those who have lost their hearing so early as not to acquire speech before the loss of hearing?—Yes, it includes the cases of all those children who have been returned as having lost their hearing at any age however early.

6933. Is that in your opinion the normal per-centage?—I think so. As I have said the per-centages I have given were arrived at from an examination of 350 children. In the nomination paper, which has to be filled up when a child is admitted into the Asylum, one of the queries which is asked is whether the child was born deaf, or whether he lost his hearing, consequently we get answers from the parents, and I have examined these answers given, the result being what I have stated.

6934. Do you test the degree of hearing of a child when he first comes to you?—Yes.

6935. Do you test it at different intervals afterwards to see whether it has improved or become worse?—Not with that view, but at various times I have tested the hearing.

6936. Do you test the eyesight also?—I do not test the eyesight.

6937. Is the eyesight tested at your institution?—It is not, as a rule, though I should say that the medical officers of the institution in any case where spectacles would be of benefit, or where any other treatment is required, would order the case to be dealt with accordingly.

6938. (*Chairman.*) Have you had any case of a child who was blind, deaf, and dumb?—No. With regard to another point in my evidence on the last occasion I was not able to give the proportion of children who were the offspring of relations. I have gone over my notes at home, and I find that at the present time about eight per cent. are the offspring of blood relations.

6939. Eight per cent. out of 550?—Yes.

6940. (*Mr. St. John Ackers.*) What per-centage of the children are descendants of congenitally deaf parents or ancestors?—I cannot give you that.

6941. (*Mr. Few.*) When you say that you prefer that deaf children should be orally taught, I take it that that is dependent on the degree of capacity which the child manifests?—Certainly.

6942. And in respect, at all events, of many children, they would not be capable of grasping the instruction on the oral system?—No; that is what I said in my evidence on the last occasion.

6943. So that, in fact, each case must be judged on its own merits, and its own capacity of intellect, large or small?—Yes.

6944. (*Admiral Sir E. Sotheby.*) Have you any religious service in your institution?—Yes.

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6945. Is it conducted on the oral system or on the manual system?—I have two services. I have a service conducted by signs and the finger alphabet; that is, for those who are at the present time taught by signs, and a service conducted orally for those so taught.

6946. How many are there attending the signed service?—About 220 at the present time.

6947. Have not any of those been taught on the oral system?—Not on the oral system.

6948. Do not you propose to teach them on the oral system?—I think I explained last time that we have taken a certain number of children as an experiment, and the committee have come to the conclusion that the result of that experiment warrants the extension of the system, so that as soon as arrangements can be made the oral system will be extended as far as possible. At the same time, it is the wish of the committee that the whole of the children who are being taught on the sign system should continue on the same system to the end of their course.

6949. Would not it be to the advantage of those children to be taught by the oral system, too?—Those who, as far as possible by the system by which we have been teaching them, could be taught to speak have been taught to speak and to read the lips; but that teaching has not been carried out to the full extent of the oral system.

6950. How long do the children remain at the school?—The average time is 5½ years.

6951. Is not there sufficient time in that period to teach both systems?—No, it would be a reversal of all approved methods of teaching to attempt to do that, and it would probably end by the pupils learning by neither well.

6952. Have you a Sunday school?—Yes.

6953. How are the children taught in the Sunday school?—In the Sunday school for the children taught by signs, they are taught by signs. Then we have an oral school, and there the whole of the instruction is exclusively oral.

6954. (*Chairman.*) I will now ask you a few questions with regard to the education of the deaf and dumb generally. Do you think it desirable that the school boards should extend their system of education by grouping districts together, and erecting school buildings for the education of the deaf and dumb in those districts?—Yes; but I do not think that the education is so effectual in day schools as in boarding schools.

6955. You think that besides providing ordinary school buildings, boarding houses should be provided under special supervision for the deaf and dumb?—Yes, I think that would express my view.

6956. A committee of the school board would be managers of such institutions, instead of leaving such boarding houses to be provided, as they are now by Mr. Stainer, out of private funds?—Yes; otherwise I cannot see what guarantee there is for such boarding houses being provided; their continuance in London depends entirely on Mr. Stainer.

6957. You think it undesirable that a system which is found to work well should be dependent entirely on individuals?—You could not always find gentlemen like Mr. Stainer, with the requisite amount of knowledge and sympathy, and who would give the required amount of assistance to establish those boarding houses, which in my view, and I think his view, are necessary for the satisfactory working of day schools.

6958. Do you think that in cases where there are not a sufficient number of children to start such buildings and boarding houses the school boards should pay for the education and the board of deaf and dumb children at existing institutions?—I think so.

6959. Subject to the sanction of some public department?—Yes.

6960. And subject also to Government supervision?—Yes; I do not suppose the Government would give assistance without supervision. I look upon one as being the necessary consequence of the other.

6961. Independently of your relations with this institution of which we have been speaking, what is your opinion generally as to the class of teachers of the deaf and dumb; do you consider that they are satisfactorily trained at the present time?—I think not. Under existing circumstances they gain their training mainly by experience, but I do not think that it is best for institutions or for the instruction that it should be so.

6962. Has it been with the object of obtaining a better class of teachers for the deaf and dumb that you and others have attempted to found a College of Teachers for the Deaf and Dumb?—Yes, and for the purpose of raising as far as possible the status of the existing teachers who have qualified themselves by long experience.

6963. When was the first meeting of the college held?—On the 1st of last July.

6964. Was that after or contemporaneous with the conference?—After the conference. The examination took place two or three days before the conference, and the first meeting of the whole body which was then constituted took place the day after the conference.

6965. Will you state the constitution of this college of teachers. I suppose it has a president?—Yes, it has a president, vice-presidents, a registrar, and a committee; and at least three of that committee constitute the examining body.

6966. It is called the College of Teachers of the Deaf and Dumb. It has taken a definite name and existence since last year?—Yes, not the "College *for* Teachers" but the "College *of* Teachers."

6967. The examining body are all connected with existing institutions for the education of the deaf and dumb?—Yes.

6968. What is the course of examination or course of proceeding which is proposed to be carried out by the college?—There are various subjects of examination. I have not the syllabus with me, so that I am speaking from recollection. The subjects are, the history of instruction, the *modus operandi* of teaching, with especial reference to the intuitive method, a knowledge of making signs, ability in the manual alphabet (the latter two are optional subjects), the mechanism of speech, and the anatomy and physiology of the organs of voice. Then another subject is the practical instruction of a class.

6969. The college does not confine itself to examination on any one system, but examine both in the oral and the sign system?—Yes.

6970. Is it composed of members who favour both systems?—Yes.

6971. Do you consider it to be a thoroughly representative body of the existing institutions for the education of the deaf and dumb?—Yes.

6972. Has it any local habitation?—The office is at 13, Paddington Green.

6973. Is any payment made by those who come up for examination?—Yes, there is an examintion fee of one guinea, and also a fee of one guinea on the receiving of the diploma.

6974. That diploma is granted by the examiners to all who pass a successful examination?—Yes. The whole of the subjects in which they pass are registered on the certificate.

6975. Did any fail to receive a diploma who came up for examination last July?—Yes, one candidate failed.

6976. Has this college any connexion with any existing training college for the deaf and dumb in London?—No, except that some of the certified members of the Fitzroy Square and the Ealing Colleges have received a kind of *ad eundem* degree from ourselves, a certificate of incorporation.

6977. (*Mr. Johnson.*) What class of children come to your institution?—The very poorest.

6978. Are they in fairly good health?—Generally speaking their health would be about the same as that of the class from which they come, but there are a few who are below par.

6979. Has there ever been any epidemic or any mortality amongst your children?—Very rarely, there have been some deaths now and then, but the per-centage of mortality is very small.

6980. Would the deaths be two or three in a term?—They would hardly amount to two or three in the year.

6981. How long do the children remain in the institution?—The average time is five and a half years.

6982. Does the committee extend that time under any circumstances, is it a hard and fast rule that the term of

a child's stay in the school shall be five and a half years, or do they extend the time occasionally?—It is not a hard and fast rule. I make a report to the committee as to particular children whom in my judgment it would be wise to send out into the world, and the committee take into consideration the circumstances of each case and also the fact that the object is to treat children so that they will afterwards be capable of supporting themselves. If we kept them at the institution too long a time it might probably prejudice their chance of being apprenticed and so of earning their livelihood. That is a point that has to be taken into consideration.

6983. Does the school apprentice their pupils?—A considerable number of them; the secretary would be able to tell you the exact number when he is examined.

6984. They remain five and a half years and then the committee exercise their discretion as to whether they will keep them any longer?—Yes.

6985. Do you ever make monitors or pupil-teachers of your old pupils?—Some of them become monitors and we have pupil-teachers from outside.

6986. You do not take the pupil-teachers from your own pupils?—Not as a rule.

6987. Where do you get your pupil-teachers?—We advertise for them generally.

6988. Are they trained partially in the system of teaching the deaf and dumb?—Yes.

6989. Where do you get them from generally, from other institutions?—From ordinary life.

6990. From ordinary schools?—Yes.

6991. Then they require a certain amount of training when they come to you?—When you are speaking of pupil-teachers probably you mean junior teachers.

6992. I mean assistant teachers?—We have pupil-teachers who are of the age of 15 when we start with them, junior teachers generally come to us who have been teachers in ordinary elementary schools as ex-pupil-teachers.

6993. You train them in your institution for your particular requirements?—Yes.

6994. (*Dr. Tindal Robertson.*) As to the College of Teachers, how many examiners are there?—The minimum number is three; on the last occasion we had the whole of the committee, five.

6995. Can you tell us how many of those were advocates of the oral system, and how many of the other system?—I can tell you the names of the five examiners; Mr. Stainer, Mr. Howard, Mr. Schöntheil, Mr. Sleight, and myself. Mr. Schöntheil has been an oral teacher all his life, Mr. Stainer, as you know, favours the oral system, and Mr. Howard also; Mr. Sleight is a strong advocate of the sign system.

6996. And you?—I advocate the oral system.

6997. So that there are four advocates of the oral system on this examining board?—I might almost say that I am half and half.

6998. That would leave three and one half to one and one and a half to the other?—Yes, if you like to put it so.

6999. Is there any standard required to be reached by the examination?—We recommend a number of works, but unfortunately in this country there are very few works on the subjects of examination.

7000. I am not speaking of the works in which they are examined. Is there any standard which the examinees must reach, or is it an optional question with the examiners whether they shall be passed or not?—At the last examination in July the whole of the papers were taken and examined; one gentleman was told off to examine on a certain subject and another on another; and then any points which, in his opinion, required the judgment of the whole body were put before the whole body who sat in committee.

7001. That does not answer my question. I will put it this way: are there a certain number of marks required?—Yes.

7002. Is it possible for any one who does not reach the minimum number of marks to pass the examination?—There was a certain minimum number of marks laid down before the examination, but in a particular subject possibly some of those who were examined might have come a little below the minimum, but in others they might have plus marks given them.

7003. So that they get a certain aggregate number of marks?—Yes.

7004. Then there is a standard?—Yes.

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7005. (*Mr. St. John Ackers.*) You say that it is a college of teachers, and that it is not a training college for teachers?—Yes, that is the difference; we endeavoured to make it plain that we did not desire to interfere in any way with the work of any existing college.

7006. You are prepared to give certificates to any persons who come, whether they have been teachers in a school without having had special training, or whether they have been specially trained without having been teachers?—Yes.

7007. Then, in fact, the expression that you used that it was more for the purpose of registering the qualifications of teachers, would properly describe the functions of the institution?—Yes.

7008. Will you tell the Commission what the object of starting it was?—Because there was no such college in existence, that is to say, no examining body that would take into account such qualifications as we knew existed.

7009. Your object was, in fact, to raise the status of competent teachers?—Yes.

7010. You remember the passing of the Education Act of 1870?—Yes.

7011. And you remember that at that time it was found impossible to get a sufficient number of trained teachers all at once to fill the places in the new schools?—Yes.

7012. The Government then allowed, did they not, that a teacher who had been a certain number of years in a school or schools should, on passing an examination, be deemed equal to a certificated teacher?—I cannot say that I know that; I have no doubt that that was so.

7013. Your object is, till a sufficient number of trained teachers can be got to supply vacancies which must take place in old schools, and also to supply teachers for new schools, to recognise that there were in this country a certain number of competent teachers, though not trained?—We recognise teachers with suitable qualifications who have been in ordinary deaf and dumb schools a sufficient time as having been trained by experience, and therefore we thought that training had as much right to recognition as training for a certain short time previous to the time at which they were engaged as teachers.

7014. Do you wish then to continue this sort of dual system of trained teachers in colleges and those who have gained experience in schools?—I think probably the training is more effectual in a college, where everything is directed to that end; but the training gained in the actual teaching of children in deaf and dumb institutions is effective, though perhaps not so short a process as in an ordinary training college.

7015. Had any of the teachers from existing institutions who came up for examination at your collge passed through a course of anatomy and physiology such as was down in your syllabus?—Yes.

7016. Had they obtained their knowledge in those subjects as teachers in different institutions?—No, they gained it by private study I believe, with one exception, that was in the case of the Manchester Institution.

7017. I believe the Manchester Institution has comparatively recently adopted the oral system for its new pupils?—Yes.

7018. And they had a trained teacher to give instruction to the rest of the teachers?—Yes.

7019. Who were the examiners in anatomy and physiology?—I think the whole of the committee; I cannot recall to mind who specially took those subjects, if any one or more of the committee did.

7020. You did not have a medical expert to examine?—No; it will probably be done in future.

7021. It was not done as a matter of fact at the last examination in July?—No.

7022. Did I rightly understand you to say that the oral system is optional in the examination?—No; two subjects are optional; those subjects being the ability to read spelling on the fingers, and also the making and understanding of natural signs, those are the only two optional subjects of examination.

7023. With regard to the practical instruction of a class, how was that managed?—The examination in that subject was conducted in the way which our experience as teachers dictated.

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7024. Had you a class there?—Yes, we had an oral class, and a class of pupils who had been taught by signs.

7025. Where did the oral class come from?—From Mr. Stainer's Homes.

7026. Was it a class consisting of children of a certain age, or of children who had gone through different stages of instruction from the beginning up to the highest point that Mr. Stainer takes them?—Mr. Stainer selected them; it was left in his hands. I know there were some young children and I know there were some old children. It is a difficult matter in London to get a complete class, and I apprehend it would be in any place unless you went to an institution.

7027. You did not go to any institution?—No.

7028. How did you manage with regard to those taught on the sign system, seeing that there is no school for sign taught children in London at the present time?—I provided the children myself; I got some of the children of my own institution who were away from school for their holidays; we gave them a sum of money for their services, and paid their railway fare, and brought them there to be practised on by the candidates who chose to be examined in the signs and the spelling on the fingers.

7029. Were they children in different stages of instruction?—Yes.

7030. (*Mr. Fen.*) About what number of children did you examine in that way altogether?—I should think we had about 23 or 24 altogether.

7031. Did you classify them in one, two, or three classes for examination?—I should say that Mr. Sleight, who is perhaps the best exponent in this country of the sign system, had that part under his charge, and Mr. Howard, Mr. Stainer, and Mr. Schöntheil took the oral classes in that examination and examined the candidates.

7032. What would be about the age of the children?—The eldest was about 15 and the youngest about eight or nine years of age.

7033. Was the classification arranged and approved by the examiners?—Yes.

7034. Do you propose to continue that sort of examination?—Yes.

7035. Were you pleased with the result?—I was very pleased indeed with the result of the examination.

7036. It came quite up to your idea of good work?—Yes.

7037. (*Admiral Sir E. Sotheby.*) Are there more candidates for admission to the college than vacancies?—It is not a question of vacancies. Our idea was to follow the analogy as far as possible of the Royal College of Surgeons as an examining body; however they were trained or wherever they were trained, if they chose to come up to us we would examine them.

7038. Are you under Government inspection?—No.

7039. Would it be an advantage if your institution were under Government inspection?—I think not to ourselves.

7040. Why not?—In the first place we do not want Government aid.

7041. But you are supported by voluntary subscriptions, are you not?—Yes.

7042. Do you not think that your subscribers would be more pleased if there were a Government inspection of the institution?—That is a question for the committee, I think I am hardly qualified to give an answer to that.

7043. You could not speak as to the feelings of the subscribers?—I could not.

7044. Has that ever been mooted at all at your committee?—I think not; I am not aware that it has.

7045. I suppose you are aware that most schools are under Government inspection now?—Yes.

7046. Are you aware that many schools believe it to be a great advantage to be under Government inspection?—Yes, a monetary advantage, but that is not the case at present in regard to deaf and dumb schools.

The witness withdrew.

Mr. William Howorth Warwick examined.

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7047. (*Chairman.*) You are secretary of the Asylum for the Deaf and Dumb in the Old Kent Road and at Margate, are you not?—Yes.

7048. And you have been there for 15 years?—I have.

7049. It is one of the oldest of the asylums, is it not?—Yes, it is the oldest.

7050. It was founded in 1792, I think?—Yes.

7051. And it was incorporated in 1862 by Act of Parliament, with a further Act in 1883?—Yes.

7052. What was that further Act obtained for?—To enable the corporation to obtain the fee simple of the Old Kent Road estate.

7053. Have you any funded property, or are you entirely dependent upon voluntary contributions?—We have funded property.

7054. What is the amount of your funded property?—You may put it down at about 159,000*l.* as we stand to-day.

7055. Do you fund all the legacies that you receive?—We do.

7056. What is your average annual income?—Between 10,000*l.* and 12,000*l.* a year.

7057. What number of children have you at the present time in the Asylum?—318.

7058. And the number of children who have been admitted since the foundation is between 4,000 and 5,000, is it not?—4,741 to this day.

7059. After they leave the institution are they all, or mostly all, apprenticed to some trade?—We apprentice those children for whom we receive applications for assistance.

7060. What number have you apprenticed up to the present time?—Down to the end of 1885 we have apprenticed 1,848 children.

7061. What has been the cost to the charity?—17,200*l.*

7062. What is the cost of apprenticing them generally?—The average for a boy is 10*l.*, and for a girl 5*l.*, but it is sometimes more.

7063. What number of boys and girls have you apprenticed at the present time?—87 boys and 29 girls.

7064. Can you state to what trades they are apprenticed?—Yes, to bakers, bookbinders, bootmakers, cabinetmakers, carpenters, carvers and engravers, coach painters, clothiers and tailors, compositors, coopers, curriers, engravers, writers on glass, harness makers, saddlers, horsecollar makers, law stationers, leather case makers, letterpress printers, lithographic writers, cane chair makers, picture frame makers, printers, furniture manufacturers, stone masons, vellum binders, wheelwrights, zinc workers. Those are the trades to which the boys are apprenticed.

7065. What training do you give them to qualify them for those trades?—None whatever.

7066. Do you teach them drawing specially?—To the boys we do.

7067. Is not that a qualification for some of the trades which you have mentioned?—Yes, it is useful in some of those trades. The girls are not taught drawing.

7068. Do you teach them no handiwork at all?—None whatever; their time is taken up educationally.

7069. Do you use the black board extensively in teaching?—Our drawing lessons are conducted under the regulations of the Science and Art Department, South Kensington.

7070. Do you teach them freehand drawing, or geometrical drawing?—We teach both.

7071. What number of paying cases are received in the institution at the present time, and what is your average?—At the present time I do not think we have above five or six. We have had, since 1862, 84 private cases, and 15 pauper children.

7072. Those were sent by the guardians, I suppose?—The latter were. The guardians have the power of sending them to us under an Act.

7073. Do you get any grant from the Science and Art Department for your drawing?—Yes.

7074. Are you obliged to refuse many applicants each year?—In the year 1885, 48 boys and 19 girls were not elected, but they went forward again to this year's elections.

7075. The mode of election, I presume, is entirely by the votes of the subscribers?—Just so.

7076. Have you extended the institution gradually, and taken more children in from time to time?—Yes, twice in my time.

7077. And there appears to be still a demand for a further increase?—Quite so.

7078. You are only limited, I suppose, by want of funds?—To a certain extent, and by want of accommodation.

7079. Could the institution be extended with advantage?—Yes.

7080. I suppose the committee of the institution manage it?—Yes.

7081. And they meet at stated times?—My committee meet, including all their sub-committees, as many as 60 and 70 times per annum.

7082. What is the age at which you admit the children?—Seven.

7083. What is the age at which they are disqualified?—Over 10.

7084. How many out of the number that have been candidates in the last 10 or 12 years failed altogether to obtain admission?—During the last 12 years 31 children failed out of 850 candidates.

7085. Your institution does not wish to obtain a Government grant, does it?—No.

7086. Does it object to Government interference?—It does.

7087. You have not taken part in any conferences having State aid for their object?—No.

7088. Does not your committee think that there is room for further education of the deaf and dumb?—My committee, I may say, are anxious to do their best for, in round numbers, 320 children. More than that we cannot do.

7089. That does not answer my question. Does not your committee think that there is room for further education of the deaf and dumb children in London?—I am not prepared to answer for them in that respect.

7090. As you have stated that you could take more children in, and that you have from time to time enlarged your institution, I want to know whether your committee think that the time has now come to stop, and that it is not desirable to increase?—As regards our own institution we cannot take any more in than about 320.

7091. Your committee then does not think it desirable to educate any larger number of children in the institution?—No.

7092. But I suppose if you were able to get some State aid, say a certain sum per child, you would be able to educate a larger number?—We should not have room for them.

7093. But with the subsidy which you would receive from the State you would be able to afford to take in more children, would you not?—If a subsidy from the State was forced upon us, and we had more room, of course we could do more. We should be blocked for want of room.

7094. It is only for want of room then. Have you made yourself acquainted at all with what has been done in other parts of London for the education of deaf and dumb children by school boards and various institutions?—Yes, with my committee I have visited various schools in London and in the provinces.

7095. Are you aware that there are deaf and dumb children in London still receiving no education at all?—I believe that is so.

7096. Upon what grounds do you think that your committee would be unwilling to extend the benefits of your institution to other children who require education?—We find that we have as many children as we can take in by the votes of the subscribers

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7097. What are the qualifications of your children as regards poverty; must they not have received parochial relief?—That does not stand in their way as to eligibility They are extremely poor; they are quite of the indigent class, such as farm labourers, we will say, with large families and 12*s.* a week, and charwomen's children.

7098. You are remodelling your institution now, are you not?—We are.

7099. Shall you be able to take in a large number at Margate permanently, or is it intended to make the London Institution the chief and sole institution?—The Margate Institution will contain the maximum number of children.

7100. Are you building at Margate?—We are about to build at Margate additional accommodation.

7101. You are about to add to the number then?—Not to the number of children, but we want more room.

7102. Is that in order to carry out the two systems, the oral and the sign systems?—Yes.

7103. I suppose that it adds very much to the cost of an institution where you have those two systems carried on side by side?—No doubt. Hitherto we have been separated.

7104. In fact you might with the same funds educate a larger number of children if you had not a dual system going on?—Possibly.

7105. Is the religious instruction which you give to the children given by the head master?—It is given by the head master and his teachers.

7106. What household work do you teach the female pupils besides the ordinary education?—The matron trains a certain number of girls in domestic work.

7107. You did not tell me what work the girls who are apprenticed undertake?—They are dressmakers and milliners principally.

7108. Do any of them become household servants?—No, we do not send them into domestic service.

7109. You take the children from all parts of England, do you not?—We do.

7110. Do you give a preference to London and the home counties?—No preference at all.

7111. We see in the balance sheet a lump sum for salaries of 3,491*l.*; what are the salaries of the secretary and of the different teachers?—The salaries of the teachers amounted to 1,857*l.* 2*s.* 8*d.* in the year 1884.

7112. (*Mr. Johnson.*) What is the salary of the head master?—It is 550*l.* now. We have just advanced his salary.

7113. Is that with board and lodging?—No, he lives out of the house. We have 26 on the educational staff, including 12 male teachers, 10 female teachers and four pupil-teachers.

7114. Then you have a matron, have you not?—We have two matrons, one of whom I think gets 80*l.*, and the other 60*l.* a year.

7115. (*Chairman.*) What is the average salary of the teachers?—I think the first teacher gets 190*l.*, and the next 150*l.*, and so on downwards.

7116. Does the salary begin at 120*l.* and go on to 190*l.*?—No, it begins according to their age. They may come in very young, and their salaries may start at 25*l.* or 30*l.* or 40*l.* a year; and then they advance.

7117. The salary goes from 25*l.* up to 190*l.* a year?—About that.

7118. The officers do not all live inside the building then?—The matron and some of the teachers live in the house, some of the teachers are married, and live out of the house.

7119. Do the girls do the household work in the house itself?—A portion of it. We have servants.

7120. Do you teach the girls cooking?—Some few are told off into the kitchen to be taught.

7121. (*Mr. Johnson.*) I suppose the admission by election is one of the fundamental principles of your school?—Just so.

7122. Then any great alteration that you might make would be subject to the opinion of your subscribers in court assembled?—Yes.

7123. Would it be considered by your committee a necessary thing, if State supervision was proposed, that

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that should be submitted to your court before you could give your approval?—Undoubtedly.

7124. The present committee are, as I understand, entirely averse from State supervision?—Yes.

7125. That I suppose is because they think that the education given to the deaf and dumb children is as high and as efficient as it can be?—We believe that we are giving them as efficient an education as possible at the present time.

7126. And you do not wish to alter your plans?—No.

7127. If you had more funds given you, you would be able to increase your accommodation for the children—Yes.

7128. You are secretary; you have nothing to do with the education, I suppose?—No.

7129. You come in contact, I suppose, with the subscribers more than anybody else?—Yes.

7130. Have you ever heard any opinion expressed by your subscribers with regard to the advantages of the oral system over the old sign system?—Yes.

7131. What do you gather to be the opinion of the public who support you upon that question?—Some are in favour of it and some are not.

7132. What should you say was the opinion of the majority?—One is a new system; I do not think I can say that the majority are in favour of that at present.

7133. Because it has not, I suppose, been carried on sufficiently long?—It has not.

7134. Do you think if there is any alteration in the system of election, that is to say depriving the subscribers of votes, you would lose subscriptions?—I think so.

7135. Have you had much opportunity of taking the opinion of your subscribers upon that point?—I have never put it to them.

7136. But you never find people subscribing any money who do not ask for their votes?—They always like their *quid pro quo*.

7137. Have you any experience with regard to the mortality in your school?—Yes, I have some experience.

7138 Are the children supposed to be very healthy, as healthy as ordinary children?—We have had 68 deaths during the last quarter of a century.

7139. And those were deaths not from any special cause but from the ordinary mortal diseases?—Yes, I think so.

7140. Do you find that the children are much stronger and more able to learn at Margate than they are in London?—Yes, Margate air suits them.

7141. Your committee seem to approve of moving the school to a certain extent into the country?—Yes, they did, and it has been most beneficial to the children.

7142. Have you ever found any objection on the part of hearing people to take deaf and dumb apprentices to work with hearing people?—There has been no great difficulty in that respect.

7143. But there is a difficulty, I suppose?—At times we experience a difficulty.

7144. The pupils that leave your establishment then go quite untrained in everything except educational matters?—Yes.

7145. What is the average cost per child in your institution?—In the year 1885, the average cost was nearly 34*l.*

7146. Is there a regular hard and fast rule with regard to the price paid for apprenticeship?—No.

7147. We were told by Mr. Elliott that a general sum was given; I suppose it is within the province of the committee to enlarge it or not, as they think proper?—It is within the province of the committee to enlarge it.

7148. Have the committee entire control over the whole of the funds?—Yes.

7149. There is no trust deed whatever?—None whatever.

7149*a*. We have no endowment fund, the accumulations are from former donations and legacies.

7150. And your endowment fund is from the accumulations of your committee?—Just so, and from legacies.

7151. I understood you to say that you invest all your legacies?—We do.

7152. And when you require extra funds you draw upon your investments?—When there is any deficit we have to sell out. It is a standing rule to show that our legacies have been invested. The amount received must appear in the balance sheet as invested.

7153. (*Dr. Tindal Robertson.*) How is the total amount of your annual income made up?—I have before me the printed balance sheet for 1884, which puts the amount down at 11,600*l.* It is made up in this way:—Annual subscriptions and subscriptions for votes, 1,565*l.*; life subscriptions, 464*l.*; donations, 239*l.*; dividends, 5,000*l.*; rents, 1,700*l.* Then there are collections after sermons in churches and other places of worship; we have two annuities; payments from paying children; a grant from the Science and Art Department; return of property tax, and a few sundry receipts.

7154. So the largest amount of your income is derived from your capital?—Just so.

7155. And the subscribers who have the privilege of voting for the school are very small in number, comparatively, so far as the income is concerned, at any rate?—Yes.

7156. You said that the average cost of each child was about 34*l.*; could you give us any idea of what the average cost would be as between the two systems?—We have not sufficient experience of the new system to enable us to do that.

7157. Can you give the Commission any approximate idea of that?—I cannot.

7158. You have yourself formed no idea of it?—I have not. To carry out the oral system properly we shall require more teachers, because a less number of children must go under every teacher. Instead of putting, perhaps, 20 children under a teacher we may be only able to put 10 or 12.

7159. Do you keep any statistical account of the causes of the deafness of the children that come under your care?—Yes, I have some returns by me now. Since the year 1852 I find that 1,631 children that were born deaf were received into the school; 331 who became deaf from scarlet fever; 92 from teething; 87 from brain disease; 41 from measles; 12 from whooping cough; 126 from various diseases, such as falls, sunstrokes, burns, bronchitis, blows, colds, smallpox, and frights to the mothers before birth.

7160. Have you any experience or information with regard to the question of intermarriage between deaf persons?—No.

7161. Is anything of that kind a bar to election?—It is no bar.

7162. Do you get information upon it in your application forms?—Yes, we do now. I have a return of blood-relation cases since 1875.

7163. What is the result of that return?—There have been 47 children of first cousins; five of the children of second cousins; five the children of deaf and dumb parents; and one child had deaf and dumb grandparents.

7164. As well as deaf and dumb parents?—No, not deaf and dumb parents, but only deaf and dumb grandparents.

7165. (*Mr. St. John Ackers.*) You say that no trades are taught now in your institution; were trades ever taught?—I think so, many years ago.

7166. Can you give us the reason why they were discontinued?—I believe that the committee considered that the time of the children should be devoted to educational work, and that the system of apprenticing them to trades should be adopted. When they were taught trades in the school they were not apprenticed by us.

7167. Have you any special form of apprenticeship?—Yes.

7168. Have you that with you?—I have not.

7169. There is some one, is there not, to look after the apprentices?—Yes.

7170. Do you not find that a very valuable provision?—Very valuable indeed.

7171. You think that they would not do nearly so well unless there were somebody who understood them to look after them from time to time?—It is an incentive to the children to be looked after, and they like it.

7172. Will you explain to the Commission in what way they are looked after?—Yes, the London cases are visited regularly by the apprentice officer; he reports upon the cases monthly, and we have every month some of the apprentices, their masters and mistresses and parents before us.

7173. Do you mean before your committees?—Before the general purposes committee.

7174. So that in fact during the apprenticeship you thoroughly look after the apprentices?—We do, and we keep written reports.

7175. Do you look after them when they have served their apprenticeship?—Not to any great extent; we correspond with them.

7176. You are not aware in fact what the majority of your old pupils are doing at the present time?—Not the majority.

7177. Do many of them become artists?—Very few.

7178. Are those who have been taught under this apprenticeship able to get as good wages afterwards in their trades as ordinary persons?—Yes.

7179. Do you consider that there is any disadvantage in a large school so large as yours?—No.

7180. You are in favour in fact of large boarding schools as against day schools?—Yes.

7181. It has been given in evidence that your committee are against Government inspection; has that anything to do with the fear that if you had Government inspection you might lose your control over the teaching of your children? Take for instance the religious instruction which you are now able to give and other matters; in fact, is it because you wish to keep the control in your own hands that you do not want Government inspection?—Yes.

7182. Have you an application form with you?—I have not.

7183. Will you send an application form to the Secretary of the Commission?—Yes, and I will also send an indenture form.

7184. You have a school now at Margate for sign taught pupils, and you have one at Ramsgate for the oral pupils; you have no school, I think, in London at the present time?—No.

7185. Will you state what it is intended to do with regard to those three places?—We hope to have a small establishment shortly, in London, for the reception of the newly elected children, say for six or twelve months. Then they will be sent to the Margate Asylum.

7186. Are all the new ones to be taught on the sign system then?—No.

7187. But at the Margate Institution they are taught on the sign system, are they not?—At present.

7188. Then it is intended in Margate to have a sign branch?—At Margate we shall undoubtedly have the two systems, the sign system and the oral system.

7189. Kept entirely separate?—As separate as possible. We are now building separate schoolrooms, and making separate provision for the oral children.

7190. Do you think it possible without entire separation to carry on the oral system successfully?—As I am not a practical instructor I cannot express an opinion upon that point.

7191. Is it intended to take all the children to this dame or infants' school first who are going to be taught by signs or orally?—Yes.

7192. Then they will be all mixed up at that time, and there will be no separation of the two classes?—No.

7193. What system do you intend to teach at the dame school?—To the utmost extent possible the oral system.

7194. But you will use some portion of the sign system with all of them?—I think that the head master will endeavour to arrange things so that those who can be taught orally shall be taught orally.

7195. But they will be separated?—As far as possible.

7196. (*Mr. Few.*) I believe that all the children at the Margate Asylum come from the poorest grades of society?—They do.

7197. And may I say that many of them would be classed almost as gutter children?—Yes.

7198. And that many come without a scrap of information to make them useful members of society?—They are totally ignorant.

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7199. Do you find that coming from these surroundings many of them are weak in fibre?—Yes.

7200. And many of them therefore you would not class as healthy children?—No.

7201. No trades I believe are taught at your school; is that because the committee considers that the whole of the children's time is wanted for educational purposes?—Yes.

7202. You have been asked as regards the large extension of the number of children; have you formed any opinion that the number might be too large to be managed by one principal if they were collected in one building? To put it in another way; supposing that the number of children were doubled, do you think that they would get the some personal supervision by one principal as they have now?—No.

7203. So that perhaps two altogether distinct schools with distinct staffs would be preferable to an overcrowded school?—Yes.

7204. Several of the children at your establishment are incapable of receiving oral instruction, are they not?—Yes.

7205. Is it your opinion that many of the poor children that come to your committee would be incapable of receiving oral instruction?—Yes, some.

7206. And that some, speaking generally, would always have to be taught on the sign system?—Certainly.

7207. As regards apprentices, the committee apprentice out those who are capable of deriving benefit from it, and whose parents apply for apprentice fees, do they not?—Yes.

7208. I believe your committee pay as much as 15*l.* for an apprentice fee?—In some instances.

7209. Do you, in those instances, pay the money all at once?—Never.

7210. What course do you adopt?—We pay the premiums in two instalments, the first when the child is bound, and the second at the end of the first 12 months, if everything at that time is perfectly satisfactory to all parties.

7211. How do you ascertain whether it is satisfactory?—First of all as regards London cases by the report of our own officer, the satisfaction of the parents and the master or mistress, and the satisfaction of the child brought before us. In regard to country cases we write to independent persons, such as the clergy, the magistracy, and others of similar standing, for reports upon the cases in hand.

7212. Do you find as a rule that those gentlemen are kind enough to take that trouble?—They are very willing to do it.

7213. As regards the finance; I do not think the evidence was quite clear as to the rents; I see by your cash account that the dividends represent 5,200*l.* per annum, and that the rental, after deducting repairs, rates, and taxes, and so forth, amounts to 1,749*l.*?—Yes.

7214. So that the two together represent 7,000*l.* per annum as a finance figure?—Yes.

7215. How often are your committee re-elected?—Once a year.

7216. By the subscribers?—Yes.

7217. How many are there altogether on the committee?—24.

7218. What is your course with regard to changing any number of them?—Six go out every year. Those who have attended the least number of times in the 12 months.

7219. Are they eligible for re-election after a gap of time?—Two only can come on if the committee think fit to re-elect them.

7220. But the others may be re-elected when a year has elapsed?—Yes.

7221. (*Admiral Sir E. Sotheby.*) Independently of the salary of the masters and teachers which is 1,800*l.*, how much do you consider to be the cost of each child?—About 34*l.*

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7222. But that is including everything, is it not?—Everything; 1,800*l.* is the cost of the educational staff.

7223. Does not that include the master's salary?—Yes.

7224. Is the cost of each child 34*l.* for education and feeding?—For everything, clothing, feeding, education, rents, rates and taxes, salaries, and so on.

7225. Could you give the cost of each child exclusive of the salaries?—It would take a little time to work that out.

7226. When the children are taught cooking and other domestic duties, is their education stopped?—No, they are on a rota to leave school at certain hours in the week to go in for domestic duties.

7227. Those are the elder children, I suppose?—Quite so.

7228. Have you a gymnasium or recreation ground?—We have large playgrounds, with a giant's stride, and the usual appliances.

7229. Are the children obliged to make use of those appliances, or is it voluntary?—It is quite voluntary to use the gymnasium and so forth.

7230. You have no swimming baths?—No.

7231. I suppose they bathe in the sea?—No, we purposely keep them out of the sea, being deaf and dumb. They would not be able to make themselves heard, or perhaps to arrest anybody's attention if any of them were seized with cramp and so forth.

7232. But with boats attending they might be taught swimming, which is a great advantage in these days?—We have never ventured to put our deaf and dumb children into the open water.

7233. They are never taught to swim?—No, not in the sea.

7234. I do not think you said what was the course of religious instruction?—The Scriptures and the Prayer Book.

7235. Then it is the Church of England?—Yes, entirely.

7236. Is the service and the education entirely performed on the manual system?—At Margate it is at present.

7237. You do not know how it is proposed to alter it?—We do propose to alter it very considerably.

7238. And the committee appreciate the oral system?—The committee appreciate it very much, and it will be applied to every child capable of being taught it.

7239. I suppose you have trustees?—We are incorporated; we are an incorporation.

7240. When you want to draw money out, who gives the sanction?—The committee have that power. We have no personal trustees. We are incorporated by Act of Parliament.

7241. How many of the managing committee of 24 are able to give an order to sell out any money?—The full quorum.

7242. How many is the quorum?—In a general committee five, but there are generally 12 or 15 present at every board. We have large attendances.

7243. Are they all gentlemen?—They are.

7244. Have you any difficulty in obtaining gentlemen to serve upon the committee?—Not at all.

7245. Do those who have left come on again after a certain time?—Sometimes.

7246. Can you give any reason why the committee are so strong against Government inspection?—My committee are, as a matter of course, subscribers to the institution, and they are very willing to conduct the institution on the same lines as they have hitherto done with great success, and without interference.

7247. Are you not, as secretary, aware that many large institutions, especially schools, have improved very much when they have adopted Government inspection, whereas before they were under their own private direction?—I have not had much experience of public schools except my own, and that was Christ's Hospital.

7248. When I said public schools I did not mean any schools like Christ's Hospital; but I mean schools for the education of poor people?—No, I have had no experence of them.

7249. (*Chairman*), Was your institution the first to commence the combined system of oral and sign teaching?—I think we were the first to commence it.

7250. Was the orgin of your school in the last century the fact that Mr. Braidwood founded a small school at Hackney?—The first school for the deaf and dumb was founded in Bermondsey.

7251. You said that yours was the oldest institution, did you not?—It is.

7252. Was yours founded upon the one in Bermondsey?—That is our institution; we were first at Bermondsey, and then we moved into the Old Kent Road.

7253. But was not there a man of the name of Thomas Braidwood who established a small school at Hackney in the year 1760?—I have heard of a small private school in Hackney.

The witness withdrew.

Mr. William Van Praagh examined.

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7254. (*Chairman.*) You are Director of the Training College for Teachers, and of the School of the Association for the Oral Instruction of the Deaf and Dumb in Fitzroy Square, are you not?—Yes.

7255. For how long have you been in that position?—Since the foundation of the association, which is an outcome of my earlier work in London where I introduced the oral system in the year 1867.

7256. At that time what were you?—I was Director of the Jews' Deaf and Dumb Home, which was founded by the late Baroness Mayer de Rothschild. In 1870, after having introduced the system there, I joined the late Baroness and her friends, who founded the Association for the Oral Instruction of the Deaf and Dumb with the aim of naturalising or diffusing the oral system throughout the United Kingdom, to open a training college for teachers, male and female, and to have a school for deaf children of all ranks and creeds.

7257. Has your attention been directed exclusively to the teaching of the oral system?—Yes; I am unacquainted with the manual or finger alphabet. I came to England in 1867 with the sole purpose of introducing the pure oral system.

7258. May I ask what had been your previous position upon the continent?—I was at the Rotterdam Institution for the Deaf and Dumb, where I received my early training under Mr. D. Hirsch.

7259. Can you tell us when the oral system was first introduced upon the continent?—The oral system on the continent dates from the time of Heinicke, the contemporary of the Abbé de l'Épée. De l'Épée introduced his system in France when Heinicke opened a small school near Leipsic. Of course there had been individual efforts before the time of Heinicke, and before De l'Epée. We read of many priests in Spain who have taught deaf children to speak, Pedro de Ponce for example. but I am only speaking about the establishment of schools for the instruction of the masses of the people, and not of individual cases. We may say that De l'Épée founded the French system in France, while Heinicke did the same in Germany for the German system; and if it had not been that Heinicke kept his work so secret, whereas De l'Épée made his generally known, I think the oral system instead of only now getting to be the national system of every country of Europe, would then have become the universal system; but De l'Épée made his system so well known, so that the French system, that of manual signs, *dactylologie* as it has been called, got ahead of the German system, which afterwards became better known and has now been adopted, I may say, throughout every country in Europe. Even in France, the native land of the French system, all schools have adopted the pure oral system; and I shall be able to show you, as I have the documents here with me, that the Government of France has given every support and encouragement to the adoption of the oral system, which is now really the national system of France, much to the credit of the French teachers who have done this work in a very short space of time.

7260. Has the sign system been absolutely supplanted in France by the oral system?—It has been entirely supplanted in France; I have a report from the general inspector of the schools in France which proves that.

7261. Are all the schools in France state-aided and state-directed, or are they dependent on private enterprise as they are in England?—I am not prepared to give full evidence as regards France; but from the reports and the various papers that I receive, I think that France is exactly the same as every continental country. All schools for the deaf receive state aid; but they do not depend entirely upon it; they receive contributions from various other bodies; from local authorities, and do not exclude private charity. I may tell you that all schools for the deaf and dumb on the continent, particularly in Holland and Belgium, have always been established first by private benevolence. When the Government sees that a school is being carried on well, it steps in and gives as much aid and assistance as is required. For example, at the Rotterdam school, which I just quoted, they have a grant from the Government, a grant from the province, a grant from the local authorities, and further grants from communities from whom they receive children, and voluntary contributions.

7262. With your experience of the deaf and dumb in London, do you think that in order to cover the whole ground of the education of the deaf and dumb in London, it is necessary that either through the school boards or through various institutions they should receive some assistance, from the Education Department or in some other way, either for maintenance or for education?—I have watched the instruction of the deaf and dumb in our country (I mean the United Kingdom for the last 20 years), and I have found that our greatest struggle as teachers of the deaf, is caused by the want of state aid, and the sole dependence upon private benevolence. The greatest thing that is required for the proper furtherance of this work is state aid. How that is to be obtained, or ought to be obtained, I do not suppose it is my province to speak about. I do not think that the powers of the school board would be sufficient to enable them to grant enough money to cover the whole expense. Perhaps you will allow me to point out to you that the education of the deaf does not simply mean instruction; it means maintenance. Now I do not think that the school boards have the power to provide for the maintenance of the children. In my own institution the amount charged for the instruction of a deaf child is really within the means of every respectable man; but it is not only a question of education, it is a question of board and residence. Deaf children are spread about the country in small villages here and there, and everywhere, and how are we to pay for the board and residence of those children? I must confess that we have the utmost need of state aid for our work, not only for the children, but also for the teachers. If you consult the head masters of the various schools throughout the country, as I have had occasion to do, you will find that the general complaint is that it is impossible to get an efficient staff. If you will look over my list of the ladies and gentlemen whom I have trained, you will find that of those 45 teachers only three or four are men, simply because we cannot hold out any promise for the future. Men find that the profession really does not pay; consequently, they do not join. The result is that the big schools throughout the United Kingdom have no competent staff, I do not speak of principals, I speak of assistants. The great result obtained in the continental schools is really due to the amount that they pay the assistants. In some schools in Germany and Holland, in Cologne and in Rotterdam for example, I know men who have been assistant teachers for 30 years; they are married men, and hold good social positions. A permanent efficient staff is what we require for our schools; and unless we have state aid to enable us to give a sufficient amount of salary to our teachers, we shall never obtain it; and therefore the results will be unsatisfactory.

7263. Are the salaries which assistant teachers get in all deaf and dumb institutions much less than the ordinary salaries received by the schoolmasters under the Education Acts?—I am not prepared to answer that question in the affirmative, because I do not know; but I would like to point out that a teacher of the deaf ought to be paid better than an ordinary elementary teacher, simply for this reason; we must in the first instance have the services of men who as yet have not the love for the work which men have who are at the work. It is a very fascinating work, and when once one becomes a teacher of the deaf it is very difficult to give it up; but one cannot get people to love a thing they do not know; and the first bait I might almost say to get men to join our work is a superior salary, a better salary than is given to an elementary teacher. Otherwise they will naturally do the easier work, which does not require the training, or the devotion, or the knowledge that the teaching of deaf children demands.

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7264. You think that the advantages of the oral system are not only that it enables a deaf and dumb person to converse with every one whom he meets, but that it enables him to earn his livelihood better, and also developes the intelligence of the deaf?—Exactly. My opinion is that a deaf boy who has learnt to speak and who can understand the spoken words of his fellow creatures, who can go into an ordinary workshop and mix with his fellow workmen, and express his ideas in spoken language is far superior to one who is doomed to eternal silence, who is obliged to write, and who finds it very difficult indeed to make his ideas known. I have even found that children of inferior intelligence do better with the little spoken language they possess than those who speak on their fingers.

7265. But do you think that there is a residuum among the deaf and dumb who cannot learn the oral language, but who must have recourse to signs?—No.

7266. I mean children of more or less defective intelligence?—The only children who really cannot receive instruction on the oral system cannot receive instruction on the French system. I refer to cases of semi-idiotcy. Of course this is a class of children (as you will find out afterwards when you deal with the question of idiots) for whom we have no provision at all in England. I have daily brought under my notice children of all classes. The semi-idiots children are referred to schools for idiots, although they really are not idiots; they are simply what the French call *enfants arrières*, backward children. We have that very same class, and I am sorry to say in a large proportion, amongst the deaf. I have known those backward deaf children to do much better on the oral system than on the French system. Therefore, I would say, most unhesitatingly, that every deaf child can be taught on the pure oral system.

7267. Do you think that even an idiot child can be taught by that system?—In the case of an idiotic child we may do a great deal to promote his intelligence; but I cannot say that an idiotic deaf child can be taught to speak, because the causes which produce dumbness in an idiot are far different from those which produce dumbness in a deaf mute. A deaf child cannot speak because he has not heard a sound; an idiotic child fails in memory; and he cannot reproduce sounds simply because he does not retain them. Therefore you could not put the two children on an equality. As a rule deaf children are intelligent, and I find that in cases of congenital deafness, those born deaf are, as a rule, much brighter, and have more intelligence than children who suffer from acquired deafness. The causes of acquired deafness very often produce effects on the mental faculties; and it is not unusual that a child who has become deaf through a fall, or through a fever, gives much more trouble, and does not attain the same proficiency as the child suffering from congenital deafness.

7268. At what age should you say that a deaf and dumb child should be taught like other children?—A deaf and dumb child should be sent to school when he is six years old.

7269. I suppose you find that there is unwillingness on the part of parents to send their children to school if they are at all defective as the deaf and dumb are?—Some parents when there is a small amount of hearing are very reluctant to send their children to a school for the deaf. The leading aural surgeons, with whom I have had a great deal to do, Sir William Dalby, for example, whom you examined last week, say, the moment there is deafness, "Send the child to a school for the deaf." But unfortunately some doctors promise the parents that the hearing will come back. I have a girl of 16 years of age under treatment now who hears a little; but I am sure that the doctor who examined her when she was young must have known that she would never get her hearing sufficiently for the purposes of ordinary conversation. Then we have to deal with cases of neglected education. The parents themselves, when they are upheld in their opinion by medical men and friends, that their children will get their hearing back, do as a rule object to their children being sent to the school. That is one of the drawbacks that teachers of

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the deaf have to put up with. Even while the children are at school if the parents hear of any man who gives hearing back by electricity, or by any other means, they will take their children away just to try; but I always tell my friends and the doctors whom I know, that so long as they do not interfere with the children's education, and so long as the parents send the children to school they can do anything they like.

7270. How long do you think the oral system ought to take to be taught effectually?—I think that a deaf child ought to have at least the same advantages as a hearing child, that is to say, it ought to have about eight years' instruction. I have fixed the course of instruction at eight years.

7271. And you think that that ought to be reckoned from the time when they begin their instruction, that is to say, supposing they begin at the age of 10 they ought to go on till they are 18, and if they begin at six they ought to go on till they are 14?—They ought to be sent to school when they are six; but we have very often to use our discretion, and treat cases on their own merits. If a child is sent to school at the age of 10, and has received no previous instruction whatever, and that child belongs to parents who are very poor, it is impossible to keep him until it is 18; then we have only four years, and we must do the best we can. A deaf and dumb teacher must have sufficient tact and knowledge to treat his children individually.

7272. Do you attach great importance to a child being taken away from its home and boarded in an institution in order to train it successfully?—Yes. If a child can stay at home with its parents or friends it is the best thing that could happen; but if that is impossible, the deaf and dumb being spread all over the country, as I have already said, the best thing (and I can assure you that it answers very well, because I have practical experience) is to board the children out with families corresponding with their own station in life.

7273. In the provinces, where it is difficult to get a school in a district for a limited number of poor children, you would take them to some centre, and have a day school, and board them out among people of their own class?—Yes, if we could adopt a plan for the establishment of large schools, and divide our various districts, and make schools of 50, not exceeding 100 pupils, and take all the children from the district if they do not live in the place where the school is, and board them out in private families, that would be the best arrangement. In the country that would answer much better than in London, because it would be much cheaper. I find that I can get exceedingly good homes for children at 9*s.* a week; that is to say, putting a carpenter's boy with a carpenter, and a bricklayer's boy with a bricklayer, and so on; and I think that amount might be still further reduced in the country. But there is a qualification that I should wish to make. The houses to which the children are sent, and the persons who take charge of the children must be under special control; they must not be able to do what they like with these pupils. For example, you will find that in the rules that I have laid down in our printed prospectus of the school, we allow two children to be in one house, the children to be of the same sex, two boys in one home and two girls in another; the people to give references as regards respectability before they take children. Of course we place a child confessing a certain religion, with people confessing the same religion; they are bound to take the children on Sunday to places of worship, and they must agree to allow any qualified teachers to visit them whenever they like. I find that that answers extremely well; in fact I may tell you that I have more families who are anxious to take pupils than pupils. I do not say that we always pay 9*s.* a week; of course we pay more, sometimes we pay 15*s.*, 16*s.*, 18*s.* according to the class of pupils, and sometimes more than that.

7274. And you find that the people with whom the children board with take pains to try and speak to them in the way that they are taught, that is to say, by the oral system rather than make signs to them?—Comparing the parents themselves with the people who board the children, I assure you that there is no difference. I find that the people who board the children take great care of them. I have never had occasion yet to remove a child on account of want of kindness on the part of the people who took care of it.

7275. With regard to apprenticeship, which at present, of course, is only done by private benevolence, do you consider that it ought to be extensively carried out?—Yes. Some institutions allow the parents a certain amount of money for premium. I think that the question of apprenticeship is one of the most important questions for a deaf child, because if a deaf boy is not apprenticed to a trade which is permanent, that is, for which there is always demand, that boy becomes eventually a beggar, and is a burden on society. Therefore, to apprentice boys to very good trades, is one of the greatest necessities.

7276. That involves his being apprenticed at a comparatively early age, at the age of the 14 or 15, does it not?—I have adopted the following plan. In the later years of a boy at the institution, when he gets 14 or 15 years old, I very often try to apprentice him, and allow him to attend school from half-past 9 to half-past 12 in the morning.

7277. In fact to work half time?—Yes, and then you can apprentice him from the age of 14 or 15 until he is 21.

7278. Do you find that they are good workmen, and that they give satisfaction after they have gone through their apprenticeship?—My experience has chiefly been of young gentlemen belonging to the middle and higher classes of society, and I find that they are doing extremely well. I can state the same of those who have belonged to more humble classes of society who have come under my notice.

7279. Your college is solely for the training of teachers; it has no young men under tuition, has it?—Yes.

7280. You have two different institutions combined in one?—The Association for the Oral Instruction of the Deaf and Dumb has its headquarters in Fitzroy Square, where we have a large day school for deaf children, and our training college for teachers. The students who receive instruction in the theory and practice of the work are present both morning and afternoon to watch the instruction of the deaf children. We have at the present moment under tuition 13 students.

7281. Are those under qualified teachers?—Yes.

7282. What number have you in your school in addition to those whom you train as teachers?—We have six qualified teachers at the present moment.

7283. What number of children have you under instruction?—We have at the present moment in actual attendance 59 children, 22 girls and 37 boys.

7284. And you have six teachers for that number?—Yes.

7285. Then besides that number you have these students?—Yes, the 13 students. Perhaps you will permit me to explain to you that the students are not allowed to work at all with the children until they know how to do it. We have students who come to us for 12 months' or 18 months' training. I make it a rule that for the first six months the student is simply to look on and do nothing. For the next six months she or he is allowed to work under the supervision of a qualified teacher, or of myself.

7286. Then you have, to train those 58 children, six teachers and a certain proportion of your students; that amounts to one teacher for every four or five children, does it not?—No, I do not depend upon the students at all.

7287. But you have one teacher to about every 10 children, have you not?—Yes, which I think is the maximum for teachers in schools on the pure oral system.

7288. That necessarily must make the teaching of the deaf and dumb expensive?—I agree that the instruction of the deaf is necessarily much more expensive, and therefore I think that we ought to have state aid.

7289. What do you consider, independently of the maintenance of a deaf and dumb child, the state ought to pay for the education of a deaf and dumb child?—Simply for education I think a capitation fee of about 10*l.* would be sufficient.

7290. The Manchester School Board have carried a resolution "That the Education Department might "with propriety make grants to institutions for the "education of the deaf and dumb and the blind for such "children as, apart from their infirmities, would be "required by law to attend public elementary schools, "and that such grants might be made either towards "maintenance, as in the case of certified industrial "schools, or upon examination in the public elementary "schools"; do you think that would be a step in the right direction?—I do not know whether the Education Department would be empowered to grant a sufficient amount of money for every individual case as it has to cover maintenance.

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7291. That is what they recommend should be granted. They quote the precedent of the certified industrial schools where children are boarded as well as educated?—It is a very difficult question to speak here about certified industrial schools. We are obliged to be very careful that we do not class deaf children as paupers. The parents are very sensitive on the subject. A man may be a middle class man with an income of 200*l.* a year, and still may not be able to spend 40*l.* on his deaf and dumb child; but that man would not call himself a pauper, and would perhaps be reluctant to apply to any boards of that description. I, myself, have given that question a great deal of careful attention; and I really think that we ought, if we wish to deal with the whole question thoroughly, to have special legislation upon the subject, and special grants for the education of the deaf to cover, in cases where it is required, instruction and maintenance.

7292. You say that the education costs about 10*l.* per child, and that the maintenance ought to cost about 9*s.* per week; do you think that a sum of that kind would be sufficient?—That would be sufficient. I think that taking it in a round sum we might say that a deaf and dumb child would cost the country, if board were included, perhaps 30*l.* a year, if all the expenses are to be covered, education, board and residence.

7293. (*Mr. St. John Ackers.*) Do you include clothing?—I have not included clothing simply because the parents might be made to contribute something towards the maintenance of the children.

7294. (*Chairman.*) You think that if the State contributed 30*l.* a year towards board and education, private means should supply the rest?—Yes, allowing about three months holiday in the year, the expenses for board at 9*s.* per week would amount to about 21*l.* a year; and the cost of education would bring it up to about 30*l.* This would simply apply to children who are to be sent to various centres in the country, and who are perfectly destitute, who want everything paid for them. But you will find that a good many parents are able to pay something towards the education of their children.

7295. That sum would be only in extreme cases; in the large majority of cases the parents would be able to find a considerable portion of the cost of the maintenance of the children?—I think that every parent who applies to any of the schools should be asked how much he can afford to pay towards the cost of instruction or maintenance of his children, and any deficit ought to be made up by the Government. In the case of the school over which I preside, whenever we receive an application we simply ask the parents; "How much "can you afford to pay for your child's tuition"? And I must say that I have always found that the people give a very true statement. Then the case is considered by the committee, and if we find that the statements of the applicants are true we admit them at their own fee.

7296. How are children admitted to your institution; is it by voting papers?—No, everybody is admitted who comes, subject to their agreement to obey the rules and regulations of our school, and to their possessing the necessary qualifications as regards respectability, and so on.

7297. Are you obliged to send away many from inability to take them in?—Yes, but since the classes under the School Board of London for deaf and dumb children have adopted the oral system, I make it a rule to send every poor child that applies to me to one of the classes presided over by Mr. Stainer; or in cases where parents want an asylum for their children I refer them to Mr. Elliott of the Old Kent Road. We do not admit any children free; every pupil has to pay; we have no free case whatever, but we charge a minimum amount. The minimum amount that we charge now for education to cover all expenses, books, stationery, &c., is 10*l.* per annum.

7298. What funds have you to supplement the payments made by the parents of the children?—We have our students' fees; I have sent you a printed paper containing the rules of our college.

7299. I was asking you about what funds you had to supplement what you receive from the parents of the children, and you state that you have the fees for the students?—Yes.

7300. Is that the whole?—That is all that we can depend upon in the way of fees. Our school and college fees amounted last year to 712*l.* 17*s.* 6*d.*, and our expenses exceeded 1,700*l.* For the balance we have to rely upon the goodwill and charity of our friends, which of course gives one a very precarious and unpleasant existence. That is the reason why I more and more wish that the day would come when we should have to look forward to the Government to aid us in this matter.

7301. The fee which you charge the students is 50*l.*, I see; does that cover board?—No; we charge our students 50*l.* for a course of 12 months, and 30*l.* for a course of 18 months; but, I am sorry to tell you, that again, as in the case of the pupils in the school, we very seldom get that fee. We receive the applications, and if the students are not able to afford to pay the fee rather than not train them as teachers we take what they can afford to pay. As a rule, I encourage the 18 months course for 30*l.* Your Lordship will notice that we charge less for 18 months than we do for 12 months. I may be allowed to explain that in the first instance I encourage a training of 18 months in preference to 12 months. Secondly, if I train a lady or gentleman for 12 months, we ourselves in the school get no benefit whatever from her or him; but if I train them for 18 months, I get the advantage of six month's work, for which I make due allowance.

7302. Then you conduct examinations twice a year, do you not?—At Midsummer and at Christmas. At your request I have sent the syllabus of the last examinations.

7303. And you examined those who have been trained elsewhere on payment of a fee of three guineas, do you not?—Yes; I have never had occasion to do so yet; I have had no applicants; but we would do so with pleasure if anybody applied, and you will notice that in 1881 we made it a rule to train any teachers sent to us by any other public institution free of charge. Of course our association saw that our work, and the work of other schools following in our footsteps, was getting on very favourably, and therefore we said: "Every institution "that is willing to adopt the pure oral system shall "have their students trained free of charge," and some of the institutions have availed themselves of that advantage.

7304. In fact the principle upon which you have worked has been, as far as possible, to develop the oral teaching of the deaf and dumb?—Exactly.

7305. Irrespective of any pecuniary gain?—Irrespective of any pecuniary gain; and to give every assistance to anybody who likes to adopt the system, both institutions and individuals, by training teachers free, and also by distributing broad-cast pamphlets and various information upon the subject.

7306. I see that you examined the students in the physiology of the deaf, and so-called dumb, the physiology of all the organs of hearing and speech?—Yes.

7307. Are those examined by professional surgeons or by trained persons?—Our examination is divided into three parts; oral, practical, and written. The oral examination is very often carried on by myself in the presence of my committee and the secretary of the college. The only examination that is always the same is the practical examination. Students before they leave the college have to show a capability of teaching classes of children in various stages of tuition. If they fail in this, however clever they may be in theory, they do not receive our certificate. In the written examination there are written questions which are looked over by independent examiners.

7308. But with regard to the examination in physiology, is it of a popular nature, or is it of a scientific nature conducted by surgeons?—No; the instruction in physiology is given by myself as principal of the college; it does not extend beyond Dr. Carpenter's Human Physiology.

7309. Is there any difficulty in obtaining employment for the deaf and dumb after they have left your school, and in apprenticing them, for instance?—I have experienced no difficulty, because the majority of the children who have been apprenticed by myself have been children of well-to-do parents. It is a question of premium; it is not difficult to get masters. If you have the money one is always able to find masters willing to take boys.

7310. We have heard of a variety of trades which the deaf and dumb applied themselves to; many of them seem to be connected with a knowledge and a love of drawing;

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have you found that in your experience?—Yes, it is natural, we find it throughout the world. I might almost say, that they in preference choose lithography and wood carving; and in fact I go so far as to encourage the love for drawing by having, as I had this morning, an examination carried on in drawing by one of the inspectors of South Kensington. I would make two suggestions to every deaf and dumb school, that drawing should be taught to the boys, and needlework to the girls.

7311. Compulsorily?—Compulsorily.

7312. Do you get any grant from the Science and Art Department?—The payment of our pupils exceeds ninepence per week, and therefore we cannot claim any money reward, but those who are examined and pass receive prizes.

7313. You do not receive in your institution any children who are sent to you by the guardians?—We have never had any applications. Of course if they were to pay the minimum fee, we should take the children, if the guardians looked after their board and residence.

7314. But I suppose they would not be willing to pay the fee?—I do not think so. I have had applications for advice, and I have simply referred them to the nearest deaf and dumb institution in their district.

7315. You take children irrespective of any religious creed, do you not?—Yes, that is one of our cardinal principles.

7316. Do you give them any definite religious instruction?—We do not give any dogmatical instruction.

7317. Do you read the Bible?—No, but you will allow me to explain that I told you just now that we take care that every deaf child is boarded out in a family professing the religion to which he himself belongs. We admit pupils and students of all creeds, but we take care that they have a very good religious training at home. We have in connection with the association, I must say that it was established by the free will of one of our lady teachers, a Sunday class for deaf children, which is carried on in exactly the same way as a Sunday class for hearing children; and what will interest you to hear is that this lady is assisted in her good work by lady friends of hers who are not teachers of the deaf, non-professional helpers.

7318. And they are able to make themselves understood by the children?—Perfectly. I need not tell your Lordship that the instruction in the school has a good moral tendency. Without receiving dogmatical instruction in religion, they receive a good sound moral education; and I have always found that when the parents are inclined to do so the children can be trained by their own clergyman at home, or in ordinary classes with the same ease as hearing children. In fact, I could refer you to gentlemen who have prepared some of our pupils for confirmation, and who have told me that they really did as well as their hearing candidates.

7319. Did you say that you boarded any children as well in your institution?—No. We board them out in private families. We go entirely on the day school system, because I am convinced that a deaf child should not be taken away from its own home, and sent to a large asylum.

7320. Then of course the religious difficulty to a certain extent is met by the boarding out system?—Yes, though I do not see how it would be affected the other way.

7321. There might be a prejudice against children being taken in and boarded without receiving any religious education at all?—I will not quote my own school now, but I will give you my experience of schools that I have seen abroad. I know a very big asylum in Groningen where Protestants, Catholics, and Jews are all mixed together; they simply come together at certain times of the day to receive religious instruction by their various pastors, and therefore really the religious question does not interfere with the work there at all. That is in Holland; I have seen the same thing carried on in Germany. You will find generally in looking over the Reports of various schools abroad, "The Rev. So-and-so for Protestants, the Rev. Father So-and-so for Roman Catholics, Mr. So-and-so for Jews, and Mr. So-and-so for some other religious body." They have those classes for religious instruction after school hours. The question of religion I see now still very often thrown up as an objection to the pure oral system. Only very recently I saw a remark made in one of our papers on the subject. Will you allow me to tell you that the pure oral system is better fitted for children to receive religious instruction than the system of signs. Of course we oralists are always met with this question: "Can your children go to church and read the sermon of the teacher?" My answer is decidedly, "No." I have known exceptional cases where deaf and dumb pupils could follow lectures, but I should be very sorry indeed to put down as the average ability of one whole class, what one individual can do. All our boys at school do not become senior wranglers. Sometimes some deaf boys can follow a lecture; but I say that you ought to give the same advantages to deaf children trained on the pure oral system as you give to those who are taught by signs, that is to say, let them have their special mission rooms and their special churches and meeting rooms; and if you put into one of those rooms 50 deaf mutes, taught on the pure oral system, all of average ability, with a man in front of them who opens his mouth when he speaks, and uses language within their reach, they would fully understand him. Nay more, I maintain that the pure oral system is far better fitted to reach every deaf child's mind as regards religion. The religious difficulty is always brought up against us, but it is a fallacy; it does not exist.

7322. Are there any congregations of the deaf and dumb under the oral system in London outside the institutions?—No, not beyond the Sunday class which I have quoted to you just now. I must not say that it is in connexion with us, because that would be rather against the rules of our association; the said class is carried on by one of my qualified teachers, Miss Marshall. I do not know of any congregations specially for deaf children, but I do hope that eventually we shall have Sunday classes throughout London and the provinces for deaf children, where non-professional people can go and explain the Bible and give instruction the same as they give to hearing children.

7323. Is there a great difficulty in a person who has not been taught to speak to deaf mutes on the oral system making himself understood?—None, whatever. There are some people who unfortunately do not open their mouths when they speak. You see as I get a little older my whiskers are not so prominent as they used to be 10 years ago; but I have always had a good deal of hair on my face, and I assure you that my pupils never have the slightest difficulty in understanding me. The secret is simply to articulate as I am doing now, not slowly, but deliberately, and to open the teeth. This is the most practical illustration that I can give you. There is no difficulty whatever. Of course when persons speak to a deaf child they must not make it as difficult as they possibly can, as I have seen some do. I have seen people stand in the corner of a room and turn their faces deliberately to the wall, and say, "How do you do?" Of course, the child not being able to see the face cannot read the mouth. Gesticulation ought to be avoided. I always find that the people who speak to deaf children are much more nervous than the deaf children themselves, and think that they ought to gesticulate; and that very gesticulation prevents the child from knowing what you say, because a child, if it is well taught, knows the normal position of the mouth and not the abnormal one. If there is the slightest difficulty, I have simply to say to the person, "Will you kindly open your mouth and "speak a little slower?" The sentence ought not to be pronounced word by word, because the context of the sentence assists the child in understanding the meaning of the whole. Some people think that when they speak to a deaf child they ought to say it word by word, and to make a full stop between every two words, for example, "Have . . . you . . . "seen . . . me . . . before?" It is two to one that a child who can think well does not understand that sentence; but if you say, "Have you seen me before?" The context of the sentence teaches the child the meaning of the sentence.

7324. Is there any other point which you wish to bring before the Commission?—I think I have mentioned the necessity for a higher standard of pay for teachers, both principals and assistants, and I think I have also mentioned a plan for the establishment of schools throughout the United Kingdom. Of course I am not wishing to interfere with existing establishments; but if the question were asked me; "How would you "provide for the efficient instruction of every deaf child "throughout the United Kingdom?" I would simply say that I would divide the whole country into sections,

collect statistics, and wherever I could bring 50 or 60 deaf children together I would open a school. I know there are some friends of ours, pure oralists, who profess that smaller schools ought to produce better results. I do not think so, and for this reason, Firstly, we must not increase the expense more than we can possibly help; secondly, the classification of deaf children is one of the greatest difficulties of a teacher of the deaf. If you get nine deaf children you sometimes get three classes; and therefore if you had 50 or 60 pupils you might classify them so as to get eight children, say, in one class. Then after having divided our country into sections and established schools, say at our chief towns in every county, I would make enquiries with regard to the position of the pupils and allow the well-to-do parents to pay for their children's education, and provide for the instruction and maintenance of the children of the poor in the neighbouring villages as I have explained to you before. The school that I have in my mind is of course the day school that I am carrying on at the present moment, our practising school belonging to our training college; and if you will recollect the various documents I have shown you you will find everything ready prepared for every occasion. If we had a set of schools like this throughout the United Kingdom, I think it would not be very long before our country would be on an equality with the continent. Secondly, we must of course have a high standard of pay for teachers, both principals and assistants, as naturally only a competent and permanent staff can ensure good results for our work. As regards the special support of training colleges, perhaps I ought not to mention them as I am personally interested in the matter; but I also think that training colleges ought to have special grants to enable the poorer students who are not able to pay for their training to join our ranks.

7325. (*Admiral Sir E. Sotheby.*) Have you any ladies or gentlemen in the upper classes who have had instruction in foreign languages?—Unfortunately the children do not stay with us sufficiently long, but I have some young men belonging to wealthy families who have been under my private tuition who have had instruction in languages.

7326. And they have been proficient in foreign languages?—Yes, it is perfectly immaterial if once a deaf mute can speak English, and has a knowledge of language, what language you teach him. We are so fond of only mentioning the word "speaking." Our work is divided into articulation and lip-reading, and then comes the great point, "knowledge of language." The French system used to have articulation in its curriculum, but we teach our children language in a different way from the French or manual system, and our children acquire language in a more natural way. You will not find so many deaf-mutisms in a letter written by a child educated on the pure oral system as you will in a letter written by one taught on the French system. When once a boy has acquired a good knowledge of language, you can teach him French or German, or any other language you like by the same process adopted for hearing children.

7327. Why ought the children not to be taken from their homes, because we have several institutions or asylums in this country where the children are entirely boarded?—I am perfectly aware of that; in fact I may say that I know them all. I do not say anything against those beautiful asylums and institutions, and I have a very great admiration for the benevolence and philanthrophy of our fellow countrymen who support them; but there are two or three points which I should like to mention. In the first instance you take the child of a very poor man, and you put that child in a house where he has the very best attention that any one might desire for his own child. You bring that child up under false pretences. You move him away afterwards from a home where he has had comparative luxury to his own home, and he becomes a discontented man.

7328. But that tells in all institutions, does it not?—Where a child is boarded out it sees life in the same phases as at his own home, and does not get discontented. Then one has more power to watch over the moral condition of pupils in day schools, than one has in very large asylums. I always admire, and I must say pity my colleagues, who have to preside over these very big asylums, because the surveillance that is required there is enormous.

7329. But surely they talk more in an asylum than when they are boarded out, and they come to a day school in the daytime?—I think not. Why should they? In an asylum they have their school hours the same as in a school. The difference is that after the school hours in an asylum are over the children go into the playground, or have lessons. Our children go home, and are taken out by the ladies and gentlemen, or by the men and women with whom they reside, and see all phases of social life. They have much more advantage and mix more with society than the children in an asylum.

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7330. You think that they ought to have recreation grounds and gymnasiums the same as hearing people?—Certainly, I think that our deaf children require very good physical education, and we give them as much gymnastics and drill as possible because naturally it will develop their bodies. Sir William Dalby I daresay has mentioned this; our deaf children who, by the mere result of speaking enjoy better health, as that exercises their vocal organs, have still a better appearance and enjoy better health if you give them gymnastics.

7331. Have you any knowledge of deaf and dumb children being able to swim like hearing people?—Yes. A deaf boy is really, physically, exactly like a hearing boy.

7332. There is no reason why the deaf and dumb should not be taught to swim the same as hearing people?—They can be taught just the same, and are excellent sportsmen, but a deaf man, I think, ought not to take horse exercise, because he necessarily could not hear a crying out from behind. I have had deaf friends, in fact I have them now, who hunt and enjoy themselves in every sport that man can indulge in. A deaf man is exactly like a hearing man, with the difference of the want of hearing.

7333. Have you supplied any institutions with the pupils that you have brought up at your college?—Yes, we have established only a few weeks ago a school board class at Dundee. I had this morning a letter from the lady whom we sent there; and according to the opinion of the press and the school board officials she is doing most excellent work there. We have trained the pupil teachers of the London School Board, at least the majority of them; we share that work with our colleagues at Ealing. We have trained a sister for the Smyllum Orphanage. Two of our students are at the London Asylum; though not fully trained by us they get on very well. A gentleman who has a school at Worcester, Cape Colony, has been with us to acquire a knowledge of teaching; he did not pay anything. We have had sisters from Boston Spa, and any amount of private governesses for private families. Some families object to have their children sent to institutions, and they can have a governess from our college, or they can have their own governess trained.

7334. Do you know what amount of salaries those governesses earn?—Yes, they generally consult me as to how much they ought to take. It depends a great deal upon the liberality of the people. Some of our governesses in private families have 80*l.* a year, some of them 90*l.*, and some of them 100*l.*, and everything found, whereas the governesses under the school board start, when fully certified, at 70*l.*, increasing to 90*l.* The association does not pay the teachers as much as I could wish, simply because it has not it.

7335. (*Mr. Few.*) I gather from your evidence that you would be against a large school being built, and deaf children being collected there as at an ordinary large school, or a public school, such as Wellington College, or Marlborough College, for the lower class of children; but that you would keep them in their own surroundings, and so to speak farm them out with people of their own station of life?—Exactly.

7336. Do you think that that is quite fair to a child if he has an opportunity of being lifted out of what may be very unpleasant surroundings, and put into a better sphere of work in a higher line of life?—I do not see that, to use your expression, farming him out would interfere with that plan of taking him away to a different sphere, because you would not necessarily put him in a home where he was not comfortable, or did not see a good moral life. Of course, we understand that the homes which these children are sent to ought to be thoroughly trustworthy.

7337. I assume that; but a child's parents may be extremely poor, and extremely ignorant, and may live in bad surroundings, because they really cannot help it?—No doubt.

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7338. Would not such children be better brought up by being drafted into a large school where there were masters and mistresses who could give them a superior education?—Yes, but I would take that child away from his bad surroundings and put him in a home where he would be surrounded by very good people who would give him a thoroughly good education, he would occasionally see his parents; yet would not be entirely taken out of their sphere. Supposing the case that you mention, which is a very likely one (I have seen such cases myself), if that boy is taken away from that low home he will afterwards return to his parents to that very same home, because he cannot disown his parents, and do you not think that that boy would be rather inclined to look with disdain upon them?

7339. That is a matter of opinion; I do not think he would; but that is your view?—Yes, that is my view.

7340. Your view, therefore, would be against a large building with 200 or 300 children collected together?—Most decidedly.

7341. Was I correct in understanding that you think that even a backward child can be better taught on the oral than on the sign system?—I said so.

7342. Do you not think that to some children, at all events, who are very backward, the power of using signs in after life would be on the whole of more service to enable those children to get their bread and cheese than an imperfect oral knowledge?—Perhaps you will allow me, before I answer this question, to ask what you understand by imperfect oral knowledge?

7343. I mean in the case of a child who is so feeble in intellect that he cannot during his six or seven years of teaching, gather sufficient oral knowledge to enable him to go out in the world and shift for himself?—I agree with you that that backward child would not be able to go out in the world and enter into a conversation on any subject as his more intelligent fellow sufferers would do; but I am sure that a child would have sufficient conversational language, as we call it in the profession, to make himself understood, and to make his wants understood. Do not forget, pray, that an uneducated mute has always at his command a natural sign language. I may tell you that in my own experience, which is a very long one now, I have had very backward children brought to me who had been brought up on the sign system exclusively, and I assure you that those children were unable to answer the most infantile questions; whereas I have seen similar cases of children who had been brought up on the oral system, and although you certainly could not enter into a conversation with them on any subject of high standing, they could answer you in a way which would meet all the necessities of their every day life.

7344. There was another opinion which you gave, that you think that a child is better if it is deaf at starting than if it becomes deaf three or four years afterwards; am I correct?—If I used the same words as you used just now I have certainly made a mistake. What I mean to say is this; I have said that the world at large thinks that better results can be obtained with semi-mutes than with congenital cases. I say that is not always true. We find in the schools that congenital cases are, as a rule, much better to deal with than cases of acquired deafness. Of course I do not speak now of children who are hard of hearing, and I maintain that children who are hard of hearing ought to be sent to schools for the deaf where the pure oral system is in vogue. But children who become deaf very often suffer slightly from mental incapacity. It depends upon the cause of the deafness. A child who has become deaf from a fall perhaps, or from brain fever, will not be so easy to teach as a child who was born deaf. I simply give that as the result of my practical experience. You will find very often in schools for the deaf, excellent speakers with very little brain power, and very bad speakers with very excellent brain power.

7345. Were you ever up at the deaf and dumb church in Oxford Street on a Sunday?—Yes, I have been there, but not lately. I have been there in the time of the late Mr. Samuel Smith, with whom I was very friendly privately, although I must say that we used to carry on a very big fight, and we had a great assault of arms as to the oral system. I could refer you to some correspondence in the "Times" on the subject. I have been there, many years ago, and I must confess that I was not edified by what I have seen.

7346. Taking any continental case that happens to come across your mind, how was the Sunday service conducted there?—Some of them were then conducted exactly like the services in the church in Oxford Street, viz., by signs, others on the oral system.

7347. Think of any one case that you like, and tell me how the service was conducted?—A service to deaf people, taught on the oral system, is conducted exactly as the service for hearing people, with the difference that the clergyman, or the head master, or any non-professional man stands so that the light falls full on his face, that the congregation who listens to him can see his mouth; and that he uses elementary language according to the class of people whom he addresses.

7348. And so far as you could see that was a success?—Oh, yes.

7349. (*Mr. St. John Ackers.*) In your experience of foreign as well as of English schools, are the children taken into oral schools of as low an intellectual power as the children taken into sign schools; do the oral schools insist upon a higher standard of intellectual power in the children they receive than the sign schools?—My experience is that the oral schools take all applicants without any difference, just the same as any other school. You mean to ask me whether the oral schools pick their children more than other schools?

7350. They acknowledge that they each refuse imbeciles?—Yes; beyond the rejection of idiots, oral schools take all cases that are sent there. That is the case not only in England, but throughout Europe.

7351. When was this system, I do not say publicly, introduced, because we know that it was publicly introduced by yourself, but when did the first pure oral teacher come to this country?—Mr. Van Asch came as a private tutor to a gentleman in Manchester named Mr. Solomonson, in 1859.

7352. Then in fact the pure oral system has only been introduced into this country, whether privately or publicly, for 20 years?—That is all.

7353. Do you happen to know what is the number of orally taught children at the present time in this country?—I have myself taught 149 since 1872; but I do not know what is the number in the schools at present. I am collecting statistics with a view of seeing what is the number of children thoughout the country.

7354. Then it would be of no use for me to give you a table, and ask you whether you believe it to be correct?—No, my table is not complete yet.

7355. You remember a banquet of your society over which His Royal Highness The Prince of Wales presided?—Yes, in the year 1877.

7356. At that time I think it was stated that your association had not been able to get persons willing to come in and pay the fees to be trained as teachers; and you still say that there is a great difficulty in that respect?—At that time there was really no field into which to send out the teachers. I trained the teachers, but after they were trained there was no employment for them. I have trained 45 teachers, out of which number I have rejected three as being unfit; so that I may say that I have trained 42 fully qualified teachers.

7357. We have it in evidence that, in 1874, the school board were unable to obtain trained teachers from the oral association; was that on account of the teachers that you had trained being otherwise engaged?—No, I do not know where you had that evidence from. I am not sure, but I think in the very same year we had a communication from the London School Board, and supplied all the teachers they asked for. The first class that was opened by the London School Board on the oral system, was opened under the superintendence of a lady teacher trained by myself, Miss Emma Denton. We had interviews with Mr. Thomas Smith, the head of the school management committee (unfortunately he died last year), and we offered to train as many teachers as they wanted; but for a long time the oral system was confined to the class carried on by Miss Denton only, until my friend, Mr. Stainer, altered his opinions about the systems, and became a friend of the oral system, and introduced it in his classes. Since then I have been training teachers for him; and following my advice Miss Denton has given up the entire superintendence of that class, and considers herself as one of Mr. Stainer's assistants, which she could not do before he adopted the system. I may say that Miss Denton's class was for a long time under the honorary supervision of myself.

7358. Now that so many more schools have adopted this system you have, I suppose, a greater number of applicants to become students?—Yes. Very few weeks pass without my getting applications for a private governess, or for governesses for classes.

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7359. And this is increasing daily?—Certainly, I must say that the ladies I have trained are doing excellent work; but still, as we want this profession to be, like every other liberal profession, represented in the male as well as in the female sex, I regret that I am unable to train so many men for the profession as I should like to, particularly with the future prospect of sending out head masters to the various schools in the country; but I am sorry to say that the question of pounds, shillings, and pence prevents our doing so. Men of good ability will not come and be trained unless you can tell them that they can reckon for the future upon a good salary, and of course I cannot do so. The salaries which are offered at the present moment are really not inducive to that kind of thing.

7360. We have had it in evidence that a board of examiners, called the College of Teachers, was started last year, have you joined that association?—No, I have not.

7361. Have any of your trained teachers passed the examination of that board of examiners?—Referring to the report of the conference of head masters, of which I saw the proceedings, I noticed the names of three or four ladies who had been trained by myself, who have our association certificate; and who have received the additional diploma of the College of Teachers. I may tell you while we are upon the subject that I am so thoroughly and conscientiously anxious to get the oral system spread throughout the country, that I do everything in my power to unite every man, and particularly every head master, engaged in this work; but when the proposition was made to me whether I would join the College of Teachers, I was obliged to refuse, because as the principal of a training college for teachers I could not well join another examining body, particularly as my present students now can go there and be examined too; but to a certain extent we are in a transition state, and I am trying to bring about a friendly and happy feeling all round with a view to the general adoption of this system here as in France and elsewhere. I am obliged to refuse to take any part in this College of Teachers simply on account of my position.

7362. It has been stated that one reason for starting this board of examiners was that the existing training colleges refused to examine persons who had either been trained or were assistant teachers elsewhere, is that your experience?—Referring you to the printed rules of my college, it is stated there distinctly in Rule No. 8, that "Those who have been trained in the "system elsewhere may present themselves for exa- "mination and certification on payment of a fee of "three guineas."

7363. Is it your opinion that very poor children can be taught on the oral system?—Yes, the system is most eminently fitted for poor children.

7364. Do you consider that this system would be equally advantageous with, or more advantageous than, the sign system, to the very poor in after life?—I think I have anticipated this question already by saying that I believe the oral system to be suitable for all classes. The children of a wealthy man show a difference in their conversation from the children of a very poor man. You will find the same difference in deaf children; you would not expect a deaf child, the son of a labourer, to speak exactly as a deaf child, the son of a man who has been able to send his children to school for 14 or 15 years; in fact, I have known them to pick up (might I say it) the slang language of their friends with whom they mix.

7365. Have you in your experience abroad known any cases where the children of the poor are taught upon the sign system, and the children of those who are not so very poor are taught upon the oral system in the same town?—My continental knowledge now depends entirely upon what my foreign correspondents tell me; but I say conscientiously that there is no such thing at all throughout the continent. The Milan schools, which are presided over by the Abbé Tarra, are splendid schools, and exclusively for the children of the poor.

7366. With regard to the persons boarding and lodging your children, do you find persons willing to be under the control of your association, and yet willing to bear the expense themselves in some instances of the board and lodging of your children?—Parents who board their own children are exempt from home surveillance. The rule as to surveillance is only for people who are paid for boarding children. If they refuse our surveillance we simply do not accept their services.

7367. But do some of those persons take your children in free?—No.

7368. They are all paid?—Yes. I may modify this by saying that up to the present moment we have not adopted this system as completely as they have on the continent. On the continent the poor children, or children who are not residing near the school, are boarded out under the surveillance of the committee and the directors. Those children are entirely under the control of the school. The school finds the families in which the children are boarded out, and the school pays the money; and therefore it is really like having the children under one supervision. This plan is not adopted by our association. We allow the parents liberty in selecting their own families for the children to board in if they choose to do so, and of course in the case of parents who do not wish for our surveillance we dispense with it.

7369. In your school do you allow ministers of religion to come as they do at Rotterdam and Groningen and elsewhere, out of school hours, to teach the children of their respective religions?—We have not done so hitherto. Our object has been simply to avoid the question of religion altogether, as of course our fundamental principles are perfectly undenominational; but we give every encouragement to clergymen to give instruction in religion outside the school.

7370. Pupils taught on the sign system must obtain their religious instruction, must they not, from persons who are specially instructed in that system?—Yes, exactly.

7371. May not pupils taught on the oral system receive instruction from any minister of religion?—Not only from ministers of religion, but from their own parents. I can quote cases where children who attend the school have religious instruction, and read the Bible every night, just the same as children attending other schools.

7372. You have more boys than girls, have you not?—At the present moment we have 37 boys and 21 girls.

7373. Is it not your experience that there are more deaf boys than girls?—Yes, I think there are.

7374. With regard to the deaf and dumb do you not think that there is a great deal of misconception and error in this country on account of that word "dumb" being applied to all in this matter?—Yes, I perfectly agree with you; but still on the other hand the name "deaf and dumb" is retained in every European language. We have in French "*sourds muets*" in German, "*taubstumme*"; in Italian, "*sordo muti*"; and in Dutch "*doofstommen*." I should most willingly drop the word "dumb," were it not that the word "deaf" used by itself would create the same difficulty as the words "deaf and dumb" do now. You would not get a poor woman to send her deaf and dumb child to a school if our schools were called schools for the deaf; she would say, "Oh but my child is dumb too." That is the reason why, except in scientific writing when I address my colleagues, I always use the expression "deaf and dumb" or "deaf-mute."

7375. There is no more connexion between "deaf and dumb" than there is between a "blind and led" person?—No. I very often use this expression "deaf and so-called dumb people."

7376. (*Dr. Tindal Robertson.*) Your previous training, I think you said, before you came to this country, was at Rotterdam?—Yes, and afterwards I travelled through Europe to see almost every school.

7377. You had previous training in a school conducted on the oral system?—At the school in Rotterdam.

7378. Had you any experience there with regard to the other system?—No.

7379. Have you had any practical experience with regard to the other system since you came to this country?—No practical experience; I know the theory of the system. A man is not able to condemn a thing if he does not know the theory of it; I know the system in its theoretical aspect, and as regards practice, I have watched the various schools where the system is in vogue.

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7380. You have given his Lordship your reason for advocating the oral system; do I correctly understand that that applies equally to deaf mutes as to semi-mutes, and in fact to all the children who come under your consideration?—Yes. I divide the deaf and dumb into two classes; firstly, those who are congenitally deaf, and those who have become deaf after birth. Then we divide them again according to their degree of deficiency, and I may say that I even include those who are hard of hearing. Firstly, those who perceive the human voice when it is used close to the ear, without being able, however, to distinguish the separate sounds; then those who can distinguish the vowels when they are loudly pronounced in the ear; then those who understand, but with difficulty, some words that are known to them when these are clearly pronounced in the ear; then those who without effort understand all that is clearly pronounced in their ear; and finally those who can hear a raised voice. I may be allowed to quote the following words from my paper read at the International Health Exhibition: "Immediately it is clearly ascer- "tained that a child of sufficient age comes under "any one of these divisions, it ought to be sent to a "school for the deaf, for it is really astonishing how "quickly under such circumstances it will forget how "to speak, and how immense are the disadvantages "caused by but a few months delay." I have known a child to lose its hearing, say to-day, and in three months that child was almost dumb.

7381. You have stated in your evidence that you think it better that instead of aggregating the children in one establishment they should be brought up in separate establishments and boarded out; is one of your reasons for that opinion that you think it is very advantageous to deaf persons in after life to have associated a good deal with other persons during their childhood, and not to have been confined very much to the company of those who are like themselves?—That is one of my reasons certainly, but I have many very serious reasons besides. I want the deaf child to be exactly as a hearing child, a member of family life. I want the deaf child to see daily life in all its phases in every respect, and I maintain that a deaf child cannot see that if he is with 200 or 300 children in a large asylum.

7382. Have you ever collected any statistics as to the causes of deafness?—I have.

7383. Can you give us any information as to the results of the intermarriage of deaf people, or as to the effect of the marriage of blood relations?—I find that some of the parents of deaf children are first cousins. It is a question which has been very much discussed amongst savants.

7384. Have you any practical experience in the matter?—I have practical experience so far that I have very often traced them amongst cases in my notes as being the children of first cousins, or of those who are related in the second generation.

7385. Have you any experience with regard to the effect of the intermarriage of deaf persons themselves?—I have no direct experience; I have heard it second hand and therefore I do not know whether it can be admitted as evidence; but personally I always do everything in my power to prevent the intermarriages of deaf people.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 12th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
E. C. JOHNSON, ESQ.
CHARLES FEW, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOSEPH DE CASTRO examined.

Mr. J. De Castro.

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7386. (*Chairman.*) You are one of the committee of the Jews' Deaf and Dumb Home?—Yes.

7387. How long has it been founded?—The home was established in 1865.

7388. Has it been supported entirely by voluntary contributions?—Entirely by voluntary contributions and by paid pupils; we take pupils in on payment, but we have not many of those. The reason why it was established was because there was found to be a great difficulty in obtaining admission to the Old Kent Road institution, inasmuch as the children had to be admitted there by the votes of subscribers and governors, and there being a large number of subscribers and governors it was difficult for the children to gain admission unless they had a large support of friends at their back. The home was started in Mount Street, Whitechapel. Mr. Hine was the first master appointed, till it was decided to adopt the oral system, when Mr. Van Praagh was engaged as director. The present director, Mr. Schöntheil, came to us in 1872, and is with us now. The home was removed from Burton Crescent to Walmer Road, Notting Hill, where it now is, in the year 1876. The pupils increased in number annually, the present number is 31, being 20 boys and 11 girls. They mostly come from London, but still there are some from the provinces, notably Birmingham, Manchester, and Liverpool.

7389. Are they exclusively Jews?—Yes; the institution is certified for the reception of pauper children, that is to say, where we remove children from workhouses. At the present moment there are not any such children in the institution, but there have been two occasions on which children have been removed from workhouses under the Pauper Removal Act, and then we receive 8*s.* a week or 20*l.* a year from, I believe, the guardians of the workhouse. I am not quite clear from whom we get it, but I believe it is part from the guardians and part from Local Government Board, but through the guardians. In that respect we are on exactly the same footing as other institutions, like the Jewish Orphan Institution at Norwood, for instance, where they receive a number of children under the Pauper Removal Act; I think the workhouse authorities pay the money, we get it from somebody authorised by the Act to pay us. As I have already stated the institution is supported by voluntary contributions and by paid pupils. The children are freely admitted to the home by the voice of the Committee; none are excluded if there be room for them. The building is capable of accommodating 30 ordinary pupils and four private pupils, but it stands in very large grounds of its own, I think it was a house belonging to one of the bishops in years gone by, and the building is capable of course, if a demand arose, of being increased, if we had the funds to do so. With regard to the cost per head, the cost per head is heavy, at the present minute it is about 42*l.* including everything; but you will find that small institutions always cost more than larger ones, because the director and teachers could take a larger class at the same cost as a smaller one. Then again the diet in this

establishment, as in the case of other institutions for our denomination, is very much more liberal probably than in other institutions. Then the teaching is of a more expensive nature, because it is on the German system; but with regard to the teaching that is a matter which I had better leave to the director. I have no knowledge myself upon that point. The children are apprenticed on leaving the school, and in every case, I think but one, they have turned out useful artizans or useful to the persons to whom they have been apprenticed. The institution pays premiums amounting to about 20*l.* or 30*l.* per head, and the trades that are generally chosen, are sign writers, boot rivetters, brass polishers, and one or two others; and for the girls, dressmaking. If any member of this Commission visited the institution, I think they would find that the system itself was perfect.

7390-91. Have you an infirmary in connexion with this institution?—We have an infirmary, but at the present moment, and for some time past, it has not been used; there was some little illness in the institution about August, and the children so suffering from illness were removed; it was not a fever but an illness, and we were rather anxious lest it might spread through the institution.

7392. Have you any invested money for providing a bed?—Yes; Miss Goldsmid, the aunt of Sir Julian Goldsmid, and the sister of the late Sir Francis Goldsmid, gave us this year, I think, 1,200*l.*, and we have just opened a bed under that gift.

7393. Is there any sum capitalised from the proceeds of legacies and donations?—Yes. If you turn to the report you will find it given in the balance sheet.

7394. Your assets appear to be about 6,000*l.*?—6,000*l.* is the capital.

7395. Is that besides your leasehold premises?—Besides our leasehold premises. That 6,000*l.* is invested in India Stock, I think.

7396. Are you obliged to refuse admittance to any applicants?—Yes, at present we are. There are two or three cases from Birmingham and some of the provinces which we cannot admit.

7397. Is there any other Jewish institution for the deaf and dumb in England?—No.

7398. Therefore you get applications from the provinces?—Yes. This institution was the outcome of an idea of the late Baroness Meyer Rothschild, the mother of Lady Rosebery. She took a very great interest in the establishment of the institution. We think that we could do a great deal more good if we had more money at our disposal.

7399. Is yours an institution which you think should be subsidised by Government aid?—Yes, I should think it ought, certainly, if other institutions receive it.

7400. Would you be prepared, if you received such Government aid, to receive children sent by the London School Board for education and maintenance?—That is a different matter; that would, I suppose, involve our institution ceasing to be sectarian, unless it might be specially reserved for Jews. I doubt whether we would throw it open; I might almost say that we would not. Our institution always has been kept as a separate institution. The deaf and dumb are so prone to form attachments, ultimately ending probably in marriage, and mixed marriages are, of course, antagonistic to the principles of Judaism. We have a child in the institution at present, and I believe we shall soon have room for another, the parents of whom are deaf and dumb; the result of that marriage has been four deaf and dumb children.

7401. Is not it the case that, owing to Jews intermarrying with each other there are more deaf and dumb children among the Jews?—I do not think so; you will find a table in the report giving the initials of the children and their age and the probable reason of their being deaf and dumb; but that is merely jumping at a conclusion.

7402. I see that there are five out of the number whose parents are first cousins?—I am a living witness that such effects do not happen from such causes in all cases, because my parents were first cousins. I know it is the theory with some people that intermarriage among relations has a tendency to produce deaf and dumb children, but I do not know of a sufficient number of such cases to justify one in coming to the conclusion that such marriages have such effect. I do not think that we have much more than our proportion of deaf and dumb.

7403. Do you think all deaf and dumb children should be compulsorily educated like other children?—I think they ought, certainly; and I think anyone who saw the system carried on by Mr. Van Pragh and by Mr. Schöntheil in our institution would see the great results which are obtained by that system. I went up to the institution last Sunday to see Mr. Schöntheil, and I found Mr. Schöntheil was out, and accordingly I wished to send up a message to Mrs. Schöntheil. The teacher, who was there in the absence of Mr. Schöntheil, touched one of the boys on the shoulder and told him to take the message up to Mrs. Schöntheil; the boy got up and went with his message, and said, when he came back, Mrs. Schöntheil will be here directly; and Mrs. Schöntheil came in.

7404. Would he have understood what he was wanted to do if you had asked him to take the message?—Yes, I think he probably would; I cannot talk to them very well myself; instead of speaking I begin to make faces or try to speak too demonstratively. If they were seated here, and were to see me speaking as I am now, they would watch the lips and understand me, but the moment you go into too elaborate gesticulations they are unable to follow you.

7405. Are you satisfied generally with the result of the education in your institution?—Yes, I think Mr. Schöntheil is a thoroughly efficient director; his testimonials are very good, and the result no doubt is very good. The institution is open at all times to anyone who would like to see it.

7406. Have you followed the children in after life to ascertain whether they have succeeded in industrial work?—I have been a subscriber for years to the institution, but I have not taken a prominent part in the committee except for about 17 or 18 months. I do not know of any child who has been apprenticed from the institution since I have taken a somewhat more prominent part in the administration of the affairs of the institution. I believe the committee look after them in after life.

7407. Do you think your institution takes in all the deaf and dumb Jews in London of teachable age?—If we had room we should not refuse any deaf and dumb children that came to us except they were under a certain age. I do not think, according to our rules, they can come in under seven years of age. If a person in an exceedingly good position in life wished to avail himself of the benefits of our institution by placing his child in it, no doubt we should kick against it.

7408. You receive paid pupils?—Yes.

7409. Of course they would take the place of poorer children?—Naturally, but they have their room to themselves; we have two rooms. We have one pupil whose family is exceedingly well-to-do, but that child does not sleep at the institution, though it receives the benefit of the education given there.

7410. Have you any opinion as to the advantage of having deaf and dumb children educated in an institution where they would be boarded and maintained, as against being educated in a day school where they would go home daily after they had received their school instruction?—I should think it would be a disadvantage that they should go after school hours to the homes of their parents or friends. We do not call our establishment an institution, we call it a home; we want to make a home of it. The director and his wife associate with the children after school hours, and enter into their recreations and amuse them. Children unless they are very forward in their education are apt to degenerate when they go to the homes of their parents.

7411. Have you a fire escape staircase?—Yes, outside the house, which any one could walk on without any fear at all, and to which there is easy communication from each bedroom. That has been provided to facilitate the escape of the children if there were a fire. In the case of fire it is difficult to rouse inmates who are in possession of all their senses, it is much more difficult to rouse people who are deaf and dumb.

7412. (*Mr. Few.*) The fees paid for apprenticing children range from 20*l.* to 30*l.* per head; what steps do you take to select proper masters and mistresses with whom to apprentice the children?—Steps are taken in this way, a child is asked what kind of business he would like to follow; the director satisfies himself whether the child is capable of doing this or that, and

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then advertisements are placed in the newspapers, or the books of the Jewish board of guardians are looked to to see who require apprentices. We use the register of the Jewish board of guardians for our information; they do an enormous amount in apprenticing; and there is an industrial committee appointed to visit the masters twice a month or something of that kind to see that the boys are comfortable.

7413. Do you pay the 20*l.* or 30*l.* all at once, or do you pay it by instalments?—It would depend on the arrangement, but I should think in instalments; I have not myself had to do with apprenticing yet at this institution.

7414. Your view seems to be in favour of establishing a home rather than treating the children as day scholars?—Certainly; I have no doubt in my own mind upon that.

7415. Of course, in the case of a very poor child, if you bring him out of his poverty-stricken home, if I may use that phrase, you elevate him in every way?—Certainly, in every way; he gets good food and receives good education, and in every way you raise the status of the child.

7416. Do you or not find in cases of that sort that the child gets, if I may say so, disgusted with its home when it goes back to it?—I do not think so, I have never found instances of that; of course, that would apply to all institutions, it would not apply especially to this.

7417. What becomes of a pauper child when his time is up and he leaves if he is not apprenticed?—He goes back again to his parents or guardians.

7418. And your supervision of him ceases?—Yes, unless we are specially asked to look after him.

7419. (*Admiral Sir E. Sotheby.*) Was the voting system ever adopted at your institution?—No, the selection is always made by the committee.

7420. Have you ever thought if you adopted the voting system you would get more subscriptions?—That has been mooted, because it is said that persons who give money require something in exchange; but we want to take all the children in that we can, without running the risk of children who have not friends being left out.

7421. You think that those who had no friends would be left out in the cold?—That is a certainty, I know it from experience of large institutions. I know it from my experience of the Jewish Orphan Institution at Norwood. Children are put up there four or five times, and unless they get the interest of the Rothschilds, or some one of influence, or some energetic man, they get three votes perhaps, whereas a child taken up by the Rothschilds will perhaps get 1,000.

7422. If you had vacancies would you take in other children who are not of the Jewish persuasion?—I think I must say we should not.

7423. You spoke of examinations; who conduct the examinations?—The director examines the children; it is a public exhibition rather than an examination.

7424. The examiner belongs to the institution?—Yes, but Mr. Schöntheil will be able to give you full information as to that.

7425. Do you teach any trades?—No.

7426. Is there a gymnasium?—Yes, in the gardens there is a swing and that kind of thing.

7427. Who does the domestic work at the establishment, the servant's part of the work?—Ordinary servants we have three female servants.

7428. How many girls have you in the institution?—We have 11 girls against 20 boys.

7429. Do not they do any domestic work?—The matron looks after them, and they just begin to learn domestic work by assisting the servants; but they are not doing quite menial work, they tidy the rooms and make the beds.

7430. Do they learn any cooking?—Not to my knowledge.

7431. As a rule, do you think that the poor among the Jews are of a poorer class than among the Christians?—I do not think there is that very abject poverty among us that there is among Christians, I do not think there is real starvation; I do not think there ought to be, considering the large amount of money subscribed and the time given by persons looking after them.

7432. (*Mr. St. John Ackers.*) You say that there are 20 boys and 11 girls in the institution, is that the usual proportion?—I think that has generally been the proportion; boys are more often deaf and dumb than girls, I have generally found it so.

7433. You say that there are no trades taught during the school time; do you teach the boys the use of tools or any manual work?—They work in the garden, but I think that is more as amusement than anything else; I do not know myself that there are any trades taught, that is to say, that anyone comes who is a skilled artisan for the purpose of teaching them; I should think not.

7434. Do you consider that the Jewish deaf and dumb children of ripe school age, taking the whole of the United Kingdom, are at school?—I should think certainly not; we have at the present time applications from the provinces that we are unable to take in.

7435. Do you follow the after life of your pupils other than the pauper pupils?—I do not know; the two I spoke of are still on the establishment; I do not know that any of the paying pupils have arrived at an age at which they would leave the establishment.

7436. (*Dr. Tindal Robertson.*) Can you separate the expenditure on education from the other general expenses of the institution?—The education expenses would, of course, be the salaries which are stated in the balance sheet; the salaries would be those of the director and the assistant teacher for the boys, and there are two female teachers; that would be four, and, I think, the amount of the salaries is 446*l.*

7437. The balance would be the general expenditure?—Yes; one expense would be the board of the children and another would be ground rent and taxes. It was upon the real outlay that I based my calculation when I said that taking the outlay at 1,200*l.* the expense of 30 pupils would come out at 42*l.*

7438. Supposing you had more than four applications from well-to-do children, would you take these in to the exclusion of any poor children who might be applying for admission?—Not if other children were waiting for admission, certainly not.

7439. You would prefer the poor children for whom you are supposed to find room if you have it?—Yes, we should keep it as it is, a charitable institution.

7440. We have had it in evidence before us, from gentlemen who know something about the matter, that it is an advantage to deaf and dumb children to be brought up a good deal in the society of other children, in order to make them more independent in after life; do you agree with that idea?—If they are fairly forward in their education I see no reason why they should not, but while they are really learning the chances are, as I said before, that in home life they may undo the good that has been done during school hours.

7441. It comes to this, that you would have deaf and dumb children educated together in their early life?—Certainly, that is my opinion, speaking of the oral system.

7442. You think it would be an advantage to have them together in early life, and then you would get them as soon as possible after they were educated, into the general society of other people?—Yes.

7443. You said that you had in your institution children who were the offspring of deaf and dumb parents; do you think it possible that by educating the two sexes together under one roof attachments are formed that may result in marriage, and the production of offspring with congenital deafness?—I think the affliction under which these persons labour is such that no one outside their own circle would marry them, and therefore they start at great disadvantage. If they wish to marry, it seems to me the difficulty is so great that they must come to persons who are similarly afflicted with themselves. I do not know myself of any case in which a deaf and dumb woman has married a speaking man, or where a deaf and dumb man has married a speaking woman, although I have since heard of one. The offspring of this marriage all speak and hear.

7444. I wanted to know whether you thought it would be a disadvantage to bring them together, because I think it has been pretty clearly shown that by the intermarriage of deaf and dumb persons there is a greater chance of producing deaf and dumb offspring?—Of course there is.

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7445. Have you any idea as to the per-centage of deaf and dumb cases from the intermarriage of blood relations?—No, I have not; but the table attached to our report gives the relationship of the parents, and the supposed reason why the children who have come to our institution are deaf and dumb, but it is a mere supposition.

7446. You have not taken the trouble, probably, to ascertain whether there is more deaf-mutism in your own faith than in any other?—No, I have never found a greater proportion; 30 children together looks a large number, but it is not only London that they are collected from, but all the provinces; there is a very large number of the Jewish persuasion at Birmingham and Manchester.

7447. That brings me to the question whether you think that the present system of education in institutions like your own is the best that could be adopted; would it be advisable, do you think, that other institutions of the same kind should be established in the larger towns in the country?—Yes, but I am afraid that they could not afford to keep them; the teaching staff is so heavy. In Manchester and Liverpool there are some well-to-do people, but I do not know how such institutions would get on in other provincial towns.

7448. Suppose State aid was given to your schools, without your being obliged to receive children not of the same faith as your own, would there be any objection to Government inspection in that case?—Certainly not. Of course we should consider, if we received State aid, that we must immediately place ourselves under Government inspection; the only drawback to Government inspection would be if it interfered in any way with the religious education as far as regards the hours devoted to that education. For instance, take the largest free school in the world—the Jews' Free School—they have State aid; they have a very large sum from the Government, but there are only certain hours in which they are allowed to teach Hebrew and the Jewish religion, because the other hours have to be devoted to secular education.

7449. Do you think there is a very large number of poor deaf and dumb children belonging to the Jewish faith who do not get admitted into the institutions in the country?—No, I do not think there is a very large number; there are certainly some, because we have applications at the present time. I do not think the number is large.

7450. You think, therefore, that the majority are already in institutions of some kind?—I think they are; if they do not come to us, I think they are in institutions of some kind.

7451 (*Mr. Johnson.*) Have you any statistics as to the number of Jewish children in England who are deaf and dumb?—No, nor do I know how they could be obtained; we should be very glad to get them for our own information.

7452. Have you a lease of your building or is it freehold?—We bought the ground lease; it is leasehold.

7453. I see you receive 250*l.* from private payments; what is the ordinary payment for a private case?—In some instances we have 60*l.*; in the case I spoke of where the child belonged to a well-to-do family we have 60*l.* a year, but from the middle class we have from 30*l.* to 40*l.*; sometimes we ask 50*l.* and take 40*l.* We just make inquiries to find that the parent is not coming to us to relieve himself from expense which he is really able to bear.

7454. Do you keep any register of the cases that have passed through your institution?—Yes, certainly.

7455. But you make no inquiries about them after they have left the institution?—No, our jurisdiction falls through the moment they leave out institution.

7456. (*Chairman.*) Can you give us the addresses of any of those trained in your institution and who are now apprenticed?—Yes, I could send them to you.

7457. (*Mr. Johnson.*) Have you a considerable number that are now apprenticed?—I could send you that information; no apprentice has passed through since I have been on the Committee.

7458. You said that you think it is undesirable that the deaf and dumb should intermarry; are the males and females kept distinctly separate in your institution?—No, except in the dormitory; the class room is a large room with open folding doors, and the younger children sit together indiscriminately as they do at any other school; the boys are probably more advanced than the girls.

7459. Are they instructed together; do they sit together a number of hours in the same room?—Yes.

7460. And do they play together?—Yes.

7461. In one common playground?—Yes.

7462. Do not you think there is a disadvantage in bringing them too much together, from the tendency to form attachments that might eventually lead to marriage?—But it is difficult to act otherwise.

7463. You are aware that in some of the deaf and dumb schools in the country the sexes are kept entirely separate?—I am not aware of that.

7464. Do you think it possible to have State aid and yet make such arrangements as would not interefere with your religious instructions?—Certainly, if State aid did not impose upon us very heavy restrictions. That is the point, what restrictions would State aid involve. My object is to plead for State aid for the institution; but then we must know before we accept State aid what restrictions are going to be put upon us.

7465. Then it would be a conditional acceptance?—One does not like to accept State aid without knowing what it involves.

7466. Yours is an exceptional case?—I think all deaf and dumb institutions are exceptional cases.

7467. But your institution is an exceptional institution?—Yes, no doubt.

7468. Do you think the expenses of the staff are much larger in your mode of education than they would be by the sign system?—Certainly, there is no doubt of it; because the sign system is almost open to anyone to teach, whereas there are very few teachers of the oral system; the language of fingers can be taught to almost any child, and it is in the power of that child to communicate with any person; but the oral system is most difficult.

7469. At what period do you take children into your home?—Mr. Schöntheil will tell you that; I think they leave when they get to the age of 15 or 16; the age of coming in I do not know, they do not take them in as babies.*

* I have since ascertained that it is from seven years. Eight years is supposed to be the full period for the education on the oral system. (J. D. C.)

The witness withdrew.

Mr. S. SCHÖNTHEIL examined.

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7470. (*Chairman.*) You are director of the Jews Deaf and Dumb Home?—Yes.

7471. How long have you been so?—Since October 1872.

7472. What has been the average number of pupils under your charge?—At the time when I first came to the institution I think we had 12, and they have been steadily increasing in number; at present the number is 31.

7473. Will you tell us the age at which children are admitted and the length of time you keep them?—As regards the length of time that we keep them, at present my committee does not interfere in that matter, they generally leave it to me to tell them that such and such a pupil ought to leave; and I make it a point not to keep either a boy or a girl after the age of 15, so the average time we keep them would be about eight years. I admit them at seven, and if I can possibly help it, I do not dismiss them before they are 15.

7474. Do you teach the boys and the girls together up to the age of 15?—Yes, our classes are mixed; they consist of boys and girls.

7475. Do they play together in the same playground?—Yes.

7476. Do you not see any objection to having the two sexes mixed together?—None at all. We have a very

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small playground. I very often let the children go out for a walk to Wormwood Scrubbs or to Kensington Gardens, or somewhere else for a good run; and when I cannot let them do that I let them run about in a large piece of ground that we have adjoining our building. I do not advocate their all playing together in the small playground that we have.

7477. Have they games?—Yes, they play at games of their own invention. The teachers do not interfere in that.

7478. Do they play cricket?—Yes, in Wormwood Scrubbs. The only instructions that I give my teachers as regards games is this: if he finds them doing nothing and not knowing what to begin with to amuse themselves, to suggest games to them; if he fails I look after it myself and suggest some games.

7479. Have you found any of your pupils intermarry in after life?—One of my pupils, a girl, married a hearing man; another one was engaged to a deaf and dumb man, upon my own suggestion, because I had so thoroughly inquired into the cases, and I was satisfied that I could well advise them to marry without any scruple; but the engagement was broken off.

7480. They were not cases of congenital deafness and dumbness, I suppose?—Not in either case.

7481. What are the salaries of yourself and your teachers?—My salary at present is 200*l.*, and everything found, that is to say, board and lodging for myself and my family, which, considering that it is a large one, is a considerable item. One of my teachers is getting 30*l.* and her mid-day meal, the others get smaller salaries, and everything found.

7482. How many teachers have you?—I have at present three teachers, if I may call them all so. One of them is really a young girl about 16, who is a kind of apprentice; she is placed in the institution to learn how to teach, and she assists. Being a small institution we help ourselves as well as we can.

7483. Do you always have some students in training?—No, I train my own teachers; but ours is not considered a training school. I have trained several; although we do not bear the name of a training school.

7484. Is there any difficulty in getting trained teachers?—To my mind there is the greatest possible difficulty.

7485. Do you think it would be advisable to encourage any institution which would examine teachers?—Certainly; not only do I think it desirable, but I have taken steps (and I am glad to say with success) to call into existence what is called the College of Teachers of the Deaf and Dumb, which examines teachers after they have acquired that information which they ought to have; and that college gives certificates.

7486. Is the salary which is generally given to teachers of the deaf and dumb smaller than is likely to attract good teachers?—Yes. The position of assistant teachers in this country as compared with their position abroad is, to my mind, a most miserable one, and the state of things as regards their position is such that one is surprised at it.

7487. I am speaking of teachers of the deaf and dumb as compared with the ordinary teachers in an elementary school?—The position of an assistant teacher of the deaf and dumb is much worse, because an assistant teacher in an elementary school has some prospect which to a certain extent makes up for the smallness of the payment. Some observations of mine on the subject are contained in a paper and which I read which is embodied in the report of the proceedings of the conference of headmasters of institutions for the education of the deaf and dumb, held at the Yorkshire Institution for the Deaf and Dumb at Doncaster on May the 30th and 31st, 1882, entitled, "How to keep up a Supply of Efficient Teachers."

7488. In speaking of the position of teachers on the Continent as compared with their position here, you speak from your personal knowledge?—Yes, I do so as to the state of things in Germany.

7489. Will you tell us how the teachers in Germany are trained?—In the first place a person wishing to become a teacher has to have passed successfully either the first three standards of the Real-schule or four standards of the Gymnasium, the former aiming more at technical instruction, though it is not exactly what we should call a technical school; it is what we might call the modern school, while the latter may be called the classical school. In the Real-schule they would lay more stress upon modern languages, natural philosophy, and so on, while in the Gymnasium they do not lay so much stress upon that as they do upon Greek and Latin. First class certificates from these schools enable the student to undergo the examination which is necessary before entering the training school, in which he remains three years; after three years he has to pass his examination, and having obtained a full certificate he can enter himself as a student at a deaf and dumb institution, not at any one, but at a particular deaf and dumb institution appointed for the purpose. He has to pass two years in that institution; during the first year he is a looker-on, and gets instruction from the head master in the art of teaching the deaf and dumb.

7490. Who pays for him all this time?—The Government, the same as in the case of ordinary teachers, providing he gives satisfaction. After the second year, on passing his examination satisfactorily, he is employed not as a regular, but as what they call an extra assistant teacher under the care of a regular teacher, being only allowed to teach under the close superintendence of an experienced teacher. After having given full satisfaction to and having been reported on by that experienced teacher, he can apply for the post of an assistant teacher in any deaf and dumb institution in which there may be a vacancy. His salary varies, as far as I could ascertain two years ago, from about 150*l.* to 200*l.*; and if he wishes to qualify for a head mastership he has after a certain number of years, which I think is five or six years, if not more, to present himself before an examining body composed of two head masters of prominent position (that is to say, head masters known to their colleagues and to the Government as having the very best schools) and one member of the Government. If he passes that examination, which is a most rigorous one, then he is entitled to apply for a head mastership.

7491. The pay of head masters varies also, I suppose?—Yes; but there is not much variation in the salaries of head masters; the difference is comparatively small as compared with the difference in the case of assistant masters; perhaps there would be a difference of 50*l.* or a little more. An article of mine headed: "On some "schools for the deaf and dumb in Germany and the "training of teachers there," is embodied in the proceedings of the conference of head masters of institutions and other workers for the education of the deaf and dumb, held at the rooms of the City and Guilds of London Institute at South Kensington on Wednesday, Thursday, and Friday, July the 2nd, 3rd, and 4th, 1885.

7492. Your system is founded on the German system?—My system is the pure oral system.

7493. Did you learn that system on the Continent or in England?—I went through somewhat the same training as I have described. I went through the Real-schule, and then entered the Training School for Teachers, the course in which at that time was for two years, and qualified as an ordinary teacher for normal schools. At the same time I went through a course of instruction in the teaching of the deaf and dumb, the blind, and idiots, and I got certificates for all those subjects.

7494. Are they all taught together in Germany?—No, they are not; but I had a special desire to acquire knowledge in those subjects. It was obligatory upon all whether intending to become teachers of the deaf and dumb, or not, to learn the teaching of the deaf and dumb; but I had a special desire for a little knowledge of other subjects too, and I qualified also for the teaching of the blind and idiots. I did much better in the teaching of the deaf and dumb than in teaching of the blind and idiots, and I was appointed at once assistant teacher at the Deaf and Dumb Institution at Vienna. I rose rather rapidly; I was there about eight years and during the sixth, seventh, and eighth years I was first teacher; I rose in fact from the lowest to the very highest place which was to be obtained there; and after those eight years, upon the recommendation of the head master there I took the post which I now occupy in London.

7495. Is it easier to teach the oral system in German than in English?—Yes, because the German language lends itself much better to it; the German language is softer than the English, in fact, the English language is one of the hardest languages there are.

7496. English people generally do not open their mouths in the same way as foreigners?—Exactly so, that is what renders us so conspicuous in speaking English, because we open our mouths too much, we are too distinct.

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7497. You had great success in teaching at Vienna?—I was considered fairly successful.

7498. With your experience, do you think you would have been equally successful in London as at Vienna?—It is not for me to say. I would have tried to do my best.

7499. You think that the pure oral system is the best for teaching the deaf and dumb?—I have no doubt about it. It is not only my own opinion but the opinion of everyone who deserves the name of a teacher on the Continent or in America, and I think in England now. That question has now passed the stage of disputation and entered upon that of demonstration.

7500. I suppose you are aware that there are still advocates of the sign system?—Yes. To my mind they are very few, and I do not think we shall hear much of them as time goes on.

7501. Do you think that the oral system is so successful and so perfectly established by the consent, as you say, of many people abroad and at home, as the best system, that the State could introduce the oral system compulsorily into the deaf and dumb schools?—I have not the slightest doubt about it after all that has been done.

7502. Then you think the time has arrived when it would be fair to demand that State aid should be given to the proper education of the deaf and dumb in the same way as State aid is given to the education of other children?—I think it is a gross injustice that it has not been done before, and I think the sooner it is done the better for England, because as compared with other countries the state of things as regards the education of the deaf and dumb is an anomaly for which there is no explanation whatever.

7503. Do you know many deaf and dumb in London who have been only taught by the sign system, and who have failed to earn their livelihood in consequence?—I have very little experience of deaf and dumb persons who have been taught by the sign system.

7504. Would you go so far as to say that if they are taught on the sign system they do not have an equal chance of earning their livelihood as if they are taught on the oral system?—I should think so, because if a boy is not able to speak I should imagine that people would be much less disposed to take him as an assistant or an apprentice, his intellect is much duller than in the case of a speaking boy. If I go to a master to ask him to take a boy as an apprentice the first thing he says is, "I cannot bother myself with these signs"; but as soon as I say "My boy is able to speak," he is very much surprised, and he says "What do you mean?" I tell him that the boy is really able to speak, and then as a matter of curiosity he is only too delighted to take the boy; several of our boys have been apprenticed and are getting on fairly well.

7505. You find they are able to make themselves understood?—Clearly understood.

7506. And they understand what their masters say to them?—Yes; any moment I should be prepared to prove, by living instances, that the results which I speak of are obtained by our system. I could produce letters from pupils which you would not for a moment suppose were written by a deaf and dumb person.

7507. Are there any of your former pupils now in London who are earning their own livelihood?—Yes.

7508. If they were summoned here, would they be able to understand the questions which members of the Commission might put to them?—I suppose they would at first have a little more difficulty in understanding any member of the Commission than they would have in understanding me; but after a few minutes, when they had got a little more accustomed to your way of speaking, they would be able to communicate with you.

7509. Will you describe what is your mode of teaching the deaf and dumb, from the beginning when they enter school, on the pure oral system?—The general mode of procedure is this:—In some institutions they spend a good deal of time in what they call preparatory lessons; that means teaching the children to imitate, to do exactly as the teacher does. As an illustration, the teacher would raise or lift the right hand, or raise or lift the left arm, or open his mouth, or go through various little movements, just to drill the children into imitating those movements. But the exercises (which I have seen very well done in some schools abroad, and which, no doubt, were of great benefit to the children), I think can be dispensed with, and, in fact, I do dispense with them. Instead of going through those exercises I admit my children at the age of seven, when I can fairly expect a child to imitate without having had any previous lessons how to imitate, because I think all those thoroughly versed in the laws of psychology will bear me out when I say that the power of imitation is a power that thrills through every fibre of the child, and I do not think that any preparation is quite necessary. Therefore I admit my children at that age, when they are able to imitate, and I begin teaching the vowels, sounds which are the easiest. Having enabled them to utter these sounds, the ice is broken, so to speak, and your way is clear, you go ahead without much difficulty.

7510. Are you speaking now of those who are entirely deaf, or those who are partially deaf?—That makes little or no difference; partial deafness only makes this difference, that any perception of sound renders the production of sound much easier and more clear, so that if a child has the faintest perception of sound, then he will have less difficulty in producing sound.

7511. How do you teach a child to modulate his voice so that his voice shall not be harsh, as very often the voices of the deaf and dumb are?—That is one of the greatest difficulties that we have to deal with.

7512. Will you tell us how you teach the children to modulate the voice?—If a teacher be well qualified for his work, if he be well acquainted with every organ necessary for the production of sound, he will have comparatively speaking an easy task to produce soft and smooth sounds. Perhaps I may point out a thing which I dwell upon in several of my papers, especially in a paper which I read in America; that is that the production of sounds should not be taught in what I may call an unnatural way, but should be taught in the most natural way possible, without any exaggeration, without undue force, without opening the mouth too widely and so on. Then to proceed with my description of the mode of instruction. When the vowels are taught, or when some of the vowels are taught, we proceed to the consonants, keeping strictly to the rules of general pedagogy, to proceed from the easiest to the more difficult. And as a man who is thoroughly versed in the physiology of sounds is fully acquainted with which are the easiest and which are the most difficult sounds, he will graduate those sounds, and the teaching of them involves little difficulty in the hands of sensible teachers, with perhaps one or two exceptions. Then the vowel sounds are connected with consonants, in such a manner as to begin either with the vowel or with the consonant, and that being done we are launched really into syllables and words, and the rest is only a matter of time. And, again, it entirely depends on the industry and skill of the teacher how soon that is achieved. I am speaking now of practice and not of theory. I am speaking of what I have done for years. I have succeeded in as short a time as three months in getting my children to speak mechanically fairly well, I mean words not of undue length, not of polysyllables but of monosyllables or words of two or three syllables; when that is done of course we are ready to begin what is the main task of the teacher, not to impart mechanical speech but to cultivate the mind, to give speech, and with it knowledge. Here again the modes of proceeding which various teachers adopt differ very much. Everyone of those modes has its advantages and disadvantages, but if you will permit me to give you my way of proceeding I will speak to that, because I am most familiar with that, though I am familiar with all the other ways. I generally confine myself to giving the children knowledge of all those objects round them which require neither a picture nor a gesture, but simply pointing at. The children are delighted to learn the names of the things around them, and they learn simultaneously to speak the names and to write and to read them from the teacher's lips. Of the three things speaking, writing, and lip reading, I lay the greatest stress upon the lip reading. I may mention that I always make it a point that the name should not be written first, but should be given verbally, that the child should be first taught to read that from the lips, and then when that has been done that it should be written out for the child, because lip reading I hold to be the very backbone of the whole oral system, and without lip-reading the whole edifice must fall to the ground; without it

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the teaching does not deserve the name of teaching, since the system aims at the eye taking the place of the ear; and therefore the more the eye is cultivated the easier the after work will be. When I have taught the children the names of a sufficient number of objects and things and persons round them I extend that sphere considerably, and begin giving them the adjectives, showing them the qualities of those things, proceeding, of course, according to the strict rule of an educator from the easier to the more difficult. For instance, to give you an illustration, I give qualities which can be seen first, then I give qualities that can be felt and tasted, and so on, and then I proceed to abstract words which are learned by analogy. That being done, I go to verbs, that is to say, what these subjects are capable of doing or are doing. Here I may say that some teachers take verbs first. That being done, having taught the pupils nouns, adjectives, and verbs, we are in a position to form a sentence, and as soon as we are able to form a sentence we enter upon conversation; we form short sentences on things quite familiar to the children, that want no explanation whatever, and we assist ourselves with pictures. Speaking of pictures, I should say one word more in order not to be misunderstood; I think that there is a notion prevalent that pictures are most necessary for the teaching of the deaf and dumb, but I think there is one misconception on the point, and that is this, a good many teachers think that pictures create impressions, that is a great mistake, pictures recall impressions, but do not create them; therefore, we teach at first without pictures, and only use pictures to recall impressions made by reality. When once the children are able to converse I need not say that a large field is opened, and in dealing with the children at this stage it is a great advantage if the teacher knows the structure of more than one language; because a man knowing only one language is just like a man who has only seen one colour in his life-time and does not know what the others are, or like a man who has no measure wherewith to measure anything; if a workman wants to measure he must have something to measure with, and if a man wants to have a thorough knowledge of the structure of language he must be able to measure one language by another language. If a teacher be acquainted with, at least, two languages, then he will have no difficulty in making out such graduated lessons as will before long put his pupils in possession of the simple rules of grammar, and enable them to construct a short but thoroughly grammatical sentence. This being achieved, the acquired knowledge is utilised in every possible way, the children are constantly spoken to in the playground and everywhere else, and knowledge is imparted to them in no other way than by speaking. As I put it in one of my papers, speech can only be acquired by speech, which especially relates to living languages. If you asked me about dead languages I should give you another opinion about it. I am speaking of living languages.

7513. Do you think that the two languages which the teachers should be conversant with should be living languages, or one of them a dead language?—That makes no difference.

7514. Would you select any particular language for the second language?—I should say if the teacher was thoroughly versed, say in Latin or Greek, that would be a great help, because the structure of those languages is so beautiful, so complicated, and so cultivating to the mind, that either of those languages is an excellent standard to measure any language by; if the teacher knows another modern language of course it is a great help; I do not want to put my standard too high or I would have said he ought to know one dead and one living language besides his mother tongue. In Germany that is generally the case.

7515. Either German or Italian would be a very good language?—I would give the preference to German, because the most useful literature on the subject is written in German, and from that point of view I should strongly recommend German. Then every possible branch of knowledge is imparted to these children in class, it is not individual teaching any more, but class teaching.

7516. Hitherto you have been speaking of individual teaching?—Yes. If I want to elicit a sound I must take each child individually, but the others are looking on at the time, and in the hands of a skilful teacher it can be made from the very beginning class teaching.

7517. How many would you have in a class?—In the lowest classes there is a consensus of opinion that there should be no more than 10 or at the utmost 12. I have had 15, but I found it was too hard work for me. I should not exceed 10 or 12, but later on you have much larger classes. I had 20 and 25 in the upper classes, and they were efficiently taught. After, say, three or four years' teaching in the way I have indicated the children are really to all intents and purposes, as regards teaching, on the same level as hearing children, and there is hardly any difference between them, with the exception that the teacher must teach in such a way as to make it possible for all the children to have a full view of his mouth. Of course the classes cannot be of the magnitude that they are in ordinary schools. I do not know what is the case in England, but I know that before I really was a well-seasoned teacher I had a class of 110 hearing children, whom I taught to the full satisfaction of my experienced superior who watched most carefully what I was doing. Of course such things are not to be thought of in teaching the deaf and dumb; but comparatively speaking large classes can be taught by efficient teachers in the higher classes, and there would be hardly any difference then between a class of deaf and dumb and a class of hearing children; you use the same books, there is no necessity for special books. In my experience of 25 years, I have never been using deaf and dumb books, I always use the books that you have in ordinary schools, and I find no difficulty in making them useful to my pupils.

7518. In Germany are deaf and dumb children taught with hearing children after a certain period?—Not to my knowledge.

7519. Are they taught with blind children?—No; there are some deaf and dumb schools connected with blind schools, for instance, the one at Brussels; but the deaf and dumb are not taught with the blind.

7520. What you have described is what you are in the habit of doing with the children who come before you; have you to do that yourself, or have you teachers fully competent to do what you have described?—That is a question which I have some difficulty in answering in the affirmative. As I said before, teachers in this country are a thing of the future, I hope not of the very remote future.

7521. In what respect are they deficient; is it that you cannot get teachers of sufficient intelligence for the low pay that is offered to them, or that the oral system has not been long enough in operation in this country to attract good men to learn it and to perfect themselves in it?—I should attribute it to the following causes: In the first instance, general education altogether has been sadly neglected in this country compared with the outer world, if I may say so, and the science of teaching is, comparatively speaking, of very young growth in this country. I do not think there are many people even now who are fully versed in such works as those of Pestalozzi and the other great creators of modern education.

7522. This system which you have been describing to us to be successful must necessarily be worked by intelligent and well-trained persons?—Yes, by real teachers, men who know the science of teaching.

7523. And also the physiology of the vocal organs?—In addition to his being a good teacher, and having acquired all that is required for a teacher in elementary schools, he must have special knowledge of teaching the deaf and dumb, or in other words, he must be a specialist; he must have general knowledge first, and not begin by studying his speciality, which is what they do here.

7524. I suppose very few of your teachers up to the present time have had the qualification of knowing two languages, which you say is essential?—None at all; but if we cannot have what we want we must be satisfied with what we can get.

7525. After four years' instruction on the system that you have been describing, do you consider that the children ought to be able to speak to other people, and to understand other people speaking to them?—Their education is not finished after four years, not completed; but after four years' teaching a deaf and dumb boy is certainly very much on the same level in the way of teaching as a hearing boy, and if he gets an additional four years of instruction, as he ought to have, he ought to leave school with a fair amount of elementary knowledge, putting him on the same level as a well-taught hearing boy at the age, say, of 13.

7526. Then the way you put it is that the deaf and dumb are naturally more backward than other children,

that they are about four years more backward than other children, and that they require four years more teaching in order to bring them up to the standard of speaking and hearing children?—At least that. You can hardly compare a deaf child with a hearing child.

7527. He must be at a disadvantage, but the amount of disadvantage must depend a good deal on the individual?—I will give you the opinion of one of the greatest men in the profession, who says that if an institution discharges its pupils with that amount and fluency of language which a normal child at six years of age possesses, it has done its task well. You must remember that an ordinary child coming to school possesses an amount of knowledge which is embodied in the language which he has acquired, while a deaf and dumb child comes with nothing. The one is a *tabula inscripta* while the other is a *tabula rasa*, and we have to inscribe what we can on the tablet; and if we cannot get in by the door we enter by the window, and after we have entered by the window then we are able to begin where you begin with a hearing child.

7528. (*Mr. Johnson.*) I see you object very much to the deaf and dumb being left to charity?—Yes, I very strongly object to it.

7529. And you object to collecting them together in institutions as we do in this country?—No, I do not object to that.

7530. How would it be possible to have an institution supported except by charity?—I should say this: teaching and maintenance are two distinct things, and while it may be wise to ask for things which are obtainable, I think it is folly for anyone to ask for things which are absolutely unobtainable. If it was possible that a deaf and dumb child could be brought up and educated in such a manner as to be positively ignorant of the existence of another deaf and dumb child, it would be the greatest possible boon; since, however, such a thing is positively impossible on account of the expense it would entail in addition to the pedagogic disadvantages which it would bring with it, there being no emulation, and so on, it is an unavoidable thing, to bring them together in institutions where they can have the advantage of efficient teachers, and the apparatus required for the teaching, and so on

7531. But the institution to which you are attached is a charitable institution?—Yes.

7532. The maintenance is carried on, as I understand, by charity?—Yes.

7533. And that charity avails itself of the greatest talent it can possibly obtain to teach its children, if you will allow me to express that opinion. Do you think it could be better for the State to undertake entirely the training, the education, and the maintenance of deaf children?—Yes; if it would not be asking too much that would certainly be the thing. But, again, it is no use asking too much, and therefore I should be highly satisfied if the State would come up to what is its strict duty, to provide for the education of deaf and dumb children; the maintenance, I think, could be left to charity. I find that charities are much more willing to construct, to put up buildings, and to provide food, than to instruct; construction seems to go down with them, and they do not seem to mind how much they pay for feeding, but if you say to them, We want a much more efficient teacher, which means paying much more money, they say, After all they are only poor children; if we cannot give them a whole loaf, they must be satisfied with half a loaf; forgetting that it is really moral murder if a child who has the ability in it to become a useful member of society if well taught, is turned out of the institution or school half taught, or worse than half taught. The whole affair is a farce, and therefore I should think it is most imperative on the Government not only to provide, but to closely superintend the education of those children. Of course, if it be not asking too much I should say provide for the maintenance, but I think that would be asking too much.

7534. What is your opinion as to the education given to the deaf and dumb in the schools of the London School Board?—If you will absolve me from answering that question I should prefer not to give an answer to it.

7535. Do you think it satisfactory?—That is about the same question. I do not think I ought to pass a criticism on the education given to the deaf and dumb in the schools of the school board. I will answer your question by saying that it is almost impossible to be good; the course of instruction is so short that it cannot be good at present.

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7536. Your opinion is that the education of the deaf and dumb which is provided by the school board is not satisfactory?—Anything but satisfactory.

7537. Have you any statistics with regard to the number of deaf and dumb children in England and Wales?—I have not gone into the figures, but I believe it is one in about 1,400.

7538. Do you keep any register of the cases that have passed through your institution?—I have a full register of every case.

7539. Are you able to ascertain what has become of them after they have gone out of the institution?—I do not know that I could say what they are doing now, but I generally follow them up for a number of years.

7540. Could you tell me approximately the number of persons that have passed through your school, and who are now engaged in the ordinary occupations of life who speak by the oral system?—All the pupils that have been under my care speak by the oral system.

7541. What would be the number that have passed through your hands?—I could not give you the exact number.

7542. A hundred, should you say?—No.

7543. Fifty?—Not even so many as that; not perhaps more than 20.

7544. Twenty that have passed out perfect from your institution?—I would not say perfect.

7545. How many have come under your instruction during the time you have been director?—I could not give you the exact number; I should think about 30) perhaps, or something like that; between 20 and 30.

7546. Those 20 or 30 would have fairly learnt the oral system?—Yes.

7547. You have some out-pupils, have you not?—Yes, day boarders.

7548. What becomes of them after the school hours are over?—They go home to their respective parents.

7549. Do you find that they pick up signs from their parents?—I understand your question to point to this: Which is the best system, to keep them with their parents or in homes? My answer is that it entirely depends upon what kind of homes they have. If a boy or girl has a home presided over by intelligent parents who will take the trouble, and have intelligence enough and nicety enough to understand the gravity of the subject, they will take all possible pains with their children; they will watch them, and they will assist them, and they will have the advice of the very man who teaches them; and then nothing better can exist than going home and mixing with the world, because if we want to educate our children for the world we must give them a language spoken in the world, and they must see all that is going on in the world. The very best institution is a kind of barrack, therefore going home is the best thing. If, however, a child goes home to a squalid dwelling where the parents hardly deserve that name, and where it sees nothing but bad example and so on (I do not wish to enlarge upon that), of course it is much better for that child to be taken care of by intelligent teachers than to remain in a home where it is not properly taken care of.

7550. My question had not reference to moral teaching, but to the question of whether they picked up from their parents a language other than the oral language?—The moral question enters into it. If the parents be intelligent people they speak to the children, and I could quote to you an instance perhaps that would make it clearer. There is a boy who has been with me for about four years. His parents are well-to-do people, who have only got three children, and they take the utmost care and pay the utmost attention to their children. The mother went so far as to have private lessons of me in order that she might be able to manage her boy well; and the amount of language and knowledge that that boy has is a matter of surprise, not only to me, but to all who know him. The boy travels by himself, pays visits, goes errands, brings messages, and writes letters.

7551. I suppose that is an exceptional case, is it not?—It is an exceptional case, so far that the parents are an exception. Such parents are very rare and far between.

7552. I suppose they pay 60*l.* a year?—Yes, they pay 60*l.* a year.

7553. And, therefore, they are in a better position than most parents, and added to that they would learn

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anything they could for the benefit of the child?—Yes, the mother had special lessons

7554. If the children go to bad homes what is the result?—The children resort to natural signs, because the parents are much too ignorant, and too indolent to speak, which, of course, in the first stages requires a vast amount of patience, and, to a certain extent, skill, which is not at their command; and then they resort to making all sorts of signs, and those are imitated by the children, and instead of the institution deriving help positive injury is done.

7555. Do any of your advanced pupils ever assist in the education?—If you mean to ask whether they act as a kind of monitors or pupil-teachers, they do not.

7556. Are they not sufficiently instructed for that purpose?—I maintain that one child ought not to teach another.

7557. We have seen the great advantage amongst the blind in taking a blind person to educate blind children?—That is different altogether. I know them both and know what they are. The education of the deaf, or rather I should say the teaching of the deaf and dumb (because there is a difference between the education and the teaching), and the teaching of the blind are two utterly different things, and have no more to do with each other than the most remote objects in the world.

7558. As you have some experience of the blind, I would ask you whether you have any experience of deaf and dumb people working with blind people in workshops?—I have no experience whatever of that.

7559. Is it the case on the continent that the deaf and dumb are sometimes associated with the blind in their work, not in their education?—My opinion would be very worthless on that subject, because I have no experience.

7560. I understood you to say that you made use of the ordinary books that are used for normal children?—Yes.

7561. Is that the practice in all institutions devoted to the oral system?—In a good many it is; and where that is not done books are written specially for them, but approaching so approximately to the ordinary books that no deaf mutism is implied.

7562. What length of time does it take to train a child on the oral system to read an ordinary book fairly well?—That again depends entirely upon the skill of the teacher. In the hands of a skilful teacher the child will be able to do that much sooner than in the hands of an ordinary teacher. On the other hand, it depends also upon what you understand by an ordinary book. We have books of the first, second, third, fourth, fifth, and sixth standards. If you mean by an ordinary book an ordinary narrative, such as for instance, a fable of Æsop, or a story on that level, then I say that a child ought to be able to understand that quite well after four or five years' teaching. My pupils are able to do it after six years' teaching, and after seven or eight years' teaching they are able to transpose a plain piece of poetry into a fairly well done piece of prose writing of a story. The very task that I set my pupils this morning was to transpose into prose a little piece of poetry about the young mouse and the old mouse seeing a trap, and the young mouse speaking of the kindness of the people who put up such a nice dwelling; and I have no doubt that when I get home the thing will be ready for me.

7563. We have understood that you mix the male and female pupils together in the class rooms?—Yes.

7564. And also in the playground?—Yes.

7565. Do you not think that that tends to make them so far known to one another that they might eventually intermarry?—I am of opinion that it has nothing whatever to do with it, because if these people are taught well they become intelligent enough by the time that they are of marriageable age, to judge for themselves what is good and bad for them.

7566. (*Dr. Tindal Robertson.*) You said that you had had experience with regard to the blind; what system do you think is the best for teaching the blind?—I really could not give you an answer to that question, because I have not been practising the teaching of the blind, and therefore all my knowledge is theoretical; and one is really hardly justified in giving an opinion from mere theory. The opinion would be quite worthless.

7567. I presume that you are acquainted with the different systems?—Yes, I have an insight into the various systems, but as I have already stated, as I have not been practising in schools for the blind, I should not venture to express an opinion upon the systems. I may say that if ever I have a chance to teach the blind I have something in my mind which is positively different from all the systems hitherto in work; but that is also worthless because I have not tried it, and I should not like to speak about it without its being tried.

7568. To put it in a practical way, supposing that you had a blind child by which system would you have that child taught?—I could not venture to express an opinion upon that. I do not like to venture upon a field where I have only theoretical knowledge.

7569. (*Admiral Sir E. Sotheby.*) Is the education on the continent and in the United States entirely on the oral system?—To my knowledge it is entirely so on the continent. So far as my knowledge goes, in the United States of America there are still a good many institutions on the sign system.

7570. (*Chairman.*) But I suppose you do not know that from personal knowledge?—No, I have never been to the United States, but a colleague of mine, Mr. Grünberger, occupies a very prominent position in America. He came from the same school as myself, we stood opposite one another for years, he used to have the third class and I the fourth.

7571. Do you think that the Government of England is behind foreign Governments in giving support to the education of the deaf and dumb?—Undoubtedly.

7572. You have stated that the oral system is by far the best in every way?—Certainly.

7573. In respect to the pulpit or public platforms, where the audience cannot see the speaker, how does the oral system answer?—I should simply say that we are not expected to give our pupils hearing, which nature has denied them. It would be very wrong of a man who lost his leg, and got a very nice wooden leg which enabled him to walk, but not to dance, to say, "I will not have a wooden leg because I cannot dance with it." We help our pupils as far as we can, but to expect that a deaf person should follow a sermon at some considerable distance, would be simply expecting too much. It would be a small thing to ask a congregation or parish if they wished to have their deaf and dumb congregants attending divine service, to give them such accommodation in the church as would enable them to see the lips of the preacher, and to follow the sermon.

7574. But cannot a conversation be carried on equally as fast by the manual as by the oral system?—Yes, undoubtedly. The only difference would be this, that the audible speech is a means of general intercourse and accessible to everybody; while the manual system of communication is only given to a few, and the multitude are not able to understand it, neither to use it, nor to follow it.

7575. But you are doubtless aware that services are now performed entirely by the manual system?—Yes, I understand so. I will put it in a very terse form. Fancy a native of England being able at the same time to speak a foreign language; surely he is not worse off because he is able to speak a foreign language in addition to his own, than another person who is only able to speak his own native tongue. If your deaf and dumb pupils be brought up and taught efficiently on the German system, if you think that these churches, and so on, carried on on the manual system are doing a great deal of good, and are to exist, let the deaf and dumb people then acquire, as in fact they do acquire, the manual system and know both. The manual system is acquired in a few minutes so to speak. I venture to say that my pupils would acquire the manual system in half an hour's time.

7576. Is not that a great advantage?—Let them avail themselves of it; we do not object to their availing themselves of it after they have been brought up properly. If a deaf child is brought up and taught on the manual system he will positively never acquire audible speech efficiently. The thing will be a kind of ornament only.

7577. But do you mean to say that adults, for instance, who have been in the habit of talking on the manual system cannot adapt themselves afterwards to the oral system?—No, positively never; while, on the contrary, if the child be brought up on the oral system, and be thoroughly acquainted with that mode of communication, which is general, he will have no difficulty whatever in

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acquiring the manual system in an hour's time or two hours' time.

7578. You know from experience that a person who has been brought up on the manual system cannot adapt himself to the oral system?—Yes, perfectly; I attach my name to that, because a child who is once used to look for the movements of the fingers, and who talks with his fingers, will never talk with his mouth. As I put it in one of my speeches, nature seems to have destined the mouth to speak and the hands to work, and not the reverse.

7579. You have examinations at your college?—Yes, we have.

7580. Are the examiners gentlemen outside the institution, or are the examinations carried on entirely by yourselves?—Our examinations do not deserve the name of examinations in the sense in which you use the word. Our examinations are what we call (I am sorry to reproduce a name so peculiar) "shows," to elicit pounds, shillings, and pence. When we want money then we have an examination, and then the public comes to the show, as they call it, and those who admire what has been achieved generally open their pockets; and the admiration is not the chief object, but the opening of the pockets.

7581. Would you not elicit more sympathy from outside if you had an external examiner?—We do not object. We have visitors who come to see what we are doing.

7582. You are in the habit of constantly speaking to people who are deaf and dumb; would your pupils be able to answer as well to a person who is not in the habit of speaking to them?—Yes, with a little more difficulty than in reading my lips after a little time.

7583. You have 31 children at your school, I think?—Yes, at present.

7584. Could you undertake a greater number if you had the means of enlarging the building?—If we enlarged our building of course we could.

7585. To what number could you extend it?—To any extent. We have about three-quarters of an acre of ground there.

7586. Could you yourself supervise a much larger number of children?—Yes, I could supervise an institution of any number, really, if I had the proper assistance *ad infinitum*, not a thousand I suppose, but within a reasonable limit.

7587. Is there a school or institution for the deaf and dumb in your locality?—Not very near; the nearest would be in Brondesbury; that is a private institution.

7588. Would you object to ordinary deaf and dumb people being taken in provided that you had vacancies?—May I ask what you mean by ordinary deaf and dumb people. Do you mean gentiles?

7589. I do?—That is a question which really does not belong to me, but which is for my committee to decide.

7590. Would it not be better if the girls were taught more domestic work?—They are taught domestic work.

7591. In what way?—I allow them to go down whenever the matron requires them, and to assist in the kitchen, and making beds, and so on.

7592. Do you teach arithmetic and writing together or which do you teach first?—You cannot begin with arithmetic. Arithmetic has to be clothed in the garment of language, and you cannot put on a garment until you have got it. We have to teach language first, and it is only when the children are advanced enough in language that we teach them arithmetic.

7593. (*Mr. St. John Ackers.*) Would it not be possible for one to go to a meeting and hear a sermon, or a lecture, and give any deaf person, taught orally, the substance of what was being said by word of mouth without anybody knowing that you were speaking to the deaf person, that is to say, speaking without sound?—Perfectly possible.

7594. So that if any orally taught deaf person goes to a lecture, or to a sermon, and has a hearing friend with him, he is able to get the pith of the discourse of the lecture?—It is perfectly possible. In fact I may say in illustration of that, that we have a synagogue attached to our institution; the congregrants chiefly consist of outsiders; and those of my pupils who are able to read Hebrew (you know that our service is all conducted in Hebrew) are sitting on one side, whilst my own seat is somewhat raised. All that I need do is to turn so slightly that nobody else observes it but my own pupils; and they follow the service beautifully, because I tell them exactly what is said.

7595. You are speaking of an ordinary Jewish service;—I am speaking of the service in my own institution.

7596. Have you any statistics kept of the deafness of your children?—Yes.

7597. Could you send to the secretary of the Commission such statistics, giving the degrees of deafness and the causes?—Yes, I can supply them to you now. They are all in our report. It is in the latest report which I believe Mr. De Castro supplied to his Lordship.

7598. And as to the eye sight also?—No.

7599. You stated that there is not much difference between the salaries of head masters and assistant masters in the German Schools, perhaps only about 50*l.* or so; but do not the head masters also receive board and lodging which the assistant masters do not receive in many instances?—I do not think that they receive board, but they receive lodging; and more than that, they generally have very fine apartments set apart for them, and they live in a very nice style; and it would be very well if the English would imitate them in that respect. They have a suite of rooms, of what I should call a most elegant character in most cases. They are not boarded but they are lodged.

7600. It is hardly necessary, perhaps, to ask this question of you, but there is a general impression that teachers of the deaf and those who want to speak to the orally taught deaf should be shaven; was it your experience of the German teachers in that respect?—That is quite an exploded idea. And let me say (because it is a very general mistake) that the children never read from the lips. Lip-reading is somewhat a misnomer. Children read from the whole expression of the face. Face-reading would be a much better term than lip-reading. In addition to that, I should say that the lip-reading is carried on somewhat in the same way as our own reading. Represent to yourself for one moment the reading of a child who is beginning to read, how spasmodically that is done. Why? Because that child reads sound after sound. A person acquainted with the language and reading fluently does not read sound after sound, but when we begin a sentence we take in the whole at a glance, and know at once what is the end. We get what we call total impressions, and not single impressions. That is exactly the case with lip-reading. When I say to one of my advanced children, "What have you been doing?" such a child knows at once what I am going to say before the sentence is completed; and therefore it is quite immaterial whether the speaker be furnished with a moustache or not. I could quote most telling instances. A colleague of mine who is at present at the head of one of the very prominent institutions in Vienna, Mr. Lehfeld, has one of those very long over-hanging moustaches, and the children read from his lips very fluently. He stood in the same room with me for years; he had the upper class, and I had a lower class.

7601. You spoke of pedagogy; is that understood by the assistant teachers of this country?—They hardly know the meaning of the word, not to speak of the substance that it carries.

7602. Is the teaching of articulation without making lip-reading the essential part of the system, in your opinion, the pure oral system?—No, certainly not, as I understand it. Teaching to speak with just a slight cultivation of the power of lip-reading is doing the thing not half, but hardly the hundredth part. I may call your attention to the paper which I read on the subject in which I strongly dwelt on that point. Lip-reading is the very backbone of the German system; and let me follow that up by making one or two remarks. Good lip-reading will only be possible in those schools where the articulation is a natural one. Where the articulation is an unnatural one, the children will not lip-read. Therefore, lip-reading is a consequence of really good teaching, and the things balance one another and help one another. If the articulation is good the lip-reading will be fluent; if the lip-reading be fluent the command of language will be greater, because the communication will be easier. What is done in a bad school in that way in three hours is done in a good school in half an hour. From the cultivated teacher or from the cultivated persons who surround the deaf and dumb child there will be a perennial flow of ideas to the deaf and dumb child, and that child will acquire a fluent command of language just as

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the hearing child who hears the same word learns it. Therefore good lip-reading will facilitate the command of language as it is in its turn facilitated by good articulation. By the power of lip-reading the German system stands or falls.

7603. It has been stated that the pure oral system, while able to teach the children of well educated parents, is not of universal application for poor children; will you give us your practical knowledge on that subject, both abroad and in this country?—I must say that I cannot see for the life of me what pounds, shillings, and pence have to do with the progress or want of progress of a deaf and dumb child. I should say that the intellect has no banker. The two things have nothing to do with one another, except to this extent, that if the deaf and dumb children reside with their parents, then I should say that well-to-do parents, who are supposed to be more cultured and have more time to devote to the elevation and cultivation of the minds of their children, will further their children in their studies; while the poor, whose time is taken up with their manual work, cannot devote any time to their children, and, therefore, those children will be at a disadvantage from that point of view But so far from there being a difference between poor and rich children in the way of attaining knowledge, if I may be permitted to express myself as a Jew, I should say, as one of the wisest men said, "Take special care of the "children of the poor, for they are the promulgators of "knowledge."

7604. It has also been stated that the pure oral system is unable to educate children of as low and intellectual standard as can be educated on the sign system; will you give us your experience upon that point?—I should say that "a child of a low and intellectual standard" is a relative expression; it is not defined. If you say that a child is idiotic, then I say that child being idiotic wants a teacher who is sufficiently able or educated to grapple with that difficulty. If I had to teach idiotic children I should know how to teach them, because I have learnt how to teach idiots; but the ordinary teacher will not be able to teach an idiotic child. If a child on the contrary is not idiotic, but an ordinary child who is not very bright, but is accessible to teaching, or able to be taught, then I should think that he is just as able or better able to be taught on the pure oral system, which certainly tends much more to develope the mind, than on the manual system, which tends less to develope the mind.

7605. (*Mr. Few.*) I gather from your answers that under any circumstances, and in any state of mind of the child, whether it be of a strong mind or of a feeble mind, you are entirely in favour of the oral system?—Quite so.

7606. And that in your opinion no state of circumstances as regards the child's mind would arise in which the manual system would be preferable for that child in after life to the oral system?—I can only repeat, in reply to that question, my answer to the question that was put to me by Mr. Ackers, that if the child be at all able to be taught then the German system would be the better way to teach him than the manual system.

7607. With regard to what has been suggested on the question of State aid, your institution, I suppose, would be happy to have State aid in the matter of pounds, shillings, and pence?—That is a question which behoves to be answered by my committee again, as I have nothing to do with the pounds, shillings, and pence, mine being entirely an educational department. But at the same time these two departments to a certain extent touch one another in this way. If the Government attempted, as I do not for a moment suppose it would attempt, to interfere with the religious instruction of the children, I presume that my committee would not agree to it, but would rather forego the help that you give, since that which constitutes it paramount as an institution, which otherwise would not be required, would be gone; if it was not a Jewish institution we could send our children to other institutions.

7608. I wish for the moment to leave out of consideration the question of religious instruction; but as regards the daily instruction on earthly things, reading, writing, and arithmetic, and so forth, you have, I suppose, a curriculum which you work on week by week?—Day by day.

7609. And, as a rule, I suppose you select your own books for your own course of instruction?—Yes.

7610. Supposing that State aid were offered for the support of your school, and that it were made a condition that, say, an inspector from one of the Government offices should have supervision of your school with a power, if he thought well in his judgment, not in yours, of altering your curriculum, or propounding to you a new set of books, so that your freedom of action as headmaster was clogged, either as to your curriculum or as to your books, do you think it would be wise on the part of your committee to accept State aid?—That entirely depends I should say upon the procedure of the Government. If the Government appointed, as it ought to appoint, what we call a thorough practical school-man, well adapted to supervise other school-men, no schoolman would resent taking his instructions or complying with his advice. While if the Government were so shortsighted as to appoint men who were not qualified to superintend men who know their work well, then I should say that the thing would create a great deal of ill-feeling, and I presume that it would not work smoothly, and ultimately the course that would be taken is plain, the committee would say, "We would rather "give up the pounds, shillings, and pence, and do our "work efficiently."

7611. (*Sir Henry Selwin-Ibbetson.*) That is to say, I suppose, that you would see no objection to the inspection of your school by a qualified person, so long as that inspection went only to the length of testing the education given, so as to ensure that the Government grant was properly applied?—I should have no objection whatever.

7612. So long as there was no undue interference with the teaching that was going on properly?—Exactly.

7613. But such of your evidence as I have had the pleasure of listening to, shows that you believe that, at present, the system adopted here is a failure for want of sufficient support in the teaching branch?—I do.

7614. And that money, either from the Government or in any other form, applied to a proper system of training teachers for the future, would be almost the best mode of bringing about a proper condition of our deaf and dumb population?—That is my opinion.

7615. The children being educated by those teachers upon the oral system?—That is quite my opinion.

7616. The oral system, in your opinion, must be taught first, if taught at all; and the child can afterwards avail itself of other systems when it is properly grounded in the first; but it cannot avail itself of the oral system if it has previously had the other teaching?—Yes, that is what I meant.

7617. Therefore, a great deal, in your opinion, I suppose, depends upon the homes of the children and upon whether the home influences would encourage and continue the oral system, or whether they would on the other hand militate against it, by bringing in other systems to interfere with it during the teaching years?—Yes; that opens the question of day schools and boarding schools, and I should give the same opinion as I have given on several occasions publicly; I think the last occasion was at the Health Exhibition, when I spoke somewhat in discussion with Sir William Dalby on that point. The prevailing opinion of men of weight is this: In villages and small towns where proper homes can easily be provided for these deaf children, not more than one being in a family or, perhaps, two (but, one would be the best), day schools are very much preferable to boarding schools. On the other hand, in large towns like London where those who are of such a social level that one could expect them to give these children a sound good home education do not take such children, you would have to board them in a stratum of life where they are taken for the mere gain of a shilling or so a week, and where little attention is paid to them, and where, in addition, they would be exposed to all the dangers of the streets, it is beyond all doubt that boarding schools are much preferable.

7618. You would concentrate the children in large towns in schools for the purpose, whilst you would approve of their being day scholars in the rural districts?—Yes.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

32, Abingdon Street, Westminster.

Wednesday, 17th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.

F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNEL, ESQ., M.D.

CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. ARTHUR KINSEY examined.

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7619. (*Chairman.*) You are the Principal of the Training College for Teachers of the Deaf and Dumb at Ealing?—Yes.

7620. Since when have you held that office?—The school was opened in 1878, but I was formally appointed by the committee in 1877.

7621. What had been your previous connexion with the subject of the teaching of the deaf and dumb?—Some few years before that a member of this Commission wished to engage a teacher of the deaf and dumb on the pure oral system, and I was introduced to him, and in order to qualify myself I visited various institutions for the deaf in this country and on the continent and in America. But first of all I may say the gentleman to whom I refer had a very large experience of his own, which he communicated to me in reference to all matters connected with deaf mute education in this country or on the continent, and in the United States and Canada. Of course, by this country I mean Great Britain and Ireland; further I had the benefit of all his notes, his counsel and advice, and so forth. After spending some two months or so with him I visited certain English schools in order to see what was being done in those schools, and then I afterwards visited various institutions on the continent.

7622. Those schools in England being on the sign system?—Not all of them. I visited schools conducted on both systems. My general instructions from this gentleman were to make myself as fully as possible master of everything connected with deaf mute education, to make myself acquainted with the sign system, the combined system, and the oral system, but to study particularly the oral system, because that was the system which he wished to get adopted in this country. Now there were at that time in England (I am speaking now of the year 1875) three German teachers, at least two were Hollanders and one was an Austrian, who were teaching children on the oral system; there were also two private schools teaching more or less an oral system, and one of those institutions I may say was called a training college, but apparently they had not trained teachers except teachers for use in their own school, as there were none available for the general public. Hence it was that the gentleman to whom I refer conceived that there was an urgent necessity for a training college that would systematically train teachers upon the German system.

7623. Was there no training college at that time?—There was what was termed a training college at that time in Fitzroy Square which was established in 1871, and the school in connexion with it was established in 1872. That college was applied to for teachers, and there were none forthcoming.

7624. It had not been established long enough, I suppose, to provide them?—Later on it was again applied to and there were none to be had then. That establishment commenced teaching deaf and dumb children as early as 1864, but it was only a school for Jewish children. Afterwards the scheme was enlarged to take in children of all classes, and then it was that a proposal was made to train teachers, but beyond training teachers for their own establishment, we cannot find any evidence that they had done more, because when they were applied to there were no teachers to be had. It was on that account that this gentleman undertook to establish a second training college. He himself and another gentleman were obliged to send to America for teachers, they would not take foreigners, not liking the foreign accent and the imperfect speech. They could not get English teachers and they were obliged to send to America for instructors; but in America they had only an imperfect kind of system. Then to continue my statement of what I did in order to qualify myself as a teacher of the deaf, having examined these schools in England, I studied at the celebrated school of Osnabrück, in the province of Hanover, which was under the direction of one of the ablest teachers in Germany on the advanced system, Herr Rössler. I may say that in Germany we have varieties of the German system; some are old fashioned, some are more advanced, and others are in an intermediate stage. Herr Rössler was quite an advanced teacher. He was a pupil of the celebrated Professor Moritz Hill of Weissenfels. I was with this director for a little over 12 months.

7625. You spoke German, of course?—I spoke German. I had been partly educated in Germany. I spent all my time in the schoolroom from early morning to evening, in addition to which I received a theoretical instruction by private lessons from the director himself, which instruction I was enabled to have by the liberality of the gentleman who sent me there. I may say *en passant* that money certainly was not spared in fitting me for carrying on the work for which I was intended, and if I failed it was my fault, not his. The staff at the institution to which I refer was of an exceptionally high standard. When I tell you that three, if not four, out of the staff of eight are now heads of important institutions in Germany, you will see that the director had working under him at the time that I was there a very exceptionally good staff. At Osnabrück I may say I studied in all the classes, and I taught in all the classes after I was first permitted to teach. After I had been there six months I was permitted to practise in the classes, from the lowest to the highest class, and when I left I received testimonials from the director and his head masters as to my fitness to introduce the system into England. Then I spent between three and four months after that in visiting the celebrated schools. I do not say I visited all, but most of them, which had been marked out for me by this gentleman. I examined into the systems to see in what way they varied from the training I had received. After I left Osnabrück I first went to the school at Hildesheim, also in the same province. Then I went to the school at Leipzic, which is the chief school in Germany, founded by Heinicke, and which is the Mecca to which most persons go who want to find out anything connected with the education of the deaf and dumb on the speech system; but in my estimation it is the most inferior school on the continent. That is the great school to which everybody goes who knows nothing about the matter, and from which they come away with wrong impressions altogether; it is a very poor school. After I went to Leipzic I went to Dresden, and saw the institution there. I then went to Vienna and visited the Imperial Institution there, under Herr Venus, and also the celebrated Jewish School in Vienna, under Dr. Deutsch, where I certainly saw some very surprising results, more surprising than I had seen in any other school. That was owing to the fact that the director, Dr. Deutsch, was a most brilliant teacher himself, and he confined himself to some exceptionally intelligent children, and gave the whole of his genius to making them very accomplished scholars. That is a great mistake, there is no doubt about, because it has a tendency to make one believe that more can be done on the system than really is the case. Then I went to a capital school near Vienna, kept by a gentleman

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named Herr Lehfeld, who was a pupil of Dr. Deutsch, and afterwards I went to the school at Riehen, about four miles from Bâle. I should like to dwell some few minutes upon that school. It is the most celebrated school on the continent, or rather was; unfortunately Mr. Arnold, who made it so celebrated, is dead now, and it has fallen on bad times. I was so struck with the teaching at Riehen and the results that I spent a month in the little town, with its population of 2,000 peasants, and I certainly never saw anything to equal the results there obtained.

7626. Does it go on still?—Yes, but it is not anything like so good a school as it was since the death of Mr. Arnold. The speech was something extraordinary; the lip-reading was marvellous; and I never observed such discipline in a school in my life as I saw at Riehen. I will give an instance to show the results attained at that school. When I reached Riehen in the evening I sent my card over to the institution with a message asking whether it would be convenient for me to call the next morning. A little girl came to me about 8 or 9 o'clock and introduced herself to me. My practised ear told me she was deaf, but an ordinary person would never have dreamed that she was deaf, She lip-read from me as easily as you understand me now. I sent purposely a long involved message by her to the person who had sent her, and I inquired the next day how the message had been delivered and what she had said, and I found she had repeated the message perfectly accurately. I had a conversation with this little girl I daresay for about 15 minutes; she was not a show pupil like those pupils that I have alluded to at the Austrian Institution; she was one of a class of pupils, they were not all as good, but they were all much above the ordinary standard.

7627. How many were there in the school?—Forty, with four teachers. Mr. Arnold, the head master, was the chief teacher, his great success was due to his looking after the children very carefully out of the class-room as well as giving them instruction in the class-room. If you teach children to speak well and then allow them to go by themselves and do not encourage them to make use of their speech in ordinary daily matters you will not develop their conversational power as you will if you keep them to lip-reading and constant talking.

7628. Do any of the children communicate by signs among each other in schools where the oral system is taught?—No.

7629. Is that prohibited?—Yes, I have seen signs used in some of the German schools, that is to say natural signs, not artificial signs, signs which originated with the children at home and which they had seen used by their parents and those who had dealt with them before they were educated, but in the school of which I am now speaking there was no pantomime. no gesture, the whole thing was done by word of mouth. I was so pleased with that school that I exceeded my instructions and remained there a whole month and made myself, I think, master of Mr. Arnold's system, which I found to differ somewhat in its details from any other system that I had seen. I will not trouble the Commission with those details.

7630. Was instruction given there in the anatomy and physiology of the vocal organs?—No, there were no students, it was not a training college. At Osnabrück, as I have stated, I went through a course of private lectures which embraced the anatomy and physiology of the throat, the ear, and a portion of the nervous system. It struck me that a knowledge of those subjects was absolutely necessary or very necessary for the teachers of the deaf.

7631. You found it very useful?—I found it more than useful.

7632. Indispensable?—Yes, I think I may say indispensable. To continue my account of my training, after I left the school at Riehen I visited the National School at Paris. It was at that time conducted on the sign system. I may also mention that the head master, Mons. Leon Vaisse, lost his position there because he desired to introduce the German system into the institution. It was after the terrible struggle in 1869 and 1870 with Germany, and nothing German of course found any favour in the eyes of the French; M. Leon Vaisse accordingly lost his position; but I am pleased to tell you that now they have made him honorary director of his own institution, and they have adopted the German system. I visited that school, of course I did not take the same interest in that institution as I did in the other institutions I have been speaking of. I then saw a private school at Passy, near Paris, of which Mons. Hondin was the eminent director, he is unfortunately dead. I saw there some admirable teaching on the oral system, and there I saw French children being taught to speak and lip-read the French language.

7633. That is more difficult than German?—Yes, more difficult than German, and more difficult than English, and far more difficult than Italian. I went to some Italian schools afterwards. The Italians were then making their great effort to establish the system, and Italy now has admirable schools conducted on the oral system. Then I was directed to cross the Atlantic and see what was being done in the United States.

7634. In what year was that?—1876; it was the autumn of 1876. The first thing I did there was to place myself under Professor Graham Bell. You may possibly have heard his name mentioned in connexion with the system termed visible speech, invented by his father a great many years ago, which was a system of universal alphabetics. I believe it was offered to our Government, they did not see their way to purchasing it; it was also offered to several other Governments, and they did not see their way to purchasing it, and so it remained in abeyance till Professor Bell adapted it for the development of articulation in deaf children. It was in general use in America at the time I visited that country in those schools which were conducted on the oral system or some modification of it. The gentleman whom I must again refer to directed me particularly to make this visible speech system a special study, and to draw my own conclusions as to its value. His own child was being taught by means of visible speech. At that time I may say that Professor Bell was inventing his celebrated telephone. I was in Boston about a month; I attended the Boston school, the Horace Mann school for the deaf taught upon the oral system, and from there I went to the Hartford Institution, the first one that was founded in the United States which was conducted on the sign system, a little articulation being also taught, and there it was very badly taught indeed. One of their teachers said, "I do not think much of the articulation system." I said, "Neither do I if you put it that way, a system "which merely teaches articulation to a few children "for a few minutes a day is not a system to be com-"mended at all." That was the practice at Hartford and that is the practice in many of these institutions which profess to be teaching speech. They were teaching articulation, it is true, but it was mechanical articulation, of no use or value to the child. This particular teacher complained to me that he had wrecked his constitution in the course of five years in teaching articulation. The answer is very simple; you must have had either a very poor constitution, or you have been teaching very improperly, because there are teachers abroad who have been teaching 50 years articulation, and they are just as hale and hearty as ever. The process of teaching articulation at Hertford was certainly very painful. At the time of my visit two ladies were engaged in teaching it, and no doubt their constitution was going. The teaching used to consist of mechanically uttering vowel sounds all day long to a different set of children; two children would be brought in at 9 o'clock and would be kept for 15 minutes saying "ha," "ba," "ta," or whatever it might be, imitating the teacher; then they would be sent out and would not come back till the next day. Then two or three more would be brought in, and the teacher would go through the same process with them. Then afterwards I went to the Clarke Institution in Northampton, in Massachusetts, which is the best known institution in America, and which is handsomely endowed; all the teachers there are female, except those employed in technical training, teaching trades and what not. There they were using the system of visible speech, but I cannot say very much of that school because there were so many of the pupils who were semi-mute and semi-deaf; those, of course, it is much easier to teach than those who are congenitally deaf and dumb, but they did not excite the same great interest in me. I saw a little private school on the River Mystic, in Connecticut, where a self-taught genius, Mr. Whipple, was at work teaching deaf and dumb children on a system somewhat akin to Professor Bell's visible speech. I will not trouble you with what visible speech is, but the general idea is that, whereas our letters do not visibly represent any particular sound, being quite arbitrary, you should have speech symbols, which speech symbols are supposed to give diagrammatically the positions of the organs of articulation in the utterance of any given sound. I will

give an illustration (drawing a diagram showing a semicircle to represent the lips, a line across to represent "Shut your lips," and an arrow head to mean "Open your lips"), and emit a puff of breath, this would represent the power of P). This Mr. Whipple at Mystic, in Connecticut, had a system of his own father's invention, somewhat akin to this, only it was an improvement in point of simplicity on Professor Bell's system so far as teaching the deaf is concerned.

7635. Is Professor Bell's system still taught in America?—Yes, my own conclusions were altogether unfavourable in regard to the use of visible speech in teaching the deaf, and I told him so. At the time we were very good friends and are still, but I may say this, that those conclusions of mine have been borne out by persons of experience who use visible speech, because it is now in disuse in those schools in the States where it was formerly used. Professor Bell, whom you are probably aware is now a very rich man, has a little school of his own in New York, and he retains his system of visible speech in the teaching in that school; he is constantly making experiments as he says. Then I went to a school at New York for the improved instruction of deaf mutes. People still persist in calling children who speak mutes, I am sorry to say, both in America and in this country; we find that the public are not yet advanced enough to understand that when we speak of our own children as deaf who at one time did not speak they are not necessarily dumb; if we simply spoke of them as being deaf the idea would be that we were speaking of children who had lost their hearing when they were eight or nine years of age, they do not fancy that we are speaking of a class who once could not speak. This school for the improved education of deaf mutes was conducted by a German teacher from the Jewish School at Vienna. That was unquestionably the best school in the United States on the oral system. I am sorry to say that this gentleman has thought fit somewhat to modify his practice of teaching now he has lived in the States so long that he has begun to imbibe some American prejudices. Long ago he came to the conclusion that the German system was no longer a sufficient one for the American deaf, that they must have a national system of their own, that whereas the German system could only teach up to a certain point these American children wanted a great deal more information than could be conveyed by the German system. How utterly wrong he was in his estimate of the capabilities of the German system I need hardly press upon this Commission. I remember the kind of teaching that was given both at Osnabrück and at Dr. Deutsch's institution at Vienna, and at Riehen. They were teaching all the ordinary subjects taught in a middle class school, in addition to which they were teaching science, and in my own school we are teaching now mathematics and Latin, and if we only had time we would be teaching modern languages as well. When I was at one of those schools abroad I conversed more or less well with several deaf mutes in three languages, they lip-read and answered, and we carried on our conversation in more than one language, so you must not suppose for a moment that the German system is available for the acquirement of only one language, and that only in a limited degree; once you acquire a language you can acquire anything else. The amount of knowledge that may be acquired is merely limited by the time of education, and your pupil's ability. Then I visited the great institution in New York, at Washington Heights, one of the largest, if not the largest in the world, with something between 300 and 400 pupils the teaching all being conducted on the sign system. After this I went to Washington. There is a large National College established at Washington, which is conducted strictly on the sign system, when I say the sign system I mean also finger talking, that is always used, reading and writing is common to all systems only it is of a different quality in the sign system schools to what it is in the German system schools. In this National College there was a university course going on, young men who had been trained at other schools came there as one would go from a school to a university, and attached to this National College was an elementary school called the Columbian Institution where the pupils were also being taught by signs. In that college, as professors, there were no less than four gentlemen who were deaf, but who were speaking persons, that is they became deaf in adult age, they would speak to their hearing colleagues and their hearing colleagues had to answer back to them on their fingers or by signs. I said, well if you cannot teach speech you might learn lip-reading; your hearing colleagues might then talk with you instead of going through the cumbrous process of making signs; but I believe up to this day those gentlemen are still dependent on the hand alphabet and signs in order to communicate one with the other. There is no reason for it at all. I think if I remember rightly those are all the institutions I saw in America; when I say saw them, I wish the Commission to understand that I not only saw them but I used to spend day after day in watching the progress of the instruction and taking my full notes and afterwards discussing with the different professors the advantages and disadvantages of the system they were using. Before leaving the American schools I will say this of them, that we certainly envy them very much their appointments, the money with which they are endowed, the assistance which they receive from the State. The appointments, I might almost say the luxury, of all the institutions of New York are certainly a matter to make us feel envious about; but as for their system, I think with all their liberal means they ought to have adopted the German system many years ago. Then, too, there is another point to be borne in mind with regard to American education. The ordinary course in an institution on the continent is about seven or eight years, in some districts it is only six years; but the general consensus of feeling is that there should be an eight years' course at the very least, and a limited number of pupils to a master, 10, or some advocates would say eight. I believe I am correct in saying that in America a child may receive a free education, ending with his university course lasting over about 16 years.

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7636. You mean from 6 to 22?—Yes, or 7 to 23.

7637. Eight years' elementary education is provided by the State and eight years' university education is provided by the National Government?—Yes, I believe that is the case. That finishes my description of my visits to the American institutions. I returned with a mass of information and notes and so on to this country, and was engaged then with the founder of this college for several months in organising the scheme and establishing the society.

7638. What year would that be?—I am speaking of 1877. We were engaged for some time in getting together the society, in interesting friends, and in giving lectures and so forth. My leisure time was then employed in studying anatomy and physiology, feeling the value of knowledge on those subjects. I was most interested in the course of lectures which I had gone through at Osnabrück; but I felt that I should like to clear up many points and make myself familiar with the matter. At that time I was mixing constantly with medical students, a great many of my friends were medical men, and through their kindness and interest I got the *entree* to the School of Anatomy attached to King's College Hospital, and also to the Museum of the College of Surgeons. I had access to their library and I attended at the British Museum, and so forth, and made myself as far as I could, as a layman, master of anatomy and physiology as applied to the organs of speech, that is to say, the organs of articulation, vocalisation, and respiration, the nervous system, the organs of hearing, the circulation of the blood, and the organs of vision. Those subjects are taught at Ealing.

7639. Do you teach them yourself?—Yes. Our society was established in 1877, and our school was opened in May 1878. If I may be permitted to say so the college was established, because we could not get any English teachers in England at that time.

7640. With regard to the operations of the college, in the first place, what number of teachers have you trained?—34 have received our certificate. Our course is a minimum of one year. We found it was necessary to have a preliminary examination, because the popular idea in this country used to be that anybody was good enough to teach the deaf. I shall have to refer to that presently. We thought differently. We came to the conclusion that for a teacher for the deaf you want in the first place a person who is a capable teacher of the hearing; and, secondly, he must have a special training to enable him to teach the deaf. We found persons applying to us to come in as students who were quite illiterate.

7641. What qualifications do you require?—That they should show by a preliminary examination before entering that they are capable persons; that is to say, that they had a good general education.

7642. Would you accept elementary teachers as being sufficiently qualified?—No; I do not think we should.

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We should require them to pass our preliminary examination.

7643. Would you accept one who had passed a university examination?—Yes, any certificate of that kind we should accept without the preliminary examination, the Oxford and Cambridge Local College of Preceptors. We have had a great many applications; and though it appears in our Seventh Annual Report that we have, in the course of our seven years' existence, certified only 34 students, two of whom are honours students, I would say that no less than 100 have come under my hands in one way or another; of those 34 have been trained absolutely at the college and received our certificate; others have had to withdraw from one reason or another; some have failed, and a considerable number were rejected on the preliminary examination. The minimum course is a compulsory one of 12 months' attendance at the college, a minimum course of two years would be far preferable, and the student witnesses the teaching in each class. We have now a small school of 22 pupils, but still they are of different grades, those of this year, the year before, and so on, back to the year of our establishment in 1878, the teaching in each class is, of course, of a different character, the subjects taught are different. The students take their notes of the teaching and have matters explained to them which they have not understood in the course of the lesson. After one term of three months, or perhaps by the middle of the second term, they are set to practise teaching under the eye of a qualified assistant, myself, or any qualified assistant who happens to be at work at the college at the time. Their other education is given to them by means of daily lectures. Those lectures embrace for the first term, first, a general knowledge of the deaf mute as an individual, and as a person afflicted and requiring special educational treatment. I do not say special treatment in any other respect, but special educational treatment. Secondly, the history of deaf mute education. Thirdly, a knowledge of the various systems that have been employed, and are employed in teaching the deaf, and their respective advantages and disadvantages. We do not limit ourselves to our own system; we dip rather deeply into other systems, not in order that our students should use them, but rather that they should avoid them. Then a large proportion of the term is taken up with the study of the mechanism of speech. I left out one rather important item when I was giving the course of instruction that I went through in Germany. I was taught the mechanism of speech in Germany, but then it was German articulation which had to be adapted to English speech. Now you will remember that I mentioned the fact that in those early days, 1872 to 1875, the teachers who were capable teachers of the German system were foreigners, they had not adapted the German articulation or the Dutch articulation to the English language; and, as an instance, I will give you an illustration of the teaching which even now goes on. In teaching English deaf children the word "ape," "a" will be written on the black board and the sound given will be "ah"; then comes "p," taught as a vigorous puff of breath, which, with the "ah," sounds like "ahp"; we do not recognise that unless it is the Cockney pronunciation of "harp"; but then a stuffed monkey is brought in and we find it is the word "ape," but the children pronounce it "ahp." I will not trouble you with more illustrations. After being taught in Germany the mechanism of speech sounds, I had to adapt the sounds to the English language. The lectures upon the mechanism of speech sounds at our college occupy a very large portion of the first three months. The next three months are exclusively taken up with anatomy and physiology, entirely confined to the upper part of the body, and embracing the organs of respiration; we do not go further than that; we have nothing to do with the limbs; we devote ourselves entirely to the head, the chest, and the throat.

7644. You do not teach calisthenics, or anything of that kind?—No, not to our students; our children are all drilled and taught single stick, and so on, and just now I have been requested to have a dancing class formed. We should do a great many things if we only had more money; the want of money is the thing which is troubling us at the present time. I am hoping to have lectures every week or every fortnight in our big hall when we get it. Our children have plenty of out-door exercise, foot-ball, cricket, hockey, and so forth, and they are regularly drilled in fine weather twice a week; they have fencing exercises, Indian club exercises, and dumb-bell exercises, and athletic sports also. To continue what I was saying with regard to the course of teaching—I had got to the end of the second term— I will now go the third term. The students in the third term are taken through a course of lectures on sound, on visible speech, and one or two methods of developing articulation, and, finally, the origin, structure, and development of language, more especially as applied to the deaf. This occupies a minimum period of 12 months; we refuse to examine them under 12 months.

7645. Who conduct the examinations?—The examinations are conducted by five examiners appointed by the committee of management; three are appointed for the general examination, and two are appointed for the special examination in anatomy and physiology. The two medical examiners represent both branches of the profession; one is M.D. and F.R.C.P., &c., and the other M.R.C.S. and Lecturer on Anatomy and Physiology at one of the London hospitals. They receive the examination papers, but know nothing of the students; all the papers are sent in under a *nom de plume*, or a cypher, they are examined and marked by the examiners and sent down to us, the other examiners, I being one. The founder of the society has acted as another, and I will say this of him, I suppose he is hardly to be considered a layman, inasmuch as he has been actively engaged in teaching his own child for many years past; and, as far as the German system goes, probably knows more about it than any head master in the country, therefore is a very competent examiner. The other, who is a lady, has hitherto been a professional teacher. She has been engaged in the work of teaching 22 years past now, and has always been desirous of teaching on the oral system. She began teaching with a few signs and the manual alphabet, but abandoned them as soon as she possibly could; then took to the Bell system, and abandoned that; then took to the German system, but I am glad to say has no intention of abandoning that. The students are examined by papers, and are examined *viva voce* on their papers; anything not clear in their papers they are examined very strictly upon, then they give evidence of their ability to conduct practical teaching. Several classes of different grades are given to them, and they are required to conduct the teaching of those classes. If they get half marks they get a simple pass; if they get more they are marked according to their position; and if they get 85 per cent. of marks they get an honour certificate, but they are not permitted to take an honour certificate unless they have spent a minimum course of two years.

7646. How many pass the honour certificate, having gone through a course of two years?—The examination is the same, but the result of the examination must be very much more satisfactory than for the ordinary pass. 50 per cent. of marks will entitle a candidate to pass, 85 per cent. will entitle him to an honour certificate. We have granted two honour certificates.

7647. We have been told that the Examining Board of the College of Teachers of the Deaf and Dumb was instituted last year, in order to meet a want which existed in respect of the examination of and the granting of certificates to teachers of the deaf and dumb?—I should like to say something with reference to that examining college, because I think there is a misunderstanding with regard to our action in relation to that college.

7648. What has been your action with regard to that college?—To abstain from connexion with it at present. A quarterly review of deaf mute education has just been started by the gentlemen composing that examining body, and in that review you will find a supposed conversation between Y and Z on the establishment of the college, and this is part of the supposed conversation. "Give "me the points of difference by way of contrast," that is between the new examining college and the one at Fitzroy Square and the one at Ealing, and the answer is this, "At "a training college continuous residence or continuous "attendance is an essential condition of the training. "Without one of these qualifications no one can be "certificated or even examined, for no one is eligible." That is a statement put forth in this review, and which was made also in public by one of the vice-presidents of the College of Teachers of the Deaf and Dumb, and the responsible editor of the review at the last conference of head masters held last year in one of the rooms of the City and Guilds of London Institute, Mr. Woodall, one of the members of this Commission, being present upon that occasion. That statement I felt called on to contradict, and I did contradict it. Mr. Stainer, the energetic inspector of the classes for the deaf and dumb under the school board (a man who has done as much for the education of the deaf and dumb as anybody in this country, the work he has done needs no commendation from me, it is quite sufficient to speak for itself), attended one of our committee meetings a year ago, and asked us with regard to this examining body. We said we should be pleased to lend our utmost assistance to favour a well-considered scheme, and that when he had arranged it out a little more in detail we should be pleased, if he would attend again a meeting of our committee, and we would give it further consideration. With regard to that statement that we would not examine students unless we train them, we say point blank as appears by our minute book, that we will and would examine any students come up for our examination. We will examine any who are students, no matter where trained, who apply to us as an examining body.

7649. Is it your view that the establishment of this examining board was not necessary, because you were willing to do the same thing that that was established to do?—It was absolutely unnecessary from our point of view. The only *raison d'être* is this, that we do not examine students who have been taught on the sign system, because we do not profess to follow such method, we train on the oral system, and we will examine anyone who comes up for examination who has been trained anywhere on the oral system. A lady who has just come over from America wants to know if she may be admitted to the Ealing examination. I said, "Certainly." She has been trained under Professor Bell.

7650. Would you give her a certificate?—If she passed our examination, but I doubt whether she could, as I pointed out to her. I said our examination embraces studies that you have never undergone; we want teachers in future to be thoroughly good teachers; to know all that ought to be known. The scheme of the founder of the society was based upon this, that you should have a proper system, and teach it properly and thoroughly, and this cannot be done unless you have good teachers who know the system thoroughly.

7651. You attended the International Congress at Milan in 1880, as representing the English section. I should like to ask you whether that Congress passed the following resolutions:—"1. That the oral method ought "to be preferred to that of signs for education and "instruction of the deaf and dumb." "2. That the pure "oral method ought to be preferred;" and "3. Con- "sidering that a great number of the deaf and dumb "are not receiving the benefit of instruction, and that "this condition is owing to the impotence (*impotenza*) of "families and of institutions, the Congress *Recommends*: "That Governments should take the necessary steps that "all the deaf and dumb may be educated"?—All those resolutions were passed and they were passed almost unanimously. I may say in that important Congress, by far the most important Congress that has been held, the great vote about systems was taken, if I remember rightly, on the third day, it might have been towards the end of the second day, and that it was carried by a majority of 160 to 4.

7652. That was the first resolution which I read?—Yes, the minority of 4 were members of the English speaking section; three from America and one from England. I should like to say a word about that International Congress. After the Ealing Society started, the first conference we attended was in London in 1877. We went there in the fullest strength we could muster, that was not an International Congress, but a Conference of head masters and other workers in institutions for the deaf and dumb, it was an important Conference so far as England was concerned.

7653. Was there any advance of feeling in favour of the oral system between the Conference of 1877 and the International Congress in 1880?—I do think that our society can claim credit for this, that we forced an interest to be taken by other societies in these conferences; and whereas for instance Fitzroy Square was not represented in the 1877 Conference at all, and was not represented in 1880, our small society with its limited funds was represented by nine members, six of whom were present at Milan. At that International Congress there were only three other members representing the whole of the United Kingdom, and America was represented by three also. But that International Congress made such an enormous stir all over the continent and in England that a much greater interest began to be taken in the matter. We published that little book which you have before you at our own expense, and it came out as a summary of the proceedings some six months before the official volume did, and that was spread broadcast to enlighten people with regard to what was being done. The consequence was that at the Brussels Congress three years later the place was crowded with representatives from England and elsewhere, they found they were obliged to go with the times.

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7654. What happened at the Congress at Brussels in 1883?—The question of system was not before the meeting, the battle of the systems had been fought and won at Milan; in our own country little skirmishes went on now and again, but on the continent it was absolutely decided, so decidedly was the battle won, that whereas there was only one German present at the Milan Congress, the large body of persons who voted there were French, who had been bitter opponents of the German system for years. The victory was won by them, for the German system and they went over in a body. The whole system in France is now changed from the French system to the "pure oral," they will not call it "German." The resolutions which were passed at the Brussels Congress had more to do with the details of management of institutions, whether trades should be taught and so forth; there was no discussion as to system.

7655. Will you tell us what you consider to be the physical and mental advantages of the oral system over the sign system?—Signs cannot develop the intellect. No doubt by signs you may teach names and actions, but to convey abstract ideas by signs is one of the most difficult things in the world. The way to test the knowledge of a sign-taught pupil is, not to allow the teacher to make so many signs and say, I have told the child such and such a thing; say for instance a long question on a current topic is suggested to be presented by the teacher to the child, you do not know whether he has told the child the question correctly or not; the child makes signs which the teacher puts into his own language, and you are asked to believe that it is the child's language and ideas. If you conducted the examination by written language you would find that the question you wrote, if lengthy and involved, was not understood by the sign-taught pupil; and on the other hand his answers back to you would not be intelligible to your mind. In teaching purely by language you can test the result yourself; you can go into a school where the oral system is taught and put your own questions; you can ask in your own language questions upon any given subject, and hear with your own ears the answers that are returned; you can do that without any teacher being present. When language is once taught there is no limit to subject teaching.

7656. You can deal with the deaf child then as if he were on the same level as a hearing child?—Yes; you can teach him anything he is capable of learning supposing deafness is the only thing that is the matter with him.

7657. Do you consider it a great advantage to deaf children that they should be able to use speech instead of signs?—It is an incalculable advantage, no doubt about it.

7658. Are they able to speak with the same intonation of voice as other people?—No, we cannot expect that.

7659. With the exception of that they can speak as well as other people?—Yes, and some of them speak very naturally indeed. One of my pupils who was born totally deaf, and who had been with me six or six and a half years, was the other day at an evening party with his sister. A medical man went up to his sister and said, "I understand you are teaching the deaf to speak "on some new fangled system." She said, "I am "teaching the deaf to speak, children who were once "dumb, but it is no new fangled system." He said, "I have heard something of it; I do not believe in it." She said, "I have a brother here who will convince you at once." The medical man said, "Where is he"? and she pointed to this very boy, and said, "Go and talk to him." The medical man replied, "No, that cannot be "the boy you mean surely; I have been talking to that "boy for the last 15 minutes." She said, "That is my "brother; he was dumb once." Then this medical man said, "That is most extraordinary; I thought there was "something curious about the child's voice." So that the voice was not so unnatural as to attract very much attention in that case, but the intonation of voice of deaf persons cannot be like our own.

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7660. The voices of those who have not been born deaf, but who have become deaf in early years, are better than the voices of those who have been born deaf?—Yes.

7661. And if they have some slight hearing their voices are better than the voices of those who have no hearing at all?—If they have a slight hearing, or some remembrance of having spoken, their voices will be more natural, but unless they are carefully taken in hand when they become deaf and taught on this system those poor creatures become dumb; that has been found to be the case over and over again in our institutions. Then socially, of course, by being taught on the oral system they are placed on the same level with hearing people. The segregation of the deaf and dumb is very sad to see, they form a class apart from the hearing community, there is a certain amount of mistrust among them, they do not like hearing people, and I think most hearing people do not like them. They think that hearing people are apt to despise them, and make game of them, and there is a very strong class feeling between them; the consequence is that there is a tendency for the deaf to get together; that tendency is got rid of by their being taught on the oral system. One of our little deaf children, a girl, who has been taught to speak, was kept at home last Sunday instead of going to church, not being very well, and I sent my own little boy, who is possessed of hearing, a child two years and nine months old, to keep company with this little deaf girl, and they talked to one another for two hours and a half, she reading the lips of my child, and she speaking back to him just as if they were two hearing children, instead of one being a hearing child and the other deaf.

7662. Do you recommend that any technical training should be given in schools for the deaf and dumb?—Not if it interfered with their general education. So long as it did not interfere with their general education, I should very much like to see it. I think everybody is better for being mechanically handy, and in schools for the poor that is very important. In all schools for the poor I think some decided effort should be made to give a year or more technical education at the end of the ordinary education.

7663. You think that deaf and dumb children ought to be kept longer at school than other children?—Unquestionably. I would give them at least ten years if I could.

7664. To what quarter would you look for defraying the expenses?—That I must leave to the Commission. I hope the money would be forthcoming in this country as it is everywhere else.

7665. Do you advocate for poor deaf and dumb children being supported in institutions in the same way that other children are supported and educated in industrial schools?—I am preparing tables which will show the way in which foreign schools are supported, but I have not yet been able to complete them, but I may say that the money is found partly by the province, partly by the town, partly by the Government, and partly, though to a very small extent, by individuals. Here it is all done by charity. Boards of guardians, I believe, are permitted to expend 20*l.* a year on deaf children as well as hearing children.

7666. You have none of that class?—No; but I may say that we sometimes have children in the school who pay us not more than 20*l.* We can only take such children in when we have money in hand. The founder of this institution was so eager to see it speedily established that we were obliged to come before the public as early as possible to show that a deaf born child could be made to speak and understand; and when we started, in order to do this, we were obliged to take the children of educated parents; we could not take the children of poor parents because they were not the material for us to work on rapidly.

7667. How rapidly can you teach the children of educated parents by the oral system?—Children of educated parents vary very much in their ability; but we say to a parent, "Do not think of taking your child "away under eight years; we will turn out a very "creditable specimen of what we can do if you leave "your child with us for eight years." I think there are few hearing children of the same class who would not have a longer time than that.

7668. A deaf child is retarded in its education by at least three or four years as compared with a hearing child?—Yes.

7669. For that due allowance must be made?—Yes.

7670. That allowance must be made in any scheme of compulsory education?—I think it would be only reasonable to make such allowance.

7671. Do you think that all schools for the deaf and dumb should be inspected by Government in the same way as other schools are inspected?—I suppose those schools which were receiving Government assistance must necessarily be inspected by Government.

7672. Would you advocate that all schools for the deaf and dumb should be inspected by Government?—Yes.

7673. Whether private schools or schools receiving State aid?—Yes, I would advocate a system of inspection of private schools too, because if the Government made up their minds to adopt a certain system I think that the Government ought to see that that system was properly carried out, and they would see that for themselves if they had competent inspectors.

7674. The inspectors would have to be experts for the deaf and dumb?—Yes.

7675. You quite recognise the advisability of Government inspection of deaf and dumb schools, even if they should not receive any State aid?—Yes. I think it would be wise in justice to the system that you should have a means of ascertaining whether a school which professes to teach spoken language to the deaf really did so or not.

7676. Can you tell us anything with regard to the employment of the deaf and dumb after they have left school?—That has not come under my cognizance at present. As an illustration of what our pupils could do after they left school, I may refer to the case of a boy who is leaving school now; his parents cannot continue his education any longer, though I am actually offering to keep him for nothing; they want him to go to work. I have asked my committee (and I daresay my committee would accede to my request) to let me have that boy as an assistant secretary; that boy would be invaluable to me in that capacity. He is a boy of only 14 years of age, who ought not to go away from school yet; but he would be of great assistance to me in writing letters from dictation and in carrying out directions that I might give him. That is an illustration showing what these boys could do in after life.

7677. You think this boy would be available as a clerk?—Yes, quite.

7678. Is there any other point that you would wish to bring before the Commission?—I should like to say a word or two upon the training of teachers abroad and at home, and to draw a contrast between the one class of teachers and the other. I believe that until the establishment of the Ealing Institution the training of the teachers was not systematically or in any way scientifically carried out in this country. Whether our efforts have been successful it is not for me to say; still we have made an effort to give such a training to teachers. We find that in foreign countries the efforts to give a systematic and scientific training to teachers of the deaf and dumb have been in practice for years and years past. In Germany the teachers are systematically trained. There is at Berlin a teachers' college; at Milan, in Italy, there is a teachers' college; and if you will allow me I will give you the curriculum at that college. I have the original in Italian, but I have also a translation, and it will be perhaps more convenient for me to give the translation. The college is called the "Training School "near the Royal Institution of Milan to prepare "teachers capable of instructing deaf mutes." This teachers' college was founded in the year 1830, it was reformed by statute in 1863, and since 1865 it has been in regular work. "The course of instruction takes nine "months, and lectures are given for two hours on Sun-"days and three on Thursdays. The principal gives "the lectures on practical and theoretical teaching, the "catechist those on the method of teaching religion, "and a medical practitioner imparts knowledge of "anatomy and generally physiology, especially regard-"ing the respiratory and vocal organs. Besides these "lectures, the students are also present at the lessons "given by the teachers of the separate classes. At the "termination of the scholastic year the students undergo "an examination on what they have learnt before a com-"mission chosen by the acting committee, and receive "a certificate of capability signed by the Minister of "Public Institutions." That is the curriculum at the Italian School at Milan. I must say that the Italian schools just now contrast favourably with the best German schools. The schools that I saw in Italy after that international congregation at Milan were admirable, and we certainly must attribute that to the fact of this existing training college, and the excellent social and educational status of the teachers in there. In Germany they make a strong point first of all of having thoroughly trained teachers from the seminaries before they receive a special training in the teaching colleges, and their curriculum includes amongst other studies an intimate knowledge of anatomy and physiology. In Germany candidates for the post of teachers of the deaf and dumb have to go through a three years' training in the institutions, and then they receive a Goverument certificate and a Government appointment. What I wish to impress upon the Commission is that there is a systematic training on the continent for teachers, and first of all teachers who wish to go through a special training for the education of the deaf and dumb have to show that they have had a good general education.

7679. You wish to get a similar class of teachers in this country?—Yes, and I would, if I may be permitted to do so now, quote the words of a very eminent English teacher, Mr. Scott Hutton (a sign teacher I am sorry to say), at the conference of head masters which was held in this country in 1881, who quotes from a gentleman who is at the head of the profession in America, Dr. Gallaudet.

7680. We want you to give us your own experience?—My general experience is stated in a very few words. In my opinion the assistant teachers in those institutions, which I have myself personally examined in this country, are a class altogether far below the assistant teachers in the continental schools, and in the American schools too.

7681. Does that arise from the low scale of wages given to assistant teachers?—I think that it is so, very likely.

7682. And is there a career open to those teachers at the present time as there is to other elementary teachers?—Not as things exist at the present time. There is the trouble we have in getting a good class of male students at Ealing. We have to pay them in fact; hitherto we have paid our male students.

7683. May I ask upon that what fees do you charge for your students?—I am very pleased to be asked that question. Our fees to in-students are 50*l.* per annum. Our expenses are heavy.

7684. That is to say this, those are the fees for which you board and lodge them?—We board and lodge them, and I may say that at present, considering our expenses, the table that we keep, which is a liberal one, and the rent, rates, taxes, fire, light, and all the rest of it, we calculate that we hardly make a sixpence out of that 50*l.* a year; so that practically their tuition is free. We wish them to come in, and if they do not choose to come in, but remain out, we then charge them a fee of 45*l.* They lose two things and we lose one. We lose their services which they would give to our children as overlooking them out of school hours, and being with them, acting as nursery governesses; and on the other hand they lose what we consider a very important part of their training, namely, that they shall make themselves fully acquainted with all the requirements of a deaf child out of the class room.

7685. Your pupils, I think you said, paid some of them 20*l.* a year?—They vary; we have a very elastic scale.

7686. Will you tell us whether some of them pay 20*l.* a year?—We have an elastic scale which begins at the nominal sum of 200*l.*, and goes down to an actual sum of 20*l.*

7687. How do you mean a nominal sum of 200*l.*?—We have none at that scale; there is no pupil who pays us 200*l.*

7688. You have a nominal requirement of 200*l.*?—Yes. If a rich parent came to us and asked us to educate his child we should say yes. If he said, "What are your fees?" the answer would be "We shall ask you, "considering that you can afford it, 200*l.*"

7689. What is the highest you get?—I am not the secretary, and therefore I cannot absolutely be certain. I have nothing to do with money matters, but I think the highest fee we receive at the present moment is about 120*l.*, and the lowest is 20*l.*

7690. I see in your last balance sheet, the balance sheet of 1884, which I suppose is the last, that you received 1,376*l.* in pupils' fees?—Yes.

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7691. So that you must have had a certain number of pupils at a larger sum?—Yes. Of course I could give you all this information, but I was not prepared to be asked any questions about that; I thought it was outside my province. I can get you full information if so desired upon these matters. I must tell you that included in these fees are what we term lip-reading fees; that is to say, when persons who become deaf in adult life come to us to learn how to understand the spoken language by watching the lips (I refer to those who are adults who come to us for private lessons, and those are very often very remunerative); in some years those fees have stood higher than the fees of the deaf children.

7692. I see that the educational salaries paid in that same year are 751*l.*; does that include your salary?—It includes my salary.

7693. What would your salary be?—My salary would be 400*l.*, which includes a salary of 60*l.*, which was paid to a lady superintendent.

7694. What are the salaries you pay to your assistants; what do they vary from?—One assistant, the lady principal, I think, receives 130*l.* at present; it is a rising salary per annum up to 200*l.* But then there is this to be said as regards that salary, that this lady had a private school, and that private school was amalgamated with ours.

7695. A private arrangement, in fact?—A private arrangement; and if I were now wishing to get an assistant teacher, unless it was somebody very exceptionally good, I do not think that a rising salary of 130*l.* up to 200*l.*, would be necessary to be paid.

7696. I suppose your institution was founded upon a previous educational institution in the same spot?—No, it is a private house belonging to a member of our committee. We got it on rather more favourable terms; but it is not large enough for our requirements.

7697. Do you propose to add to the building?—We do, or to obtain a larger one. I may say that we find that necessary, because we cannot take the number of applicants who come before us for training as students.

7698. (*Mr. Johnson.*) The Leipsic system has been the generally received system up till now, has it not?—By the Leipsic system you mean the German system as founded by Heinicke, the first head of the Leipsic institution.

7699. Your system is not that?—It is an advance upon that. They retain at Leipsic nearly the old system as Heinicke introduced it. Since then the system has advanced, and we ourselves at Ealing consider ourselves as advanced as the school at Riehen, near Basle.

7700. What is the total number of pupils that you have actually turned out from your college, I do not mean professors?—I have here a table of British institutions, and the progess of the German system since the year 1866.

7701. That is not quite what I ask. The number of pupils that you have turned out from your college since it was established is what I want to know?—We have turned out none. We have got 22 pupils; three or four of them have left us.

7702. You have 22 pupils in the college now?—Yes.

7703. But you have never yet perfected anybody, and turned them out?—No, that is so. We have not been long enough at work.

7704. Have you any experience of the teaching that is given in the board schools here for the deaf and dumb?—I have not had a personal experience of the last two or three years, nor in the London School Board schools.

7705. I am talking about the London School Board?—I have of the provincial school boards, but I have not been myself into any class of the schools of the School Board of London for the last two years. I am always promising myself to go to look after my own students to see how they are getting on.

7706. Most of your own students are now masters, are they?—Or mistresses.

7707. I suppose you believe that the present system employed by the school board is the correct one?—I hope it is, if my students are permitted to carry out the system as they were trained. I have heard, in fact, I know it as a matter of personal knowledge, that there is an attempt to introduce an American innovation in teaching in those schools, and pressure is put upon my students, who have been trained strictly on the German

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system, to abandon their strict Ealing training and to adopt a novelty just freshly imported from the United States.

7708. Could you tell us in a very short way in what that novelty consists?—In beginning in the middle of a system instead of beginning at the beginning.

7709. Have any masters or mistresses been appointed by the school board to carry out that American system?—I have not heard of any such, because I do not know of anybody who knows it; it is only a recent introduction.

7710. (*Chairman.*) Will you explain what you mean by beginning at the beginning?—We have literally to begin at the beginning with deaf children learning to talk, in the same way as mothers and nurses have to teach hearing babies. You cannot teach a baby by saying, "Do you want your breakfast," and imagine that the infant is going to repeat and understand when it is just beginning to learn to talk. In developing articulation you should begin with elementary sounds, both vocal and non-vocal. To teach sylables and words or even the names of the letters of the alphabet first would be a great mistake, for instance, suppose you were successful in obtaining from a new pupil the articulated words papa, paper. Now these two words contain four letters, viz., p-a-e-r, and four sounds, viz., that of p, equal to a slight puff of breath; the next sound as of u in the word puff; the third sound ah; the fourth sound a, the first letter of the alphabet; but these letters transposed will form the following words; a, ape, are, par, pap, pare, pear, rap, rape, rep, reap, lar. It might be supposed that because a pupil could articulate the words papa and paper, that he could also pronounce at sight all the other words, but this would be found on trial quite delusive, whereas, had he been taught the value of each separate element, the case would be different.

7711. (*Mr. Johnson.*) Do I understand you that there are 34 certificated teachers that you have trained?—Yes.

7712. Out of 100 that have presented themselves?—Yes

7713. What is the reason for the difference, was it hat the rest of the people could not pass your examination?—A number of them, 18 of them, did not get through the preliminary examination from one cause or another. Some absolutely failed; some withdrew when they saw the examination papers; and others were rejected for the reason that they were not personally fitted to be teachers at all.

7714. Your "Pass" examination then is perhaps harder than in the other two institutions, which examine teachers?—I should think probably it was; I cannot say, because I have not seen the examination papers of the other college; I have never had an opportunity to see them.

7715. What is the ordinary price that a good assistant teacher in a school gets; I do not mean the head master but a good assistant?—The price which the London School Board pays at the present time for our certificate, and I daresay the certificate of the other society is 70*l.* rising 10*l.* a year to 90*l.*, I think, and possibly more. The provincial school boards pay 100*l.*

7716. Do you think that that is sufficient pay to get a superior class of men to go into the service?—Certainly, it is for women; whether they can get men is another matter, because you must remember the hours are very light as compared with the hours in some schools; they are all day schools; there is no responsibility; the work is from half past nine say, till three in the afternoon; they have all Saturday and all Sunday free; and they can eke out their income by private pupils very easily. I think that for women teachers 80*l.* to 100*l.* under those conditions is very good pay.

7717. Do you think the curriculum of education, the requirements before a person goes up for a certificate, are equal in the three bodies that give certificates?—No, I should think not. Of these 18 pupils that broke down for one cause or another in the preliminary examination, a good many found their way into the other society, the Fitzroy Square one.

7718. What is the weak point; is it that they do not get sufficient training in physiology and anatomy?—I should not limit myself to that.

7719. That is an important point you think, I presume?—I think so; but the mechanism of speech would be a breakdown for them, I should imagine, just as much.

7720. What proportion of your pupils are now paid?—We make a profit, small or large, certainly not large, on probably 60 per cent. of them, but I must really ask you not to take those answers with regard to money matters as being at all definite. I can get you the information, but I was not prepared for these questions.

7721. In the two other examining bodies besides your college, do they examine in other systems besides the oral?—One does certainly, the newly established examing board of the College of Teachers.

7722. They examine in both systems?—Yes.

7723. (*Dr. Robertson.*) You have stated that the pay for the teachers in the London School Board was about 70*l.* a year to begin with?—Yes.

7724. Can you give us an idea of what the pay, for the corresponding class of teachers, would be in Germany say?—We have to take many things into consideration there. If I were to put it in pounds, the money would seem about the same perhaps, but then living in Germany is so very much cheaper. I cannot tell you offhand what the pay of an assistant teacher would be.

7725. You have a balance sheet, I think, of the institution with you?—We have our balance sheets from the beginning.

7726. Could you give us the average cost of the keep of the inmates of your institution?—I could. Our food rate is about 8*s.* 3*d.* to about 8*s.* 6*d.* per head per week, and I take it that the board and lodging, gas, firing, and so forth amounts very nearly to the sum; something under a pound altogether; I think about 17*s.* or 17*s.* 6*d.*

7727. What is the number of teachers?—We have at present only two.

7728. What do you think, from your experience, is the proper average number of pupils who ought to go to each teacher?—Not more than 10; take that as the average. In the first two or three years you have to teach each child individually on the German system. There is no class teaching possible; you have to manipulate so to speak each child by itself. In the fourth, fifth, or sixth year you may teach 50 in a class, as many as can see your lips; just as in a lecturing theatre you can address with profit as many students as can hear you. Those on the back bench if you speak in a low voice cannot get the same amount of information as those on the front bench; and so it is with our pupils. In the first year or two you must take each child in front of you as it were.

7729. In teaching physiology I suppose you teach such an amount of physiology as is necessary for the pupils in that particular branch; but you do not profess to teach physiology as a branch of general education?—No, this is not for the pupils but for the teachers, it must be understood.

7730. Are you aware that there is a Worcester College for blind sons of gentlemen?—I have heard of it.

7731. Is there anything of the same sort within your knowledge existing in this country with regard to the deaf and dumb?—I have not heard of any such.

7732. Have you any experience of the deaf and dumb going to the universities and embracing a profession?—I have. There is a pupil of our present lady principal who has matriculated at the Dublin University. She will be able to answer that question better than I. That pupil was dumb; he is not dumb now, having been taught to speak. I do not know whether Mr. Arnold of Northampton has been before you, but he would be able to tell you (he has a small private school) that one of his pupils matriculated at the London University. Then there is a gentleman who has a B.A. at Cambridge.

7733. Is there any fund, or any society, by which any fund could be raised, by which the sons of the poor deaf and dumb people might be advanced if they have ability for it?—I do not know of any.

7734. (*Mr. St. John Ackers.*) You have mentioned that the founder of your school was so anxious to get this pure oral system adopted in this country that the society only took the children of educated parents?—Yes.

7735. Was it his own wish that that should be the case?—No, very much the reverse; he desired to have the school established for the poor only.

7736. Judging from your own practical experience, are the children of the poor equally able to be taught with the children of educated parents?—Quite.

7737. It has been stated that this system cannot teach children of low intellectual power; will you tell us whether at Ealing you take children only of superior intellectual power?—We take children of all kinds and descriptions at Ealing, so far as their mental capabilities go, for this purpose. We take boys and girls. I must tell you that it is a mixed school, and all deaf schools which I have seen are mixed because in training teachers you have to show how children vary as to the sexes and also as to their mental capabilities. We have had at Ealing, I am certain, two or three cases taken for that special purpose, of children so mentally deficient that they would not have been admitted into a sign school.

7738. By mentally deficient, do you mean that the power of intellect was deficient or that they had an undeveloped intellect?—I mean both, you cannot always determine whether a child is really mentally deficient or of an undeveloped intellect; you cannot determine at first. If the child is idiotic of course you can, but many children admitted into an institution will require a certain amount of trial by the teachers, to ascertain whether they can be fully benefited. I would like to add to my answer with regard to this question of teaching those who are really mentally deficient or apparently mentally deficient, that upon the very best authority on the continent the doctrine has been laid down, that if a child can be taught on any system at all it can be taught by the German system or pure oral, and better by that system than any other.

7739. And as far as your experience goes, is that a correct view?—Certainly, most correct.

7740. You stated that your students had to pay 50*l.* per annum; do you find that they are able to pay 50*l.* per annum?—I will say at the present time in answer to that question that we have four students in the house; we have two coming; we have three out-students, and we have one out-student coming. Now of these we have at present advanced two of the in-students half the fee of 50*l.*; we take two out-students in at a fee of 10*l.* a year instead of 45*l.*; one of our out-students we are paying a salary of 120*l.* to become a qualified teacher, and the other two students are paying us the 50*l.*

7741. But if you charge 50*l.* and only make them pay 10*l.*, how is that managed?—It is done to meet the necessities of the school board.

7742. But do you mean that you really only take 10*l.*, and yet you say you charge 50*l.* I want the Royal Commission to understand these matters?—We charge 50*l.* for in-students and if the sum is too much for them, if we have got any money in our assisted students' fund, we advance the money which they ask for.

7743. In your experience has that money been advanced over and over again to students?—Yes.

7744. Has it been repaid?—It has with a small exception.

7745. (*Chairman.*) It is nominally a loan?—Yes.

7746. (*Mr. St. John Ackers.*) Have you found that there are ladies and others willing to come and be trained at your training college, who if money is found for them are willing to repay it out of the income they can make out of their profession when they have got your certificate?—That is so.

7747. With regard to the International Congress at Milan, at which you were the secretary of the English speaking section, a statement has been made that that was a packed meeting; will you explain to the Royal Commission who were invited to the meeting, and who attended it?—As far as I know, not having had anything to do with sending out the invitations from Milan, I believe invitations were sent to all head masters of institutions, or secretaries that were known, whose names appeared in or reports, who were known to be in existence.

7748. (*Mr. Few.* You do not know that of your own knowledge?—It certainly is not within my own knowledge.

7749. (*Mr. St. John Ackers.*) Judging from those persons whom you saw attend, do you consider that invitations were sent out only to the advocates of one system?—I am perfectly certain, that they were not, because a very large number of persons attending that meeting, were at the time when they entered, on the first day of the meeting, sign-system teachers, engaged in teaching on the sign system.

7750. Did Germany, as a nation, refuse to join that International Congress?—Certainly not; they did not refuse, because they were represented by probably their head man, Dr. Treibel, of Berlin. He attended almost on behalf of the Government. The reason why the attendance was not larger was probably that these men could not afford it. Dr. Treibel came down, having his expenses paid.

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7751. (*Chairman.*) He was sent by the Government probably?—I think probably.

7752. (*Mr. St. John Ackers.*) Was there a great change in the opinions of those present after having seen the working of the schools in Italy?—The change was almost universal; of the opponents of the sign system that remained uncontroverted; there remained only four, one being an Englishman, and three being Americans.

7753. Then I understand you to say, from your own personal knowledge, that a large proportion of those who attended that meeting came to the meeting as sign teachers?—Unquestionably.

7754. And they went away as the advocates of the oral system?—Yes, exactly.

7755. (*Mr. Few.*) How many children have you under charge at your institution now; I do not quite understand; you are chiefly an institution for instructing teachers?—Yes; we must have a practising school. Our practising school consists of 22 children. I am afraid we have lost two and therefore have only 20, but one is back temporarily.

7756. Are those children all paying children?—They pay but they are not all profitable children.

7757. But they pay more or less for being there?—Yes.

7758. They are not poor children who pay nothing?—No.

7759. Have you ever carried a deaf child through the whole course of education?—No. We have only been at work seven years.

7760. I mean yourself personally?—No, because I have only taught in my own institution seven years. Three other years I have been engaged in teaching elsewhere, so that I have never been engaged in any one institution for a full course.

7761. But your work is teaching teachers?—And teaching deaf children as well.

7762. As subsidiary to teaching teachers?—Yes.

7763. Teaching children is not your primary occupation?—Our primary occupation is to train teachers and to diffuse the system, and thirdly to get all deaf children in the country educated and if possible on the oral system. Those are our three main objects.

7764. You are altogether in favour of the oral system founded on your experience?—Yes, altogether. I should like to call it the pure oral system. The "oral system" means nothing to my mind except sham as a rule. The name "pure oral" was adopted at the Milan Congress; they did not like to use the word German, or to limit it to any one nation.

7765. You have never taken charge of one or more poor children who come from poor parents, and taken them in hand to teach them?—Yes, I have; nearly all the pupils in the school where I was trained were poor children, peasant children of the lowest class.

7766. (*Chairman.*) Abroad?—Abroad.

7767. (*Mr. Few.*) I gathered from your evidence that you were abroad getting instructions so as to enable you to form an opinion on the two systems?—I was told to visit so many institutions, and learn this, that, and the other system in order to be able to argue and discuss and hold my own as to whether we should adopt a certain system; and I was sent abroad especially to study the German system.

7768. You were sent abroad on the special lines of that pure oral system?—To study it in order that I might adapt it and introduce it into this country.

7769. You did not go abroad to form your own opinion as between pure oral and the sign system; you went on instructions on the pure oral system?—I was allowed a free opportunity of following any system, and, if I might be allowed to quote my own words on this very point, I think they express my meaning in better language than I can put it in at the moment. The passage is contained in the report of the Conference of 1877, the first conference that I attended. On that very point some questions were put to me very similar to the questions being put now. I was allowed full opportunity by the founder of this system to study each and

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every system, but at the same time I was sent specially to make myself conversant with the German system in order to introduce it into this country. The passage is at page 108 of the Report of the Conference of Head Masters in 1877 in London. This is what I said upon that occasion:—"He" (that is myself) "had had the "great advantage of starting with the full knowledge of "all that Mr. Ackers had done in the direction of deaf "mute education, together with his experience, advice, "and counsel; but was under no obligation to that "gentleman blindly to commit himself to the German "system as being the very best method of teaching deaf "children. Far from it, he had been afforded every "facility by Mr. Ackers to study different systems in "different countries, Great Britain, Holland, Germany, "Austria, Switzerland, France, and the United States, "with express injunctions to obtain from Professor "Bell, at Boston, a knowledge of his system of visible "speech, and to watch the effects of such system in the "American schools."

7770. When do your teachers as a rule leave you, at what age?—They leave when they get their certificate.

7771. At what sort of age, 25 or what?—We have had them in as young as 17, we have also allowed married women to come at about 30. We do not like them to come in so late; we may take it that between 20 and 30 is the age at which they leave us.

7772. Do you happen to know whether they go, generally, into private families?—There are 16 of them have gone to the London School Board.

7773. Sixteen out of how many?—Out of 34. One has gone abroad to a large institution, five have gone to provincial school boards, and some are married and retired, I am sorry to say; and the others are in private families.

7774. And as far as you know none have gone into asylums for the education of the poor, such as the Deaf and Dumb Asylum at Margate?—Certainly; we have got no less than 15 in the Manchester Institution. The Deaf and Dumb Asylum at Margate would not have any from us; they never applied; but we have 15 at the institution at Manchester, of which our Chairman, Lord Egerton, is the President. Fifteen have been trained through our vice-principal, and five more in other smaller schools, board schools.

7775. Are you in favour of day schools as contrasted with boarding schools?—Personally, I must say I am not. I know it is a vexed question, and the founder of my own society and I do not quite agree upon that point. I think this, that perhaps some combination of the two might be the right thing; but I think that little children should be under their instructors until they have got a certain sufficiency of power of communicating with the hearing world. I think in a day school in a large city there is an element of danger, and always must be, where children have to come to and fro from their homes.

7776. I gathered from what you said that you consider that your course of instruction is higher than that which is pursued in Fitzroy Square?—In what way?

7777. In any way?—In the training of students, do you mean?

7778. Yes?—Oh, certainly. I should think so.

7779. And, therefore, I assume that your curriculum is higher than that in Fitzroy Square?—I only assume it. I have never seen their examination papers.

7780. (*Admiral Sir E. Sotheby.*) You stated that the education at Osnabrück and Riehen was most efficient?—Yes.

7781. Judging from results, do you think your training college would bear a fair comparison with those places?—Our work is so different. If I could be in my class-room all the time, and have no care and no trouble except the mere responsibility of carrying on the institution as a domestic one, I should myself quite feel that we are doing the same kind of work as that at Riehen; but being a practising school, although no doubt with very great care you will arrive at the same results, you see you must permit your students to have an opportunity of practising, so that in one sense the very best is not available in the teaching, in a training college for pupils that is; but, I think, practically it is a very very slight difference.

7782. Do you think that it is necessary to have one teacher for every 10 pupils?—I do; you may take that as the average.

7783. That is sufficient?—Yes; that is in a school of 40 there should be five teachers, that is to say, four teachers and a head.

7784. Have they at Milan a greater number of teachers than that?—No. As a matter of fact, at Brussels, the wish is to limit it to six or eight. I think that 10 is a very fair number.

7785. In respect of poor children, do you think that the asylum is a better mode of teaching than boarding?—It is a question of day schools and boarding schools. I have answered that my preference is for a boarding school; you see especially in the case of poor children they will play truant and make any excuse for remaining away from instruction, if they can.

7786. If they are kept at an asylum they will receive a much better education?—That is my own personal feeling.

7787. I see in Appendix C. of your report, "How to "change a sign school into a pure oral school." Do you consider that there is any difficulty in a child or an adult being taught the pure oral system after having been brought up on the sign or manual system?—We do not propose to do it, not in our advice there. We think that if you have been teaching a child by signs for several years, probably the best thing you can do is to go on and complete that child in the same way; but all new ones you bring in, teach them on the pure oral system.

7788. After having been taught on the manual system or the sign system, is it possible for deaf and dumb persons to be taught on the pure oral system?—It is possible but improbable.

7789. How would you propose to deal with isolated cases of deaf and dumb in the country?—I would send them to the nearest school.

7790. They could not be taught at the board schools in any way?—Not unless there was a special class and instructor for the deaf.

7791. But they might be taught the manual system, might they not?—Certainly not.

7792. That is so very simple?—The Americans will tell you that it takes four years to be trained as a competent sign system teacher; *i.e.* with a full knowledge of signs as a medium of communicating ideas.

7793. Are you aware whether any of your students have become governesses in private families?—Some. I have answered that question.

7794. Do you know St. Saviour's Church in Oxford Street?—I do not know the inside of it.

7795. Are you aware that there is a large congregation of deaf and dumb there?—I have heard so and read so.

7796. Do you know what system they adopt there?—Signs. Of course this evidence is hearsay and from reading. I have never attended a service there.

7797. Do you consider that an oral system is superior to a sign system in the pulpit when the person is not opposite to you, and cannot see your lips?—You are speaking not of the Church Service, but of the pulpit. I think that the German system is superior if the deaf person sees the speaker in the same way as the hearing person hears the speaker; we can be placed in a position in church where we do not get the benefit of the sermon through the sense of hearing; and a deaf child may be placed in a position in church where he does not get the benefit of the sermon through his sense of sight; but if he is placed in a favourable position, then he will carry away a greater knowledge under the German system than from any possible signs.

7798. If he catches only a few words of a sentence you think that he will gather as good a knowledge of it as you would if sitting in the corner of the church?—Yes. I have seen myself one church abroad, and confirmation classes, the whole service conducted orally and the congregation attending and taking full advantage of the service, an oral service, everything conducted orally. I have at the present time three children who are not fully educated; I do not call them fully educated. I hope they will remain with me another three or four years; they are going up for their confirmation on Friday week by the Bishop of London; they are now being prepared by a clergyman who is not a stranger by sight, but is a stranger in the matter of talking to them. At first he was a little diffident as to how he would get on. I said, "I will be in the room the first lesson you "attempt, and if there is any hitch I will put your "question for you." I have not had occasion to do it; he has been conducting the whole of those lessons in my absence.

7799. Do you see any reason why the deaf and dumb, taught on the oral system, should not take their proper position at the universities?—None whatever. It is merely a question of the preliminary education that has been given to them.

7800. You have got two teachers, have you not?—I have only one as a matter of fact. I am the principal, and there is the lady principal; these are the only two teachers. I have a student who is actually engaged in the practice of teaching in order to become a qualified teacher.

7801. But taking the figure under the head of "educational salaries" in your balance sheet, how many does that include?—That includes three.

7802. That is exclusive of yourself?—Two more, besides myself.

7803. Your salary you said was 400*l.*?—Yes.

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7804. And the difference of that is 361*l.*; do those two others get 361*l.*?—Yes; but I explained that before, that one is a special arrangement, because the lady who is acting as lady principal gave up her school, and amalgamated it with ours, and we felt that we were obliged to offer her a larger sum in justice than we should have done.

7805. What does she get?—It is 130*l.* or 140*l.*, rising by 10*l.* a year up to 200*l.*; but that is a special arrangement which we should probably not make again.

7806. Your rent is 362*l.*; the house belongs to a member of the committee?—That is rent, rates, and taxes.

7807. The house is about 300*l.*, I suppose?—250*l.*

7808. And there are heavy taxes?—Very heavy taxes and heavy rates.

The witness withdrew.

Miss S. E. Hull examined.

Miss S. E. Hull.

7809. (*Chairman.*) You are one of the committee of the Society for Training Teachers of the Deaf?—Yes, I am.

7810. How long have you been on that committee?—Ever since it was founded.

7811. And you have also been an examiner in the annual examination?—Yes.

7812. How many times?—Every time.

7813. And you are also the lady principal of the institution?—Yes.

7814. Have you visited the principal institutions for the deaf and dumb on the Continent, in Germany and Italy?—I have, and some of those in America also.

7815. At what date did you visit them?—I visited some of the American institutions in 1872 and 1873; I went over at Christmas time, and the Italian schools in 1880, and the German schools and one in Switzerland in 1883.

7816. We have heard something of the American and Italian schools, but as you have been so lately as 1883 in Germany perhaps you would tell us something of the German schools you visited in 1883.* Will you tell us what schools you visited in that year?—I visited the school at Cologne, of which Herr Weissweiler is the principal. Then I also visited a school at Brühl, near Cologne, that is also on the oral system, not a very pure one.

7817. Are all these schools on the oral system?—Yes but the Brühl one was a poor one, I mean to say that it was not very pure.

7818. Is that a school for the children of the country district?—Yes (province).

7819. Do they use signs there?—They used some natural signs.

7820. Did you visit the schools in Saxony?—From Brühl I went to the Hamburgh School.

7821. What did you find there?—That is a very fair school; it was a pure oral school.

7822. In the town?—Yes.

7823. Taking the town children?—Yes taking all classes of children.

7824. Did you find the teaching good there?—It was fairly good; it was not one of the best schools.

7825. Was it as good as it is in England?—A great deal better. I am speaking of the pure oral system you know. Then I went to the Schleswig School, which is one of the most excellent schools in Germany. There is a most excellent system followed there with regard to weak-minded children, there is a complete separation of the weak minded.

7826. Weak-minded deaf and dumb you mean?—Yes a complete separation of them from the bright children. That is a most valuable institution. The head of it is Herr Engelke.

7827. Are these weak-minded children what you would call idiots in England?—Not idiots because they could not be taught then, but imbeciles.

7828. They are classed as idiots in England; in England they would go to an idiot class?—An idiot child is incapable of being taught anything.

7829. But there are children in idiots' asylums who are capable of being taught?—Those are imbeciles. Then besides imbecile children there are weak-minded children who are not absolutely imbecile, but are not capable of being brought forward so rapidly as perfectly bright and intelligent children.

7830. Are they born deaf and dumb?—They may have been born so, or may have become so from a very severe illness; the same illness that may have caused deafness may have caused an affection of the brain power, may have weakened it, and Herr Engelke has introduced this system (at present it is unique); he has two buildings, one very fine one, looking over the mountains, where the bright-minded children are under the charge of another master, Herr Köhler, but under the government of Herr Engelke. All the children when they first come are taken into the first building, where Herr Engelke himself superintends, and where they are boarders, and they remain there for two years. They are classified thus according to their ability: A, good; B, fair; C, low intellect; the bright children, classes A and B, are classified and carefully prepared, and after two years (I believe that is the time) they are drafted into the school in the other building. They are placed in families in the neighbourhood and they only attend school in the day; but the weak-minded children remain in the first institution; I saw there a child that had been five or six years under the sign school system which had failed completely with him, and who was now coming on nicely under the pure oral system.

7831. Do you mean those with weak intellect?—Yes, one of those with weak intellect. I myself strongly believe that the pure oral system is better adapted for the weak minded than the other system (the sign or manual system).

* List of the German Institutions visited by Miss S. E. Hull in 1883, with fuller particulars added from the Tables in the American Annals of the Deaf and Dumb Volume for 1881.

Location.	Principal.	How supported.
	Rhine Province.	
Cologne.	Weissweiler.	Private.
Brühl.	Feith.	Province.
	Schleswig Holstein.	
Schleswig (old building).	Engelke.	Province.
Schleswig (new building).	Köhler.	"
	Hamburg.	
Hamburg.	Söder.	City, voluntary contributions, and pay pupils.
	Brandenburg.	
Berlin.	Dr. Treibel.	State.
Wrietzen a Oder.	Walther.	Province.
	Hanover.	
Hild-sheim.	Rössler (1883, since left).	Province.
	Hessen Nassau.	
Frankfort a Main.	Vatter.	Province.
	Switzerland.	
Riehen (Basle)	Fresst†	Canton, voluntary contributions and pay pupils.

† Dr. Arnold, the founder of this school, has been dead some few years when visited by Miss S. E. Hull, the traditions of his method were being carried out by old teachers of his who have since left.

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7832. Is that in Schleswig-Holstein?—Yes, Schleswig-Holstein. Then from Schleswig I went to Berlin and visited the Royal Institution there; that is a training college of which Herr Treibel is the principal. From Berlin I went on to Wriezen.

7833. Is the Berlin one actually in Berlin?—Yes, in the town of Berlin. There are two institutions; this one was for all children, but I think for a higher class of children than the other one. The other one I did not visit; I believe they were principally Jewish children in the other institution.

7834. In your visit did you go to any other institutions besides the oral ones, any sign ones?—There are no sign ones in Germany to go to.

7835. That is what I wanted to know?—No, there are none. From Berlin I went on to Wriezen-am-Oder; it is in the province of Brandenburg, the principal of that is Herr Walther. That is a most admirable institution, one of the very best, Herr Walther is the superintendent of all the schools throughout the province of Brandenburg, he has a most excellent plan for the promotion of unity of instruction in the institution. That is an exceedingly valuable school. From there I went on to the Institution, Hildersheim, Herr Rössler was then the principal there; when I visited it that was a very good school. From there I went on to Frankfort-on-the-Main, and visited the school for the higher class children, that is children of the upper classes, under Herr Vatter. That is a most excellent school, but has advantage as I understood, of the pupils being the children of well educated parents, and of its being, comparatively speaking, a small school. I have been told there is another institution in the town for the children of the poorer classes. I did not know of that until afterwards, or I should have visited it. From there I went on to Riehen close to Basle. I saw Herr Fraser as the principal of that institution; but he had only lately been appointed, and there were still the traditions of Dr. Arnold in force and use, who was the original head, and really the former of that school.

7836. Is it kept up as it was before?—I do not know; I only know that when I visited it there were two ladies there who had been educated by Dr. Arnold, and who carried out Dr. Arnold's principles. Since I visited it they have left, so how it is carried on now I do not know, but that was a most excellent school. The children were very carefully kept from all signs.

7837. Is that all you visited in Germany?—Yes.

7838. Was there one common system running throughout?—Yes, more or less well carried out according to the capabilities of the teachers.

7839. Was the system of class rooms the same?—As a rule they had one class room for every class. In some of the poorer schools, where the place was a very poor place, they might have two classes in the same room, the one writing and the other having an oral lesson; but as a rule there was a separate room, and in all the best schools there was quite a separate room for every class.

7840. Was there any special arrangement of light so that the teachers might be seen to the best advantage by the pupils?—The rooms were all well lighted, but I did not take any special notice of that.

7841. Not lighted from above; they were side lights?—Yes, as far as I remember.

7842. Were they all taught on the same system?—All taught by speech.

7843. And what was their physical education?—Most of the institutions have very good gymnasia attached to them.

7844. Any trades taught, any occupation?—Those I did not see. I know that there are trades taught in some of them, but I did not see them.

7845. Do you think it is an advantage that the children should be occupied out of school hours?—I think it is most advantageous that they should always be occupied actively out of school hours, either in gymnastic exercises or, when they are old enough, in trades of some kind, either for pecuniary use or for amusement.

7846. I suppose in England, boys play at athletic games more than they do in Germany?—That would do as well, supposing they were made to talk *aloud*, but not to be permitted to make signs.

7847. How do you prevent their making signs?—If they are properly taught, and if they are kept properly occupied, they will always speak. If they are left idle, they are very apt to fall back to signs.

7848. How many of these schools were boarding schools and how many day schools; which system existed?—Both existed; some were one, and some the other.

7849. Were the children boarded out with their own parents?—If their own parents lived there, if not, they were placed in homes of the peasantry of the same class, and those homes were superintended by the heads of the institution; and I believe, in some instances, they were boarded with the masters.

7850. Did you find out whether those with whom they boarded endeavoured to carry out the same system of speaking as they were taught in the schools?—Certainly; we were given to understand that they did.

7851. Do you not think that the facility of learning German by speech is much greater than that of learning English?—It is a more phonetic language, but there is no reason at all why it should be easier. The English language is as easy to learn as any other.

7852. You think it is?—Yes, certainly. As regards learning lip reading, it is simply a matter of practice like anything else. Some hearing persons fancy that a phonetic language must be much easier, but I do not suppose it really is. That is a thing we can scarcely gauge absolutely, because everything is easy to a child who is taught it.

7853. But in German and Italian the words are pronounced as they are written?—Yes.

7854. Whereas in English the pronunciation varies so very much?—Yes. You see what you have to think of is this: that the deaf do not depend upon their ear for the pronunciation or for the spelling of the word; they depend upon their eye for the pronunciation; and they depend upon the written form for the spelling; and in their minds the two things are perfectly distinct. We do not find that our children make the slightest trouble about spelling. We say to a child the word "enough" and the child says "enough" till it can say it perfectly correctly. After we have obtained that we spell the word; it never troubles the child that that spelling has nothing to do with the sound of the letters. We do not use phonetic characters but the ordinary characters. It is always remarked that our children spell without mistakes, whereas other children at their age are making constant mistakes.

7855. You always write the word after you pronounce it, do you not?—They are not allowed to see the written form until they can speak it correctly by sound; that is a very important thing.

7856. You do not begin to spell until some time after?—I never teach them to spell at all.

7857. You do not allow them to see the written character until after they have mastered the sound of the word?—Yes.

7858. How long is the written character shewn the child after the word is spoken?—Two or three seconds. I mean to say that when I give a child a new word, I pronounce the word to the child, and the child looks at my mouth and pronounces it. When the child pronounces it correctly I then spell it by the ordinary alphabetic name of the letters, not phonetically. I should say "e"-"n"-"o"-"u"-"g"-"h" to the child, and the child would write it down. I should not spell it phonetically. The children are taught two separate alphabets, the phonetic alphabet and the ordinary alphabet. In schools where the opposite system is pursued, as I saw in America, where they were taught writing first and then the pronunciation, or where phonetic characters are used, the children are troubled about the spelling, because then they think in the written character and translate it into the spoken; but we make them think in the spoken and translate it into the written form, which makes all the difference. The point of greatest importance is, to get the brain to *think in spoken language*. Once make the deaf think in spoken language, as we think in spoken language, and they are the same as we are, as regards their minds.

7859. Do you think it is an advantage to have the children boarded at an early period of their education in your system?—Yes, I think it is of very great importance that in the early stages they should be, in order that there should be complete putting down of all signs. Of course the children, when they first come to an institution, bring with them a certain number of natural signs and gestures which have been the only means by which nature could enable them to communicate with their parents and friends. These must be put down, and they will gradually fall away as the children are taught speech; but if they were left at home, their friends would be very apt to continue using those signs, and then there would be a struggle in the children's minds between signs and speech which would be a great hindrance to the acquirement of spoken language.

7860. And another point is that the teachers obtain greater influence over their pupils if they are always with them?—Yes, they obtain a greater moral influence. It is especially necessary with children from the poorer classes, they come from miserable homes in which they have too often been sadly neglected, and where no moral influence has been brought to bear upon them; in fact an uneducated parent cannot bring either a moral or religious influence to bear upon a deaf child.

7861. Then you think in the case of the children of the poorer classes in England it is very desirable that in the early part of their training they should not only be educated but maintained in the institutions in which they are educated, in order to give them a fair chance of mastering the oral system as soon as possible?—Yes, I think so; and I think that after they have been for a certain time in the institution, they might then, if it were considered desirable, be as they are at Schleswig, and as they also are in Norway, placed out in families.

7862. Be boarded out, you mean?—Be boarded out and attend as day pupils.

7863. Now, are the educational appliances in England for the teaching of the deaf and dumb as perfect as they are in Germany?—I should say certainly not, because we have not the pure oral system in England yet except in some of the schools.

7864. With regard to pictures, do you attach much importance to there being a good series of pictures to teach the deaf and dumb?—That is a point which I am very urgent indeed about, that is to say, that we do very much need English pictures; we have nothing but German pictures.

7865. And no society has published any pictures for the deaf and dumb specially?—There is only the deaf and dumb dictionary published by the Old Kent Road Asylum; but those pictures are not useful for general teaching because they are very small. We want wall pictures.

7866. Why should not the deaf and dumb children use the same pictures as the National Society has?—They do; but the National Society uses many German pictures.

7867. They have improved very much lately in coloured pictures?—Yes.

7868. Formerly they were in black and white?—Yes; but still a number of the Kindergarten pictures from Germany are used in our national schools, I believe, and though those are very good as far as they go they are not English pictures, they do not show English life, they do not show English objects, they give the children different ideas as regards the different agricultural implements for instance.

7869. In the case of the deaf and dumb, it is much more essential that the pictures should represent the same objects as they see in daily life, or they give a false impression?—Yes, and we never *teach* (so to speak) *from pictures* with the deaf. Hearing children can be taught from pictures, because they realise that pictures represent objects, facts, and actions that they have seen out of school and which they have learned to think of *in words* (for instance a spade is a spade whatever its shape may be as represented). But with the deaf we teach from the real objects, facts, and actions themselves, in the first instance, and pictures are only afterwards used to recall those objects, facts, and actions. Therefore if we present a picture showing something quite different from what the children have seen, they cannot think that we mean the object, fact, or action to which we refer. That is why it is of such great importance that we should have English pictures. And then we also want text books to accompany those pictures, for the use of young inexperienced teachers.

7870. Would it not be desirable to make the text books as far as possible the same as those used by other children in the national schools?—They cannot be the same.

7871. Will you explain why?—Because we have to develop language with deaf children, and to do it much more slowly. Hearing children of seven years of age come to school with a large command of language.

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7872. The elementary text book must be different I understand you to mean?—Yes.

7873. But not necessarily the later?—The later may be exactly the same. In the first development of language with the deaf we need to give them the same gradual language teaching as the mother gives in the nursery.

7874. Is there a great want of some thoroughly trained teachers?—Yes.

7875. Do you consider that the teachers you have got now are as good a class as they ought to be?—Do you mean to say with regard to their education before they come to the Ealing Training College?

7876. Their general acquirements; are they as a class as well educated and as fit to train others as you think they ought to be?—Some of them are, and some of them are not, if you mean those who have come already to the Ealing Training College. You are not speaking of the individual students just now at the Ealing Training College.

7877. I said those at the college?—Do you mean the particular six or seven there now or all the students who have attended the college throughout the whole time?

7878. Throughout the whole time?—Some of them have been good, others have not been nearly as good as we should have liked, and we should be glad of an even higher class than we have now, because what we want is the very best class of teachers. The deaf require the very best teaching, and therefore we ought to have the best material to work upon; it is so in Germany.

7879. Is not the difficulty mainly a question of salary?—Yes it arises from its being impossible for these young women or men to support themselves during the time of training.

7880. How would you meet that difficulty; would you give them some allowance?—We ask that the Government shall do for the teachers of the deaf what it does for the teachers of the hearing.

7881. To subsidise their training colleges?—To subsidise their training colleges.

7882. Do you yourself lecture to the mistresses and the students?—No, only Mr. Kinsey.

7883. He lectures to both?—He lectures to the students. I take part in the teaching of the children.

7884. Are there men and women there?—We have one gentleman student at the Training College now; we have had one other.

7885. All the rest are women?—All the rest are women. We find it very difficult to get men to come. The difficulty which exists with women is still greater in the case of men, that they will not come for nothing.

7886. Is it desirable that you should have men?—Most desirable.

7887. Perhaps women in the earlier stages are best; is that your opinion?—No, I think we want both, men for the boys and women for the girls.

7888. Now what separation do you think is possible between the less intelligent and the more intelligent pupils of the deaf and dumb; what sort of system of teaching would you recommend?—I think myself that the system carried out at Herr Engelke's institution in Schleswig-Holstein is the best, that is complete separation in a separate building, but there is also the plan which is followed at Milan and other schools, of separating them in classes, letting them be in the same building but in separate classes; but I think the other plan very much preferable, because then they do not mix and the less intelligent children are not discouraged by seeing the brighter ones going out, leaving school that is, after a shorter term of study and also the weak minded ones do not hold the others back.

7889. But most of the institutions in this country are not very large, and in a small institution of course it would be rather difficult to classify them, would it not; I mean it would require so many more teachers the more you subdivide?—I do not see that it would make any difference if you get a better result in the end whether you have one set of teachers for the weak minded children and another set of teachers for the clever bright children, taking the same number.

7890. Do you think it is an advantage to have all the stupid children together, and so to do away with that

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spirit of emulation which is part of our public system?—But you never find two weak minded children precisely the same; one child brightens the other; and there would be a more even emulation between them than between weak minded and bright children.

7891. But the principle you recommend is not carried out in our public schools; is there anything exceptional with the deaf and dumb that that should specially require to be done in their case?—Certainly, we have still greater difficulties to contend with. With hearing children teachers have five senses to apply to, with deaf children only four, and if weak mindedness be added to that, it makes a still greater difficulty.

7892. You speak from the standpoint of the teacher that the teaching would be so much easier if there were the separation you recommend?—I am not speaking for the sake of the teacher but for the sake of the children.

7893. I wanted to know that?—It is not for the sake of the teacher. It would be terribly hard on the teacher who had to take the weak minded children. That is not the question at all, but what is the best for the children. If you ask what is best for the teachers I should say not to keep a poor unfortunate teacher for ever teaching the weak minded.

7894. Do you think that the education of the deaf and dumb should be made compulsory in England?—Yes.

7895. And do you think that that education should be compulsory on the pure oral system, or on a mixed system?—Personally, as I think the pure oral system makes the children happy and restores them back again to their friends and families and society in general, and gives them the proper mental grasp which the Almighty intended them to have, I cannot help saying it should be the pure oral.

7896. Or mixed?—Rather the sign system than mixed.

7897. With regard to religious instruction do you find much difficulty in imparting that under the oral system?—We can give far higher religious instruction, far deeper and more abstract ideas, by the oral system.

7898. I suppose you can convey all purely religious ideas more clearly than on the sign system?—Very much more; that is acknowledged by those who have been teachers of the sign system. I might, perhaps, be allowed, with regard to what the system can do, to refer to a young man educated by myself on this pure oral system, who became deaf at three years of age from brain fever, and who, therefore, had he been sent to an ordinary sign school would have been deaf and *dumb*. He is at the present moment in Trinity College, Dublin, passing examinations in Greek and Latin and mathematics, with his hearing fellows on the same ground, the examination taking place in the same manner, and he is passing them successfully.

7899. I suppose he had some recollection of hearing speech?—When he came to me as far as sound was concerned he was quite dumb; but his mother had always kept up the pronouncing of words with him by the movement of her lips. She taught him to read her lips, she did not know of the existence of the German system, but she had such a great horror of finger-talking and signs that she determined that she would, as it were, invent a system for herself and would teach the child by moving her mouth. She then afterwards heard of the German system and the father visited my school and left the child with me at the age of seven. When he was brought to me if I said the word "ship" to him he would move his mouth without any sound, but forming his mouth as he would do in uttering that word.

7900. He started with some advantage?—Yes, it was a very great advantage to him mentally; he was, however, taught precisely in the same way, that is, he was put back to the elements of sounds as if he had been born deaf; but the fact of his having once heard and of his language having been kept up by his mother's lips was of great advantage to him.

7901. Is there anything else that you wish to place before us. I think I have asked you questions on most of the points?—There is one thing that is sometimes made a difficulty, it has been so, in some of our conferences, with regard to the different dialects of the different counties in England. There is no more difficulty in that respect in our country than in other countries. When deaf children are taught to read the lips *easily* a difference of dialect is no more difficult for them than for hearing persons. When they have once attained a spoken language to pass into another language is no more difficult for them than for us.

7902. (*Admiral Sir E. Sotheby.*) Have you ever met any deaf and dumb people who stammer?—Never; but I have taught pupils who were not deaf, both having defective speech and defective palates.

7903. You never attempted to teach a person who stammered, and cured it?—I have taught people who could not pronounce the letter S, and that kind of thing, and I have taught them on the same system as that on which I teach the deaf.

7904. Do you think that the oral system could be used with advantage in cases of stammering?—Yes, I have used it in cases of cleft palate, and I have been very successful.

7905. Your students, I think, are rather a better class than the children, are they not?—They are both from mixed classes.

7906. I thought the students were of rather a better class?—Our children at Ealing are mixed; some of them children of well-educated parents, some of them of tradespeople.

7907. (*Chairman.*) The Admiral is asking, I think, about those who come to be trained as students?—Both of them come from different classes. We have some well-educated students who come to us, and some come as students who are only partially educated, and we have also children of well-educated parents and of partially educated parents.

7908. (*Admiral Sir E. Sotheby.*) Do any of those young women or girls who teach go out as governesses?—Yes, either as governesses or teachers under school board boards.

7909. Do you know what salaries they can command as governesses?—Originally when we first began they used to obtain as high as 100*l.*, or 120*l.*, or 150*l.*, I believe some of them had. Now generally in private families they have 60*l*, I believe some of them have had as low as 40*l.*, but as a rule 60*l.*, and under the school board I think it is 100*l.* or 120*l.*

7910. They have no difficulty, if they are well taught, in getting places?—No, no difficulty. Our students are generally engaged before they obtain their certificates, subject of course to their obtaining them.

7911. Have you any knowledge whether a large number of the poor deaf and dumb children are not educated at all?—A very large number.

7912. More so do you think than of those not deaf and dumb?—I believe it is compulsory for all hearing children to be educated, and the school board take them up and fine parents if they do not send them.

7913. The deaf and dumb you think are overlooked?—Yes.

7914. (*Mr. Few.*) Would you like or dislike being put under inspection by some officer appointed by Government?—I should like it very much indeed.

7915. Would you like it, supposing his curriculum did not suit with your view?—Well, I do not know.

7916. You must face that alternative?—I do not see how his views could disagree with my views; because if he sought the very highest good, the best for the deaf, which I suppose a Government officer would do, he would agree with my views.

7917. It would be dependent on his own judgment to a great extent: Supposing he were in favour of the combined system, you would rather be without him?—Well, I do not think that we shall get the combined system now; it is not likely that England will remain in the dark.

7918. I put it "supposing it is so." You may say it is ridiculous, but I say "supposing it is so," you would rather be without him?—No, I should not; because if he came to my school I should hope to convince him that his view was a wrong one.

7919. (*Mr. St. John Ackers.*) You have spoken about children with a low condition of intellect, with regard to special schools in Schleswig; taking the other schools, do they there take children of as low an intellectual power as the sign schools take them, speaking from your own personal experience in this country?—Yes, quite.

7920. And as poor?—Very poor.

7921. Have you not visited a considerable number of schools in Holland and Belgium besides those you have mentioned to Lord Egerton?—Yes, I have, but those are not pure oral.

7922. Those are in a transition stage?—They are in a transition stage, and therefore the system is not carried out in its perfection.

7923. Then you would not consider that Holland and Belgium could be cited as the best countries in which to study the pure oral system?—I have only visited one school in Holland, though several in Belgium.

7924. Is Belgium a country which should be cited as one to visit if you desire to see the pure oral system?—Most certainly not, in my opinion.

7925. (*Chairman.*) Then what is there that it is desirable to see there. Is it the failure of the other system that makes it desirable to see it?—Those schools are in a transition stage. You can see the difference; you can see the defects if you like.

7926. (*Mr. St. John Ackers.*) Can you see in Belgium a large number of persons who have been educated on the pure oral system, and gone out into after life?—No, they are in a transition stage.

7927. In your opinion are there a large number or a considerable number of children now in asylums for idiots who might be made self-supporting speaking persons if taught on the pure oral system?—I believe there are some, but I do not know how many.

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7928. (*Chairman*) Do you know any of your own personal knowledge?—I have been told that there were some in one institution in this country, but I have not seen them because I have not seen the children there.

7929. (*Dr. McDonnell, M.C.*) When you were visiting these schools abroad did you make any inquiries as to where the funds come from for the education of the deaf and dumb, how the funds are supplied?—I did not make that inquiry, but I know it from other sources.

7930. Does the money come from the State, or does much of it come from charitable persons having left money for that purpose?—It comes from both. Sometimes institutions are endowed by kings and dukes, and so on; sometimes they are supported by the State; sometimes by the commune, sometimes by the parish, sometimes by additional grants from charitable individuals.

7931. And this differs of course in different parts?—In different parts of Germany and France.

7932. So far as you know, are there any districts where they are entirely supported by the commune or parish?—Yes, I believe there are some entirely so supported, both in Germany and in France.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 18th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ. M.D.
CHARLES E. D. BLACK, ESQ., *Secretary.*

The Rev. WILLIAM STAINER further examined.

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7809a. (*Chairman.*) You are one of the founders of the College of Teachers of the Deaf and Dumb?—Yes.

7810a. And in addition to the evidence which you have given us before, you can tell us the origin of this college, and the reasons which induced you to support its foundation?—Yes.

7811a. You had found a want of duly qualified teachers?—I do not know that I can give that as a primary reason for my taking part in the establishment of the college; it was for the general good of the cause.

7812a. And, therefore, also for the improvement of the teachers?—For raising the teaching and the status of the teachers.

7813a. Will you tell us what further reasons induced you to found this college; were there not already two colleges for the training of the teachers of the deaf and dumb?—There were two colleges for the training of the teachers.

7814a. Do they not also examine teachers?—They examine the teachers whom they train themselves, but there was no opportunity for others than those who had been trained in those colleges to pass any examination, or to obtain any certificate, or to establish their status, up to the time of the founding of this college. I have here copies of the circulars which Mr. Elliott and myself sent out. We said in the first circular, which was dated December 1884, that: "One of the greatest drawbacks in the work of educating the deaf and dumb is admitted, on all hands, to be the want of qualified teachers. For the obtaining of the requisite qualifications, there exists no suitable means of previous training, and there are no adequate tests by which they may be judged, no satisfactory guarantees that they are gained. Further, those who have by practice and study acquired such qualifications have no opportunity of gaining that recognition of status which they might obtain if they taught any other children than the deaf. We think it is highly desirable that this anomaly should be abolished, and that the teacher of the deaf should have the opportunity of submitting his qualifications to the scrutiny and judgment of an accredited body, for the purpose of examination, so that he should be in a position to receive such a certificate of competency as shall guarantee his fitness for his work. The advantages of such a measure are too obvious to need pointing out; they apply to the work itself, to the institutions in which it is carried on, to the head masters who are responsible for it, to the teachers themselves, and the profession to which they belong. We may also remark that the present position of deaf mute education suggests the strong probability that we are on the eve of important changes, and it is therefore the more necessary that some such provision as that here indicated should be carefully considered and promptly adopted. We beg to call your attention to the following outline scheme, trusting you will give your earnest consideration to the important subject we venture to bring before you."

7815a. Did you sign that as Principal Superintendent of Instruction of Deaf and Dumb Children for the School Board of London?—No, not in any way; I signed it as one of the secretaries to the Conference of Head Masters. The second circular, which was dated January 1885, is this: "We have received numerous replies to the circular in reference to the formation of the proposed College of Teachers of Deaf Children, and they are so favourable to the proposal that it is hoped the scheme will soon be in successful operation. In order to effect this we beg to ask you to nominate on the enclosed form five gentlemen as the examining body for the first examination, which it is proposed shall be held during the ensuing summer.

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"It is proposed too that the body so elected shall act "as an executive body to formulate and carry out the "scheme already submitted, with such modifications "taken from the suggestions that have been given in "the correspondence as may seem to them to be "desirable. It is thought that a subscription of half "a guinea, in the first instance, should be asked for "from those who are desirous of joining in the move- "ment, as expenses will be necessarily incurred in "printing, especially for the diplomas. The ballot "sent in will be submitted to the scrutiny of one or "more non-professional persons, and the result will be "communicated to you. In the event of the assembling "of a conference of the general body of teachers of the "deaf, which is proposed, it is hoped that a meeting of "the members of the college may also be held to take "the necessary steps to permanently and successfully "establish its working." Then there are spaces for five names.

7816a. Were the existing committee elected?—They were elected by the votes of the principals of institutions in the United Kingdom. The third circular was dated April 1885: "We beg to inform you that the "gentlemen whose names follow have been elected by "the votes of the head masters of institutions for the "deaf and dumb to serve as the examining body and "executive committee of the 'College of Teachers of "the Deaf and Dumb.' Their names are placed in the "order of the voting: Mr. Elliott, Rev. W. Stainer, "Mr. Howard, Mr. Sleight, Mr. Schöntheil. The com- "mittee have since their election given their best atten- "tion to the replies received concerning the scheme at "first submitted, and they have voted separately and "individually in writing on every point on which any "alteration has been suggested. The committee are "anxious to take the opportunity which the meeting of "the conference at the beginning of July will afford to "commence the real work of the college. The first "examination will therefore take place on the 29th and "30th of June next, at 11 a.m., at No. 13, Paddington "Green, London, W. All who desire to obtain the "diploma or certificate of the college are requested to "send in their names to one of the committee on or "before Monday, June 1st. The following is the "modified scheme that has been approved of, with the "modifications printed in italics." The scheme is: "1. That an examining board consisting of head "masters be elected annually, in the first instance by "the whole body of head masters of institutions for "the deaf and dumb in the United Kingdom, and in "subsequent years by the duly accredited members. "The board to meet yearly for the purpose of examin- "ing candidates in the theory and practice of educating "the deaf and dumb. 2. That such board consist of "not less than three members. 3. That the title of "the whole body of members shall be 'College of "Teachers of the Deaf and Dumb.' That after appli- "cation, and only at the first meeting of the board, all "teachers who produce evidence *such as shall satisfy "the elected body of examiners* that they have taught the "deaf and dumb successfully for a period of not less "than 10 years, shall receive the diploma of the college. "4. That candidates who satisfy the examiners in the "subjects chosen for examination shall receive the "diploma or certificate of qualification and be enrolled "as members of the college. 5. That such certificate "be the recognised qualification of a teacher. 6. That "there be a fee for such examination *of one guinea, and "a further sum of one guinea for the diploma when "granted.* 7. That the expenses be defrayed by sub- "scriptions from institutions, head masters, and ex- "amination fees. 8. That the time when the several "subjects will be taken, together with the books for "examination, be indicated by the examining board at "least six months previous to the date of examination, "*except the first examination, when it is probable that "a number of candidates will present themselves who "already possess the required knowledge and qualifica- "tions.* 9. That no certificate be granted to any can- "didate who fails to give satisfactory evidence of "knowledge and ability in regard to the following "*subjects marked a, b, c, d e, f, g. a.* The history of "the education of the deaf and dumb. *b.* The prin- "ciples of education. *c.* The intuitive method of "teaching elementary language *d.* The method of "teaching advanced language. *e.* The practical in- "struction of a class, *with black-board illustrations.* "*f.* The mechanism of speech with the anatomy and "physiology of the organs. *g.* The method of teach- "ing articulation. 10. That examination in the follow- "ing be optional on the part of the candidate: *h.* The "making and understanding of natural signs. *i.* The "ability to read finger spelling. 11. That the college "certificate shall specify the subjects in which the "candidate has passed." That is all that is essential.

7817a. The existing training colleges at Fitzroy Square and at Ealing only examine, you say, their own pupils or students?—I am not aware that they have examined any others.

7818a. Are you aware of your own knowledge whether they have refused to examine any who have not been trained in their several institutions?—It is impossible for me to say what applications they may have had in that direction, but I have not heard of any application being made, for the simple reason that it was under- stood throughout the whole of the profession that no one who had not been trained specially by the principal of the college would be admitted to the examination or entitled in any way to a certificate; and that idea has certainly, I think, since been definitely proved to be correct, by the fact that the authorities of the Ealing College have refused to admit or to grant a certificate even to those who have been trained by their own vice- principal. The vice-principal of Ealing College, Mr. White, was engaged by the committee of the Man- chester Institution, who paid the college 250*l.* for his services for one year as a lecturer, to teach and train the teachers at the Manchester School. During that time he was vice-principal of the college, because he received a salary from the college and not the amount paid by the committee. As vice-principal of the Ealing College he attended at the Manchester School daily, I believe, during the whole year, and gave lectures and instruc tions to the teachers. At the end of that time the students asked for some sort of recognition of what they had been doing by means of an examination, which they hoped would enable them to obtain a certificate; but they were distinctly told by the vice-principal of the Ealing College that they would not be allowed to sit for such certificate; and I take that as being tantamount to a refusal on the part of the authorities of the Ealing College to admit to examination even those who had been trained by their own vice-principal for 12 months. The reason of course it is not for me to assign, but it was mentioned that it was in consequence of their only having been under training for one year.

7819a. Your views being as you have stated, you thought it desirable that an examining college, as you call it, for teachers of the deaf and dumb should be founded?—Yes. I am speaking from the information that I received from two of the students who had been so trained, who came to us and made known that they had been refused, and offered themselves as candidates for our college in consequence. Our natural question was, "Why do you present yourselves to us when you have "already been trained and have had opportunities else- "where." And they said, "We have not had the oppor- "tunity, and therefore we come to you." We examined them, and passed them, and they are now members of this college.

7820a. You think that this college is meeting a want for the raising and testing of the education of teachers of the deaf and dumb?—This college or some such examining body.

7821a. How is the present supply of teachers in the different institutions for the deaf and dumb kept up; is it afforded solely by your college, or do the institu- tions themselves train their own teachers?—Speaking generally, from my knowledge, and it is pretty wide and extensive in connexion with the institutions, I think I may say, on behalf of the principals of the institutions, at all events of those I am personally acquainted with, that they prefer to train their own teachers, and having done so they wish them to be recognised in some way; and I consider the college that we have founded, or some similar examining body, essential for that purpose, to give a status to those teachers who have been trained and gained their experience in our institutions. A good work is being done in that direction, to my personal knowledge, in two very important institutions in the country, namely, the largest, which is Margate, and the next most important perhaps in many respects, that at Doncaster. Teachers have presented themselves to the college from the Margate Institution, from the Glasgow Institution, from the Manchester Institution, and from the Birmingham Institution.

7822a. Is the curriculum in which you examine of a higher or of a less comprehensive standard than that at the Ealing institution?—I should say that it was more comprehensive, but as regards its being higher that must be left as a matter of opinion. It is certainly much more practical.

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7823a. It is more comprehensive, because you examine both in the sign system and in the oral system; how is it more practical?—The examination in the sign system is optional. We should prefer not to examine in that system, but we wish in the first instance to meet the exigencies of the case, and we think by doing so we shall show that we are established on a broad basis, and not on a narrow one, and that in time, by persuasion and conviction, which is sure to arise in the minds of those who are willing to improve, the sign system will ultimately subside and the oral system will take its place, and when that comes to pass there will be no occasion whatever for us to include the sign system in our optional list of subjects for examination. It is more comprehensive, I think I may say, inasmuch as we take the subjects named in the schemes of various colleges, and we have carefully drawn it up, making a difference between elementary and advanced knowledge and prac- tical instruction in class with blackboard illustrations. The history and principles of education of course would be included in every syllabus.

7824a. Is the action of this college confined solely to examination, or do you meet on other occasions?—We have at present only had the meeting for the first exami- nation. We are about to meet again to decide upon our future course. In connexion with the college I bring together those members who reside in London who like to attend lectures and discussions on the difficult sub- jects in connexion with their work, I have done that last year and this year, and I intend to continue it. There is also, I may say, in connexion with the college a library in course of formation, which will be of great service for reference, as there is no library of the sort in the United Kingdom. The only collection that was ever made was allowed to go out of the country; it was purchased by the principal of the college at Washington, and that was a great loss to this country; but we hope to make up for it by collecting all the books we possibly can on the subject, and it is now being done in a house that I have lent for the purpose at Paddington Green.

7825a. I see from your published Quarterly Review that your members are divided into three classes, A., B., and C.; what is the difference between them?—The A. members have diplomas granted to them, having given satisfactory evidence that they have done good work for a period of 10 years. They include, I may say, the majority of the principals of the various institutions throughout the country. Class B. are teachers who, having already obtained a certificate at one of the col- leges, received the certificate without further examina- tion, and therefore they are admitted, as it were, *ad eundem.* Class C. are those who have passed the exami- nation to the satisfaction of the examiners, and include, as I have already said, teachers from Glasgow, Man- chester, Margate, and Birmingham, and from the London School Board.

7826a. Do you think it is advantageous that examina- tions should be conducted by an entirely outside body, and not by the principal of an institution examining his own students?—I think for my own part I should prefer not to examine those whom I had myself trained.

7827a. Is there anything further that you wish to say about the college?—It is impossible to say what it may develop into, it being in so early a stage of its growth, having been scarcely one year in existence at the present time; but we hope that it will tend in the direction which all earnest friends of the deaf desire. We have not set ourselves in any degree in opposition or anta- gonism to any existing institution. On the contrary, our desire is not to pull down, but to build up on vacant ground, of which plenty exists.

7828a. (*Admiral Sir E. Sotheby.*) You mentioned, did you not, the Margate and Doncaster institutions as being the two best institutions that you know of for the education of the deaf and dumb?—They are amongst the best.

7829a. You are decidedly in favour of the oral system, are you not?—I am a strong advocate of the oral system, and I wish it to become universal.

7830a. Are you aware that at Margate they teach upon the manual system, except one class, which they have introduced lately on the oral system?—The Margate institution has adopted the pure oral system, but like all other institutions where there are large numbers it will take time to work out, as it did in my own case under the School Board for London. At Margate they adopted a very wise plan when they were experimenting on the oral system; they took a separate building at Ramsgate, and they removed the pupils, whom they had since 1881 trained orally in the Old Kent Road build- ing, to this new school at Ramsgate, so as to keep them quite separate from the other children, which is a very important matter in the early stages of the adoption of the oral system; and that continues still, so that, inter- preting what you say, it is probable that you allude to the Margate institution, which up to a recent date was conducted on a combined system only, sending into the Ramsgate school the best of its pupils; but at the present time I am informed that the committee of the institution has adopted the oral system exclusively.

7831a. In your college do you propose to give lectures besides examining the students that may present them- selves?—I have explained what I am doing, but that of course at the present time is limited chiefly, in fact I may say entirely, to my own teachers. I have these meetings at Paddington Green, and I have had 26 and 27 out of 29 members present at the lectures and dis- cussions which I have already established. That, we hope, will still further extend, especially as I have already promises from some of our most eminent teachers to give such lectures as may be required.

7832a. You state that you have had students for examination from several places; how many have you had altogether?—We had 12 presented for examination and 11 of them passed to our satisfaction.

7833a. And your college has been in existence one year?—We have had one examination.

7834a. You say that you have a library of a peculiar nature; is it entirely of a technical character?—It chiefly consists of books on the instruction of the deaf and dumb and on collateral subjects. I have just bought a few medical books which I think will be useful for those who like to go into that subject; and we have contributions promised to this library from the continental institu- tions. There is no doubt that if we are spared to carry out our views in that respect we shall have the most valuable collection of books on the subject in the kingdom, and I hope that that will not be many years hence.

7835a. (*Mr. Arrol.*) At present I suppose your college is an examining board?—It is.

7836a. You do not give any tuition?—We do not give any direct tuition at present, nor have we any immediate idea of doing so; but as I have already said I believe that any society or institution which grows out of the necessity of the case and is not established for any whim, or fancy, or particular desire on the part of the founders, but is in the first instance tentative, and intended to grow, will show its power and elasticity by developing in that direction in which it may hereafter be found necessary. We hope that this college will do so, and it is not improbable that we may have to give direct instruction, although we have not undertaken it at present. Lectures and discussions are what we have had up to the present time.

7837a. You say that only 12 masters have come forward for examination; did all the institutions throughout the kingdom approve of this college being founded?—All the institutions with the exception of the two training colleges, which, granting their own certificates as they do, would of course naturally think that such a college was not necessary.

7838a. Then may we infer that the masters that are at present in the institutions are not sufficiently qualified to undergo the examinations, since only 12 came for- ward?—The 12 who came forward were assistants and not masters in institutions.

7839a. I use the word "masters" because they teach classes; I do not mean of course to say that they were head masters, but I will call them assistants. Do you think that the rest of the assistants throughout the kingdom are not qualified to undergo the examination and that that prevented them from coming forward?—No, I cannot draw such a conclusion. These things generally take time to establish, but we considered that we had made a very fair start in having a dozen candi- dates offered us for the first examination, and it could scarcely be expected that every assistant in the kingdom should come forward at once. I dare say many wise

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ones would prefer a little longer time for their preparation, and others might hold back and say, "We will see "what value is set upon this certificate when it is issued; "it is of no use our rushing to an examination until we "see whether it is appreciated or not," and in that connexion I may inform the Commission that we have reason to believe that our certificate will be highly appreciated, inasmuch as it has already been favourably received at the Glasgow Institution, who have offered us help in pecuniary and other ways; and the committee of the Margate Institution have recently passed a resolution to the effect that they will expect, and in fact require, their teachers in future to present themselves for examination and obtain the certificate of the college.

7840a. To show what average those 12 bear to the number of teachers, how many may there be throughout the kingdom?—Quoting from the table which was published last year, there are 240 male and female teachers in the United Kingdom in connexion with the public institutions which we have on this list.

7841a. You have referred to the Glasgow Institution; I am rather interested in the north, and therefore I should like to ask what position the Glasgow teachers took in obtaining their certificates?—I think I might say that they took a very high position. We had four teachers from Glasgow, and we considered that they did exceedingly well.

7842a. Did they all pass?—They all passed.

7843a. Do you think it is very possible to have a deaf and dumb individual so thoroughly trained to speak that it would be difficult for any ordinary person to discover that he was really deaf?—There are such, but they are quite exceptional.

7844a. (*Mr. St. John Ackers.*) With regard to the institution at Margate, have they determined to send the teachers to you for the certificate before they begin teaching?—I should think not. In all probability Mr. Elliott, the principal of the institution, will train them as he is doing at the present time, with a considerable amount of success. When he considers that they are capable and deserving of being presented for examination, I have no doubt that they will come up to be examined.

7845a. After they have had a certain amount of teaching and training in the institution?—Certainly after they have obtained a practical knowledge, without which they cannot pass our examination.

7846a. But my question was whether the institution at Margate desired to have teachers able to pass your examination before they were admitted to teach the deaf at that institution?—I have not been informed to that effect.

7847a. When you were last before the Royal Commission you gave it in evidence that, in your opinion, the authorities of the Training College at Ealing had refused to examine any teachers or others who had not been trained in that institution?—So far as I know that is so.

7848a. It has been given in evidence since and the book has been produced to show it) that that was an error; may you not also be in error in the statement that you have made in regard to the vice-principal?—I have given the authority upon which I made the assertion, viz., that of the students themselves.

7849a. You stated that two students had informed you that the vice-principal of the Ealing Training College said that they could not come up for examination?—That they could not be examined so as to obtain a certificate as they desired.

7850a. Do you, as an associate of that society, know whether the vice-principal would have any power to bind the committee, or to speak for the committee in a case of that sort?—I should consider that he would not act on his own responsibility, but would put the matter before his committee for them to decide; and therefore I conclude that it is the action of the society, and not his individual action.

7851a. You have thought it advisable to have thos three classes, and you have thought it advisable in the starting of this college to get those who have already been certificated in the two training colleges to come up for examination; was that done for the purpose of registration, or because you were not satisfied with the examination which they had already passed?—I must correct you. We have not wished or required any who have been examined before to come up for examination.

7852a. What is the object then of the Class B.?—Those who have already passed their examinations and got their certificates are admitted *ad eundem*.

7853a. Then that would be for the purpose of registration?—For the purpose of registration and to become members of the college.

7854a. Since the establishment of the training colleges and now also of the college which you have started, do you consider that there has been an increase in the study and knowledge of the assistant teachers of the deaf in this country?—I consider that the establishment of the training colleges has made an era in the instruction of the deaf and dumb in this country; that as soon as a college was formed at which a certificate could be gained, either by residence or otherwise, every teacher who was desirous of getting a proper status would wish to connect himself with such a college for that purpose, as I did myself. I was told by some of my fellows that it was *infra dig.* for me at my age to become a student; but I said, "As long as there is anything to learn I wish "to learn it, and I will pay my fees and take my place, "if necessary." Through Mr. Ackers' kindness I was not required to go like a schoolboy into the class, but I attended the lectures, and I was made an associate of the college; and if there were half a dozen more colleges and institutions I should endeavour to take the same steps. At the Oral Institution in Fitzroy Square they very liberally said at once that they should not require me to pay any fee, but that I might attend when I liked by arrangement with the principal, which I did; and he told me all he could, and afterwards I was presented with the certificate of qualification, and I was made a fellow of the institution.

7855a. You have a great knowledge of the assistant teachers and of the head teachers of the different institutions in this country; is it your opinion that the capacity, the knowledge, and the capabilities of those teachers are improving?—I have not the least hesitation in saying that there is a very rapid improvement at the present time going on in all our institutions. My personal knowledge of course is more intimate with the principals, and therefore I can only speak of them as a class; but judging from what I have seen in one or two of the institutions there is no doubt that their efforts are crowned with a very large amount of success in instilling into their teaching minds the desirability of greater efforts than have hitherto been made, especially in the direction of oral teaching; and I think that in a very few years we shall see all the old prejudices overcome and the oral system fully established in nearly all our institutions.

7856a. Do you agree that this article upon the College of Teachers in the "Quarterly Review of Deaf Mute Education" of January last is correct in the last two paragraphs, Y. and Z. Is this, in your opinion, a correct statement of the desire and object of the founders of your College of Teachers: "So then your entire scheme "is, as I take it, to have a training college to prepare "the teachers for the work, and an examining college to test the teachers and the work"?—That is our intention at the present time; but I should not like to say that we pledge ourselves to the limit of that statement. As necessity may require, as I said before, we should be ready to open our arms and embrace every form of useful work which might present itself to us.

7857a. (*Dr. Tindal Robertson.*) You have said that in your opinion the oral system is by far the best, and that it is likely ultimately to become the one system for the education of the deaf?—Yes.

7858a. Do you not think that the adoption of examination in any other system will tend to retard the advancement of the oral system which you yourself think so far superior to the others?—We do not make an examination on any other system a necessity for the obtaining of a certificate.

7859a. So I understood. But do you not think that the very fact that you put the sign system forward as a subject of examination will tend to retard the advancement of the oral system in the country?—I do not think so, because I believe more in the power of persuasion and conviction than in coercion. At present I could quote an institution which is holding back, very much to our regret. The principal is one who has very strong prejudices against oral teaching. I need not add that my belief is that it arises from want of knowledge on his part; but that, unfortunately, is

the case. If coercion were attempted in his case I believe that he would probably be backed up by his committee, and that he would stand out for a much longer time than we hope he will on our producing persuasive and convincing proofs of the superiority of the system which we have adopted.

7860a. But what persuasive proofs of the superiority of the oral system do you think there are in your adopting this other system as one of your subjects of examination?—I should not take it as a persuasive proof at all; our persuasive proof would lie in another direction. It would lie more in the fact that we make it only an optional subject, entirely unnecessary to the obtaining of the certificate; and the convincing proof that we hope to bring will be the results of good work in the institutions which have adopted the oral system.

7861a. You, I suppose, intend to hold yourselves up as the standard for the education of the deaf as holding the position of men of large experience; in that case do you not think it a disadvantage to admit as a subject of your examination a system which professedly you yourself believe to be an inferior system?—Personally I do; but our own body of examiners is established so as to take in a wide scope; we have voted on these points and the majority have at present their way.

7862a. (*Mr. Johnson.*) Do you not think that it is rather an undesirable thing to have three colleges which grant certificates?—It is perhaps undesirable to have more than one university, but there are several. It would be very desirable that these colleges should all unite, and that is what I should aim at.

7863a. You do not see any reason why they should not unite?—No, I cannot see any reason.

7864a. Is the same curriculum of education required to pass your college as to pass the other two colleges?—There would not be much difficulty in making an examination suitable to the students wherever they were trained, if there were no antagonistic principles in the field.

7865a. The only real difference, as I understand, between the other two colleges and your own is that you examine on the oral and on the sign systems, whereas the other colleges only examine on the oral system?—I would rather not say that we examine on the sign system, because that statement would imply that we make it an essential point.

7866a. But you say that it is optional?—It is entirely optional, and for my own part, as I have already said in the answers which I have given to Dr. Tindal Robertson, I should prefer it left out.

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7867a. Still I suppose you think it is desirable that there should be some examination of masters who are following the sign system only?—A sign system master could not possibly pass our examination at the college.

7868a. I do not mean your examination, but do you think it is a desirable thing that those masters who do follow the sign system should be examined by somebody?—I should certainly, on any examining board, object to admit as a candidate one who declared himself to be a teacher solely on the sign system. Indeed he could not come within our syllabus, which requires knowledge of the oral system.

7869a. You examine in the sign system as well as in the oral system?—The sign system is admitted optionally.

7870a. The oral system necessarily and the sign system optionally?—The optional examination in the natural signs and the finger alphabet I may say is there only on sufferance, according to my own view of the matter. I cannot speak for others; but we hope that it may ultimately be omitted. It is rather to embrace those teachers who are doing good work, though not perfect work, on a combined system inferior as it is to the oral system; and it is done more I consider (if I may represent the views of the body, of which I am only one) to include them, so as to unite all at first, rather than for any other reason.

7871a. Was your college started after the other two colleges?—Our college was only established last June.

7872a. And I suppose it was established because you thought that there was a deficiency?—The result has already proved it so.

7873a. Of the 12 teachers to whom you have given certificates, how many have been examined on the oral system and how many on the sign system?—They have all passed on the oral system, or else they could not have obtained their certificates; 11 out of the 12 who presented themselves passed.

7874a. How many out of those passed in the sign system?—I cannot tell you how many wished to be tested without referring to the list, but my impression is not more than two.

7875a. Then there is no college or institution where the teachers who make use of signs only can be examined?—None at all.

The witness withdrew.

Mr. WILLIAM VAN PRAAGH further examined.

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7876a. (*Chairman.*) You have given evidence to us with regard to the school and the college at Fitzroy Square; do you wish to say anything further with regard to the oral association with which you are connected?—Yes Last week I strictly limited myself to answering the questions that were put to me. In doing so I find that I forgot to mention one or two things that I was requested to mention by the committee of the association, and also one or two important points connected with the question of State aid; and therefore I must thank the Commission very much for allowing me to again appear before them, to say in a very few words what I omitted last week. I am deputed by the members of the association which I have the honour to represent to say that they are one and all most anxious to call the attention of your Commission to the necessity of State aid for deaf children, firstly, to secure efficient tuition for all deaf children in the United Kingdom, secondly to ensure more skilled teachers, and, if possible, to make the attendance of deaf children at schools compulsory. A capitation fee is required for every child's instruction and sufficient grants to training colleges to enable persons of small means to have the advantage of a thorough training as teachers. I wish particularly to point out that State aid is granted in all continental countries, in America, and even in our colonies. In the majority of continental countries the State does not provide for the entire cost of the education of the deaf; it is supplemented by private benevolence. I would press upon your Commission the necessity of devising a plan whereby parents who are not actually paupers should pay for their deaf children's instruction according to their means, in fact to the same extent as they do for their hearing children. The education of the deaf having been up to now entirely in the hands of charity, it has tended to pauperise this class. And why, after all, should not parents pay the same amount for their deaf as they do for their hearing children? School boards may do much towards establishing classes for deaf children, which in the larger towns will undoubtedly prove efficient. For example, the London School Board, under the Rev. William Stainer, can and does provide for the instruction of deaf children in the metropolis. An increase of power ought to be given to the school boards for the instruction of the deaf, the tuition of a deaf child being far more expensive than that of a hearing one. In many instances maintenance will have to be supplied as well as education. If the boards cannot have extended power to meet the education of the afflicted classes, it would, in my opinion, save immense trouble and reference to various public bodies if we could have a special Education Act for the deaf. State aid must naturally be accompanied by Government inspection, and I am most anxious to urge the necessity of payments being made according to attendance, and not by results. We must not forget that we have to deal with a class of children who are not all equally endowed with mental and physical capacities; and in paying by results an act of the greatest injustice would be committed, as the teachers ought to receive the largest grant for the most backward child. In referring to the Report of the Conference convened by the Manchester Institution, on the 8th of January 1885, you will notice that many institutions were very reluctant, and indeed refused to ask for State aid. Why should they have refused? No institution ought to fear, and I hope no institution does fear inspection. I surmise that they

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feared the system of payment by results, interference with their management, and choice of inspectors. Will the Government secure the services of men who are thoroughly conversant with the subject, and who have sympathy with the deaf? State aid ought not to interfere with the management of the various institutions. On the continent no committees of institutions or schools are interfered with, except that they are subject to the occasional visits of inspection by the various Government and local bodies from which they receive grants. The greatest hindrance to the improvement of the instruction of the deaf is that their capacities and wants are not thoroughly understood. State recognition would raise the status of our work, and although it might be objected that Government grants would be an extra burden upon our ratepayers, I venture to say that it would be better policy to bring up a certain class of men and women to be self-dependent members of society than to have them thrown eventually upon us as paupers. With proper tuition a deaf mute can be made an independent member of society, and surely, as every parent specially loves his afflicted child (perhaps even more than his other children), so ought the State to provide for its afflicted children on an equal, if not on a better footing than for its hearing subjects. I think I mentioned last week that our association promotes day schools for the education of the deaf children in the country, exclusively, as against homes.

7877a. You wish to make that system of homes universal?—Yes. I wish to mention that the association which is represented by me now is the promoter of day schools, and that that system has great advantages; but I will not dwell upon those advantages, because I did so last week. The two great points that I wished to put before you were, in the first place, the payment by attendance and not by results, and in the second place: inspection.

7878a. You said last week that a capitation fee of 10*l.* would be sufficient; that I suppose would be on the assumption that it was upon attendance rather than upon results that the capitation grant would be given?—Yes, I have taken into consideration the opinions which I have heard from various members of the profession who have very largely discussed this matter amongst themselves; and the eventuality of payment by results was sufficient to make them afraid of State aid.

7879a. The expression "payment by results," if it is compared with what is done in the elementary schools, would no doubt be misleading, because you could not get the same results from deaf and dumb children as you could from hearing children in the same time and at the same age?—You could not judge them by the same standard.

7880a. Therefore the payment by results must necessitate quite a different set of standards by which to judge of the progress of the education of the deaf and dumb?—Certainly.

7881a. But given a different set of standards, there would appear to be no reason why there should not be payment when children reach those special standards. The State goes on the assumption that it pays for certain work being done; unless that work be tested by some result (which is probably called a standard of some kind), what guarantee would the State have that the children were making any progress?—I said just now that State aid would necessarily involve State inspection. The inspectors who would know something of the work would be able to judge of the amount of work that a deaf child could do.

7882a. Therefore, the first thing that would be necessary would be that you should have, not the ordinary inspectors of the Education Department, but inspectors specially qualified by their training and knowledge of the subject to judge of the progress of the deaf and dumb children?—Yes. Of course a man like that would be able to get an average idea of the progress of the children, but he could not lay down any rule. We have deaf children, never mind upon what method they are taught, who will always remain behind the others.

7883a. Your point, I understand is that provided the inspector appointed by the Government is satisfied that the children are being taught so far as their intelligence will allow them to be taught, they should be paid for, rather than that they should be paid for under any special standard?—Yes.

7884a. By attendance I presume you mean attendance accompanied by certain conditions which would satisfy the inspector?—Certainly.

7885a. It would not be sufficient that they should simply have been to school, and not been taught anything?—No, it would be a matter for the head master or the principal of the school to explain the reasons in cases that had made no progress.

7886a. Then it would be attendance limited by certain conditions?—By the progress made according to the child's individual powers.

7887a. That means under certain conditions?—Yes. This is all I am deputed to tell you on the subject of State aid. I may mention that I have some lists of Continental and American schools which may afterwards be useful, and copies of which I can put at your disposal translated into English; and any further information that you may require I shall be happy to furnish you with. The question foremost in my mind was: Why should some schools refuse this State aid for which we are all pressing so hard? We know how the hands of every teacher and every committee are fettered by the want of funds; why should they refuse? I surmise, as I said just now, that it is simply because they are afraid that they would be interfered with in their management, or that the payments would be by results and the choice of inspectors.

7888a. I gather then from what you say that the feeling is that the grants given by the State to those schools should not be given according to the ordinary Education Department rules, but should be guided by rules specially made, having due regard to the difficulty of the instruction of the deaf and dumb?—Yes, we shall either have to draw up a special standard for deaf children in a normal condition, or we shall have to do as we are doing now. If you visit the deaf and dumb schools in the country you have no guide to go by; there is no standard, and there is no given capacity, that is: where the difficulty will arise. Of course, deaf children as a rule can be taught to speak and understand language thoroughly, but still we must make a little allowance. You will find that a deaf child who enters school when six years old is very far behind a hearing child of the same age.

7889a. (*Admiral Sir E. Sotheby.*) Do you at your college examine outsiders independently of the pupils whom you instruct inside the college?—I presume that the examinations which you refer to have reference to the ladies and gentlemen who have received their training as teachers. I mentioned last week we examine anybody who presents himself to us upon payment of a fee.

7890a. Is that done purely on the oral system?—Purely on the oral system.

7891a. Do you consider that your college alone meets all the demand for such examination?—Yes. I consider that our college provides for all the wants of teachers, both for training and examination. We are not standing alone; the college at Ealing followed us a few years after our origin; and I think the two colleges between them are more than able to supply all the demand for teachers of the Kingdom.

7892a. (*Chairman.*) Did I correctly understand you to say in your former examination that you trained free of charge all teachers sent to you by any other institution?—Yes. Our committee sent out in the year 1881 a circular to all the institutions saying that we would train free of charge their present teachers, men who had already received instruction as teachers of the deaf, and who were willing to exchange the French for the oral system. I am sorry that I have not a copy of that circular with me, but it is referred to in my college rules.

7893a. (*Admiral Sir E. Sotheby.*) Do you know of any other college for examining teachers?—Yes, I know that there is a body of teachers called the College of Teachers, with its head quarters at Paddington Green, who only had their first meeting, I think, last year. They do not train, but they examine.

7894a. Was that college, in your opinion, necessary?—If you looked at the rules of the college in Fitzroy Square you would almost anticipate my answer. We train teachers, we examine, we certify, and we give every facility for examination and certification. Therefore I do not consider that the new college was necessary.

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7895a. In fact anybody who comes for examination to your college you examine?—Yes, on the oral system.

7896a. Without keeping them waiting for any time?—No college could possibly have examinations every day; we have our examinations at Midsummer and Christmas.

7897a. At your regular periods?—Yes; and we are always ready to receive any applicants who wish to be examined.

7898a. And you have never rejected any?—No. We have never received any applications from outside teachers, as I told you last week; we have had applications from people trained by us only. Of course the College of Teachers that you referred to just now also gives facilities to examine teachers who are trained on any other system but the oral system.

7899a. (*Mr. St. John Ackers.*) Have you seen a syllabus of the examination of the College of Teachers?—No, I have not.

7900a. Then you have no means of ascertaining in that way whether it is an easier examination than that of your Training College?—No, I have had no opportunity of judging.

7901a. Have any persons passed that examination who have failed to pass your examination?—No, none of my students who have failed have applied there as yet. The only thing that I have seen is that certificates have been granted to ladies who already held the certificate of the Fitzroy Square College; I understand that the certificates were merely given to them without further examination.

7902a. You mentioned in your evidence just now that the School Board for London took care of the children of the metropolis; are you not aware that there are still many deaf children of school age who are not in school in the metropolitan district?—Yes, we do sometimes get applications from such children; but I think that with the establishment of one or two more centres we could easily overcome this difficulty. At the request of the London School Board I examined the classes under the Rev. Mr. Stainer in the year 1884, and I had the impression then that all the deaf children of the metropolis could easily receive instruction if they were sent to school regularly.

7903a. But are they sent there regularly?—So far as I could ascertain they were.

7904a. You did not notice such an apparent want of regularity on the part of the scholars that were presented to you as would lead you to suppose that there was a very great difficulty in getting the attendance of those children?—I was rather favourably impressed, of course making due allowance for the difficulty of means of conveyance. Some children were living at rather a long distance and had to come by tram and omnibus; but I thought the attendance was very good. I very often send pupils to Mr. Stainer; only a few weeks ago I sent him some. I told you last week in my evidence that we send children to the board classes for instruction. I have some knowledge of the starting of classes in the country by school boards. The question is whether sometimes in the case of the children that are left out, as you mentioned just now, there are not circumstances which are not under the control of the school board, which prevent their attendance; for example, the want of means on the part of the parents, the want of proper clothing, the want of proper feeding, and the want of proper homes. I touched on that subject last week, and again in speaking to you on behalf of my association, when I said that it was not simply a question of education, but that it was a question of maintenance. Although our college is for teachers, and our school for deaf and dumb children of the middle and upper classes, still I have some experience by visiting other places with regard to the pauper classes. It is sometimes an impossibility to send those children to board school classes for want of proper maintenance. Therefore if the school boards do not get power to give parents the means to send their children to classes, how can we expect them to be sent there?

7905a. Then you are not aware that in the School Board district of London there are at the present time a large number of deaf children uneducated?—I was under the impression that the School Board had made provision for all the pauper children in London.

7906a. Is it, in your opinion, essential that all the deaf children of right age should be educated?—Of course, all the deaf children should be educated. As I have already said, if we do not educate our deaf children they become burdens to society.

7907a. (*Chairman.*) You mean if we do not educate them compulsorily?—Yes.

7908a. (*Mr. St. John Ackers.*) You spoke of the institutions that refused to join the petition of the Manchester Conference in favour of State aid and State inspection, I think you used the words "many institutions"; do you remember how many they were?—I have not a report of the Conference with me.

7909a. Was it not quite a minority that refused to join?—Still, however small that number may be, it gave me a very unpleasant impression, because I know so well the difficulties, as I have said before, that committees, with the best will in the world, have to contend with in providing efficient instruction; and even if that minority had been limited to one I think the impression would have been as painful as it is now. I was under the impression, however, that it was not limited to one.

7910a. I think there were about five. You were at the Conference, were you not?—I, together with a member of the committee attended the Conference as deputies of the association. The question is, why should the institutions refuse this State aid? Have they sufficient funds? If so, why do they not think of the other institutions? There are a good many deaf children who have no instruction simply because there is no money. I think that the question of statistics at the present moment is not quite correct. One sometimes hears statements that are a little bit overdrawn. As I explained to you last week, it is perfectly impossible to have schools and institutions for every small place in the country where there happen to be two or three deaf children.

7911a. From your knowledge derived from attending that Conference and otherwise, you believe that a large majority of the institutions and schools, and societies for the deaf of this country, would welcome State aid and State inspection?—I think that they would hail it with the greatest delight.

7912a. Would they hail that inspection with delight, even if it interfered with the present system of teaching?—That is a very difficult question to answer. From my standpoint I should say, "Give State aid exclusively to "schools following the pure oral system"; but the question is whether that would be fair. I think we ought to consider the question whether State aid should be made dependent upon the methods pursued. Naturally I should say that State aid should be given exclusively for the pure oral system; but I do not know whether the system does not require perhaps a little longer time to be thoroughly appreciated by some of our brethren who have not adopted it yet. In France the Government does give State aid to all deaf and dumb schools; all the deaf and dumb schools in France have now thrown aside the manual system, and have one and all adopted the pure oral system. I have here the report of the Inspector-General, M. Claveau.

7913a. In your opinion ought there to be a certain time allowed to the old institutions to change their system before an universal application of the best system be applied?—As an expert I should certainly advise most strongly that pupils who have been in the schools for five or six years trained on the finger system should not be interfered with, but should be allowed to finish their education on the system that they have begun with.

7914a. What length of time, in your opinion, would it be necessary to allow to elapse before State aid should be granted only to those schools following the pure oral system as in France?—I really do not see that there is any necessity to limit any time at all before we give State aid; it could commence at once.

7915a. Then, in your opinion, the State, while giving State aid to existing institutions, teaching the old pupils there at present on the sign system, ought to recognise only for new pupils the better system?—Certainly. That has been done before; there are institutions which have thrown aside the manual system, and have introduced the pure oral system.

7916a. That has been the case, has it not, in some of the very best instances of pure oral schools existing, such as Milan?—Yes, I remember the first teachers of Italy coming to Rotterdam to get the first glimpses of the pure oral system.

7917a. (*Chairman.*) How along ago is that, because the question of time is an important element?—That is about 18 years ago. I was living in England then, and I was

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merely a visitor to Rotterdam when I saw it. It was in 1869. As to other schools I do not think we need go further than our own country; we need not go abroad at all. If I am not mistaken the very institution of which the noble Chairman is President has altered its system in a short time, and the institution in the Old Kent Road has done the same. The only thing in which the deaf and dumb schools on the continent seem to have an advantage over us is that they appear to have discarded all at once all ideas of signs, and to have adopted in its entirety the oral system, without taking up any half and half mixed system.

7918a. (*Mr. St. John Ackers.*) You are afraid of what is ordinarily called payment by results, because you fear that the children of less intelligence would be discarded out of the schools if the Government grant depended upon examination?—Not entirely. The most clever children in the school are not always the same credit to their teachers as the very backward ones. Perhaps a child who, with the greatest trouble on the part of its master is able just to say a few words, really deserves a greater grant than a child who is eminently clever.

7919a. (*Dr. McDonnell.*) With reference to the question of State aid, supposing that this Commission, after very thoroughly investigating the subject, came to the conclusion that one system (I will not speak of either the oral system or the sign system) was clearly the best, you seem to think that that system should be the one adopted by the State and aided by the State?—Yes. If you make State aid dependent upon method.

7920a. One of the most important functions, therefore, of this Commission is thoroughly to investigate, and if possible clearly to make out which system is the best?—Yes.

7921a. Otherwise it would be impossible for any system of result-payment of any kind to be adopted, because you cannot pay by results upon several systems I take it?—If you adopted a certain system you could see what the average results ought to be.

7922a. There are several systems for teaching the deaf and dumb, are there not?—No, there are not several; happily there are only three.

7923a. We may compare those in fact to three trades; one person making coats, another making boots and shoes, and another making hats; how can you pay by results three systems which are totally incomparable? If you are going to have a system of payment by results must you not have some uniform system to which you apply certain standards?—The aim of all the systems is to give a deaf child an education fitting it to mix in society. The question therefore is which system gives a child the greatest advantages as a member of society. We merely have three ways of achieving the same end. I say that we get our aim by making the deaf child conversant with our own language and able to express himself in spoken language. My colleagues who have been before me, and who object to my arguments, say, "No, we think that sign language is the best way for "deaf mutes to express themselves." A third party said, "Why should you not give them the advantage of both." I say to this third, "You will do no good in that way, "because a mixed system is no good at all." But the three systems all aim at the same results. The foremost question is which deaf child has the greatest advantages as a member of society, the child who can explain its own wants by word of mouth in a language that is known to all, or the child who is only able to communicate his ideas to those who have learned his language?

7924a. That brings me exactly to the point with which I started, and upon which there is no difference of opinion between us, I presume, that it is the duty of the State to find out very carefully which is the best system, and then to give its aid towards the development of that system?—I have so much confidence in the pure oral system that I have no doubt the State will find that the pure oral system is the best.

7925a. (*Dr. Armitage.*) You state, as one of the principal reasons of the necessity of general education of the deaf, that if they were not educated they would be a burden on the country; does the education which you now contemplate should be subsidised by the State go beyond the simple teaching of speech and elementary school teaching, or does it include teaching trades?—Our plan of course does not include technical instruction, as I explained last week. The State ought to prepare its children to enter the ordinary workshops to learn trades in the same way as their more fortunate hearing brethren.

7926a. Do you know, as a matter of fact, what proportion of the children who have been trained on the pure oral system manage to support themselves in after life?—I am very happy to say that all the children who have left our school, are doing extremely well and do support themselves.

7927a. By what trades?—As painters, sculptors, lithographers, and other occupations, which I mentioned last week.

7928a. Do you think that it would be a desirable way for the State to test the results of a school, or at least that it ought to be taken into consideration, whether the pupils after leaving the school are able to maintain themselves?—I certainly think so. You will find that to be the case, particularly abroad, and I hope to be able to convince the Commission with my pupils that those boys and girls who have been trained on the oral system mixing with their fellow workmen are much better than those who have been trained on the silent system. They converse with their fellow workmen, and are almost their equals.

7929a. Do any of the schools for the deaf and dumb keep up regular communication with their pupils after they leave them?—Yes, though personally I object very much to what I call the class ideas, the class meetings. I try as much as possible to avoid deaf children meeting one another in after life. That is one of the great aims of our day schools. We like our deaf children to be like ordinary members of society, and not to have the deaf always mixing with the deaf. We make inquiries, and try to find out what our own pupils are doing in after life; that we think is our duty.

7930a. Do you keep a register, so that you could turn to the name of any of your former pupils, and find out at once what they have been doing since they left you?—I keep such a register privately, not officially, because our school exists simply to give our deaf children instruction, and when they have once gone through their course of instruction they have really left us to all intents and purposes.

7931a. Is such a register kept at any of the schools for the deaf that you know of?—I am not prepared to answer the question. I have kept such a register privately, as I have told you, and as a rule when pupils leave the school the various trades that they follow are entered in my register, and I believe most principals of schools do the same.

7932a. Does it occur to you that, supposing that the school knows anything of the whereabouts and the circumstances of its former pupils, it would be a good plan for the Government to give a small capitation grant for the teaching, and a larger one as a yearly premium to the school for every one of its former pupils who has become self-supporting?—I have not given that question much consideration, and therefore I am not prepared to give you an opinion upon it; but at *prima vista* I should say that I consider our duty is to give education. A boy who is well taught will always be able to find a good master. We must try to keep as much as possible to the hearing world. We do not see the Government making any provisions as to apprenticing its hearing children. The basis of our appeal is simply this; why should not the Government, which provides education for its hearing children provide education for the deaf? That is our great strength. Why should our afflicted classes be neglected, and our classes that can look after themselves be well attended to? Not for a moment would I depreciate what the Government is doing for the hearing; I think that education ought to be provided for every class, and particularly for the afflicted.

7933. Can you tell us how many pupils you have sent out?—I have a good many pupils, girls in particular, who do nothing, the children of gentlemen, and therefore I can only give you a rough guess. I have discharged up to the present moment about 148 or 150 pupils, and of all those children who have been apprenticed I always hear the very best news.

7934. In your opinion are the results, measured by the power of after self-maintenance of the pupils (not of your institution but of the schools generally throughout the country) satisfactory?—From my personal experience I may tell you that we have no difficulty whatever in apprenticing deaf boys. You will find plenty of masters. Only this morning I apprenticed a poor deaf boy. You can always find masters for boys with fair education.

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7935. (*Dr. Tindal Robertson.*) With regard to State aid you mentioned, I think, in your previous examination, that you considered that a sum of 10*l.* for a capitation grant would be sufficient for the education of those children; did I understand you aright?—Yes.

7936. This morning you have said that you also thought it advisable that the State should contribute towards the maintenance of the children as well as towards their education?—When I mentioned a capitation fee of 10*l.* I meant simply for instruction and not for maintenance.

7937. Is it your opinion that in addition to that 10*l.* there ought to be a State grant for maintenance as well?—In the case of poor children.

7938. Then do I correctly understand you to say that you think that that would be necessary also for blind children, and for imbecile children, and for other afflicted children?—I suppose that in the case of parents of the poorer classes who have children afflicted with blindness, deafness, or idiotcy, the same argument would hold good.

7939. If you think it necessary in the one class, do you not think it also necessary in the other classes?—Certainly. Without being a specialist for the blind, or for children who are mentally afflicted, still in my travels and being interested in the education of the afflicted classes generally, I have seen many institutions, and have had a great deal of experience about schools for the blind and for idiots; and in such cases where day schools can be established for children so afflicted, I suppose the same principles that I have put down for the deaf could be applied as regards State aid.

7940. (*Mr. Johnson.*) Was the manual system in France dropped suddenly?—It was not dropped suddenly. There is a little history attached to this if you will allow me to give it. There is in France a family named Pereire, the bankers, who had a relation some years ago who was a private tutor to deaf children, and who taught his deaf pupils to speak. One of his relatives wishing to commemorate his ancestor's work established a school in Paris, apart from the national school, one might almost say like the association which was established at the time of the Old Kent Road School. M. Pereire's school got for its director a very eminent and clever teacher, M. Magnat, who gradually got some friends around him who believed in the oral system. These men, very clever men, some of them medical men, called a conference in Paris in the year of the last exhibition, and there they agreed to institute international conferences. Those international conferences have resulted in the greatest benefit to deaf children abroad, and I may also add in our own country. The Conference of Milan, in the year 1880, which is, of course, very well known, resulted in, I might almost say, the conversion of every Frenchman present, even of those men who were sent by their Government purposely to object and to go against the oral system. I will even mention the name of a gentleman who was sent, M. Frank, a man who stands very high in the education of the deaf and dumb. The international conferences have gradually led to a better understanding of the principles of the German or pure oral system. The French Government has sent out commissions of inquiry, and has come to the conclusion that the pure oral system is the best, and they have universally adopted it. They have had very little difficulty in converting the teachers; they have one and all adopted it with the greatest enthusiasm; and the result, as I can show by the last report of the director, is most satisfactory. The French teachers have to thank my colleagues abroad for a great deal of assistance, but still they may congratulate themselves, and I too congratulate them most heartily upon the enthusiasm and energy which they have displayed in adopting the pure oral system. In Italy it has been the same thing. In Holland the school at Rotterdam under the direction of my worthy friend, Dr. Hirsch, has done the most to promote the knowledge of the system throughout the world.

7941. What steps have they taken to provide for those pupils whom they originally had under instruction in the manual system?—In some instances they have tried to break off the manual system where the children had not been under tuition for too long a time, and have taught them orally. Under other circumstances they have taken away children who had been four or five years under tuition, and let them finish their education on the French system, confining the instruction in the pure oral system to new comers only.

7942. They have done, as I understand they are doing at Margate, in this country, that is to say, they are keeping the old manual pupils, and by degrees they are introducing the oral system?—But they do not intend to continue the manual system. The manual department will eventually disappear *in toto*.

7943. But I want to know what becomes of those pupils who, when the change takes place, have almost completed their education in the manual system?—Their education is completed in the manual system. It would be absurd to begin afresh with a boy who has had seven or eight years' instruction unless he be a semi-mute. Of course one acts according to the individual merits of the case; but if a child has received instruction for a good many years in the manual alphabet, I would always advise that he should be allowed to go on in that way.

7944. Because I suppose you cannot combine the two?—We cannot combine the two, and in fact the combination of the two is the system which I most abhor.

7945. Do you think there is any advantage in there being three examining bodies now for certificated teachers, one at Fitzroy Square, one at Ealing, and one at Paddington, the curriculum at all those colleges being almost the same, with the exception of one college where they examine in the sign system? Do you not think that it would be a desirable thing to have one examining body for the whole of the teachers employed on the oral system, or on any other system?—This is rather a difficult question. I touched upon the subject very slightly last week. I was invited by the conveners of the college that you referred to, the college of teachers, to join them. I simply said to my friends, "How can you ask me such a question? How can I "belong to your examining body if I, in my position, "train, certify, and examine "teachers?" We were speaking just now about the transition of systems. The gentlemen whom I refer to now are all on the right road to the right system in my opinion, and I did not, and do not wish to cast any slur on any of their exertions. Why they have not asked us to examine the teachers whom they considered qualified I do not know.

7946. When you say "us" whom do you mean?—The Fitzroy Square College which I represent. Of course I train the pupil teachers, and the teachers for Mr. Stainer, and they receive our certificate. I was told that there would be more confidence if there were a college of teachers which was presided over by the representative teachers of the country. Of course it was not a very great compliment to myself, but still I swallowed it for this reason; that I want to get all these gentlemen to follow the path of the pure oral system, in which, if once universally adopted, alterations as regards examinations can easily be made. I perfectly agree with you that an examining body ought to have a certain standing, the only drawback of that college of teachers is in my opinion this (it has not occurred yet, but it might occur). Supposing that one of my candidates were to fail he would say: "Now Mr. Van Praagh, I "am very sorry that I failed; I shall go to Paddington "Green," and supposing that he passed there that would look rather awkward for me as the head of the college in Fitzroy Square. But as a body if they like to have a college of teachers of their own and examine teachers I hope they will do very well. If there are persons who will not be examined by either Ealing or Fitzroy Square they must go there.

7947. Then you look upon that as a last resource?—I do not look upon it as a last resource; I want candidates to come and be examined by us if possible. There are objections to having three examining bodies. When students are trained at a certain college they like to be examined by that college. I do not imagine that any one who was trained at Ealing would apply to me for examination, nor that anybody who had been trained by me would apply to Ealing for examination. But there may be a good many teachers who have had private training who would not like to be examined by us, but who would go to the College of Teachers. Another objecton that I have to the College of Teachers is the examination of teachers who follow the finger system.

7948. The evidence that we have had here to-day from Mr. Stainer is that the examination in the sign system is optional, but I understand that the examination in all the other questions appertaining to the oral system is obligatory?—That sounds to me extremely ambiguous,

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because teaching articulation on the pure oral system excludes all signs, and all finger alphabets. Therefore if you want to make the one obligatory you must do away with the other.

7949. I do not think you quite understand what I asked you. There are three examining bodies at the present time, all of them examining on the oral system, but one of them examining also on the sign system as well as the oral system, that examination on the sign system, however, not being a necessity but being an optional thing?—I understand you to say that the examination in articulation one is obliged to pass, and that the finger examination is optional.

7950. All that tends to my question, whether it would not be a desirable thing to have one examining body instead of three?—I do not know how it would be if we had State support for the training of teachers. No doubt we ought to have a body to examine the teachers for Government certificates; but so long as our colleges are entirely supported by private bodies, I cannot expect that there will be one examining body for all.

7951. (*Chairman.*) Are there any cases where from malformation of the throat or palate the oral system could not be taught?—No; happily there are very few cases of defects of speech combined with deafness. Cases of cleft palates are extremely rare; I have had them, and then a deaf child with a cleft palate will learn to speak as imperfectly as a hearing child with a cleft palate. Every deaf child can be taught to speak except an idiot.

7952. So that there is no case in which a deaf child could not be taught the oral system, unless the palate be so shaped that even if the child heard it could not speak?—No; it does not often happen that a deaf child has a cleft palate, but I have had almost every variety of case, and I have always found that every deaf child, whether it has a cleft palate or not, can be taught to speak. Cases of deaf children with cleft palates are extremely rare, some deaf children have extremely high roofed palates. They can always be taught to speak, but they will not speak so well as those who have perfect organs

The witness withdrew.

Mr. HARRY W. WHITE, Principal of Private School for Deaf Children, 115, Holland Road, Kensington, W., examined.

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7953. (*Chairman.*) You are now engaged in the education of the deaf and dumb, are you not?—Yes.

7954. In a public or in a private capacity?—In a private capacity.

7955. You have been vice-principal of the training college at Ealing, have you not?—Yes.

7956. And you were also lecturer on the pure oral system at the Old Trafford Institution at Manchester?—That is so.

7957. There has been some question as to whether the training college at Ealing examines and gives certificates to students or teachers outside their own body; what was the practice when you were connected with that institution?—I am unable to say whether there were any applications from the outside, but there were no outside persons examined during my connexion with the college.

7958. Are you connected in any way with the new college for teachers of the deaf and dumb?—No, I am not.

7959. Were you educated at the Ealing College yourself, or at the Fitzroy Square College?—At Ealing.

7960. You have been educated on the pure oral system?—Yes.

7961. Have you visited any of the institutions on the continent?—Yes, I have visited several institutions in Belgium, and I was at the International Congress which was held there in 1883. I had an opportunity of visiting several of the institutions at Brussels, Antwerp, Bruges, and Ghent.

7962. Are they in a perfect state, or in a transition state?—At that time they were in a transition state; I did not see any in a perfect state to my way of thinking.

7963. You have gone into the question as to the number of the deaf and dumb population of school age, have you not, in a pamphlet which you have written?—I have. I took great pains to get at the right figures. Of course, we are all open to correction, but I think they are as near right as possible; I endeavoured that they should be so. They are taken from the census returns of 1881.

7964. In your opinion, nearly half the deaf and dumb of school age are not at school?—Yes.

7965. Are you in favour of their being compulsorily educated?—I am, most decidedly.

7966. Are you in favour of some State aid being given by a grant of so much per head?—Yes, certainly.

7967. Have you seen the Manchester School Board resolutions?—Yes. I should not be at all in favour of the payments being based entirely upon results, on the ground that there would be, so to speak, forced work, and not what I should call honest work, in order to get the grant. I do not believe in the matter being pushed and driven to such an extent. In my opinion, it would prevent the work being thorough, in order to make a show when the time arrived. I do not approve of payment by results. The work is not carried on in such a methodical, quiet, and regular manner as it would otherwise be.

7968. Your experience in Manchester was with a school where they were trying to introduce the pure oral system, was it not?—Yes.

7969. When you first went there was that the commencement of the change?—No, they had endeavoured to introduce the system, and I suppose it would be maintained that they had introduced it. Of course one is very delicate upon a matter of that kind; there are certain susceptibilities to consider; I think they claimed that they had introduced the system; but I went there to assist them to carry it on to probably a higher pitch, and further extent.

7970. Do you claim that you made great progress in the teaching of the teachers there?—Undoubtedly.

7971. And also the pupils themselves?—Certainly. Of course my individual efforts could not have shown very great results in the children except through the teachers that I trained. I could not be expected to teach 160 children, nor would my results be very much in twelve months; but I think that, taking class and class with the teacher that was attached to it, the whole tone of the training showed itself clearly in the education of the children.

7972. Had all the children whom you have taught been always taught on the oral system, or did you take any pupils in transition from the sign system in the classes that you had to teach?—In the classes that I had to teach they were all children who had only just entered when I arrived, and who had not been under any other instruction. In some of the classes, however, there were children who had been for some considerable period previously taught signs, which was in my opinion a very serious drawback.

7973. Still, do you think it is desirable, if they are young enough, that even though they have had some acquaintance with the sign system they should be taught the pure oral system?—Certainly. I should have regretted very much if several of the children whom I saw had been left in the sign classes, because they were bright children who had not been very long in the school, and it would have been a pity to have let them remain in the sign classes.

7974. Did those children use the sign system after the school hours?—Oh, yes, very much.

7975. Do you think it is absolutely necessary for the successful working of the oral system that the children should be separated from those who might and do use signs?—Undoubtedly I do.

7976. At what age do you think the oral systen should be begun?—At the age of from seven to eight, I should say.

7977. How many years' instruction do you think that every child ought to have?—At least eight years.

7978. Do you think that the teachers should be better trained than they have been hitherto?—Certainly I do.

I do not think that the question of the training of teachers has been a prominent one at all, and I think it deserves prominence.

7979. Do you think that if the training colleges received some subsidy from the Government they would be able to do more for the training of the teachers under Government supervision?—Yes I do; that is what I am hoping to see.

7980. Do you think that they ought to receive as large a subsidy as the training colleges for our elementary school teachers receive at present?—A larger subsidy, I should think, because the requirements are greater.

7981. Do you think that every one who teaches deaf and dumb children should have a previous training in general education?—Certainly, if possible, but I should not make it a *sine quâ non*.

7982. Would not that requirement introduce a higher calibre of attainments?—I think so, undoubtedly; it would give them a power of teaching which they would otherwise probably not possess at the outset.

7983. Do you think it desirable that teachers should know more than one language?—Not necessarily. It is desirable, no doubt, that one should be accomplished, but I do not think it is necessary for ordinary public schools.

7984. How many pupils do you think that a teacher ought to have in the oral system?—Not more than 10.

7985. I suppose you agree with other witnesses who say that each child at first must be taken separately?—Certainly.

7986. Do you attach much importance to the classifying of children and keeping them apart in separate school-rooms?—I think it is a highly important matter, and upon that it seems to me much of the success of the school depends. It is a very important matter indeed to classify children.

7987. It involves considerable additional expense, of course, to have separate schoolrooms?—Naturally it does; but separate schoolrooms in my opinion ought to be absolutely insisted upon.

7988. Then ought it to be insisted upon by the State if the State gave assistance to the schools?—Certainly.

7989. Upon the ground that separate school rooms are better lighted and more perfectly quiet?—They are more quiet. Supposing that there are five classes down one side of a schoolroom (as I have seen) and five on the other, you go into that room and you hear a most fearful noise; you cannot tell what is going on, and the teacher at class A asks a question of one of his pupils, and he is interrupted by all the children in the other classes talking at the same moment perhaps. It is impossible to distinguish the different sounds.

7990. It is a great thing for the child not to have its attention distracted by any noise going on around it?—Undoubtedly.

7991. Although I suppose the child would not actually hear the noise?—It is not the noise that would distract the children's attention so much as the appearance and the movements of the children's bodies; they would be constantly moving their eyes about to see what was going on. The teacher would be confused by the noise.

7992. Are you in favour of children being brought up in large institutions, or would you have a system of day schools with the children going home, either to their parents or being boarded in neighbouring lodgings, among those who undertake to look after them?—I am in favour of boarding schools as opposed to day schools.

7993. Do you think it is desirable that the deaf and dumb children should associate as much as possible with other people?—Yes, certainly.

7994. And not be kept apart by themselves?—No, they should be as much as possible with hearing children.

7995. Upon what ground do you think that there ought to be boarding schools, because that of course naturally separates them still further than they would be if they lived in lodgings or with their parents?—I have several reasons for wishing to see them put into boarding schools. One reason is that, in the homes or lodgings which would be provided for them the same constant supervision could not be exercised as would be exercised in a school by the people who had charge of them.

7996. You mean the supervision as to talking?—Yes, preventing signing, and so on. Another thing is that the same interest could not possibly be taken in the children by a stranger as by those who were responsible for their education, and consequently they would not receive the same instruction out of school.

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7997. Could not that difficulty be met if for the first two or three years they received instruction from a teacher in a boarding school, and after they had made some progress were boarded out?—I should have no objection to that.

7998. The objection to boarding schools is of course that the expense would be greater than the expense of boarding out?—Certainly. What I was speaking more of is the initial stage. When a child first comes under school discipline the influence of the school is better than the influence outside. Another thing is that, the attendance is more regular in boarding schools. Weather and many other things prevent children from attending school if they are far away.

7999. Have you paid much attention to the causes of deafness?—Yes, I have gone into the matter to some extent.

8000. Have you gone into the matter at all in foreign countries, in Switzerland for instance?—I have not looked into the matter recently so as to be able to give information upon it.

8001. Have you been in Switzerland?—No, my knowledge is derived from the figures which I have taken from different works.

8002. Have you taken them from published statistics?—I have taken them from English works which have been published, and the figures given as from Switzerland, but not directly from Switzerland.

8003. Is there a larger proportion of deaf and dumb in Switzerland than in other countries?—Yes.

8004. Do you think that that larger proportion is created by the closer intermarriage of families in Switzerland?—Undoubtedly; it is on account of the peculiar conditions of the country, from its being mountainous, and from the intercommunication being cut off by reason of the valleys and the mountains. The young people are thrown more together, and naturally they intermarry more; they have not the same facilities that we have here of intermixing.

8005. Is there anything that you wish to say as to the best way of converting the schools from one system to another, or as to the rapidity with which it can be done? Has it been carried out at Manchester as rapidly as you think it could be carried out?—No, I do not think it has been carried out as rapidly as it might have been.

8006. Of course you are aware that they were delayed there by the fact of the building not being large enough to carry out the two systems with separate rooms for each?—Yes, I am aware of that.

8007. Can you give us any information from your experience there as to the best way of converting one system into another?—When I went to Manchester, of course the tone of the institution was undoubtedly sign. From the point of view of a pure oral teacher it was like a fever lurking about (that is a rather strong way of putting it), and it wanted removing before you could expect to do anything with the children on the opposite system.

8008. You mean the fever of the sign system?—From our point of view, though that is rather a strong way of putting it; but it certainly was very infectious. The new children and the children taught on the oral system were very prone to fall into the ways of those who had a system of signs around them. The consequence was that I saw it rapidly running through the whole institution. In six weeks or two months the children who had newly entered were as full of signs as those who had been there for six years, though probably not knowing so many signs. The only hope of introducing the pure oral system would have been the removal of the whole of those sign children, and that is what I advocated. I wrote a letter to the committee and advocated the taking of a new house somewhere in the neighbourhood for the purpose; but they said that they could not possibly do it, that the expense was more than they could meet, and that things would have to go on as they were going on. Of course I was never tired of constantly bringing it before their notice; they were paying me as they thought a very large sum, as no doubt they were, for carrying out the system, and I thought they were losing money, and that my time was being thrown away, and I wanted them to get as much as possible for their

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money. At last they agreed to put a screen in the dining hall to divide the two classes, and then they endeavoured to prevent their meeting out of school hours; but it was the commonest thing in the world to see one of the sign children, and one of the oral children talking in the passages if they met there.

8009. Still you converted the committee to the oral system before you left?—They have made wonderful strides in that direction now I am happy to say, and they have a school actually as I or any other oral teacher would wish to see it, with separate schoolrooms, and undoubtedly it is the best school in England.

8010. Do you think it necessary to have a college of teachers in order that the teachers should be properly certificated?—I certainly think that there should be something for the teachers to expect if they go through any course of training. A teacher when he has received a certificate thinks a good deal more of himself; he considers himself to be one of a certain body, he is identified with education, and he has something to show for it, and he takes more pride in his own work. Therefore where there is no such opportunity offered it is much to be deplored, I think. I think that a certificate of some kind is of very great value.

8011. We have had it in evidence that two of these training colleges do give certificates; but is the certificate of an independent body like this newly formed college considered to be of greater value than a certificate given by the institution in which the student has been trained?—In whose eyes do you mean?

8012. Is it of more value in the eyes of the person who applies for it, and has it more pecuniary value in the eyes of the general public?—That is rather a difficult question to answer.

8013. But is it only upon the ground that the certificate of such a college is of greater value that the college should be supported, because the two existing training institutions already give certificates?—So far as I can see it would be impossible for the teachers outside Ealing, or Fitzroy Square, for the matter of that (I am not so well acquainted with the Fitzroy Square institution) to enter Ealing as outside people and to take the certificate.

8014. You mean that they would not be able to pass the examination without having been trained in the subjects in which they would be examined?—Certainly they would not.

8015. And on that ground only?—On that ground only. Therefore I say let them get what certificate they can.

8016. Do you know that the certificate which is given by the College of Teachers is more easily obtained than the certificate which is given at either of those two colleges?—Undoubtedly. My reason for saying so is this, that I myself trained two teachers at Manchester, and I should have been very sorry to have sent them up after 12 months to Ealing to compete for the certificate there; yet they went up for examination to the Deaf and Dumb College at Paddington Green and passed high, took high honours, I might say. So I was told by the examiners afterwards. My opinion is based upon the fact that they could not have got through Ealing at all.

8017. Your knowledge is principally confined to the college at Ealing, is it not?—Yes.

8018. Do you think then that the examination at Ealing is more severe than that which is conducted by the College of Teachers?—Undoubtedly it is.

8019. In what points?—The theoretical portion of the examination I am speaking of only.

8020. You mean the knowledge of what subjects?—The knowledge of such matters as anatomy and physiology, sound, and the mechanism of speech considered scientifically, and so on.

8021. In all these points you say that the Ealing examination is much more severe than the examination of the College of Teachers?—Unquestionably very much more severe.

8022. Are you acquainted also with the course at Fitzroy Square?—I am not; I am not able to give an opinion about Fitzroy Square.

8023. (*Mr. Johnson.*) I suppose that they require physiological certificates before they admit candidates for examination at both the colleges?—I am not aware that they do.

8024. Do you think it a desirable thing to have one board for the examination of masters who present themselves?—Undoubtedly, if it were possible. I do not believe in two or three boards of examiners; I think it brings the thing into disrepute where you have several boards and several certificates from different bodies. You want one recognised body, if possible.

8025. As in the medical profession in London?—Yes.

8026. Could you tell us how you have arrived at the opinion that half of the deaf and dumb children of school age are not educated?—I am bound to say that that is to some extent based upon hypothesis.

8027. You have no statistics to go upon?—No, it is based upon the writings that we have been obliged to go by for many years.

8028. Have you any experience at all of the education of the deaf and dumb under the school board?—I have visited several of the schools at different times, and seen what they have been doing, but nothing more than that.

8029. When you said that you did not think that more than half the deaf and dumb children were being educated, did that apply to board schools?—It applied to the whole country.

8030. Are you at all aware of the number of deaf and dumb children that are educated in the board schools in London?—I cannot tell you at this moment. When I drew up that list which was published, the whole of the London Board Schools were included, and I traced the increase in the last few years in the London Board Schools alone.

8031. From the experience that you have had at Manchester, do you think that half the deaf and dumb children there of school age are educated?—I could not say without going through the figures. It seems to me that we have nothing definite to go upon except the writings of men who have gone into the matter and traced the thing out.

8032. I suppose you are aware that in connexion with the board schools there are homes to which a great number of these children are taken in the evening, from the Monday to the Friday?—Yes, I am aware of that; they go to their own homes on Fridays.

8033. Do you object to that?—I do not object to that; I object to day schools. If those children went home every day in the evening, and returned to school the next morning from their own homes, I should object to it very strongly, because the influence would not be good, and they are much better provided for in the homes; but I should certainly prefer that they remained at the homes the whole time, if possible.

8034. Under school supervision? — Under school supervision, instead of going home on Friday.

8035. Are you against the deaf children who are taught on the oral system being associated with the sign taught children after school hours?—Most decidedly.

8036. Do they (the children taught on the oral system) lapse at all into the sign system when they are associated?—To some extent they do, either more or less. It depends upon the atmosphere in which they are trained.

8037. And there is a pantomime system of signs, and not a settled one?—It is not what we should term an arbitrary sign system, but simply a natural sign system.

8038. What was the number of pupils in the school when you arrived in the country who were only making use of the sign system?—They were not all being taught by the sign system. It had been originally an entirely sign system school, and it was then being transformed into an oral system school.

8039. How many oral pupils had you there?—A hundred, but out of the hundred a considerable number had for some years been taught signs.

8040. Then was it a combined system?—They were not supposed to be taught on the combined system; they were taught orally in school, but they used their signs without any reference to speech out of school. Some of them had been for two or three years in the sign classes, but when the school was re-arranged those children were taken out of the sign classes in order to form the nucleus of an oral school, which was, in my opinion, a mistake.

8041. And they were isolated as soon as the arrangements could be made by the committee?—They have not been isolated yet, but they will be when the new buildings are opened, I believe; they will have separate schoolrooms, and they will be more closely supervised.

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8042. Do they unite in play the sign and the oral systems?—They are not supposed to unite in play because they have their separate playgrounds; but they unite more domestically in the house, moving about from one corridor to another. You might see in the corridor several oral children and several sign children, and they stop to chat.

8043. Do you find that the oral children exercise an influence over the sign children, so that the latter desire to give up signs and speak orally?—A very strong influence, provided that those children are sufficiently imbued with the pure oral system. You could not expect a child who had just entered the school on the pure oral system to do so. I have seen children educated on the pure oral system look with horror upon children making signs.

8044. Where did you get your statistics from with regard to Switzerland; could you give us the names of the authors?—I got them from pamphlets published in English; I should not wish to put that forward as any evidence at all.

8045. (*Dr. Tindal Robertson.*) I think you said that you had come to the conclusion that the pure oral system was infinitely the best system?—Yes, undoubtedly.

8046. Will you kindly state to the Commission your precise reasons for coming to that conclusion?—I have many reasons for having come to that conclusion. One very great reason is that, in my opinion it is better in the interests of a child that it should be taught on the pure oral system; that is to say that the child is a better child when educated on the pure oral system than if it were taught on the sign system; it is a more intellectual child, and it is also more fitted to mix with ordinary people; both its moral tone and its physical tone are higher. No doubt there are isolated cases where children brought up on the sign system have been perfect Hercules of strength in every sense; but there is no doubt that the action of speech and the development of the muscles and lungs must promote health and the circulation of the blood. Besides that there is the fact that by speech and ordinary spoken language you can convey to a child's mind abstract religious truths, which there is very great difficulty even by speech in imparting to a child, whereas by signs it is absolutely impossible.

8047. Could they be conveyed by writing?—No, I do not see how you could convey a very deep religious truth by writing.

8048. Not so well as by speech?—No.

8049. Are you aware that as a matter of fact deaf children are more apt to keep their mouths open and breathe through their mouths, and not to breathe through their nostrils, and that therefore they are more subject to diseases of the chest and lungs?—Certainly; and that is one of the faults that we propose to correct at the outset.

8050. Do you think that the system of oral training does mitigate that condition?—Undoubtedly, for this reason; that the whole of the respiratory organs are used naturally when the child is brought up on the speech system, whereas they are not used when it is brought up on the sign system. Then there is another thing, that in the pure oral system those peculiarities are known to exist and are instantly stamped out as being very strong defects; whereas in the sign system classes they are not recognised at all and they are not regarded as defects. I have seen children in sign classes making the most hideous noises, with their mouths wide open breathing through their mouths, and very unpleasant appearances in the nose, and so on; and yet they have not been regarded as defects but they have been allowed to go on year after year, whereas they would not be put up with for a week by a pure oral system teacher who knew his work.

8051. Judging practically, therefore, do you think that the pure oral system would be more likely to conduce to the health of the children trained by it as well as to their mental education than the sign system?—Undoubtedly.

8052. You have spoken about State aid; what amount of State aid would you be inclined to say would be advisable for the training of those children?—That is, of course, a very difficult question to answer. It would depend upon the size of the institution, and upon the general working of the institution. Some institutions are much more expensive to work than others; and some would require more than others.

8053. Would you be prepared to go so far as to say that not only should State aid be given for educational purposes, but also for maintenance?—Certainly, it should be given for maintenance as well.

8054. For the whole of the afflicted pauper classes?—Yes.

8055. For the deaf children and the blind children as well?—Yes, both for the blind and the deaf and dumb of course. What I did for one class I should extend to the other.

8056. (*Chairman.*) The Manchester School Board resolution applies to both?—Yes.

8057. (*Dr. Tindal Robertson.*) We have heard to-day with regard to this newly formed college of teachers, that they have an optional examination for the sign system; do you think that the fact of there being such an examination is likely to retard or to promote the spread of the oral system for the education of the deaf in the country?—The question of its necessity at present is one thing; but I certainly do think that its existence at all is apt to retard the progress of the pure oral system. At the same time, under present conditions, I do not think that it is altogether out of place for many reasons which I will explain afterwards, if you consider it necessary.

8058. I should like to hear just one reason, because it is an important point?—It all turns upon the question of the Government grant, and if the Government grant were introduced those objections would instantly disappear. In the large institutions a considerable number of children enter at the age of 12 or 13. Those children have been brought up in absolute ignorance up to that age in homes, though they are scarcely homes; they are as much in the fields as in the house, and they have had no kind of happy influence at all. Several such children were brought into my own class, and it must naturally be the case that such children cannot remain at the institution for any considerable length of time; if they come at the age of 12 or 13 they cannot stay more than two or three years at school. Then the question arises, upon which system is that child to be educated. It comes in full of signs at the age of 13; I myself would not undertake to teach it on the oral system: I should say, "No, I will not undertake the education of that child at all." I would not teach that child for two years only, because I should consider that all my hard work would be thrown away. Such things ought to be stamped out. Why do they exist? It is because the parents cannot afford to send their children to school. If the parents were enabled to send their children to school by the help of the grant those cases would disappear and we should not have children of 13 coming into the school. But at present they must be taught, and my opinion is that they will have to be taught on the sign system, because it would break a man's heart to have to teach children of 13 on the oral system, who were only to remain two or three years at school.

8059. Do you think that the time will ever come when the sign and manual systems will disappear altogether?—I see no reason why they should not.

8060. Do you think there is every reason why they should?—At present there are very few reasons why they should. If the Government take the matter up and grant assistance to the work, I see every reason why the sign system should be stamped out, and the oral system entirely established in its place.

8061. Then you make the disappearance of the sign system a question of Government interference?—Entirely. It is a question of money. All the institutions would have their teachers trained if they had the money. That is the one cry, "We cannot afford it."

8062. (*Mr. St. John Ackers.*) It has been stated in evidence that you told some of the students whom you had trained in Manchester that they could not be received for examination at the Ealing Training College, is that so?—I certainly did tell them so.

8063. Will you give your reasons for having made that statement to the students?—I am unable to give my reasons absolutely clearly at the present moment, because it is so long ago; but if I remember rightly an application was made to Ealing as to whether those teachers could come up for examination.

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8064. (*Chairman.*) In what year was that?—In 1884. An answer came back, I think, through the secretary of the Manchester Schools to the effect that they could not be admitted. I am speaking under correction. But any way, there was considerable dissatisfaction expressed to me by the teachers; they came to me in a body, and complained that they had been badly treated, whereupon I told them that they need not concern themselves so much about it, because they would not have passed if they had gone up, so that it was no use making a bother about the matter; that they should take it as quietly as they could, and do as much as they could in the time. I did not consider that they were aggrieved in any kind of way because they would not have passed. I may have received a letter, but I cannot remember at the moment; however, I can trace the matter out if you think it necessary.

8065. As you have already said, if they had come up they could not have passed the examination?—They could not.

8066. How long were you yourself in training at the training college at Ealing, before you were allowed to go in for your examination?—Two years and a half.

8067. Were you then qualifying to become vice-principal?—Yes.

8068. Then in the opinion of that body it would be necessary to have at least a two years' course before you could expect a person to be thoroughly trained in the system?—For any responsible position most certainly.

8069. You have already stated that you had not sufficient time to train the teachers at Manchester, and that although you made, as you believed, a great improvement, still a great deal more might have been done?—Yes, and as I said, if they had had two years' training they might have gone up and passed the examination One reason is this, which is of a very important nature. At Manchester they are both students and teachers, whereas at Ealing they are simply students and not teachers. You cannot expect a student who has to work in some cases 12 and 14 hours a day with the children, to study in the same manner as you can expect a young lady at Ealing to study who has nothing to do but read her notes up. At Manchester they are both teachers and students earning their living, whereas at Ealing they are not earning their living, but are paying for the instruction.

8070. You have stated that in your opinion those children who have been taught on the sign system for a short time, and who are bright children, should be taught on the oral system?—The cases I mentioned were the cases that I specially noticed of children who had only recently joined and who were very bright exceptions.

8071. Do you consider that a child who has once been taught on signs should be removed from the sign department and brought into the pure oral department with the new children?—If a child has not been taught on the sign system for any length of time, I think it would be a very cruel thing to keep the child with the sign classes.

8072. That would turn entirely upon the question whether the child depended upon signs or not?—Certainly.

8073. If the child depended upon signs, would it not have an evil effect upon the children in the oral classes?—If a child had been for a few months in a sign class, and it was a bright intelligent child, and I saw that child, I should remove it into the oral class rather than keep it for eight or nine years in that sign class.

8074. Do you think you would be able to stamp out those few signs that it had then got?—Certainly.

8075. You have taken considerable interest, have you not, in the improvement of the furniture of schools for the deaf?—Yes, I have.

8076. May I ask you whether that is a correct drawing of what you desire to see (*handing to the witness a drawing of the Heinecke circular desks*)?—Yes, it is a plate engraving of the desks in my own schoolroom.

8077. Are the Heinecke circular desks those which you have approved?—Yes.

8078. Special furniture such as this is necessary, is it not, or at any rate very desirable, in the teaching of the deaf on the pure oral system?—Undoubtedly.

8079. Do you consider that in all State aided schools for the deaf accurate statistics of the causes and degrees of deafness should be kept?—Certainly it is a very important matter; and nothing should be withheld as to the degree of deafness.

8080. (*Mr. Arrol.*) Do you think it is possible to train a very dull child who is not imbecile on the oral system?—Certainly.

8081. Do you consider it necessary that the deaf and dumb should have very sharp vision, so that they may understand what is being said to them by any ordinary individual?—It is not absolutely necessary, but it would stand in precisely the same light as the acute hearing of an ordinary child in a hearing school. Whereas the child with acute hearing in an ordinary school would hear quickly and readily, the child who is slightly deaf is under some little disadvantage just in the same way that a child who cannot see with the same degree of proficiency as another would suffer in a seeing school.

8082. But with reference to carrying on general conversation do you think that you can have one universal oral system for those who are short sighted as well as for those whose sight is good?—I have advocated one system, and it is very difficult for me to answer a question as to whether only one system should be used, to the exclusion of any other possible system. I should say that if we were to take the whole of the number of deaf and dumb children that could possibly be brought together in this country you might find one or two with such defective vision and with such malformation that it would be absolutely impossible to carry on their education with any great results; therefore I should not attempt to teach them, especially in a large class. An individual parent might, by taking his own child, do a great deal with it, but otherwise it would mean a large sum of money for individual care and attention. In ordinary institutions where one teacher has 10 or 12 children to look after it might be a mistake to enter that child in the class if its sight were so defective.

8083. Has your experience led you to observe that the deaf and dumb are at all defective in their vision?—Not by any means.

8084. You touched, I think, upon the question of religious training, and you said that you think it difficult to give any information upon these points through the manual system; how do you deal under the oral system with, say preaching. It is impossible, I apprehend, that the deaf can watch and discover from the vibration of the lips or the tongue at a distance what is being said?—Under certain conditions it would be impossible, undoubtedly, unless the children got a fair view of the speaker. Then again one must remember that a clergyman is apt to turn himself from one side to the other, which would be a disadvantage; but putting aside the preaching they would have the great benefit of the knowledge of language conveyed in the Prayer Book and the Bible, and they would also have the immense advantage of conversations with the clergyman at the school and at their own houses and so on, which would be of immense benefit, even supposing that they could not follow the sermon. They have all the advantage of conversation with, and instruction from, the clergyman of the parish, which a sign system child is excluded from except through the medium of an interpreter; and that, of course, we know means very little.

8085. (*Admiral Sir E. Sotheby.*) You said that there were two pupils sent up from Manchester to be examined at the college?—Yes.

8086. And you were surprised that they passed?—I was not surprised at all that they passed.

8087. You say that they could not have passed at Ealing?—No, they certainly could not.

8088. Did you know what degree of efficiency they had arrived at?—Certainly, I knew exactly what they could do.

8089. How did you know?—From the papers that I set them to write, and from my own examination of them.

8090. I did not understand what was your position at Manchester. What was your position at Manchester?—I was lecturer, and I was there to train the teachers.

8091. Was that when you were vice-principal at Ealing?—At the same time.

8092. You held both posts at the same time?—Yes.

8093. Supposing that there were 20 or 30 deaf children sent to one of the board schools in London, what extra accommodation would be necessary in that building?—They would want a separate schoolroom.

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8094. Would one room do, or would two rooms be necessary?—I do not think that one room ought to contain more than 10 children if you can possibly meet the expense..

8095. Is it possible for an adult who has been taught on the manual system to be taught on the oral system afterwards?—No, certainly not.

8096. Then he must stick to the manual system?—Yes, the organs of speech in an adult are not sufficiently flexible for him to learn the oral system.

8097. Do you think we are very much behind other countries in our education of the deaf and dumb?—We are certainly very far behind Germany and Switzerland.

8098. Do other governments support the education of the deaf and dumb more than we do in England?—Yes. At this point the Chairman asked whether there was anything further I wished to communicate to the Commission? I should like to have mentioned the question of the admission of pupils during the term. That seems to me to very important in public institutions. The junior classes are made up when the term commences and when the children have just entered. Supposing that there is a class of 10 children (I had two classes of 12 each to teach) those children require a considerable amount of individual training at the commencement. At first you have to teach them separately. The time then comes when you may group two or three together, and in a month's time you may out of the 10 or 12 children get as many as five classes. Then you begin to teach them in little batches. At the end of the month I found, when I went up into the schoolroom one morning, that there was a new pupil, and there had to be an extra class for that child because all the others had risen up. At the end of another month, when I went up, I found another new pupil. If I had been a young teacher who had just commenced it would have been enough to have discouraged me so that I should have failed with all the others. The extra work with these new pupils filtering in during the term was enough to discourage any young teacher, and the results could not be satisfactory. That is what I am told is one of the great evils of public institutions; it certainly was so at Manchester. The head master said that if I could only manage to represent it and to get it altered, I should be doing a service to every institution. I believe at Liverpool it is customary to do the same thing. There should be periodical admissions.

8099. (*Chairman.*) That is merely a question of the internal economy of the school?—But it all enters into the educational results. It is over weighting the teachers to have new pupils entering in at different times during the term.

8100. I suppose you mean that in institutions they sometimes admit children in the middle of the term?—Yes, at all times when they are presented, instead of coming in say at Midsummer and Christmas in batches. Then the teacher would have his class, and be able to keep them all together and carry them on.

8101. If that is to be done it simply means more teachers, because the new ones that come on would require a teacher to themselves?—It merely means keeping them out until the term commences, and only admitting them at fixed periods.

8102. If the pupils were allowed to come in in the middle of a term, it would take the entire time of a teacher to look after those alone?—You could meet it in that way by having an extra staff.

8103. It is merely a question of expense?—It is merely a question of expense or arrangement.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 19th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINOLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D.
CHARLES E. D. BLACK, ESQ., *Secretary.*

The Rev. CHARLES MANSFIELD OWEN, M.A., examined.

Rev. C. M. Owen, M.A.

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8104. (*Chairman.*) You are honorary chaplain and secretary to the Winchester Diocesan Mission to the Deaf and Dumb?—Yes, my whole work in connexion with the deaf and dumb is of a purely voluntary character.

8105. You are familiar with the way in which the education of the deaf and dumb is carried on both in London and the provinces?—Yes.

8106. Your work as honorary secretary of this diocesan mission brings you in contact, of course, with the deaf and dumb in that portion of the diocese which is in London?—Yes, with the deaf and dumb who are receiving education, and with the deaf and dumb after they have left the institutions as well.

8107. You have interested yourself in the education of the deaf and dumb for a great many years?—Yes, I have been able to talk in their language ever since I could talk with my lips.

8108. Do you know both the oral system and the sign system?—Yes. I am perfectly conversant with both systems.

8109. Are you conversant also with the training colleges, and the institutions for the training of the deaf and dumb?—I am particularly conversant with the institutions on the sign system, but I have been over the various oral schools and taken part in examination work in those schools.

8110. Will you tell us what are the schools where the sign and manual system is exclusively adopted in London and the provinces, first of all in London?—The institution in the Old Kent Road is moved to Margate now.

8111. There is now no institution in London where the sign system exclusively is adopted for teaching the deaf and dumb?—No; St. Saviour's, Oxford Street, is entirely a religious centre for services and lectures, and the services and lectures are conducted on the sign and manual system, exclusively.

8112. In the provinces are there many institutions in which the deaf and dumb are taught on the sign system?—In the provinces in a very large majority of the institutions the education is conducted on the sign and manual system. There are in some cases classes for deaf and dumb children who have not been deaf from their earliest infancy, who have become deaf from fever or something like that, they are taught orally as well as by the sign and manual system by what is called the combined system.

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8113. Where is that carried on?—In various institutions. For instance, we have at Edgbaston, near Birmingham, a small class of those taught on the combined system, and not on the exclusively oral system; that is a class of pupils who when they came to school we found had heard once in their lives.

8114. Knowing both systems are you in favour of one system over the other, or are you in favour of the combined system?—I am in favour of the sign and manual language exclusively for deaf mutes, those who are born deaf, but in the case of those who have once heard language, and who have become deaf from fever, or causes of that description, I think where they show a capacity for the lip reading the combined system is the best, but not pure oral.

8115. On what grounds do you think that you can teach it to the one and not to the other?—Simply from one's general knowledge and experience of those who are born deaf mutes.

8116. Have you found from experience that it is impossible to teach them orally?—I have never yet seen a satisfactory case of a born deaf person, that is to say, a person who could be absolutely certified to have been born deaf, who is a good lip-reader or speaker. I have seen a few cases among those who were not born deaf and dumb, but who once knew what articulate sounds were, but I have never seen a case of a born deaf person who could speak and lip-read satisfactorily.

8117. Are you acquainted with all the oral schools in England?—I cannot say that I am acquainted with all; I have been over representative schools.

8118. You have not any great familiarity with them?—Not the same familiarity as I have with the others.

8119. Therefore of course your experience as to persons who have been taught in those schools not being able to speak is of a limited character?—I have taken special care to examine and cross-examine and enter into the education of those who were certified to me as having been born deaf and dumb, and I find their knowledge of language, after they have been through a course of education on the oral system is limited to the smallest possible extent.

8120. Have you ever come across deaf and dumb persons engaged in industrial occupations who have been taught orally?—Yes.

8121. Do you think they get on worse than those who have been taught by the sign and manual system?—Yes, decidedly.

8122. What number of cases have you known of deaf and dumb persons who have been taught by the oral system, who have failed in getting employment?—I cannot say they have failed, but I do not consider they get on so well. I cannot point to absolute failures in the one case or in the other, but those who have been taught orally do not do so well. In the first place they are not so acceptable, and in the second place a great many of them have to give up their orally taught system and fall back upon communication either by signs or gestures, or written language.

8123. If they have to do that they are worse off than those who have been taught by the sign system in the first instance?—They are worse off than the others. It stands to reason that if those who have been orally taught, have in after life to take up the sign and manual language, the result is that all their best years have not been concentrated upon the method of teaching best adapted for them, and they are handicapped in after life.

8124. Is it not much easier to obtain a knowledge of the sign and manual system than of the oral system?—Decidedly easier, and the deaf and dumb person is more benefited by acquiring a knowledge of the sign system than of the other.

8125. Is it not better to begin to teach children the oral system than the sign system, because if they fail in learning the oral system they still can fall back upon the sign system, whereas if they begin with the sign system it is almost impossible for them to learn the oral system?—I cannot agree with you in that, for this reason: you will admit that the object of all education of deaf mutes is to enable them to hold intercourse and communication with the outer world, and there is no channel, I maintain, which will connect them with the outer world in the various phases of life in which they move so powerfully as written language, and they can only gain a full knowledge of written language under the sign and manual system. Let us take five years of oral taught instruction against five years of sign and manual instruction. The five years spent in sign and manual instruction will give the pupils far more knowledge of written language, and therefore knowledge useful to them in mixing with the world, than the five years of oral instruction. The oral system is a very much slower system; it is a much more difficult system.

8126. You say their success in life depends upon their being able to communicate with other people. The majority of people do not use signs, they use language, then if the deaf and dumb use signs, are they in a better position than if they have been taught to speak?—I maintain that a person who has had five years' instruction in the sign and manual system goes out into the world far more charged with general knowledge, and knowledge of written language, and far more able to make his way in the world, or enter into society, than a person who has merely been taught orally.

8127. He cannot speak?—He can write and make signs for himself.

8128. Is not it more difficult for a deaf and dumb person who cannot speak to get employment?—There is very great difficulty in understanding the language of those orally taught, that is my strong point. I have been conversant with deaf and dumb people from my earliest days. For example I can refer to the case of the son of a military officer who had been taught for many years on the oral system. I was referred to him as a wonderful specimen of the results produced by the oral system, and I went to see him, and I was obliged to ask him to converse on his fingers or on paper, I could not understand him; it was painful to listen to him, the sounds he produced were most irritating to one's ear.

8129. Where was he educated?—At a well known oral school, I believe.

8130. At what school?—He was educated, I believe, under Mr. Arnold. I should like the Commissioners to examine him, and I should like them to examine a few more who have been orally taught, and I venture to say the Commissioners would find that it is very difficult to understand them at all. This gentleman I speak of is a very good specimen, because he is an intelligent man; he has been brought up under favourable circumstances, his father is well educated, and he has spent a good deal of money on him; he is in a good position in life. Though he has had every possible advantage I maintain that his knowledge of language is not so good as that possessed by many others who have been trained under the pure sign and manual system, such as Mr. Pearce, an ordained deaf and dumb clergyman under me in the diocese of Winchester.

8131. Does he only communicate with the outer world with his fingers?—Only with his fingers, and by writing.

8132. What is the course of education in the schools in which the sign and manual system is taught, speaking generally. First of all is there any variety in the instruction throughout England, or is it uniform in character?—In the main principle it is uniform in character. Teachers have their own little idiosyncrasies, and their own special methods.

8133. Are the signs uniform, or are different signs used in different schools?—That is one of the wants of the day, a uniform code of signs.

8134. There is no uniform code of signs?—There is not a uniform code of signs; the signs differ, though there is enough uniformity for all practical purposes, still it would be a great thing to have absolute uniformity. We cannot agree upon a uniform code of signs; if we could, it would be a very important thing.

8135. Is the sign system as taught in England understood in America, or on the continent?—To a great extent; but the alphabet in America is an entirely one handed alphabet, and it is a most difficult alphabet.

8136. With regard to the continent, are the signs used there the same as those used in England?—There is a great similarity between the French system and the English system.

8137. Is the difference between the English and continental systems and the American system in the alphabet, or in the conventional signs for expressing certain phrases?—The difference is in the signs. In the two handed alphabet in England you have the letters, a, b, c, and d, and so on. The one handed system is almost uniform as regards the alphabet, but it has a code of signs which is not uniform with the signs generally used in England.

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8138. How many years does it take to teach the sign and manual system?—If you take a child that has been taught the oral system for three years, you will find that that child knows but little in comparison with what a sign and manual taught child would know in three years. Then an oralist would say to me, we agree that the first three years of teaching by the oral system is a very laborious process, but it is after that period that we make a great spurt. On the other hand I say after that period all the spurts in the world do not make up for time lost, I say if you spend seven years in teaching a child by the sign and manual system, you will send that child out into the world infinitely better taught, with infinitely greater knowledge of language, with infinitely more capacity of communicating with the outer world, with infinitely greater aptitude to suit himself to any calling, than if he had been kept for seven years under the oral system.

8139. What are the professions which sign taught deaf and dumb people usually adopt?—It depends on the class of life in which they are born, for instance, some go into offices as clerks, they take any secretarial work, they do very well as draughtsmen, they do very well as engineers. If you were to go to the Brighton school which is a pure sign taught school, under Mr. Sleight, one of our ablest teachers I think, he would show you drawings most beautifully done. The book illustrating the voyage of the "Challenger" for instance, if my memory mistakes me not, is entirely illustrated by a deaf and dumb pupil of Mr. Sleight's, and I maintain that a deaf and dumb person, if the conditions are favourable, and if he has been properly taught, holds his own anywhere. I do not like to hear the deaf and dumb looked upon as lunatics, all things considered they will compare favourably, if properly taught, with any class of Her Majesty's subjects.

8140. How long is it before a teacher can convey abstract ideas, ideas of religion or political economy for instance, to a child of a certain age?—It depends on the capacity of the child.

8141. I do not suppose that a boy after he had been at school three years, if he began very young, would be able to take in abstract ideas in religion or political economy, but speaking generally how long would it take to convey such abstract ideas to the mind of a deaf and dumb child?—Speaking generally, taking all things into consideration, in three years under the sign and manual system, or the combined system, it is marvellous how much a child can be taught. If they are 10 years old before they go to school they do not get on so well as if they begin earlier, they do not do so well between the ages of 10 and 13 as they would between the ages of eight and 11.

8142. What time ought they begin to go to school?—Between the ages of seven and eight, and remain till they are 16; they ought to remain at school for seven or eight years if you want to educate them properly. I do not say for a moment that it requires a stay of seven or eight years in an institution conducted on the sign and manual system to make a person equal to one who has been orally taught in the same number of years. I still maintain that after eight years instruction in the sign and manual system a child will know more than half as much again as an orally taught child who had been under instruction the same number of years. If you ask me to what age I think a child ought to be kept at school to be made a useful member of society I should say seven or eight years.

8143. During that period of education what physical or technical training should the children have?—As to physical training for the development of the muscles, the boys ought to have very large and efficient playgrounds, gymnasiums, and so on, the more exercise the better. Then they should be taught domestic work, blacking boots, cleaning knives, and that kind of work.

8144. Any trades?—No, certainly not, I will come to that presently. Then I should say that girls ought to have the usual playgrounds which girls can have, and also be taught domestic work, scrubbing, and cleaning rooms and so forth.

8145. We have been told that many of the children who are brought up upon the sign and manual system suffer from delicate chests and throats, and that one advantage of the oral system is that it trains the organs of speech and strengthens the throats and chests of the children; is that your experience?—I should like to contradict that in the strongest possible terms that genteel language will permit of.

8146. That really is a medical question, is it not?—Yes; but you are asking me my experience. Looking at the general condition of those who are taught by the sign and manual system I wish entirely to deny that statement most emphatically.

8147. Do you find that deaf and dumb children breathe through their mouths or through their noses?—I think they breathe like other people; I do not think there is anything particular in their way of breathing. I have never noticed any difference.

8148. Are not their mouths constantly wide open?—Except a few guttural sounds when they are talking I have not noticed any difference between deaf and dumb people and hearing people in that respect. I have not observed anything that could be traced to any method of teaching.

8149. But the question is whether something is not to be traced to the want of teaching; whether their mouths are not open more than the mouths of other people by constantly breathing through their mouths instead of through their noses?—It is a great comfort to society when the deaf and dumb do not open their mouths, because when a deaf and dumb person does open his mouth the sound is so objectionable that one avoids him.

8150. You think they never can be trained to speak properly?—It is but a very small per-centage that can ever be trained to speak in a language acceptable to those who listen to them. Sir William Dalby in an extract which I have before me, speaks decidedly in favour of the sign and manual system of teaching children. Suppose you bring forward the best orally taught man in the world, after all his language is practically dead, because articulated language is nothing if the person to whom it is spoken cannot understand it; whereas the sign and manual system is for the deaf and dumb a living language. I think that is a strong point. When I took Mr. Pearce before the Queen, what delighted Her Majesty was the animation, the vigour, the expressiveness with which the conversation was carried on without a word being uttered.

8151. Are you in the habit of preaching to the deaf and dumb by signs?—Yes.

8152. Do you find any difficulty in conveying abstract religious ideas to the deaf and dumb by signs?—Of course it is necessary to make the instruction as simple as possible. For instance, at the next confirmation some deaf and dumb persons will be confirmed. While the bishop is giving his charge to the other candidates I shall be translating what he says to my deaf and dumb candidates. I shall probably condense any abstract notions into more simple language, but there are no ideas of a practical or simple character which cannot be conveyed intelligibly to the deaf and dumb who have been taught by the sign and manual system provided they have a sufficient knowledge of language. Another strong point is this, which bears on the welfare of the deaf and dumb who have been taught on the oral system, when they leave school. I asked a teacher, I do not want to mention his name, I asked a professional teacher whom you have had before you, who is a great upholder of the oral system, "What are you going to do "with your pupils when they leave school, when they "want religious instruction, or want to attend lectures?" and his reply to me was "When they leave me they "must go and learn the sign and manual language."

8153. We have not had any evidence to that effect from those who teach the oral system?—Then I am afraid you have not extracted it.

8154. You heard that from a gentleman who you say has been a witness before us?—Yes. I went and examined his oral class, and I got very little indeed out of it. I never was so disappointed in my life. I said, "What will these do when they leave school? You are "training a body of children who, when they go out "into the world are handicapped with regard to "religious ministrations, or lectures, and so forth." He said, "Yes, I know when they leave me they must learn "your system if they want to receive religious instruc-"tion or to get any benefit from attending lectures."

8155. Are you speaking generally of those who have been taught on the oral system, and not of an isolated case?—Yes.

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8156. You say generally all those who have learned the oral system, in order to get the benefit of religious ministrations, have to learn the sign and manual system?—Yes; take St. Saviour's Church, Oxford Street, where I so often preach. I have a strong light over my head, and I gesticulate with my fingers, and I can be seen and understood by a large number of persons, some of them being a good distance from me; whereas if I had to speak to a number of orally taught persons I do not think they would understand me if they were at the distance that the chairman is from me, however distinct and clear my enunciation might be, and however free I might be from moustache and beard. There is so much personal contact required in this oral system; you have to get close up to your pupils to be understood.

8157. You come in contact with deaf and dumb persons who have been taught on the oral system as well as with persons who have been taught on the sign system?—Yes; my mission work throws me constantly among the deaf and dumb who have left institutions, and I come across some who have been orally taught.

8158. Do you give them religious ministrations in oral speech?—Never orally, always by sign and manual language.

8159. Do you refuse to give them the benefit of religious ministrations unless they take them in sign and manual language?—I do not refuse, but I find that it is practically impossible to give religious instruction to a large number except by sign and manual language.

8160. You have given up speaking to the deaf and dumb in your religious services or ministrations?—I never began it; I never tried it, and I never would try it, because I considered that it was impracticable where any number of deaf and dumb were brought together.

8161. Suppose you were called to the bedside of a person who could speak orally, would you communicate with that person orally or by signs?—If that person could speak in anything like intelligible language I should ask him to speak orally, but it is such a very small per-centage that can speak in language that even I can understand, that I am generally obliged to ask them to speak by their fingers if they can.

8162. The oral system has not been introduced very long in this country?—No; I do not object to modern innovations.

8163. Comparatively speaking there are very few adults at present who have had the benefit of oral instruction?—Yes, I do not see how it ever will become very general, because it is as natural to the deaf and dumb to talk by signs and gesticulations as it is for me to talk by my lips. Go to an oral class, and then go out in the playground with them and see how many talk to each other. You will find that they fall back upon signs and gesticulation. When they go into the outer world they have to learn the sign and manual system, and therefore they leave school handicapped because they have to pick up the sign system afterwards, and they do not attain the proficiency they otherwise would. Suppose I am taught at an oral school for six years, and then I go out into the world and have to pick up the sign and manual language, however quick I may be I cannot arrive at that efficiency and get that general knowledge of language and so on that I would have got if my education had been conducted throughout on the sign system. The deaf and dumb who are taught orally when they leave school fall back on the sign and manual language.

8164. There must have been some reason why some schools in the north of England, for instance, have given up the sign and manual system and introduced the oral system?—If you would like me to give my opinion I think the public are hoodwinked by this oral system. I am not a paid agent of any system, and my object is to do the best I can for the deaf and dumb, and I am bound to say from conviction that I think a great deal of what is said about the oral system is claptrap. I have prepared a paper giving my reasons for my preference of the sign and manual system over the oral system, which I will hand to the Commissioners (*handing it in*). When people say the deaf and dumb taught under the oral system can go and mix in the world on a level with the rest of the community I say it is a falsehood, though no doubt an unintentional one—they cannot do it.

8165. With regard to the industrial training of the deaf and dumb, whether in schools or after having gone through a course of education, have you any remarks to make to the Commission?—I am dead against any trades being taught in schools.

8166. Will you tell us why?—For two reasons: First of all from my point of view that period of school life, for the deaf and dumb of all people in the world, should be devoted as much as possible to giving the pupils a knowledge of language and general knowledge, and therefore they should not have any of the time at their disposal curtailed by learning trades. All the time that they are at school is wanted and more than wanted for the acquisition of a knowledge of language and general knowledge to fit them for fighting their way in the world when they leave school. On leaving school they ought to be apprenticed, and therefore every institution should have what is called an apprenticeship fund, out of which pupils should be apprenticed after leaving school.

8167. Would you include drawing in the general education?—Yes, that would be part of the educational system. I would say by all means teach drawing, but I would not teach trades. I mean such trades as shoemaking or anything of that kind. The teaching of trades has been started, and tried at Doncaster, under the late Mr. Baker, a relative of the archbishop's but the plan has since been abandoned.

8168. Do the teachers of the sign and manual system compare favourably or otherwise with average teachers in our elementary schools, are they trained men?—They are picked men to a certain extent, but the great misfortune is this, that most of the institutions, with the exception of the favoured Margate institution, are so poorly endowed that the salaries which they are able to offer are not sufficient to get first-rate men. Here I should like to say that I look upon it as a matter of the utmost importance that we should get State aid for our institutions in order to enable us to get better teachers. When we advertise for teachers we cannot offer sufficiently good salaries to enable us to get first-rate teachers.

8169. What qualifications do you require from teachers; do you require that they shall possess the qualifications required for certificated teachers for elementary schools?—The higher the standard they have passed the better we like them.

8170. As a matter of fact do you get them?—We do not get them because we cannot offer sufficient salaries.

8171. That is common to both systems?—Yes, all systems should be supported by State aid, in the way of a capitation grant.

8172. What capitation grant do you think ought to be given for the deaf and dumb?—I think we ought to have these institutions brought under Government supervision, not Government inspection. We ought to have a capitation grant, and then we ought to have one or more inspectors, an inspector for England, an inspector for Scotland, and an inspector for Ireland, who would go round and report on deaf and dumb schools periodically, not examine them. I think it would be unfair to give a grant to any deaf and dumb school, either an oral school, or sign and manual school, according to attainments. The principle should not be payment on results, or at least not solely on results. We ought to have one or two inspectors to go round to the various education centres in the country and report, and a grant should be given on the capitation system, provided always that a fair amount of general results were attained, not individual results, but general results.

8173. You would advocate that State aid should be given by means of a capitation grant not only to schools on the sign and manual system, but to schools on the oral system?—Quite so. I want the others to have the same as ours. If A.B. were an inspector, I should trust him to give the same fair and impartial examination and scrutiny to an orally taught school as to a sign and manual taught school.

8174. Is it your opinion that the general results attained by education on the sign and manual system, compare favourably with those attained in orally taught schools?—My opinion is that the results in sign and manual taught schools are very much more satisfactory than those attained in orally taught schools. I maintain a sign and manual system institution, or a combined system institution, will show infinitely better results than an oral institution. If I had only myself to please I should go in for payments by results, because I know that the institutions on the system that I advocate would bear the test, but I do not think that would be fair to other institutions.

8175. You would not subject deaf and dumb schools to the same standards as elementary schools?—No, I should take it for granted that the inspectors, if appointed, would be men who would know something about deaf and dumb teaching. A deaf and dumb child at 10 years old, of course, will not compare favourably with our national school children of 10 years old.

8176. Whatever system was adopted a deaf and dumb child must be at least three or four years behind a hearing child?—Yes, the mind of a deaf and dumb child when he comes to school is a perfect blank, the initial instruction of a deaf and dumb child is a most painstaking and laborious process.

8177. Will you look at the resolution passed by the Manchester School Board (*handing it to the witness*), and say whether you have any remarks to make on it?—I would qualify that, because if you went by test examination it would be hard for the oral system. What I am most strongly against is the system of day school instruction for the deaf and dumb, whether taught orally or by the sign and manual system.

8178. That at once leads to the question of the necessity of maintenance in the case of poor children?—Undoubtedly. I hope the Commission will strongly recommend that guardians or school boards should in some way meet together and arrange a scheme of combined education and maintenance. The guardians say they cannot educate, and the school board say they cannot maintain.

8179. The guardians have the power of maintaining?—But they do not exercise it.

8180. You would say that the proper authorities should be compelled to maintain?—Yes, I would. I have lately been transferred to Edgbaston, in which parish there is a deaf and dumb school, that, in fact, is one reason why I accepted the charge of that parish, and there we have tremendous battles with the school board and the guardians with regard to the education and maintenance of deaf and dumb children; and I hope the Commission will make some recommendation that will lead to the settlement of the squabbles which now take place between boards of guardians and school boards with regard to the education and maintenance of the deaf and dumb. Speaking generally, all over the country I would compel guardians or school boards, or some authority to send deaf and dumb children to an institution. I am strongly against the day school system.

8181. Do you think that the children should not go home at all to their parents. I mean that they should have no vacations?—They should have vacations certainly; I would be liberal in vacations. I am in favour of holidays once a year instead of twice a year, but I would not press that. At Brighton for instance they have holidays once a year, and then they do not lose so much, because when a deaf and dumb child is at home he loses a good deal of his knowledge.

8182. Do those who have been taught on the sign system lose any of the knowledge which they have acquired when they go home?—They get demoralized; they get out of dicipline when they go home to their parents. We want every day we can get in the teaching of the deaf and dumb, for it is up hill work to teach the deaf and dumb, and the less holidays they have the better. I think sign and manual taught children do not lose so much as the others when they go home for their holidays; but whether they are taught by sign and manual or orally the longer they are kept at school the better. It is general training and dicipline that they want, and they can only get that in an institution. Let me refer to what it has been found necessary to do in London. When the day school system of teaching the deaf and dumb was started under the school board Mr. Stainer started homes for the children. That has been done voluntarily. Why has it been done? Because the day school system is not sufficient in itself. The children want to be brought under some constant moral training which only a home or institution can provide. Therefore I strongly recommend that all state aid should be given support of institution as against the day in school system. The day school system is a much more expensive system for the results you get.

8183. We have had it in evidence that it is not, that is to say that if you have the day school system you are not obliged to spend money in a large building, if you have an institution you must have a large establishment?—Quite so, but I am looking to the results, you have to put in the one scale, the amount paid for your purchase and in the other scale you have to put the thing purchased. The amount paid may be a little more in the case of an institution as compared with a day school, but the thing purchased, the trained child, is infinitely superior.

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8184. We must look at the expense of the one and the expense of the other. Is not it the fact that the day school system, where children might go home to their parents, or be boarded out with persons of their own class, does not involve near so much expense as institutions? You say there are advantages to counterbalance the extra expense but still the extra expense must be borne in mind?—Yes, in pounds, shillings, and pence you save by the day school system, because you save the board, but you have to pay superintendents and heads of each department; it is an expensive system even that.

8185. With regard to the mixing of the sexes in schools, do you advocate their being kept together till they arrive at the age of 15 or 16, up to which age I understand you think they ought to remain in school?—Yes, I would mix them together.

8186. Up to the age of 16 you would have both sexes together?—Yes, I would mix them together in this way. They would come together in the same room, or there might be, as in the old London institution, one room facing one way for girls, and another room facing the other way for boys. I prefer them being in the same large school room together; seeing one another constantly is good for them. The passions of the deaf and dumb are undoubtedly strong, but evils which are to be guarded against, if possible, are less likely to accrue if they are trained together than if they are kept apart till they are of a certain age and then meet with a sudden rush as it were.

8187. Do you find in after life the deaf and dumb associate very much together?—Yes, very much indeed. They are very clannish.

8188. Do you know anything about intermarriages of deaf and dumb persons?—Yes, I have married them myself in the deaf and dumb language.

8189. Do you think it is desirable that deaf and dumb people should be encouraged to intermarry?—I would not encourage them, because it is so very inconvenient for both parties socially; but I would not discourage them on account of any fear that the result might be that children might be born with any congenital defect. I would far sooner discourage the intermarriage of cousins. You find that intermarriages between deaf and dumb persons are not nearly so pernicious as regards results as the marriages of blood relations. The offspring of the deaf and dumb are not so likely to be deaf and dumb as is commonly supposed. In support of what I have just said on this point, I might perhaps be allowed to read what Dr. Peet, of New York, says in favour of the sexes being trained together in schools. He says "Where the sexes daily see each other it "accustoms them to habitual decency of thought, "manner, and expression; they are under the moral "influence that in families and society preserves the "virtue of the young. If for this moral control, aided "by constant supervision, we should substitute strict "seclusion from the other sex, it is to be feared that in "circumstances of temptation their fall would be inevitable." That is strong evidence in favour of both sexes being trained together at school.

8190. That is justified by your experience?—Undoubtedly.

8191. Do the institutions with which you are acquainted all over England follow up their pupils when they leave school?—That subject of following up the old pupils I consider a most important one.

8192. You said something with regard to an apprentice fund?—I think an apprentice fund is important in every institution, because it is a tie between the institution and the deaf and dumb when turned out. It is most important that there should be this connexion maintained between the deaf and dumb when they leave the institution and go out into the world. As long as they are in the neighbourhood of the school where they have been brought up, it should still be their home. The master should continue to take an interest in the welfare and progress of the deaf and dumb pupils after they leave school. It is of the utmost importance that an apprentice fund should be maintained in connexion with every deaf and dumb institution for that one reason, so as to be a connecting link between the institution and the

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individual who is apprenticed; and I think every institution should select visitors from the staff of teachers, whose special duty it should be, under the direction of the managing body, to visit those apprentices and to see that they were being properly treated by their employers, because employers often behave badly to the deaf and dumb, I am sorry to say, because they take advantage of their want of general knowledge very often.

8193. Are the deaf and dumb as a class industrious?—I think they are industrious as a class. I maintain that in industry and in every other way, taking all things into consideration, they will compare favourably with other classes.

8194. They are not given to begging?—I do not think they are given to begging any more than others are.

8195. Are they less inclined to beg than other classes?—The difficulty is this, we find it is very difficult indeed to get employers of labour to take the deaf and dumb.

8196. Particularly if they have to communicate with them on their fingers, you mean?—I do not think that, but they have the idea, and it is a general idea, that the intellect of a deaf and dumb person is tremendously below the average, and it is a most mistaken idea.

8197. Is that generally overcome?—It is generally overcome if they will only give the deaf and dumb person a fair chance. Employers of labour in Brighton have come again and again to the school for a second and a third deaf and dumb pupil, they are so pleased with the way they have turned out.

8198. In what trades?—Shoemaking and various trades. In addition to the establishment of an apprentice fund in connexion with each institution, I would strongly recommend the establishment of missions to the deaf and dumb all over the country. With the exception of London my own diocese of Winchester is the only diocese, with the exception possibly of Durham, which is just starting a mission, in which the church of England has established regular missions to the deaf and dumb. I think mission work should be taken up in every diocese, apart from the moral good that would necessarily result from it, as a means of keeping a hold upon the deaf and dumb after they leave school. In school the deaf and dumb are brought together for a while, then they are suddenly dispersed, and live isolated lives. It is most important that they should be brought together and have a good, religious and secular training after they leave school. Mission work amongst the deaf and dumb is most important.

8199. Is there any deaf and dumb mission in Wales that you are aware of?—There is a little mission at Swansea, that is the best in Wales. What I want to enforce is the importance of establishing diocesan missions such as that in the diocese of Winchester, which we started some few years ago; and I will give to each member the last annual report of the mission work in the diocese of Winchester, which is the most complete mission out of London. As I have said there is a good institution at Swansea carried on by an estimable man; but mission work in town and country all over the United Kingdom is what we want.

8200. Is there work enough in each diocese for one man?—In Hampshire and the Isle of Wight we have 300 cases.

8201. In every diocese would there be enough deaf and dumb to justify the establishment of a mission for the deaf and dumb?—One or two dioceses might be amalgamated. I think there would be enough in each diocese; the great difficulty is getting men who can do the work. I could start a mission in the Exeter diocese if I could get a clergyman who could do the work. There are very few clergymen who can talk at all on their fingers. I happened to have a first cousin deaf and dumb, and that led me to learn the sign and manual language; but there are very few clergymen who could take it up, and that is our difficulty. At the Royal Association in Oxford Street we are entering upon a system of training men as missionaries to the deaf and dumb.

8202. Clergymen or laymen?—We have trained laymen at work, but we have a young man named Gilbey who is now attending lectures at King's College with a view to taking Holy Orders. He is one of our lay missionaries, and he is also attending lectures at King's College, and when he gets to the proper age he will take Holy Orders, and come on our staff of ordained missionaries.

8203. Is he deaf and dumb himself?—No, I do not advocate the training of deaf and dumb persons as missionaries. A speaking and hearing clergyman like myself can not only do all his work amongst the deaf and dumb, but he can appeal in pulpits, or at public meetings on behalf of the deaf and dumb. We do double work, and that is most important. Mr. Pearce, who is the only ordained deaf and dumb minister in England, is a very superior man altogether. I do not know where you would get his equal; and therefore, I recommended that he should be ordained, having a full knowledge of him, and knowing what a very remarkable man he is, but such a case as his would be an exception, not the rule.

8204. (*Mr. Arrol.*) Can you give the Commission any information as to the success in after life of those who have been turned out of the oral schools in Germany?—No, I cannot; because I have not been long enough in Germany.

8205. (*Mr. St. John Ackers.*) You referred just now to a paper which you have now laid before the Commission, which was printed in the first instance in one of the Hampshire papers, had you sent a copy to each member of the Commission before to-day?—No.

8206. You sent one to me?—I do not remember sending it; my secretary may have sent it, or Mr. Pearce may have sent it.

8207. You refer in that paper to two statements, one made by the "Times" newspaper, and the other by a newspaper called "Truth." I see you speak disparagingly of the one in the "Times" newspaper, and you quote approvingly the one in "Truth"?—Undoubtedly.

8208. You say in your letter that you move up and down in society, and then you say that society shrinks from the deaf and dumb who have been taught to speak?—That is so, so far as my experience goes.

8209. Do you consider that that society paper you have quoted is a good judge on the subject?—I simply quote that extract because it gives a report of the bazaar. I did not see any other paper that gave any account of it.

8210. You did not see an account of the bazaar in other papers?—I only saw it in "Truth;" had I seen it in other papers I should probably have quoted the others, but I happened to see it in "Truth;" it was sent to me.

8211. You are not aware that those papers gave a very different account of the bazaar, that they gave a very favourable account?—I did not see them.

8212. You are not aware that "Truth" is the only paper that gave an unfavourable account?—Possibly that is why it was sent to me.

8213. You have circulated this letter widely?—Pretty freely.

8214. You say you did not read other accounts of this bazaar, but you simply circulated this letter on reading the account in one paper?—The letter is reprinted with additions from the "Hampshire Chronicle." The original of this letter appeared long before the paragraph in "Truth." I was looking over the reprint, and this extract from "Truth" came, and I incorporated it in the letter.

8215. Without attempting to find out whether it was correct or not?—It was sent to me; I had never seen the statements in it contradicted. Of course I cannot be expected to read all the newspapers.

8216. You published this statement without attempting in any way to verify the truth of the statement by seeing the accounts in other papers, or speaking to persons who were at the bazaar?—I submit that it is impossible for me to verify all the statements that I find in newspapers.

8217. Did you or not circulate this extract from one paper without having taken pains to verify the truth of it?—I did not write to the editor of the paper to ask him whether it was true or not.

8218. Were you present at this bazaar?—I was not.

8219. Did you take any trouble to verify the statement in "Truth" by getting information from persons who were present?—No, I gave it as a quotation from "Truth."

8220. Do you agree with everything in that extract?—I agree with the substance of it; I throw it in as a quotation. I merely use it as a quotation; the quotation agrees with my general experience in my work amongst the deaf and dumb.

8221. In the next paragraph you speak of a meeting held at Kensington, and you say one of the speakers is reported to have said so and so; it is not in inverted commas. How did you obtain the information with regard to that meeting?—I cannot give you chapter and verse for that.

8222. Was it from a newspaper?—A newspaper or a letter; I was not present at either meeting. I simply give what took place as quotations.

8223. Why did not you give the exact words that were spoken at Kensington?—I had to condense and say as little as I could under the circumstances. My memory does not serve me whether I got the account of what took place there by a private letter or from a newspaper. I can vouch that the words I give were the words conveyed to me, whether by letter or by a newspaper cutting I cannot tell you. I only know that they were conveyed to me, and I embody them in my letter as a quotation, and I agree with the general purport of the quotation.

8224. In one case the words used are quoted, in the other case apparently the effect of what was said is given?—"One of the speakers is reported to have said "that when the deaf speak only in the sign and manual "language they are a people apart, and the affliction "descended from generation to generation, *whereas, by "the present means, they are at once admitted upon equal "terms as members of the whole human family.*" Then I say "The italics are my own." That is probably a quotation from a public newspaper.

8225. (*Chairman.*) You do not guarantee the accuracy of the words, but you simply adopt them as your own?—Quite so. To the best of my belief the quotation was from a newspaper. With the general principle stated in the remarks which I quote I agree. I am not answerable for the quotations if they do not rightly give what was said. I say if that statement was made it is an exaggeration. I did not hear it made. If the statement was made I deny the truth of it.

8226. (*Mr. St. John Ackers.*) To the best of your memory did the report which you received state whereabouts at Kensington the meeting was held?—I absolutely cannot answer that question.

8227. Did it say by whom the statement was made?—I cannot tell you.

8228. Did it say to what society the speaker was attached?—I cannot tell you.

8229. You publish the quotation and spread it broadcast throughout England without attempting to verify the truth of it?—I should have verified it had I thought the source from which I got it was a questionable source; I did not take any steps to verify it because I did not consider the source was a questionable one or an unworthy one.

8230. Are you in the habit of publishing letters on the subject of the education of the deaf and dumb and quoting from newspapers and other sources without attempting to verify the truth of the statements which you may receive?—I never attempt to verify a quotation if I consider it is a fairly worthy source that it came from, such as a public newspaper or otherwise.

8231. Have you had much intercourse with those who are teaching on the oral system?—I meet them constantly from time to time and talk to them.

8232. Have you ever come across any teacher of the oral system whose views were identical with the views of the speaker whose words you have put in this letter: "when the deaf speak only in the sign and manual "language they are a people apart, and the affliction "descended from generation to generation"?—I have not heard anybody express those views. That is a quotation from a letter or a newspaper, I do not know which, I think it was a newspaper.

8233. You have not heard any advocate of the system express those views?—No.

8234. (*Dr. McDonnell.*) You spoke of communicating by writing as if it were more particularly an adjunct of the sign and manual system; is not writing a means of communication common to those taught under the sign and manual system, and those taught under the pure oral system?—Yes, the system of writing, of course, is common to everybody whether taught on the oral system or taught under the sign and manual system, but I maintain that those who are taught under the sign and manual system are better able to write and to understand writing. Those who are taught under the sign and manual system from the general knowledge imparted to them during the time of teaching are more in a position to write well and understand well written language; they have a greater knowledge of written languages than those who are taught under the other system.

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8235. But a deaf and dumb person if he lost his way in London, and wanted to ask some one whom he met in the street to direct him where he wanted to go could write his question whether he had been taught by the oral or by the sign system?—Undoubtedly.

8236. So far as writing is concerned they stand upon common ground?—As regards losing their way, but not as regards making their way; written language will attain a higher standard under the sign and manual system than under the oral system.

8237. (*Chairman.*) I understood you to say that the time that was taken in the oral system prevented written language being acquired so rapidly as under the sign and manual system?—Yes, and so efficiently; of course written language is not limited to the sign and manual system at all.

8238. (*Dr. McDonnell.*) Seeing that among hearing people with whom the deaf and dumb come in contact, there is such a very small per-centage of people who understand the sign and manual system, is not it an enormous advantage for a deaf and dumb person even to be able to speak a few words orally?—I do not think it is an advantage if the few words would be unintelligible.

8239. (*Dr. Armitage.*) You recommend apprenticeship funds being established?—Undoubtedly.

8240. Are any such apprenticeship funds established?—Some institutions have an apprenticeship fund. The Old Kent Road institution has a very large endowment, and they appoint a man to look after the apprentices, and to keep up a connexion between the apprentices and the institution.

8241. That institution keeps up its intercourse with the pupils after they have left?—Yes, a connexion is kept up; there is a visitor appointed by the institution.

8242. Is a register kept of each former pupil in the institution?—There would be a register, I should imagine, though I cannot speak accurately about that; money is paid out annually or at certain periods, and I imagine that there is a careful register kept.

8243. Do you know whether such a system is carried on at Edgbaston?—Yes.

8244. What funds have you for apprenticeships?—Our funds are very low, indeed. We are almost in a state of bankruptcy. We have 40*l.* apprenticeship fund, and we never give less than 5*l.* in any case.

8245. How long have you been connected with the Edgbaston institution?—I have known it a long time, but I have been connected with it for the two and a half years that I have been at Birmingham.

8246. Do you know whether an accurate register is kept there as to the circumstances and doings of former pupils?—Hitherto a very imperfect record has been kept, but since I have been there we have moved, and I hope to be able shortly to establish a more intimate and systematic connexion between the institution and its former pupils. Hitherto there has been no systematic visiting. We find that the former pupils have been very much neglected, and we hope to develop a much more careful system, such as that at the Old Kent Road, so as to maintain a careful supervision over the apprentices.

8247. Can you tell us from your general knowledge of the adult deaf whether they usually find profitable employment in after life?—A great many do not find employment, but that is to be attributed to various causes, possibly their being intellectually below the mark, but as a whole they get a very fair amount of employment, and they compare very favourably with other classes in that respect. Some are constantly out of employment because they have been badly trained and taught, but those who are efficient in their various occupations generally get a fair amount of work; it depends upon the individual.

8248. Can you give us an idea, taking the males first, what per-centage of them maintain themselves; would it be one-third, or a half, or three-fourths?—I have never been into those statistics; I could not give you the per-centage. I should think, roughly speaking, two-thirds.

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8249. To what extent do the females get employment?—A great many go back to their homes and do the domestic work of the house. Others do dressmaking work, but it would be only a very small per-centage of them that get their own living.

8250. Do any deaf and dumb females go out as domestic servants?—A few, but very few. Obviously they do not make very good servants, because they cannot answer bells to begin with; they are not apt at receiving visitors; their going out as domestic servants is discouraged in every possible way; though in schools they are trained for domestic work for their own household they are not trained as domestic servants; they are practically unfit for it.

8251. You say that you have paid rather special attention to the question of intermarriage among the deaf and dumb?—I have taken great interest in that, because I have often been called on to marry deaf and dumb couples, and I have been often abused for doing it. I do not see any objection to the deaf and dumb intermarrying except inconvenience in a social point of view.

8252. You do not consider that deafness is hereditary?—No, not necessarily so.

8253. Do you practically know any of those who have intermarried who have deaf and dumb children?—Of course some have, but that is a medical question. I do not think it can be traced to the fact of the parents being deaf and dumb, more than to other causes. Of course some deaf and dumb persons have deaf and dumb children. The large proportion of deaf and dumb marriages certainly do not entail deaf and dumb offspring if other conditions are favourable. For instance, supposing that A.B. and C.D. marry, the children are not specially likely to be deaf and dumb, but it is advisable for them to mix freely with hearing people.

8254. According to your experience then, the children of the deaf and dumb are not more likely to be deaf and dumb than those of any other section of the community?—Certainly not; not half so likely as the children of those who marry within the limits of consanguinity.

8255. (*Dr. Tindal Robertson.*) You said in answer to his Lordship that you knew of two cases which were illustrative of the objections to the oral system. You gave us an account of one of those cases, and then you broke off and went on to some other subject; will you give us an account of the other case?—I only quoted two, but there are three specimen cases with which I am specially acquainted. There is a pupil of Miss Hull's, and also a pupil once taught under the oral system at Winchester, if you wish to have special cases; but those come across me in my mission work in the diocese of Winchester. I do not know where Miss Hull's pupil is now; she was shown to me at Southampton some little time ago.

8256. Was your objection to the speech on the oral system to the guttural sounds or to the imperfection of the speech?—To the imperfection of the speech and the disagreeable sounds, and also I think the want of general brightness and general knowledge. I think that orally taught children are more depressed in spirits than sign taught children.

8257. Will you state your reasons succinctly and precisely for your preference of the sign and manual system over the other system?—I should say that the sign and manual system is preferable, because in the first place you can teach more in a given time. It is preferable, secondly, because it is not such an expensive system, I think. If you take the deaf and dumb in the sign and manual institutions and in the oral institutions, you will find that the cost of those who are in a sign and manual institution is, roughly speaking, about 25*l.* each; and if you take an oral school you will find that it is between 35*l.* and 40*l.* Thirdly, when they leave school, I think the orally taught children are handicapped, inasmuch as they are not turned out into society charged with so much general knowledge as the sign and manual children. Fourthly, the tendency is that when they leave the schools they drift back into what seems to me the more natural means of intercourse, viz., the gesture and sign and manual language, and of the written language. And fifthly, in a religious point of view, there is more difficulty in teaching a definite number of deaf and dumb people brought together under the oral system.

8258. Have you had a good deal of experience with regard to the orally taught as well as with regard to those who have been taught on the other plan?—I am bound to say that my experience has been more with regard to those who have been sign and manually taught, because I find that when one or two who have been orally taught get into the world they more or less fall back upon the sign system. I do not think that they maintain the principles upon which they were educated.

8259. Have you ever come in contact with persons who have been pretty thoroughly taught on the oral system who have afterwards relapsed into the sign system?—The system of oral teaching is, comparatively speaking, a modern system; it has only been going on about 15 or 16 years. I presume that this young man to whom I have referred would be considered a very good specimen of an orally taught person; and he was brought under my notice as a very good specimen of an orally taught person, of very high intellectual attainments, and very high social privileges in the class of life in which he was brought up, his father being a professional man; and I am bound to say that I do not consider that his success from a practical point of view is great.

8260. Is the sign and manual system usually used to communicate with foreigners in foreign languages, for instance?—That would be a difficulty, the want of a general code of signs. Of course there are some deaf and dumb persons who can speak in the French language. It depends upon circumstances.

8261. But I am speaking of the present state of circumstances?—For instance, if a deaf and dumb orally taught child and a deaf and dumb sign and manually taught child were both turned out in France they would be equally adrift as regards the French language, although by means of natural signs the manually taught child could more easily make himself understood than the orally taught, and therefore would have the advantage considerably.

8262. That is not quite the point. Supposing that there was a knowledge of the language imparted in this country beforehand, which system would it be most easy to practise in the country?—Supposing that I was taught orally and knew French, if I went to France I should be under a disadvantage, because the oral system is not universally taught in France.

8263. I think I understood you to say that the oral system is not taught in France?—It is taught, but it is not the acknowledged system, the French system.

8264. (*Chairman.*) Do you speak from personal knowledge, because we have had evidence directly contrary to what you are now stating?—I have not been amongst the deaf and dumb in France.

8265. (*Dr. Tindal Robertson.*) With regard to the health of deaf children, do you think that as a rule they are equally healthy with other children?—Very often they are deaf and dumb perhaps from scrofula, or some other disease being handed down by inheritance; but I do not think they are more unhealthy than other children. Perhaps they are a little more unhealthy in our deaf and dumb institutions, but that is probably from inherited disease for which *per se* they are not individually responsible.

8266. Have you found from any medical friends to whom you have spoken upon the subject, or from your own experience, that they are more liable to diseases of the throat and of the respiratory organs in consequence of their condition?—No, not in consequence of their condition, unless there is some family circumstance to account for it, unless their parents have been immoral, or something of that sort. All conditions being equal, I do not know that there would be any greater liability to sickness in a deaf and dumb institution than in any other.

8267. Do you think that apart from the teaching of speech, it would be physiologically an advantage to them to use their throat and all the respiratory organs more fully than if they remain silent?—I do not see why that should be, but that is a point upon which I think medical evidence would be more satisfactory; it is a point of which I do not feel qualified to judge.

8268. You have suggested that it would be an advantage to both systems to have State aid; how far would you carry it?—May I ask whether you mean how much it should be per child?

8269. I could not ask you what should be the actual sum, but his Lordship has asked whether you would also extend it to maintenance as well as to education; do you mean that the deaf and dumb children in the country should receive sufficient for education and

maintenance from the State?—I think that as in our national schools there should be some payment on the part of the parents in cases where they can pay, and that those who come under the heading of pauper children should be paid for by the Government. I do not believe in free education, and I should not take away parental responsibility in the case of the deaf and dumb any more than in the case of any other class. I think that the parents who can afford to pay should pay, and that the State should meet the expenses of an institution by a capitation grant.

8270. You think that the State should pay for the education, and the guardians or some local authority for the maintenance?—Yes, I think that the guardians should have authority to pay entirely for pauper children.

8271. If you applied that to the deaf and dumb I presume you would also apply it to the blind, and to imbeciles, and to other children of the destitute classes of the community who are afflicted in that way?—I certainly should apply it to the blind; I do not know about imbeciles.

8272. With regard to the missions which you said you thought would be a great advantage to the country generally, in what way would you propose to provide for the expense of them?—Purely by voluntary contributions. It is a matter of religion, and I do not think that the State ought to be asked in any way to contribute towards it. I do not think that it would be fair for me, with a distinctly Church of England mission to the deaf and dumb, to ask the State, which gets money from all denominations, to pay for it.

8273. Do you suggest that in addition to the State providing for the education and maintenance of the children, it should also provide for or subsidise the training of the teachers?—I think that the best training for teachers is in schools where they are at work.

8274. Would you suggest that the State in addition, as I said, to providing for the education and the maintenance of those children, should also contribute towards the training of the trainers?—I think it is highly desirable that we should get the most efficient staff of teachers that we possibly can.

8275. But how would you suggest that it should be done?—Only by special training colleges.

8276. How would you meet the expenses of those training colleges?—Probably the State would give something, a supplementary aid. I suppose the only way in which that could be met would be by the individual teachers who enrol themselves for instruction, paying, or getting through their friends, or otherwise, a certain amount a year to meet the cost of their training.

8277. Then in fact you propose that the State, in addition to the payment for the training of the children, should also contribute towards the payment for the training of the teachers?—I think that is highly desirable if the State would go in for that expense. If not, the teachers at the various institutions must keep up their own work side by side with their teaching work, and pass certain examinations at certain periods, and qualify themselves in that way, sitting for certificates as we should say, but not being at a training college.

8278. With regard to missions you said that the expense should be met by voluntary contributions; will you tell us in what way you were able to establish your mission, because it would serve as a precedent?—First of all I got the bishop's sanction, of course. Then I sent circulars to every beneficed clergyman in the diocese, and a regular form to fill in, "Are there any deaf and dumb in your parish? What is their name and age? Where educated? How long at school? Can they read and write well? What are their general attainments?" That return was sent in. Then we got a committee of the leading clergy of the diocese, including the dean, with the bishop of the diocese as patron. Then I found a suitable missionary, Mr. Pearce, of Southampton, who has since been ordained. Then we got the permission of each beneficed clergyman to allow Mr. Pearce, or myself, to work in his parish; and then we established various centres, Portsmouth and Southsea especially, where the largest numbers were; and then at various centres we trained them for confirmation. I get the money by voluntary contributions, and by preaching three or four sermons a year, and in fact, anywhere I can.

8279. (*Mr. Johnson.*) Have you ascertained the opinion of the general class of the deaf and dumb that have come under your notice as regards the advantages to them of the two systems respectively?—The deaf and dumb with whom I am most conversant are all dead against the oral system. The deaf themselves prefer the sign system.

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8280. The deaf and dumb who are already perfected in the manual system do not see the advantage of having speech?—Undoubtedly not.

8281. Is that opinion arrived at from knowing a very large number of deaf and dumb persons?—It is from general intercourse with them. I cannot say exactly how many deaf and dumb I do know, but I know a great number. Those who can converse with me in the sign language, or in the written language, do not like the lip system. My opinion is that the lip system is not acceptable to the deaf and dumb with whom I come in contact.

8282. Still, do you not think that if the system were carried out perfectly it would be a great advantage for deaf and dumb people to be able to speak in the language of the ordinary world, one to the other, as compared with the sign system?—Under a great number of "ifs" it would. If the system was carried out advantageously; if there was some guarantee that the orally taught themselves would not lapse into the sign and gesture language; if all people were clear in their labial movements; if people did not wear moustaches; and if various other conditions were fulfilled, then I think it would be a very good system.

8283. But you think that the system is surrounded with so many "ifs" that it is not desirable?—Precisely so.

8284. How do you, at the present moment, obtain your teachers?—If we want a senior assistant master we either advertise, or else we possibly know some institution, say perhaps the one at Margate, where there is a third or fourth assistant who would like to come to us as a senior or second assistant.

8285. You spoke of the importance of examination; I suppose you are aware that the Commission has been told that there are three bodies who now grant certificates?—Yes, the College of Teachers, and so forth.

8286. To which of those examining boards would you give the preference?—The College of Teachers is a very modern institution.

8287. I do not know whether you are aware that only one of those institutions examine on the sign system; have you any knowledge of persons who have been employed in your schools having been examined on the sign system?—No.

8288. Then you really create your own masters in the different institutions, and they are not subject to any examination?—No; for instance taking our institution at Edgbaston, when a vacancy occurred in the head mastership, Mr. Townsend was elected because of his well-known position under Mr. Elliott, at the Old Kent Road, and at Margate.

8286. I see that one of your reasons against the oral system is that education and religion are inseparably connected. You say, "Time was when education and "religion were inseparably connected, but those whom "God hath joined together man hath put asunder. "One of the late instructors of the oral system in London "once told me that they were obliged to look upon it "purely in an educational point of view; he did not "hesitate to acknowledge to me that it was not a good "system for imparting religious instruction to a number "of deaf and dumb children collected together, and sug-"gested that when they left school it would be time "enough to pick up the sign and manual language." I suppose he thought it was time enough for them to have religious instruction when they left school, was that so?—He said that we, as directors of education, must not take into consideration the religious aspect. He said, "It is quite right for you, Mr. Owen, who are "engaged in mission work, but we have to see how "much knowledge we can drill into the mind in a given "time."

8290. Irrespective of religion?—Irrespective of religion, and that when they leave our school they must pick up that system by which religious instruction is best conveyed to a number of people.

8291. You do not think it possible in the earlier stages of their education to give children religious training by the oral system?—Only to a small number with the class in very close proximity to the teacher.

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8292. But you think that with the sign system you can teach a whole room full together?—You can.

8293. What is the ordinary congregation of one of those churches where the sign service is performed?—St. Saviour's, if it was full, would hold 300, I suppose; but it would be very crowded with that number.

8294. Are all those persons who attend there persons who have been taught upon the sign system?—Some may be; but it is open to the whole of London, and oralists or anybody may go there. All instruction is given on the sign and manual system. I cannot tell who attend; you have all comers, like any ordinary congregation.

8295. You say that very few of those who are instructed in the oral system speak intelligibly; do you mean that they are not able to hold ordinary conversation?—I mean ordinary conversation.

8296. Will you explain what you mean by their not using intelligible language?—Take the case of A. B. taught under the oral system. A. B. sits down to dinner with his father, his mother, and his sister, and he is not able to enter into the general conversation of that little circle of those with whom he is most familiar, and with whom he has been brought up from his earliest infancy. *A fortiori* he will be still more out of it when he is brought into contact with people whom perhaps he never saw before.

8297. Do you mean to apply that to everybody who is brought up on the oral system?—Not to everybody, but I should think it would apply to the great majority.

8298. Then you do not think that there are brilliant exceptions to the ordinary rules. Have you ever seen a merry company with an orally taught deaf and dumb person who speaks fluently?—I have not. I have not the least reason to doubt that there are such brilliant examples; but I should think that they are the exception and not the rule.

8299. You are entirely against day school instruction, are you not?—Entirely.

8300. In short terms, what are the salient objections that you have to it. You understand that the present instruction in the board schools is a day school instruction?—Yes, but I think that the very fact that, although it is voluntary work, it should be supplemented by home teaching is a proof that it is very desirable to have a system of training. The important thing is not the driving of so many letters of the alphabet and so many words into their minds in a given time; it is the general training which is given in an institution and only in an institution; it is the discipline, the early rising, the whole moral tone about an institution which is most important, and which a day school can never supply.

8301. Not even with the establishment of supplementary homes?—It would never be the same as an ordinary training school, and I think it would be a great deal more expensive and more troublesome.

8302. I gather that your opinion is that all the instruction of the deaf and dumb should be in institutions?—Most decidedly, if it can be so it would be far preferable to have it so.

8303. In both systems?—I would have institutions on both systems, and where the present accommodation is not sufficient in institutions I think that State aid ought to build a wing and provide for it.

8304. Is your sign system an uniform sign system, or are there modifications of it in the different institutions?—Yes, there are decided modifications in the various institutions.

8305. To any great extent?—Enough, I think, to be objectionable. If an universal code could be agreed upon it would be very much better, but I do not think that the difference is enough to form any bar to its general use.

8306. Would a boy educated at Newcastle on the sign system be able to understand a boy educated on the London system?—Certainly.

The witness withdrew.

Dr. EDMUND SYMES THOMPSON examined.

Dr. E. S. Thompson.

8307. (*Chairman.*) You are physician to the Brompton Consumption Hospital?—I am.

8308. Has your attention been much called to the deaf and dumb in connexion with weak chests and weak throats?—It has; I have had a large number of deaf and dumb under my care.

8309. In connexion with their special physical defect?—No, they come to the hospital as having chest affections.

8310. Do you find that in the deaf and dumb there is either a want of physical development or some imperfect development, or any special formation of the throat and chest?—Yes. It is a very large question. I think there is a special formation as regards the mouth and nose, because in a large proportion of instances they breathe entirely through the mouth instead of through the nose; and as the result of that breathing through the mouth a good many changes occur. The ear goes wrong; the eustachian tube gets out of order and becomes blocked. The fact is that the eustachian tube only opens during the act of swallowing, and when a person has the nose closed and the breathing is entirely carried out through the mouth, the air hardly enters the eustachian tube, and it gets blocked, and becomes useless; and as a secondary result the ear deteriorates still further, and many people who begin life as hearing people become deaf in consequence of mouth breathing. That is the first point. Then the next point is that the nose has the power of warming and moistening the air; and if the air goes directly to the wind-pipe through the mouth it is not warmed or moistened as it should be, nor are the particles of dust separated. The nose is a natural respirator; it arrests particles of dust, and it warms and moistens the air. So that we find that when the mouth is used for breathing and the nose is not used for breathing, dusty air, cold air, and dry air is respired; so that as the result of those three defects bronchial trouble is set up; and it is very much the same kind of bronchial trouble that people get who breathe dust in their occupations, those for instance who are millers, or masons, or potters. Then as regards the expansion of the chest, as a rule deaf mutes take very little active exercise. At schools they do not go in for sports which expand their chests; they live a sedentary kind of life, and as a rule they have very narrow chests, and do not use their chests fully, and secondary disease of a tubercular kind is very apt to be set up. I have no doubt that you have had statistics before you which show that the mortality amongst deaf mutes is very high indeed about the time when consumptive diseases show themselves, that is to say, between the ages of 18 and 30.

8311. If you have any statistics of that kind that you can put in afterwards they will be very valuable?—The census statistics show that the number of deaf persons living to the age of 40, or 50, or 60, or 70, is proportionately less than at earlier ages in any ordinary population. They die off in early days.

8312. But is not that partly owing to the fact that deafness and dumbness is connected with general weakness, either from consanguinity, or from hereditary syphilitic taint?—Yes; it must be allowed that the deaf are from hereditary and from acquired causes below the average in vitality; and I think the causes that I have mentioned with reference to lung disease show that they are to more than the average degree subject to pulmonary dangers; and the conditions of their life are such as to lead to stagnation rather than to active exertion.

8313. Then do you think it an advantage, independently of anything else, that the oral system should be taught to the deaf and dumb from early youth?—I can imagine it possible that in any other system great efforts might be made to encourage exercises, such as shouting and running about; but I think that there can be no question that the regular and systematic exercise of the vocal organs which takes place in the oral system is a very great advantage; and I certainly have noticed a difference in the appearance and condition of the children in the oral as compared with the mute schools.

8314. You do not know whether in the schools on the sign system they attempt to exercise the throat in articulating, if not in speaking?—I think that since

attention has been drawn to the subject an effort has been made in that direction.

8315. That might obviate some of the objections to the children being brought up on the sign system?—No doubt, to a certain extent; but the value of systematic training and exercising of the voice, as is done in the oral system, is so real, that if it were merely a subsidiary thing I should think that it would probably not be done nearly so well.

8316. It could not be done as it is done in training under the oral system?—No, I do not think it could. Then as regards the condition of nose breathing and mouth breathing, in the schools where children are kept mute, you find that a very considerable proportion (I am not prepared to say what proportion) have that narrowness of palate and closure of nostril which comes of the mouth breathing; and I have had occasion to notice that several children who have come under my eye before being taught on the oral system have had this constriction which has gradually departed under the influence of the oral system. I am not aware that that occurs, and I should be surprised if it did occur under the other system. I believe it is a result of a regular systematic training in breathing through the nose and speaking with the mouth, putting the organs in the normal state, in fact. I have been very much struck with that, because in several instances I have had to examine children before admission to the Ealing College, and I have been inclined to discourage their admission on the ground that they were not properly formed, that they were imbecile, but in, I think, three instances, my fear has proved to be groundless, the evil has been overcome, and the narrowness has been removed, so that now one does not notice it at all.

8317. Speaking of animals, does a monkey, which has a very imperfectly developed nose, breathe through its mouth?—I do not know whether I can answer that question; the monkey has a very broad nose and open nostrils.

8318. (*Mr. Johnson.*) Monkeys die very much of phthisis, do they not?—Yes, they often die of phthisis.

8319. (*Chairman.*) Do you think that this development of the chest, and lungs, and throat, also tends to raise the general character and condition of the system, and therefore to improve the intellectual condition?—It does, and I may illustrate that in this way. It has been observed that those deaf and dumb persons who have not been taught to speak are highly susceptible to chilblains, which is an evidence of defective circulation; whereas the exercise of the respiratory organs tends to oxygenate the blood, and to increase the activity of the circulation, and to keep up the warmth of the extremities; and chilblains are not noticed in those schools where the children are taught to speak, to anything like the same extent as where they are not taught to speak.

8320. And that is an additional reason, therefore, why the deaf and dumb should be encouraged to take physical exercise more, rather than less, than other children?—It is. I have no doubt that in a well arranged school immense effort is made to encourage active physical exercise. The deafness of children is very apt to make them play not quite so readily as other children; and they are apt to drop out in field sports unless a great effort is made to encourage them to play cricket, football, and so on.

8321. For that reason, do you think it desirable that they should be able as soon as possible to mix and communicate with hearing people, instead of communicating by signs amongst themselves?—I do. I think that one of the great evils of the old system was that they were so entirely associated together as a class apart, and that they were not encouraged to take active exertion and to enter into the interests of life with others. I think that is an enormously important point. If they are thrown in close association with other deaf and dumb children, they are extremely apt to intermarry, and we know what happens under those circumstances.

8322. Do you think that that has any marked influence?—I think it has, and I think that those who have taken the other side have hardly taken into consideration the question whether the individuals have been born deaf or not. Supposing that it is acquired deafness one would not expect that it would be transmitted; but I believe the evidence is very strong indeed that in the case of congential deaf mutes the danger of deaf mute children being born is enormously increased. I am quite aware that a different opinion has been expressed, but I believe it is due to that point not having been properly considered. If a congenital deaf mute marries a hearing person 1 in 135 of the children will be born deaf; if two congenital deaf mutes marry the proportion will be 1 in 20; whereas in the ordinary population, the probability of having a deaf child is but 1 in 1,700.

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8323. Do you also attach importance to consanguinity as a cause of deafness?—I do. I have taken a good deal of interest in the question, and I have made a point of inquiring, when deaf mutes have been under my care, as to their parentage, and in a very large number of cases they have been the children of cousins. Forty-five per cent. of the applicants for admission at Ealing have been the children of those thus related. On the other hand I know, and I suppose we all know, a number of cousins who have married, but who have not had any deaf mute children; the evidence which has been collected is to this effect: The Rev. S. Smith gave particulars of five intermarriages of first cousins, followed by the birth of 21 deaf mutes. Scott Hutton, of Halifax, N.S., gives 15 marriages of first cousins, with 37 deaf mutes, and 7 of second cousins leading to 17 deaf mutes. The Irish census returns show 85 marriages of first cousins and 144 deaf mutes, and of 63 marriages of second cousins, 114 deaf mutes. The intermarriage of cousins in the second generation has been followed by a much higher average. There are some most remarkable genealogical tables which I remember seeing some years ago, as to two or three families in which deaf muteism has occurred from generation to generation.

8324. Has your attention been called to Switzerland as being especially fruitful of this kind of affliction, Switzerland being a mountainous country where the villages are isolated and where intermarriages of blood relations might be supposed to be frequent?—There is a great amount of idiotcy and cretinism, but I think it is more imbecility than deafness. My attention has not, however, been specially called to the question. When in Switzerland I am so much among the snow mountains that I cannot say that I have observed those matters particularly.

8325. It has been stated before us that intermarriage amongst the Jews has caused rather an abnormal number of deaf and dumb; has that been brought under your notice?—When the Jews' Institution was founded that reason was assigned.

8326. On the other hand we have had doubt thrown upon that by another witness?—The Jews are a peculiarly fine race, and I think those who know more than I do about the breeding of cattle know that if there is a special selection made of fine animals the intercommunion does not produce such evil effects as it does when the unhealthy are not excluded.

8327. Not for a long time, but it does in the long run?—Doubtless.

8328. Have you much personal acquintance with deaf and dumb who have been taught on the oral system, so that you can tell us whether you think that they are generally able to converse with ordinary people, and whether their voices are much affected or are abnormally strident, or harsh, or unpleasant to listen to?—I have seen a good many children, but not so many adults who have been taught on this plan.

8329. In consequence of the recent period at which the oral system was introduced?—Exactly. I saw one remarkable instance in the case of a gentleman whose name I should be glad to be able to mention. He is a professor whom I met in Norway, who can speak a number of languages. He is a gentleman who wrote one or two letters to the "Times," but I cannot at the moment recall his name. He understood everything that I said to him in English, and showed by his answers that he did so. His English was not particularly good, but I do not think there was the least difficulty in understanding him, nor was there any harshness. He spoke like a foreigner. But amongst the children I have seen, those who have been well taught all spoke in a very pleasant voice. The breaking up of the words, which is apt to occur until quite an advanced stage of knowledge is reached, makes it distinctly unlike the ordinary English. I remember in one instance having a conversation with a lady, and not knowing until afterwards that she was deaf, but I thought it was the most exaggerated piece of Americanism that I had ever heard; she spoke with a most dreadful twang, but I was not aware in conversation that she was deaf at all.

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8330. Of course defects in the teacher would be reproduced in the pupil, and therefore if the teacher's pronunciation was vulgar, or in any way provincial, that defect would probably be exaggerated in the pupil?—Exactly. And in England so many of our teachers are foreigners. I suppose that almost the best, if not the best teacher in England, is Mr. Schöntheil, and if you hear him make a speech it is very curious English indeed; he does not speak at all like an Englishman.

8331. He is very fluent?—He is; but it is not to be wondered at that the children taught by him (and he teaches extremely well) should reproduce his peculiarities; and in the case of many of the children taught in England one would have thought that they were German Jews, although they are not. There is a peculiarity in their pronunciation which would lead one to fancy that the peculiarities in their speech must have been from inheritance rather than from education.

8332. For that reason is it not of great importance that the teachers of the deaf and dumb on the oral system should be highly trained and educated persons?—Most important, because otherwise they are sure to bring discredit upon the system, and to lead many to think that it is a futile effort to teach the deaf and dumb at all. It seems to me that it requires a great deal of careful training and patience; I do not think it requires any superhuman amount of patience or perseverance, but it does require a steady application to the rules which are laid down.

8333. And I suppose it requires in the first instance considerable personal supervision and care in each individual case?—No doubt it does. I should think that it would be impossible to teach any large number at once in the first stages.

8334. Do you think also that the teachers of the deaf and dumb should be qualified by their knowledge of the structure of the throat and mouth, and of the organs of speech, to give the best and most scientific instruction?—I do, and I do so on two grounds. The first ground which seems at first sight to be unimportant, but which really I believe is important is, that if the attention is not drawn to the actual state of the organs which lead to hearing, and which lead to speech, there is a most strange belief, which is held very largely even amongst intelligent people, that there is a necessary connexion between deafness and dumbness. People are so extraordinarily ignorant of the construction of the organs of the human body that they fancy dumbness is a necessary consequence of deafness; and when you tell them that the deaf can speak they are quite startled, and can hardly believe it to be possible, because they have always regarded the two as being associated the one with the other; whereas if their attention is drawn to the structure of the organs, and they see that the ear is a distinct organ, having all its parts perfect, and that the vocal organ is a distinct organ being connected only by quite insignificant nerves with the ear, then there is a good hope that the teachers at any rate will be able to hand on to others the fact that deafness and dumbness are two distinct things, and that dumbness need not and ought not to follow deafness, and that it only follows it in consequence of ignorant and false habits which have been formed, making many people dumb, for instance, who have had their speech until they were eight or 10 years of age. The next point is as regards the direct teaching. The teaching to speak depends upon a knowledge of the physiology of speech. It is necessary to know exactly what the structure of the organ of the voice is, how it is moved, how the air from the lungs passing by those vibrating chords leads to vocalisation, how the expansion of the chest is necessary in order to get a sufficiency of air to produce a note of the voice. Then again, I think, it is absolutely necessary that a good deal of knowledge should be given about articulation, what takes place in the mouth, what the tongue has to do in speech, what the lips have to do, what the nose has to do, and so on. If that knowledge is accurately learned then a teacher will be in a position to ascertain what is the defect which any child has in its speech, why the voice is nasal, why a child lisps instead of getting a proper note; they know it is due to putting the tongue in the wrong place and so forth. So that I look upon it as absolutely essential that there should be good physiological teaching.

8335. Would it be possible to teach a deaf child to sing. The teaching of singing involves in the ordinary way a much greater acquaintance with the modulation and flexibility of the voice. Would the same sort of knowledge be required to teach a child to sing?—No doubt it would be very difficult to teach a child who is absolutely deaf the exact modulation of the notes of the voice.

8336. I put an extreme case, whether it would be possible physiologically to teach a deaf child to sing?—I should think that it would not be possible to teach a perfectly deaf person to sing with absolute success, but I see no physiological reason against it; it is only that the ear would not correct the defective modulations. Among some of the best speakers that I have seen, the necessary lack of realisation, whether there is much noise in the room or not, is a great difficulty.

8337. Have you ever heard anyone taught on the oral system make a good speech in public?—No.

8338. I suppose it has not been taught long enough for such a result to be obtained?—I have heard some of the children at Ealing make little observations, a sentence or two. "I have been asked to say that "refreshments are in the next room," and so on.

8339. But they do not attempt to recite?—They do; but I do not think I ever heard them.

8340. I am only asking to what extent they can be taught?—I do not think there is any limit of that kind.

8341. But do you think that they can be taught to speak so that they can make their way in life fairly well for all ordinary professions and avocations?—I am quite sure they can.

8342. We have been told, especially with regard to religious instruction, that under the oral system it is very difficult to give religious instruction to large bodies, whereas under the sign system it has been possible; and that when those who have been taught on the oral system seek for religious instruction they are obliged to learn the sign and manual system, in order to avail themselves of religious instruction, such as is given in the churches for the deaf and dumb. Do you think that the pure oral system or a combined system is the better?—The combined system *i.e.* sign and oral has been found a failure, signs withdraw the pupils attention from the lips, which is necessary for successful lip reading, and these frustrate the efforts of the best oral teacher. I think that at first a child who comes under the sign system gets a little contact with the outer world more quickly perhaps than when it has to go through the laborious process of learning lip reading, and that it may be possible, supposing, for instance, we know that a child is going to die in a year, that by means of the sign system some kind of religious instruction might be given which would be lacking in the other case; but I should be inclined to think that that was the only advantage, because if you asked the most skilled signer to sign, say the Lord's Prayer, and try to follow him, it is the crudest notion that you can expect anyone to get of religion, and its elevating thoughts.

8343. I suppose that abstract ideas might be paraphrased in some sort of way?—Exactly.

8344. And it is very doubtful to what extent the paraphrase represents the real idea?—Yes, very doubtful.

8345. Of course it must depend a good deal upon the person who paraphrases it?—Yes, very much. My own feeling is that it is one of the great advantages of the oral system that it makes it possible to place the person taught in the same position as regards religious training as another. Not in the first few months, but directly they have learned the first lessons in reading from the lips the field of knowledge begins to open out to them in the same way as it would to a hearing person.

8346. Would they not be able to receive the visits of an ordinary clergyman, whereas those under the sign system could only receive the visits of a clergyman who had been taught on the sign system, and the evidence we have had is that there are very few who know that system; is not that so?—It is so undoubtedly. When accurate reading from the lips is gained, then the whole field of religious opportunities is thrown open.

8347. Do you think that one who was well established in the oral system could understand an ordinary preacher within a reasonable distance of him?—Yes, I do; but just as a deaf person catches a word from the fingers and imagines a great deal, so a person reading from the lips is very apt to be satisfied with a partial rather than a complete knowledge of what is being said. You find in cross-questioning them, and asking those who are deaf and have been taught by the oral system what has been said, that they give you only a fairly accurate statement of what has been said; they do not follow word for word; and I do not know that you would expect them to do so. It is a point upon which I should like to have some further information than I am able to give the Commission, whether those who have been taught by a sign system are able in the same way to appreciate the fields of literature. My impression is that they have a number of deaf muteisms, and a peculiar way of looking at things, which puts them at a great distance from really entering into the fields of literature as a person taught on the oral system can. My impression is that in this respect there is a very marked distinction.

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8348. Do you advocate the oral education of deaf children compulsorily?—I do.

8349. Are you also in favour of a Government grant being given to them as in the case of other children, such grant being of a proportionate amount, taking into consideration the additional expense that is necessarily connected with deaf and dumb education?—I have seen some of the terrible effects of no education at all in the case of poor creatures who have become imbecile, although they were simply deaf. They have been born deaf or become so in infancy; they have had no training, and they are hardly better off than an idiot. That being the case I feel that it is a great slur upon the nation to allow such a thing as this to take place. Charity has apparently failed to reach more than just the very outskirts of the difficulty, and I certainly think that the experience of other countries, take Norway for example, where all the deaf are compulsorily taught, is very much better than our own; and I cannot doubt but that if it were made compulsory in this country, the terrible evils of leaving the deaf untaught would no longer be a slur upon our humanity.

8350. You are aware that the oral system has, comparatively speaking, only recently been introduced into this country, and that there are a good number of schools where the pupils are still taught on the sign system; are you inclined to think that the State, if it makes education compulsory, should select either of the two systems, or that it should leave the two systems gradually to work side by side till the better system is generally adopted?—I am of opinion that the matter has been faced by those who are competent to judge, and that the decision has been arrived at, as at Milan, by an overwhelming majority, that the oral system is so unquestionably superior, that it would be a very great pity to maintain the other system longer than is absolutely necessary to finish the education of those who have begun upon it.

8351. That is the only limit which you would place to the existence of the sign system?—That is the only limit. I have reason to believe that those who are sufficiently intelligent to be taught on the sign system are sufficiently intelligent to be taught on the oral system. I know it has been maintained that there are some who are so deficient that they have not sufficient intelligence to be taught upon the oral system, but my experience would lead me to believe that that is not the case. Some of the children to whom I have previously referred were, certainly, so deficient that I hardly supposed at first sight that they were capable of being taught as they have been.

8352. In some of the idiot asylums there are some who are deaf and dumb, and some who are supposed to be imbecile; do you think that there are some who are supposed to be imbecile, who might be taught?—Dr. Langdon Down tells me that patients are sometimes brought to him who are supposed to be imbecile whom he finds to be simply deaf.

8353. There are some now in idiot asylums who might be educated, you say, upon the oral system?—I think so, Dr. Langdon Down has an institution for imbecile children of the upper classes, and he was for a time the medical officer at Earlswood.

8354. You have spoken of the Norwegian schools; can you tell us what the State does for the deaf and dumb in Norway?—The State ordains that all the deaf, dumb, blind, and imbecile should be taught, and that from the ages of seven or nine, they should be under instruction for eight years. As regards the expenses of education the State pays for the teaching, and the expenses of maintenance are paid by what we should regard as the parish, or the commune. Even the children of well-to-do parents are educated freely by the State, and the parent then supplies the velvet coat and the tricycle for the child, as I saw in one instance. It seems very curious to see children thoroughly well-dressed amongst the others.

8355. Are free schools common in Norway?—Yes, they are.

8356. It puts the children of well-to-do parents on the same footing as the ordinary children?—Yes, but there was a special Act passed in 1881 with reference to the deaf and the blind, which ordained that the teachers should be under inspection, and that the teachers were not teachers until they had certificates; and there is a system of inspection in the schools conducted by the department, by the medical officers nominated by the Government, and thirdly by the ecclesiastical authorities.

8357. Do the ecclesiastical authorities look after the general moral training, or education, and the medical officers after the physical well-being of the children?—Exactly. There are some rules about confirmation, that the children must be prepared for confirmation; and the same religious standard is expected to be attained by the deaf as by the hearing; just as at Ealing now where three boys are being prepared for confirmation and give great satisfaction to the clergymen of the parish.

8358. Is that on the oral system exclusively?—Yes.

8359. In the schools that you saw it was so?—Yes, I am rather inclined to think that one or two schools may still exist which are not under the oral system, but those that I saw were upon that system. The inspection seemed to be most rigid.

8360. May I ask what was the date of your visit?—The year before last, in 1884; I was very much struck with the influence which one of the teachers, Frü Rosing, had over her pupils; they seemed to be *en rapport* with her, and to know what she said with most wonderful precision and accuracy. She asked Mrs. Symes Thompson, who was with me, the names of our children, and then the pupils repeated after her names they had never heard before. One of the names, which is rather a curious one, the children could not catch; but when we were in the next room one of the little girls came and told us the name of this little boy. They could pick up words in another language and repeat them with great precision. The way in which the object lessons were given struck me as being extremely good for their small minds. They went into the garden to pick fruit, and then they described this as a red currant and that as a white currant, saying that there were four on a bunch and so on. The instruction was given in a way which interested the children, and one after another they all said their little sentence, and you felt what progress was being made.

8361. Have you any personal acquaintance with the systems in other countries, in France or Germany, for instance?—I have not been over the French schools, but I know the system in France, and to a slight extent the system which is used in Italy. In France, I understand that the oral system is rapidly taking the place of the silent system.

8362. With regard to the College of Teachers of the Deaf and Dumb, are you of opinion that it is desirable to have one examining body?—I think it is most important to decide upon such a body, because without it we cannot be sure that all the teachers are properly trained, which is so immensely important. I consider that the whole success of the system turns upon the efficiency of the teachers.

8363. And perhaps some of the shortcomings or supposed shortcomings of the oral system may have arisen from improperly trained or half-trained teachers?—I am quite sure that that is the case, and especially as regards the pronunciation.

8364. Are you connected with the Ealing College?—Yes, I am vice-chairman.

8365. Previously to the establishment of the College of Teachers, was the Ealing College willing to examine any others besides those of its own body who came up for examination?—Yes, and a resolution was passed to that effect, which it was hoped might have led to the formation of an examining body having the oral teaching as the necessary underlying basis, because it has been felt by the college very difficult in any way to encourage the sign system. Even to examine those who had learned it would seem to be rather a retrograde movement. The view that we take is that it is better to adopt the oral system entirely, and that it is a great pity to maintain the sign system, even indirectly.

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8366. But, as a matter of fact, nobody has presented himself for examination who has not been trained in the school?—I believe not, but we were prepared to examine such persons.

8367. Then this new college has been started, and students of your own training have applied for certificates from that college, and have received certificates without any further examination?—Yes, I believe that is the case.

8368. (*Mr. Johnson.*) In your experience what is the extent of the perfection of speech which is attained by pupils who have been instructed in the oral system who have come under your notice?—They can speak individual words quite perfectly, but as regards the continuity of a sentence there is always, as far as my experience goes, a manifest imperfection in the smoothness of utterance.

8369. Does that pass away with increased practice?—It lessens from year to year.

8370. But it is always more or less present, is it not?—I believe so, so far as my experience goes.

8371. In the experience that you have had on the continent and in Norway, was there the same condition of expression?—My impression is that in Norway they spoke better than I have ever heard them speak in English, but knowing so little of the language I do not consider that I am a judge. So in Italy, I think the impression on my mind is that they speak decidedly better than in England. But the fact is that unless one is thorough master of the language one is not in a position to judge.

8372. So far as you have been able to judge in England, from the cases that have come under your notice, the perfection of speech is not very great?—Considering the difficulties I think it is very perfect.

8373. As you would say in France it is very *lente*?—Yes, sometimes they speak too quickly, and hurry a sentence out too quickly, but as a rule there is a tendency to break up words into syllables, and to make syllables too distinct from one another.

8374. You said just now that those persons who were educated on the oral system had a better opportunity of taking advantage of the field of literature; is there any particular literature for the deaf and dumb?—For deaf mutes there is a particular literature; they have their own journal, which certainly is very curious; it contains many peculiarities of expression which are scarcely comprehensible to the outside world, whereas with the oral system there is no peculiarity at all.

8375. Is there much aptitude on the part of those educated on the oral system to avail themselves of the ordinary literature of the hearing?—I should say that there was greater aptitude than among children of the same age who have all their faculties.

8376. On account of the attention of the deaf children being more concentrated?—Exactly.

8377. I think you told us that they attained the sign system much earlier than the oral system?—They more quickly get some knowledge by it.

8378. Do you think that when once they have attained the oral system, when they leave the institution, or the supervision of the instructor, they at all fall back into the natural sign system. I do not mean the written sign system, but the ordinary pantomimic system?—I do not think they would, unless they had begun with it. If they had begun with the sign system, and then gone to the oral system, they would go back to the sign system; but if they had never begun with the signs, they certainly would never take to them.

8379. You must have great experience amongst this class. Do you know anything with regard to the education which is given in the board schools?—I know several of the teachers who have been teaching the children in the board schools.

8380. Do you think that it is absolutely necessary that the orally taught children should be isolated?—Yes, it is essential that they be absolutely cut off from the sign taught, but not from hearing children although the deaf must be separately taught in the early stage.

8381. They must have separate class rooms, in fact?—They must have separate class rooms at first. I should think that perhaps the deaf children would interfere more with the hearing children than the hearing children would interfere with the deaf children. The hearing children would always be looking on and listening to the deaf children, and would be very much interfered with by them.

8382. Do you think that the association of the two sexes in an institution is not fraught with any danger?—I do not think that the condition of deafness materially alters that.

8383. Are you in favour then of the girls and boys being separated into different classes, and in their playground?—I am old fashioned enough to think that our English mode is better than the American mode, but I have no particular conviction about it. I think it would be probably wise, if it were possible, to keep the children apart.

8384. On account of not giving the deaf people of both sexes the chance of making one another's acquaintance, which may end in marriage?—I do not think that those taught by the oral system would be at all so likely to marry those who had been taught side by side by them, as in the case of those taught by the sign system. In the case of those who were taught by the oral system, all their associations would be with the hearing, and it would be extremely unlikely that they would intermarry.

8385. Do you know any instances of intermarriage?—I have not known an instance of the intermarriage of those taught on the oral system, but I have known instances of the intermarriage of deaf mutes.

8386. To what do your attribute the high amount of mortality amongst the deaf mutes? — It is chiefly owing to chest diseases and to a large extent to their low vitality. I suppose too there is a greater danger of accidents on account of their not being able to hear carriages coming. I remember an instance in which in the Accidental Insurance Society, a deaf person was written up high as being deaf on the ground that he was in greater danger by reason of his deafness.

8387. Your opinion is distinctly that the deaf and dumb are more subject to pulmonary complaints than perhaps I might say the blind?—Yes, that is my distinct impression. I have no statistics to go by, but my impression is very decided that such is the case.

8388. Would you kindly furnish the Commission with any statistics which you have of that kind?—I was for a long time assistant physician at King's College Hospital and also at the Brompton Hospital for Consumption, and I had about 20,000 out patients at each hospital; and my belief is that the proportion of deaf mutes in the case of the Chest Hospital was at least twice as great as in the other hospital. I never took statistics on the subject, but that is my impression; and you will find that in institutions for the deaf chest affections are very common. There is a peculiarity also about their cough. When deaf mutes cough they do not fill their chests sufficiently to get rid of the expectoration; it is a choky, disagreeable, and curious sound, which arises from a defective chest expansion before the effort of coughing.

8389. And that chest expansion is not assisted by ordinary exercise, though it is more assisted by the plan pursued in teaching on the oral system than it would be upon the sign system?—Yes, the oral system would put them in a more natural state.

8390. The one system would call the organs of respiration into a certain amount of activity, and with the other system the only muscular action which you could get would be the muscular action in the playground?—One deaf mute that I knew said that his recovery from chronic bronchitis was due to reading and shouting.

8391. (*Dr. Tindal Robertson.*) In different countries that you have been through you have seen the different schools; which country do you think has the best schools?—I have never seen a school which I thought so well managed as the one at Christiania, under the care of Frü Rosing. It struck me that her teaching was exceedingly good in every way, both her own teaching and that of her governesses.

8392. Will you kindly tell us what are the causes of deafness, irrespective of the hereditary causes?—Scarlet fever is probably the most common of all, affections of the ear following throat disease in scarlet fever. Then deafness often comes on after measles, and sometimes after whooping cough. It is met with as a result of inflammatory affections of the brain and hydrocephalus. Those are the main causes.

8393. Can you suggest to the Commission any preventive treatment, or any plan by which preventive treatment could be put before the public, or in any way brought to bear upon those different causes?—I think it possible that some such instructions might be given as were given by Dr. Bridges to be distributed throughout schools, as to the best ways of dealing with the common affections. A statement as to the importance of keeping the ears in order in acute fever might be of service; but I think it is more to be done through the medical profession. With better knowledge many ears have been saved which formerly would have been sacrificed.

8393*a*. It has been suggested to us in the course of our inquiries as to the blind, that a paper might be sent round by means of the guardians and overseers, or some parish authorities, conveying information as to the prevention of infantile ophthalmia; could anything of the same kind be done with regard to those conditions of deafness which are apt to come on in young children?—I think it is well worth consideration. One or two sentences about the prevention of ear disease might be incorporated in such general directions.

8394. Do you think it would be possible in that way to save a good many cases that now suffer?—Yes, I think it might be. As a rule these affections occur in very early life before the children get to school at all.

8395. Of course they would have to be taken to the homes of the mothers themselves?—Yes.

8396. With regard to those cases of dumbness of which you say there are a few irrespective of deafness altogether, do they depend upon diseases of the brain?—I believe that such cases have been recorded, but I have never met with one. Here and there there are congenital defects in the larynx, the vocal apparatus being defective. Then again there are cases allied to idiotcy in which, together with the absence of proper brain power, is the special absence of power over the vocal apparatus; but the cases are extremely rare.

8397. We have had cases of what were probably improperly called idiopathic dumbness mentioned to us; I presume that such cases would be almost always, if not always, dependent upon some cerebral disease?—I should think they would be, or upon some defect or malformation of the vocal organs. But a person can speak very well without a tongue, and he can speak even without a larnyx. Speech is not always associated with perfect vocal organs; you may speak with very imperfect organs.

8398. May I ask whether there is any text book which is generally used?—Dr. Fothergill has written a very good text book on physiology which gives you the organs of special sense.

8399. But is there any text book in use at these particular classes, either at Ealing or elsewhere in oral schools, which gives in relation entirely to the subject of physiology such an amount as is necessary for instruction in these particular cases?—I do not think that there is any special book, but any ordinary physiological book would give it. I am not aware that any book has been prepared specially for the purpose, nor do I think it would be necessary. It might be well to keep out of the sight of the young governesses the physiology of generation, and so forth; otherwise I think there is no reason why they should not have the ordinary physiological books. It does not occur to me that one wants any special books.

8400. Was there not in the room that you had at the exhibition, when you had the Ealing College represented there, some physiological book?—I am not aware whether there was or not.

8401. Is there any one particular book which you would recommend in preference to any other for the special purpose of instruction in this branch?—I have examined the papers of the pupils on anatomy and physiology; but I had not anything to do with the selection of the book, nor did I know that there was any special book selected. I have always looked upon Carpenter's Physiology as the standard book, but that is unnecessarily large for such a purpose.

8402. Is there one that you would specially recommend?—I have not specially thought of it.

8403. With regard to the different boards of examination, it was brought under your notice that with regard to this new college of teachers, as it is called, for the deaf and dumb, the subject of sign and manual teaching was included although it was only optional; is it in your opinion on advantage that that should be so, or do you think that the introduction of such a subject would rather prolong the teaching in that particular system?—I should certainly regard it as tending to prolong it. I do not think that any more teachers of the sign system are required than are sufficient to complete the education of those pupils who are now under tuition.

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8404. Therefore, you do not think the examination in that particular system is necessary?—No; but I think that the examination in the oral system ought to be not optional, but obligatory upon every teacher.

8405. And that no teacher ought to be allowed to teach unless he had attained, as I think I understood from you was the case in Norway, a certificate from some proper source that he was qualified to teach, and to teach well?—Exactly.

8406. (*Dr. Armitage.*) Is congenital deafness common?—No, it is not common, but it is exceedingly difficult in any given case to know whether the deafness was congenital or not. Parents generally tell you that the deafness resulted from an illness in earlier days, and it is extremely difficult to get definite evidence about it. In cases in which it is hereditary, you naturally rather infer that it has been congenital; but of course that may not be a true inference; it may be that in the case of the parents, as of the children, some acquired disease which caused deafness has occurred.

8407. Is deafness common in very early childhood?—Yes; it is said that one person in about every 1,700 is deaf, but deafness as the result of scarlet fever in early childhood is not very uncommon.

8408. Is there any other cause producing deafness in very early childhood in the same way as we get blindness in early childhood, in a large proportion of cases, independently of scarlet fever?—Diphtheritic affections occasionally lead to deafness.

8409. Are there any reliable statistical tables as to the causes of deafness at different ages?—I have not seen any such statistics or tables, but Sir William Dalby has written on the subject.

8410. (*Mr. St. John Ackers.*) It has been stated in evidence that there is no reason why, in the opinion of the witness, deaf parents should have deaf children if they have talkative nurses; will you kindly tell the Commission whether that is a scientific and true way of looking at this matter?—It certainly does not seem to me very scientific, I confess. If a child is born deaf, the fact of its having a talkative nurse would have very little effect.

8411. You were asked, I think, by the Chairman, whether you have ever heard reciting. Are you not aware that the orally taught deaf can recite and can act plays in public, and do things more or less like hearing persons?—I understand that in Milan a representation took place which interested those who saw it very much, in which a number of children who were congenitally deaf, that is to say, deaf from birth, recited, and recited so that those who understood Italian could follow them, but I was not present.

8412. Have you examined the papers in anatomy and physiology of the students at Ealing for some years past?—I have.

8413. What is the general character of those papers; is it in your opinion a thorough and sufficient knowledge that is acquired at the training college in those branches?—I have been very much pleased with the papers. I think they show an amount of knowledge of the anatomy and physiology of the organs concerned, which is extremely praiseworthy, as proving that the teaching is not so superficial as one might have fancied, but really very thorough indeed. In fact, the papers are much better papers than would be written by medical students who are asked questions with reference to the ear and the voice.

8414. Who gives that instruction?—It is given by the Principal, I believe, entirely.

8415. Then the Principal must be thoroughly well acquainted with these branches?—Thoroughly well.

8416. Do you consider it desirable that accurate statistics of the causes and degrees of deafness should be kept in all schools for the deaf?—Most important. It is extremely important that we should collect reliable data upon these matters.

8417. With regard to the very interesting point that was brought forward by the Chairman with regard to animals, are you aware that any animal breathes through the mouth, unless it is in an overpressed or unhealthy or unnatural condition?—No, I am not aware of it, but I am prepared to believe that it is so.

Dr. E. S. Thompson.
9 Mar. 1886.

8418. (*Mr. Arrol.*) You stated that the average life of a deaf and dumb person is shorter than that of other portions of the community; what may the average life be?—I am afraid I cannot answer that question. I collected some evidence on the subject some years ago, but I have not got it in my mind, though I believe it is attainable.

8419. Is it much shorter than the ordinary period of life?—Yes, considerably shorter; I should think probably as much as 8 or 10 years shorter, and perhaps more.

8420. What proportion of deafness do you think is due to illnesses, and is not hereditary?—I should be inclined to think that probably more than half was the result of illness, and that less than half was due to congenital causes. Probably it may be that not more than 25 per cent. would be due to congenital causes, but that is a question that I am not prepared to answer. It is of course very difficult to be certain in any given cases; the parents are very unwilling to allow that it was hereditary, and it is extremely difficult to ascertain what is the cause of the deafness.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

32, Abingdon Street, Westminster.

Wednesday, 24th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
E. C. JOHNSON, ESQ.
CHARLES FEW, ESQ.
C. E. D. BLACK, ESQ., *Secretary.*

Rev. CHARLES RHIND examined.

Rev. C. Rhind.
24 Mar. 1886.

8421. (*Chairman.*) You are Senior Chaplain of the Royal Association in Aid of the Deaf and Dumb, in Oxford Street?—Yes. I may say I have been 57 years teaching the deaf and dumb. All my life has been devoted to it.

8422. You can tell us what the operations of the association are?—Yes. I have been 25 years connected with the association. When the Rev. Samuel Smith, my predecessor, was the chaplain at St. Saviour's, I had the charge of the whole of the south of London. At Mr. Smith's death I was appointed in his place, only not as secretary. I prefer to confine my work entirely to church work amongst the deaf and dumb generally, so as to be relieved from all responsibility as to secretarial and money matters. Mr. Murray has been appointed secretary.

8423. Will you state what is the organization of your association with regard to providing both religious and secular instruction for the adult deaf and dumb in London?—We have nothing to do with the young, except pushing them forward and watching them until they are placed in schools. We have no control over them, but simply in the course of visiting the deaf and dumb we push the children forward as best we can. Our work is with adults, those who have finished their education; we watch over them all their life, from the time they leave school up to death. We do what we can in the way of apprenticing them. We visit them at their homes, and we relieve those wanting relief and who are in any kind of trouble. Then there is a church for them to attend on Sunday, and lectures are given in the week.

8424. You divide London into five districts?—Yes.

8425. How many chaplains have you?—Two, and several missionaries. I am senior chaplain for St. Saviour's, and I have all the charge of this side of the Thames. The Rev. Mr. Sturdee has charge of all the district the other side of the water.

8426. What number of lay missionaries have you?—Five, and we have also Sunday helpers at the Bible class.

8427. Do you think your institution covers the larger proportion of the deaf and dumb in London?—Our endeavour is to look over the whole of London, and we go beyond London. We visit the suburbs as well, wherever we are called upon. We go and visit them so far away from London as Walthamstow, and in different directions beyond the limits of London.

8428. The services at your church are entirely conducted on the sign and manual system?—Yes, but in May, June, and July the church is open to the public on Sunday afternoon. We have then special preachers for those services, and the public are invited. One half of the church is for hearing people, and the other half for the deaf and dumb. The whole of the service is spoken, and the preacher who is speaking is in one pulpit, while I am in the other pulpit communicating silently to the deaf and dumb what the other preacher is speaking. Those services are to show how the services for the deaf and dumb are conducted, and to induce the public to take an interest in the society's work. Then we have confirmation and Bible classes. The Bible classes are a great success. Those classes are in the afternoon. My daughter teaches the young women, and Mr. Gilby, who is now being trained for a clergyman, takes the young men. I confine myself to the confirmation class and the baptisms in the afternoon.

8429. Do you send deaf and dumb children exclusively to sign and manual schools?—I do not send them to any particular school. If I see they are too young to go to Margate I send them to the board school under Mr. Stainer. The Margate institution does not admit children below a certain age; if they are below that age I send them to Mr. Stainer for instruction. If they are of an age to be admitted into the Margate institution I send them there on account of the advantages they get. They have board, clothing, and education free, and when they leave school after five years they have a 10*l.* premium from the society to be apprenticed to a trade. I tell the poor people of these advantages, and knowing the system and approving of the system I advise them to send their children there when there is a vacancy; they have to wait for their election.

8430. At Margate instruction is given both in the sign system and in the oral system?—Yes. They have one school at Ramsgate for the oral instruction and one at Margate for the sign and manual instruction.

8431. You say you generally send them to this school at Margate or to Mr. Stainer?—Yes, I think I have sent as many to Mr. Stainer as to Margate.

8432. Do you send any children to any school where the sign and manual system is alone taught?—I have sent children to other institutions where the sign and manual system is alone taught; when they were too old for Margate or the board schools.

8433. Why do not you send them to where the sign and manual system is taught alone?—Because of the advantages at Margate to which I have referred.

8434. Independently of those advantages would you send them if you had your choice to a school where the sign and manual system alone was taught, or to a school where the oral system alone was taught, or to a school where the combined system was taught?—I should prefer to send them to a school where the combined

system was taught in order that it might be tested whether the pupil could be best taught by signs or by the oral system. I have taught by both systems, and I know what they are, and I have brought forward pupils who have shown in public their power of speaking; there has been no trickery about it, a Bible has been handed to the company and they have been asked to open the Bible at any particular chapter of any particular book, and then it has been handed up to the chairman and the little boy has read out from the chapter.

8435. As you have had experience of both the sign and manual system and the oral system, can you say whether there is any advantage in one system over the other in respect of religious teaching?—I think religious instruction can be best given in the sign and manual system.

8436. What I ask you is whether there is any advantage in the one over the other?—I should say from my experience the advantage was with the sign and manual system, consisting as it does of the alphabet, conventional signs and a natural language by signs. With regard to natural language by signs, I may say I have a perfect command of that way of communication with the deaf and dumb. When I was 16 years of age, I went to the Old Kent Road Institution; I was teacher there for 11 years on the combined system. During those 11 years I lived at the asylum, and I only went out to see my friends once a week. All the rest of the time I was with the deaf and dumb, and they taught me their language, so that I have now a perfect command of their language. I may give an illustration to show the advantage of being able to communicate by natural sign language. When I had charge of the south of London, in my visits to deaf and dumb poor in Rotherhithe, I was told that a poor deaf and dumb woman had been picked up in the middle of the night and removed by the police to the workhouse, and they wanted me to go and see her. I went to the workhouse, and they took me up to the poor woman, who was lying in bed very ill; I began to ask one or two questions, and I found she could not talk on her fingers. I found she had not been educated, though she was about 22 years of age. I was with her for some time, and I went away, saying I would call again. The next time I called I began to make signs; she did not know how to write, and she did not know how to talk on her fingers, but she could understand my signs. (I can talk to the deaf and dumb who have not had any education as I have had to do in police courts.) I asked her in this way (*describing by action*) whether she could sew; she shook her head for no; communication between us was then beginning, she began to see that I could talk to her; then, by signs, I understood she was a servant. She indicated that she had been engaged in scrubbing floors and making beds, then she indicated by her actions that she had some cause to be angry with a man with a beard. Having got so far, I asked the master to bring me a large sheet of paper and a lead pencil; they laughed at me, and said, "The poor woman cannot write"; I said, "Never "mind, bring me the sheet of paper." They brought the paper and the pencil, and I put the paper on the woman's lap (she was in bed), and I put the pencil in her hand, and I invited her to use the pencil. (*The witness went on to describe the signs he made to the woman and the signs she made to him, and also the diagrams she drew on the paper, from which he arrived at the conclusion that she had been transferred from a railway to a cab and then had wandered about till the police had got hold of her.*) The guardians advertised for the relatives of this poor woman but they could not get any information as to her whereabouts. Then I said to the master, will you ask the board of guardians if they will allow me to have a cab for the day, and I will try and find out where this woman lives. On my next visit I was told that the board would most willingly let me have a cab for the purpose; so accordingly we got a cab and I got into it with the girl, and the cabman asked where he was to go. I got from the girl, by signs, in which direction he was to start, and by a number of signs from her in the course of our journey. I directed the cabman which way he was to continue going till we got to the London Bridge station. Directly I got there I told him to stop, for I thought that must be the point we were to make for, but the woman signed to go on; the cabman went on and directly we got to the end of the bridge she motioned that we were to stop and go down the steps to take a steamboat, as I supposed. I accordingly sent away the cab and we went down the steps. Then I asked her by signs in which direction we were to take a steamer, whether Greenwich way or Lambeth way, and she pointed towards Lambeth. I took two tickets for Lambeth, and at each pier we passed I motioned to her asking her whether we were to get out there; she gave no gesture of assent till we got to Lambeth, then we were to get out. When we got out she went first; I followed till we came to a house where we stopped. The door was open and she went upstairs, but I saw there was a bill in the window that the house was to let. There was no one in the house; then I thought, if she knows the house, as evidently she does, there must be some one in the neighbourhood who knows her, so I went two or three doors off to a dressmaker and asked her if she knew this young person I had brought with me; and she immediately said, Why that is dummy. So I said, "Here is somebody who "knows her. Do you know anything about the house "in which there is a bill saying the house is to let;" and the dressmaker answered, "Yes, that is where her father "and mother lived, her mother is dead, and her father "has gone away, and he has been hunting everywhere "after her, he thought she must be dead." So I asked her to give me the father's address, and she gave it me, and I took the girl over and rang the bell, which was answered by her sister, and the scene that took place when the two sisters met, and the joy of the father at finding his child, I cannot describe. This shows the value of natural signs.

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8437. A foreigner if he could not speak the language of the country he was in would adopt the same means of communicating with the natives of the country he was visiting?—Yes, I have done so myself; in a foreign country I have made myself understood by signs.

8438. Do you not think it useful to teach the deaf and dumb a spoken language rather than a language by signs in order to enable them to communicate with hearing people?—As far as my experience goes the signs help me to explain what I may be teaching by means of writing, and when I am teaching on the oral system signs help me; for by natural signs, if the pupil is making a disagreeable noise in his throat, or speaking too loud, I can indicate that he is to modulate his voice a little.

8439. Have you found when you have taught the deaf and dumb by signs and by the oral system also that they have preferred the signs to the speaking?—Yes, they prefer the signs. I always find that.

8440. It is more easy for them to communicate by signs than by speech?—Yes, they merely regard speaking as an adjunct to the signs.

8441. Independently of the question of communication, have you observed any beneficial effect upon the general physical health of the deaf and dumb who have been taught by the oral system?—Medical men say that the oral system has a beneficial effect upon their health, but in my experience I have found that those who have been taught on the sign and manual system are just as healthy as those that have been taught on the oral system.

8442. As far as you could see?—As far as I could see. I could not see any difference.

8443. Have you any difficulty in teaching in the first instance by signs, abstract questions, such as theological doctrines or any abstract ideas?—We could not give the deaf and dumb a religious lesson at the beginning by signs. It was stated at a public meeting that without education the deaf and dumb have no idea of the existence of a Supreme Being. There happened to be a clergyman present who was very sceptical upon that point. He said, "I cannot believe that; I think God "certainly would instruct them in some way or give "them some innate ideas upon the subject." He came to the asylum in the Old Kent Road to investigate that question, and he also went to Paris and Manchester to follow up the same inquiry. When I was on a visit to Manchester, the late Mr. Bingham, the head master, who was a clever teacher on the sign and manual system, told me about this clergyman calling there, and Mr. Bingham said, "There happened to be in my study a "little private pupil (a gentleman's son) preparing his "lesson for the morning." The clergyman having told him the object of his visit Mr. Bingham said, "Here is a "little boy who was born deaf and dumb; ask him the "question and he will give you an answer, perhaps, "better than I can myself." The clergyman took the little boy's slate and wrote, "Will you please tell me "had you any idea of the existence of God before you "were educated?" He wrote, "No, sir, none what-

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" ever." The clergyman was not satisfied with that; he went on to write, "But when you saw trees growing " and the rain falling and the sun shining, and the " moon and the stars, and people living and dying " about you, did you not think there was some Supreme " Being, some First Cause?" The answer the boy wrote was, "I never thought about it;" but he went on to write, "I remember when I was at home with my " parents, my mamma, who had taught me the names " of my brothers and sisters, and the names of the " articles of furniture and other things, one day wrote " on my slate 'God,' and went to the window and " looked up very seriously at the sky. I looked at the " word and I looked at my mamma, and I thought I " understood her. The next day, when I came to my " lesson with my mamma, I remembered what she " told me the day before, and I wrote down on my slate " 'God,' and I showed it to my mamma, and then I " went to the window and waited a little while; after " waiting a little while I pointed up and then pointed " to the word 'God.' She patted me on my head to " make me understand that I was a good boy, and she " thought that I understood it, but the fact was, when " she wrote 'God' and took me to the window and " pointed up and looked so serious, I saw a little cloud " passing, and the next day I was waiting till I saw a " little cloud passing, and then I wrote the word 'God.'"

8444. What age was that child?—He must have been, I should suppose, about 16 from what Mr. Bingham told me. He had nearly completed his education. You ask me, How do you teach them religion? How do you teach them to understand the theory of the existence of a Supreme Being? I say we cannot teach them that at the commencement; if we tried to do it we should fail, as the mother of that boy failed. They must have some little knowledge of language before you can impart religious ideas to them. We gradually lead them up to those ideas. For instance, suppose a boy's father is a carpenter, we teach him what a tree is from which the wood is obtained with which his father works. He knows what a tree is, because we point to it and say, that is a tree. Then we say, trees grow in forests or in fields. Then we tell him, trees are cut down and sawn into boards, that is called wood. Then we say, carpenters make chairs, tables, and other articles of furniture of the wood. Then we say, a carpenter cannot make a tree from which the wood is got, God makes the tree. Then he gets hold of the word "God." Perhaps at first the child will not understand it; it is only by degrees that we get the idea of a Supreme Being into the mind of a deaf and dumb child. The father of a boy perhaps may be a gardener, he says, "My father can make a tree, " because he put a slip into the ground, and it grew to " be a tree." "But who made the slip; did your father " make the slip?" "No"; and then you get into the mind of the child that the slip was obtained from a little seed and you tell the child that God causes the rain to fall, and the sun to shine, and then it begins to grow.

8445. With regard to adult deaf and dumb, do you find that when they come to your church they are invariably able to understand all the signs?—Yes. I make it all so plain to them.

8446. Do you use the alphabet or signs?—Both; the natural signs are more impressive. By using them we appeal directly to their hearts. I could not do without the natural signs. If I merely conveyed what I had to say to them by spelling on the fingers, they would fall asleep; but the moment I begin signs they are all alive, and their whole attention is riveted upon me. It wants a long training before you can become master of the sign language.

8447. The oral system has not been in use a very long time. Do you find that any who come to your church, who have been taught on the oral system, are not able to understand your natural signs, as well as those who have been taught all their lives on the sign and manual system?—They may not understand the natural signs at first, but they have learnt to spell on their fingers. I forgot to mention this, so that they know what is spelt, and they gradually learn the signs after. There are some few of my congregation who are not dumb, but who are only deaf. They have learnt to spell on their fingers, and they have fallen into our ways, because they are deaf. They talk as well as I can, and we have found them very useful in our Bible classes. Several deaf and dumb persons who have been taught on the oral system come to my church.

8448. Do you think that by conducting a service on the oral system you could reach as large a congregation as you can on the sign and manual system?—No; I do not disapprove of the oral system. I am in favour of teaching articulation, but at the same time I do not approve of giving up the signs; I believe the sign system never can be given up, because we must always have some deaf and dumb who must be taught on the sign system and who cannot be taught on the oral system.

8449. Have you ever seen or heard of a church with a congregation consisting of deaf and dumb persons who have been taught exclusively by the oral system, which congregation was as large as the congregations in your church where the service is conducted on the sign and manual system?—No, I have not heard or seen anything of the kind.

8450. You do not know whether such a thing exists?—I have not heard of any such place.

8451. What proportion of those who attend your church have been taught on the oral system?—Very few comparatively. We have one or two who have come from Mr. Van Praagh's school, and several who have been taught under Mr. Stainer; they come to us for aid. When their education is over they come to our society to help them, and we apprentice some, and they become attached to us through our taking them in hand.

8452. Do you find that those who have been brought up on the oral system are more intelligent than those who have been brought up solely on the sign and manual system?—On the contrary, I think those who have been brought up on the sign and manual system are more intelligent; for instance, I have just got a lad apprenticed who was educated at Margate, his parents are deaf and dumb, they have two children, a boy and a girl, and that boy turned out a first class pupil from Margate, because, his parents being deaf and dumb, the boy had the benefit of their instruction from infancy. When he went to school he was head of his class, and he continued head of the school till he left. The use of signs brightens them up and gives them a clear understanding of written language.

8453. Speaking generally, what is the time you think it would take to teach a boy on the sign system properly?—Five years is the usual time allowed on the sign system.

8454. On the other system eight years has been stated to be the time required?—Yes, it takes a longer time. After leaving Old Kent Road I was at Belfast, then I went to Wales, and then I went to Edinburgh. When I was in Edinburgh I saw the sign system was the best. I dropped articulation because, on account of the limited time that the children remained at school, there was no time to teach it, and I found that they became first class pupils on the sign and manual system.

8455. You give lectures at your institution on week days?—Yes. The lectures are enjoyed very much, indeed; they are given every Tuesday evening. Yesterday evening, a most excellent lecture was given by a deaf and dumb gentleman, most of it in natural language, the subject being "Lord Chesterfield's advice to his son." Our report shows the course of lectures given last year during the season from April to the end of March. The lectures are very much appreciated, sometimes we have dissolving views.

8456. I see some of these lectures were given *viva voce*, and interpreted by you?—Yes, and sometimes hearing people come. The public are invited when the lecture is spoken, and they may hear the spoken lecture while we interpret it to the deaf and dumb.

8457. With regard to the funds of the institution, have you any funded property?—Very trifling; there was a legacy left lately, and the Committee agreed to fund it, but it is generally taken out very soon; we get into debt again. At the end of our report, there is a general statement of the receipts and expenditure, the receipts being 2,204*l.* and the expenditure the same amount, less a balance of 412*l.*

8458. Was the church built out of your own funds?—Out of subscriptions; we have a building fund.

8459. You have another church besides St. Saviour's?—St. Barnabas; that belongs to the society, but it is on the south side of London; it is at Deptford.

8460. Is it completed?—Yes, and out of debt.

8461. Can you tell us whether all the adult deaf and dumb are earning their livelihood?—Very fairly. If you compare them with hearing people, I should say the deaf and dumb are doing as well as hearing people, but there are, certainly, some out of work.

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8462. Of course, among the deaf and dumb, as well as among hearing people, there will be some who are not very industrious?—Some are not deserving; some get addicted to drink, and we have to caution them, and some through ignorance quarrel with their masters; they want an increase of pay, and they leave, and then they cannot get taken on again unless we go to speak for them.

8463. Has there been an improvement in the education of the deaf and dumb in the last 10 years?—Most decidedly; there are not so many cases of deaf and dumb in the police courts as there used to be; we used to be constantly called on to go and interpret for deaf and dumb people who were taken up.

8464. Do they, generally speaking, understand written language?—Not perfectly; if you advance them on in their education, of course, they are more perfect.

8465. Can the large proportion of the deaf and dumb who have been educated understand written language. I am not speaking of exceptional cases?—It depends upon the education that has been given them; sometimes they remain only four years at school, and then, of course, they do not understand written language correctly. If you put a question to them, in all possibility you would put it in an idiomatic style; you must put your question in very plain language or they will not understand it, just as if you were talking to a child.

8466. Do the deaf and dumb have a sort of language of their own?—The language that you use in communicating with them must be plain and simple; you must use the simpliest words you can so as to convey to them the meaning of what you want them to understand.

8467. Are you in favour of the compulsory education of the deaf and dumb the same as other classes?—I think it is most important that their education should be compulsory.

8468. In what way do you think the State should see that they are educated?—I think the same plan could be adopted in the case of deaf and dumb children as is now adopted in the case of hearing children.

8469. Of course they must be taught separately from the other children?—Yes, there would be schools for that purpose.

8470. Should these schools in your opinion be supported by capitation grants?—I have not formed any definite idea upon that; one does not know whether to send them to board schools or institutions. If you send them to institutions you must give a grant; if you send them to board schools then an arrangement can be made with the school board.

8471. The board schools do not give maintenance; do you think it desirable that deaf and dumb children should be sent to institutions where they could be boarded as well as educated, or do you think they ought to go to their own homes after being taught in school?—I should prefer institutions.

8472. Whether such institutions were conducted by public or private funds you are in favour of deaf and dumb children being brought up together and boarded?—Yes, I am in favour of that, for this reason, when they come home they are generally the butt and ridicule of all the children about the place; they are provoked and they lose their tempers, and they prefer to go back to school after they have been at home. I, however, do not say this of all, but chiefly of the poorer class who are allowed to run about the streets.

8743. You think that in such institutions, by whatever funds they were supported, the children would not only be better educated but would have a better chance of getting on than if they were among hearing children of their own class?—Yes, they want to have special training and special supervision.

8474. Do you know the operations of the school board in London with regard to the education of the deaf and dumb?—I know Mr. Stainer.

8475. Have you attended their schools?—Two or three times.

8476. Are they well conducted?—Yes.

8477. Is there a difficulty in getting good teachers for the deaf and dumb?—There is a great difficulty, we want a place for the training of teachers.

8478. In your opinion ought a training college for teachers of the deaf and dumb to have Government assistance?—Decidedly, I think so, unless they could take into board schools a kind of pupil teachers, and let the masters bring on the pupil teachers in the same way as I was trained myself; the first time I saw a deaf and dumb child was when I first went to be a teacher.

8479. Did you go as a pupil teacher?—No, I was paid a salary at once.

8480. Up to that time you had no previous training?—No, I had never seen a deaf and dumb child.

8481. How long was it before you were able to teach there?—Some things I was able to teach at once with the help of an experienced teacher, but it took me five years before I could venture to stand up to sign in the natural language the morning and evening prayer to the whole school.

8482. Were you ordained at that time?—No, it is only lately that I have been ordained. My committee wished it. When the late Bishop of London saw me, he said, " Mr. Rhind, you ought to be ordained," and recommended me to work up for the examination, and I did so. I had to attend to my duties in connexion with the society till 7 o'clock at night; then after my tea I shut myself up in my room and I studied and studied until 1 or 2 in the morning. Then I went up to the examination at Fulham and I passed. The next year I tried for the priesthood and passed the priesthood examination. That was eight years ago.

8483. (*Mr. Fenv.*) You stated that you managed to watch over the deaf and dumb all through life?—Yes, as far as we can, that is in the visiting.

8484. Have you visitors to look after them?—Yes, I do it myself; we are each appointed to visit in our own districts; I have my district and Mr. Sturdee has his district. The missionaries also visit in their districts. Each makes a note of his visits in his diary for the inspection of the committee.

8485. I will keep to your district; you visit deaf and dumb people in the same way, I suppose, as a clergyman would visit his flock?—Yes; I have a little book with the names and addresses of my people as far as I can get them; I may perhaps not know half my people, but the names of those I do know are entered in my book. I have 300 names in my book, and those I visit. If I have not got their addresses I cannot visit them, but they send for me when I am wanted.

8486. I gather from what you say that you prefer the combined system as a mode of teaching?—Yes, as a mode of teaching I prefer the combined system.

8487. I gather that you approve of the institution at Margate. Do you approve of children being kept in institutions away from their parents, as they are at Margate, in preference to what is known as the day school system, where the children go back home every evening?—I prefer them to be in an institution as they are at Margate, because I know they will be better looked after.

8488. You think that anyhow some children will always require to be taught on the sign system?—Yes; children of weak intellect or with some malformation of the organs of articulation.

8489. Then, in your opinion, a child of weak intellect would be better able to learn the sign language than oral language?—I think so.

8490. As regards training schools or training colleges you have expressed the opinion that they should have Government aid?—Yes.

8491. What safeguards would, in your opinion, be required in giving Government aid to a training school; the point I want you to consider is this: that a person may go to such a school or college and be trained for six or eight years and afterwards alter his line of life altogether?—I do not think a person should be received in such an institution unless he undertook to enter into an agreement, or made some statement that it was his intention to follow out the instruction of the deaf and dumb.

8492. You would make the grant conditional on each pupil coming under some undertaking?—Yes.

8493. You would not recommend that there should be grant of money at so much per head whoever came to the training college, and then that the Government should take their chance as to whether the money was thrown away?—No; I think there should be some

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understanding whether the person coming to the college for instruction would follow it out.

8494. Because we have it in evidence that parties have gone to a training college or some kindred institution and have afterwards gone into another line of life?—I think that should be discouraged, because the object is lost of course.

8495. (*Mr. St. John Ackers.*) How many wholly uneducated deaf and dumb do you think there are in the metropolis?—I cannot say for certain, but I know a good number of the parents, particularly among the poor, are so careless about their children that they put off doing anything towards their education to the very last, expecting the asylum will elect them, and time is lost; many have no education at all, through having passed the required age for admission.

8496. Could you give any idea how many wholly uneducated deaf and dumb adult persons there are in the metropolis?—I could only give a guess, I could not say for certain, perhaps 50.

8497. Not more?—I daresay there may be more; I am keeping within the mark; I would say between 50 and 100, if we could find them out, but we have not done that.

8498. What proportion of the partially educated adult deaf and dumb do you think could write simple sentences and understand such simple sentences when written?—They break down here and there, and require certain words to be explained to them by signs.

8499. About what proportion do you think of those adults that have been at schools in the metropolis are able to write and understand simple written sentences?—You might say half of those who have been educated; it so much depends on the care that has been taken of the children after they leave the school; because when they leave school, though the education may have been very good, yet, if they are neglected, they do not put the education into practice, and it falls away.

8500. Would not it be desirable that your society, which has such a great knowledege of the adult deaf and dumb of this metropolis, should, so far as they possibly could, search out all the deaf and dumb in the metropolis and see how far they are educated and how far they are able to utilise their education?—You would require a special visitor for that purpose.

8501. (*Chairman.*) You mean your staff is unable to carry out that inquiry?—Yes, because it would interfere with their special work; but if the society had sufficient funds for the purpose, they might do it by appointing another special agent.

8502. (*Mr. St. John Ackers.*) If you had the means of obtaining those particulars you would not say that it would be undesirable to obtain them?—No, but our work is so great that I could not undertake it; I am worked from the moment I get up in the morning until 11 o'clock at night. I know from my work I could not give a hand to it.

8503. There may, in fact, be a very considerable number of adult deaf and dumb whom you at the present time are unable to reach?—Yes, quite so, having grown up without receiving any education, but some, when we do find them, we give them relief and find them employment.

8504. You spoke of a poor woman called "Dummy," and you said that you had no means of communicating with that person when she lay in bed, because she could not understand a single written word or a word spoken on the fingers; but if that person could have spoken, however little, would not it have been a very great advantage?—It would have been of no advantage compared with her natural signs, by means of which we held free and clear communication.

8505. Are you not aware that there are hundreds of deaf and dumb persons who have never been sent to any school whatever, who have yet been taught to speak simple words by their relations?—Yes, simple words; but that is not a language.

8506. Have your researches into this question been considerable abroad as well as in England?—No, my experience is confined to London and other parts of England, Wales, Scotland, and Ireland.

8507. From your experience are the deaf and dumb as long-lived as hearing persons?—I do not see any difference between the deaf and dumb and the hearing.

8508. From what disease or diseases do they generally die?—They die from various diseases; bronchitis is a prevalent complaint amongst them, but there are various causes.

8509. Bronchitis at any rate is one?—Yes, bronchitis and chest disease.

8510. You have stated that you cannot give religious teaching at first under the sign and manual system; are you aware that a statement has been made, I do not say in evidence here, that under the sign and manual system religious teaching can be given to the children the first week that they enter school?—I have never heard that.

8511. Did I rightly understand you to state that all the adult deaf and dumb who come to your church are able to understand your signs?—There are some who cannot understand *all* the signs. I will tell you why. My signs are from a London school; now some of the signs at Brighton would be different. They do not all use the same system of signs. (*The witness showed by his fingers the different ways of denoting "24th chapter."*)

8512. You have spoken of natural signs; what other signs do you use besides natural signs?—The conventional signs that certain schools use.

8513. (*Chairman.*) You use the alphabet?—Yes, but much more largely the natural signs.

8514. What are the conventional signs?—(*The witness showed some conventional signs by his fingers.*)

8515. Is there more than one alphabet?—Yes, the one with one hand and the other with two.

8516. Do the conventional signs differ as well as the alphabets?—The conventional signs differ according to the different institutions.

8517. You say that the conventional signs differ in different institutions; how many institutions use the same conventional signs?—I cannot tell you; I was trained at the London Asylum, so was Mr. Stainer, and so was Dr. Buxton; when we went to take charge of other institutions we established the conventional signs we learned there, but when you come to Brighton, they are different, for this reason, Mr. Sleight was not trained at the London Asylum, and established conventional signs of his own, and his teachers would take them to other institutions.

8518. According to your statement it depends on who is the head master and where he has been trained?—Yes. I do not know where my congregation come from, and sometimes when I am giving out the chapter and verse I spell it on the fingers as well as give it by the signs representing the numbers, so as to make myself understood by the whole congregation.

8519. (*Mr. St. John Ackers.*) In the full sign system are not there different alphabets, conventional signs, grammatical signs, and word signs?—Yes, according to the different institutions.

8520. In your opinion is it advisable to use many grammatical and word signs, or do you chiefly, so far as you possibly can, keep to natural and conventional signs?—I prefer to keep to natural signs and the manual alphabet as much as I can.

8521. In teaching a sentence by the sign system, do you not frequently invert the order of the sentence as it would be ordinarily written?—It depends on the education of the person I am dealing with. If he is a tolerably well educated person I should not do so. Inverting the order *when signing* is only to explain the words of the sentence, but all are taught to write correctly the sentence in the order of spoken language.

8522. Take the case of children; when they first come to your institutions, do you ever give them language in the ordinary order?—They would not understand it if I did. We commence with single words and show them the object, or use a natural sign for the meaning, then short sentences are taught by the use of natural signs and the manual alphabet together. It takes some time before they understand a complete sentence of any length, because they have to learn the use of the prepositions, conjugations of the verb, &c.

8523. (*Chairman.*) What difference do you make between the present and the past tense of a verb?—(*The witness made different signs to represent different tenses.*)

8524. Is what you are showing us now what you teach them after they have learnt to write?—Yes.

8525. Before you can teach the tenses of verbs, you must have taught them to write?—Yes, directly they come to school the first thing is to teach them to write, and the manual alphabet.

8526. (*Mr. St. John Ackers.*) In what do children educated on the sign system think. If they want to write a letter, do they think first in signs?—They do not think in signs. If I began to think of anything that I was going to eat, say bread, for instance, I would not think of the word "bread." I should think of the actual thing itself. I believe deaf and dumb persons think in the same way.

8527. Do you agree with those sign system teachers who consider that seven or eight years should be given to the instruction of a deaf and dumb child on the sign, in order to get the full results of the system?—Of course the children would be better educated if they had seven or eight years, because when they leave school at the end of five years, their education is very limited. It is a most difficult thing to get the parents to let them remain longer; they are put out as apprentices at the age of 15 or 16, and they remain apprentices till they are 21, when they go to work for themselves. If you make the period that they are at school longer their education should commence earlier.

8528. You said that deaf and dumb children, when they go home for their holidays, are the butt of hearing children?—In many cases it depends on the carelessness of their parents.

8529. Why should it be so?—I have been told that it is so generally. The hearing children tease them just to see the deaf and dumb using all these gestures; they do it to gratify a wicked propensity.

8530. Is not it, in your opinion, in a great measure owing to the fact that hearing children have no means of communicating with these deaf and dumb children?—They have no means of communicating with them except by signs, but I think they like to draw out the deaf and dumb children to show these gestures and antics.

8531. (*Admiral Sir E. Sotheby.*) You stated that it is necessary that the deaf and dumb should be educated in order to get any idea of the existence of God; are you aware that there are thousands of people 16 years old or so who can speak, who are equally ignorant of the existence of God?—I think all hearing people, even before they have received any education, have some idea of a Supreme Being, but I have never heard of an instance of deaf and dumb persons having any knowledge of a Supreme Being before being educated; the heathen, for instance, have an idea of a Supreme Being; they will worship something.

8532. Are not there among hearing people many people just as ignorant as the deaf and dumb of the same age?—Not just as ignorant, for they will have a spoken language, and also an idea of a Supreme Being. I have known instances of very ignorant hearing people talking about God; they will have some idea of the existence of a God, but you do not find that an uneducated deaf and dumb person has any such idea.

8533. There are several systems of signs apparently?—Yes; it depends upon where the master was trained.

8534. Would not it be a great advantage if there was one general system adopted throughout the country?—If it could be done, I should say it would be an advantage if one system were in use instead of several.

8535. Are you aware that there is only one oral system?—I did not know that; I have taught on the oral system and I understand it, but my system is a little different to what I have seen in others. I have brought forward pupils to address the public, but my system of teaching orally, perhaps, would be different from other teachers' modes of teaching. There is, of course, only one speech, but there are different ways of teaching it. I was very successful in teaching articulation.

8536. Would not it be an advantage to have training colleges for the sign and manual system as well as for the oral system?—I think it would be equally advantageous to have a college for the sign and manual system as for the other. If you were to suggest that one large college should be established from which teachers should be sent out, then there would be one system of signs spread all over the country, then you would have the conventional signs and all the other different signs all alike, people come to my church who have been trained in different institutions and I know that some of them do not understand some of my signs, although all understand the manual alphabet.

8537. Would not it be a great advantage to the deaf and dumb to be able to speak to their hearing fellow labourers and be able to lip read what they said to them?—Decidedly; I do not oppose the oral system, I am an advocate for it, I take the two together.

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8538. If you have learned the sign and manual system can you learn the oral system?—I have done it myself. The pupil I referred to who spoke at a public meeting was taught first in the sign and manual system, I found by a little trial he had a good voice and I worked upon it and after he had been taught on the sign system I taught him orally.

8539. (*Chairman.*) Was he born deaf and dumb?—Yes.

8540. (*Admiral Sir E. Sotheby.*) We have had it in evidence that it is impossible to teach orally anyone who has been taught the sign and manual system?—But it is not, I have done it myself.

8541. You do not find that the one confuses the other?—Not at all. A deaf and dumb person who has been taught by the sign and manual system, and afterwards by the oral system, can drop his speech when he likes, or can use signs when he likes.

8542. You say you have learned the oral system?—Yes, I have taught it.

8543. Can you converse with one person on one side by the sign and manual system, and on the other by speaking?—Yes; the little boy I have alluded to was put to a test by the Chairman. Anybody at the end of the room was asked to put a question to the boy; they were told it was not necessary to speak loud, so someone put the question: "How many brothers and sisters have "you?" and the boy answered, "I have four brothers "and two sisters." The Chairman said, "Put the boy "in the corner by himself." The Chairman then requested me to write the boy's name on a piece of paper, and I wrote his name, Thomas Mackenzie, and he shouted out "Thomas," (*loud*), "Thomas," (*louder*), "Thomas," (*louder still*), but the boy did not move, and the Chairman said "I am satisfied, but I would not "believe that boy was deaf and dumb till I put him to "the test."

8544. (*Mr. Johnson.*) The boy did not answer him?—No, he did not turn round.

8545. (*Admiral Sir E. Sotheby.*) How many does your congregation at St. Saviour's consist of generally;—It varies.

8546. What would be the average?—Last Sunday evening I had 70, sometimes I have over 100; in the mornings it is not so large. A good many of them are poor people and they have to be at home in the morning cooking their dinners. I have a Bible class in the afternoon, and that large Bible class takes away from the attendance in the morning; they come from all parts of London. I provide a tea in order that they shall have the benefit of the evening service.

8547. What would be the average number?—The average is 39 in the morning, and 67 evening; 91 was the highest last year.

8548. Those who attend the church come from different parts of London?—Yes.

8549. If they are all paying attention do you consider that they all understand everything that you say?—Yes, I make it so perfectly plain that a person only half educated would understand me. I bring my subject down to their level, and with the use of natural language along with the spelling they understand me. I had 38 at the last communion.

8550. Supposing the church were quite full and you were speaking orally, would there be many people who might be sitting to the right and the left of you who could not see you speaking so as to understand you?—Some of them would not be near enough to me to understand me.

8551. Then you consider that for church services the sign and manual system has advantages over the oral system?—I do, decidedly, because no matter what part of the church the people are in, they will understand all I say if they pay attention.

8552. We have before us a picture of the deaf and dumb alphabet, have you in any book any pictures of the signs that are used?—No, not of the signs, only the alphabet.

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8553. You have told us that there are two alphabets?—Yes, there is the one handed alphabet used in France and America, and the two handed alphabet used in Great Britain.

8554. (*Mr. Johnson.*) Almost all the schools in Great Britain use the two handed alphabet, do they not?—*Not* all; some have adopted the one handed alphabet.

8555. What would be the proportion of schools in which the one handed alphabet is used?—I cannot tell. I know that at Belfast they have adopted the one handed alphabet, though I opposed it when I was there.

8556. What system do they use at Old Kent Road? The two handed alphabet.

8557. What is it at Manchester?—The two handed system.

8558. The majority of schools in which they use the sign and manual system they use the two handed alphabet?—Yes.

8559. It would be an exceptional case where the one handed alphabet was used?—In England it is.

8560. The number of people you have preached to on a Sunday is on an average 40, I understand you to say?—Yes, and a much larger number in the evening.

8561. What sort of ages are they; are they all very young?—No.

8562. Are they middle aged?—From, I should say, 18 to 60 or 70.

8563. Now, what proportion of those are pupils in institutions now?—None.

8564. They have perfected their education in sign system before they come to your church?—Yes.

8565. You say it would be more difficult for you to preach in the labial system, the oral system; for what reason would it be so?—Because they could not see.

8566. I thought you said everybody in your church could see?—They would see my signs easier than they would see the mouth.

8567. Have you any knowledge at all of any service being conducted anywhere in the oral system?—No, except at an ordinary church.

8568. We are talking of the deaf and dumb, of course?—There would be no special church for them, because they could go to an ordinary church for that; they do not want a special service.

8569. How is it with the deaf and dumb, or the born deaf, who are taught on the oral system; where do they get their religious service?—Some of them come to my church, and they have learnt the manual alphabet in order that they shall benefit by my church.

8570. That makes you, I suppose, prefer what is called the combined system?—No, that is not the reason.

8571. Will you tell me how it is that these people who have been trained on the oral system come to your church, if, as we have been told, it is impossible that the oral system and the sign system can go on together?—Because they find they can get more benefit and more instruction by coming to me than by going to a hearing church; that is the reason; and they learn the alphabet for that express purpose of getting the benefit of my services, and the lectures.

8572. But you do not quite explain to my mind, coming fresh to this question, how it is that the orally taught children, with regard to whom, of course, if they are taught in an oral institution properly, signs will be entirely excluded from their education, when they go out of that orally taught institution come to you to have a sign service?—Because they learn gradually the signs as well. I can tell you the case of two brothers. One brother was taught on the oral system; the other was taught on the sign system, and when he was taught on the oral system he went back to the signs, and they both talked together by signs.

8573. You say that even the orally taught lapse back into the sign system?—Yes, because they see the advantage of it. I do not say the whole; I only say some.

8574. Now might I ask you, being quite ignorant upon these questions, how it is that you would impart these signs and these alphabetical systems, do you impart them by writing?—How do you mean?

8575. I understand that as a matter of education you teach them writing first?—We teach them to write, and then to make them understand what is before them, we make use of these natural signs or the object is shown in a picture; then they understand the meaning; it is to convey to them the meaning of what is written before them.

8576. Will you please to explain to me how you would convey to a deaf and dumb person's mind that that (*pointing to an inkstand*) is an inkstand; how do you produce in that child's mind an impression that that thing there is an inkstand?—We write down the word, and then point to the inkstand and the written word.

8577. Then you do it by writing?—Yes, writing; we do it by writing first, and then by-and-by when the boy has learnt the word, and we know he has learnt it, we go to new words. There is no occasion to be writing continually as a sign may show he understands the meaning.

8578. How do you convey to the mind of the child the value of writing from the beginning?—They learn everything by writing, and the meaning explained by signs.

8579. But how do they learn that writing. In learning from the lip system, it is a question of the oral language of the speaking people; how is it you convey to these deaf children the value of the written language; how do you teach it to them?—We write it down, and they have to write it down. That is the example for them, but the meaning is always explained by natural signs and the manual alphabet at the same time.

8580. Then it is merely a mental store?—Here is the written lesson that the pupil has to learn. Now he has to do in writing just what is there, and then we show him the meaning of it by signs or actual objects, or pictures.

8581. (*Chairman.*) I suppose you teach these children writing the same as you do other children?—Just the same.

8582. (*Mr. Johnson.*) What I want you to explain to me too is this. Of course, a great many of us are ignorant of the way in which the education is carried on, and we want to learn. How do you teach a deaf and dumb child without oral assistance the difference between A, B, C, so as to convey it to his mind and produce the impression?—I will explain it in a way of my own. I had a pupil deaf, dumb, and blind. How could I teach a pupil like that, who could neither hear nor speak nor see. I had a pupil at Belfast deaf, dumb, and blind, who was getting on very nicely there. General D'Aguilar was a great friend of this boy, and put him there. The first thing was to teach him to keep his seat in the school room, to keep to one particular seat. That was his first lesson.

8583. (*Chairman.*) We want to know how you taught him to read?—I had to teach him by the raised letters of the blind, just in the way that the blind read by raised letters. There were two or three words, for instance, the word "key."

8584. Was it Moon's type?—I think it was Moon's; it was plain letter type, not Gall's, that is angular.

8585. (*Mr. Johnson.*) You must not mix the two together at this moment. My question is, can you teach a deaf mute the formation of letters without using any oral assistance?—I thought I would just explain it. Here was the word "key." I could not speak to him, I took his finger, and let him feel that word key, and I put a key into his hand. I wanted him to understand that k-e-y was that key, and he did not understand it at first. In the same way with the word "pin;" then I put a pin in his hand. Still he was all in confusion. Then I took the word "pen"; then I put a pen in his hand and took it away. Then I came back to the key, and put it into his hand, and took it away again; then the pin I put into his hand, and took it away again, and then the pen. Then I put the word "key" before him and made him take the key himself, and he held it up. That is how we teach them. We give the written word, but show them the object or else by a sign, one or the other. That is how the meaning of the word reaches the mind.

8586. Do you hold the opinion that the oral system can be worked side by side with the sign?—I do, because I have done it; that is how I was trained. I was trained to it.

8587. I think you said that there was a little difficulty between the deaf and dumb children, and the ordinary children. Do not you think it would be an advantage if they could communicate orally one to the other?—It would be an advantage.

8588. Do you not think it would relieve that perplexity you spoke of?—The relief they find is to learn signs; they prefer the signs to the speaking.

8589. Do you not think that if the oral system were employed it would remove that perplexity which you talk of, as existing between the ordinary talking children and the deaf and dumb ones?—I do not think the deaf and dumb would take to it.

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8590. You must have some experience of the oral system; do not they make any use of it?—They do use their speech, but I think after they have been taught the oral system they will go back to the signs, or rather take advantage of the signs to get more instruction. I do not say they will lose their speech, for they may use both, which some now do.

The witness withdrew.

Mrs. DANCY examined.

Mrs. Dancy.

8591. (*Chairman.*) You are head teacher of the board school at Surrey Lane, Battersea?—Yes.

8592. How long have you been there in that capacity?—At the Surrey Lane school only a year and a half; under the School Board five years; as I had a class previously at Farncombe Street, Bermondsey.

8593. Was that under the school board too?—Yes.

8594. In both cases were the class of deaf and dumb children the same?—Exactly the same, board school poor children.

8595. From what ages?—From four years to 12 and 13 years.

8596. Do they not keep them longer than that at the board schools?—No; they work as a rule when they are 13 years old.

8597. And what amount of education have they got at that age?—Not at all a perfect one; especially when they come late to school as some of the children do.

8598. But supposing they were to remain with you from four years of age to 12 or 13, could you give them a good education in that time?—Yes, certainly. Eight years is a fairly reasonable time.

8599. We have been told that it is not of much use sending these children to school before six or seven years of age; is that your idea?—I think a child could be taught at six years. I have a little child now to whom I taught sentences of little words and sounds at five years old.

8600. In fact, I suppose, except that they are much more troublesome to teach, there is no reason why they should not come at the same age as other children?—Not at all; then they get accustomed to school discipline.

8601. You have not pupil teachers enough, I believe? I have no pupil teachers at present.

8602. Do the deaf and dumb require more trouble and more care bestowed upon them than other children?—Much more.

8603. And for that reason it is more difficult to teach them when they begin?—Certainly, much more.

8604. What has been the number of those you have had under your instruction?—In the present class I have, do you mean?

8605. And you have no pupil teachers?—No, no pupil teachers. I have 14 children; the average attendance is about 12.

8606. Do you think that too many for your class?—The average attendance being 12, I can manage to teach them; 14, if they attended regularly, would be too many.

8607. Do you form them into classes?—Yes.

8608. Of course, after they have received a certain amount of instruction, you can teach a larger number together?—Yes, certainly.

8609. But at first they require individual attention?—Individual attention.

8610. And how many hours a day do you give to them?—Five hours.

8611. Five or six days a week?—Five days a week.

8612. Is Saturday a holiday?—Yes.

8613. Have you had much more experience with those who have been totally deaf, or only the partially deaf and dumb?—I have had more experience with the totally deaf.

8614. Are those you speak of the deaf from birth?—The majority of them; some of them have become so through inflammatory diseases in infancy.

8615. Have you taught them exclusively on the oral system?—Exclusively.

8616. And you had yourself been a teacher under the oral system previously to that?—Yes, in the Fitzroy Square Association.

8617. Did you go there merely to be trained as a teacher, or did you remain to teach?—Both; to be trained and to be a teacher at the same time. It was Mr. Van Praagh's original plan.

8618. How long were you employed as a teacher there?—Five and a half to six years.

8619. Do you think it would be possible to require all children who are deaf and dumb to be sent to school compulsorily, as other children are?—I think so.

8620. Have you much difficulty about the attendance of children; is there much irregularity?—With those who reside at a distance there is irregularity; I have some children who come from a long distance.

8621. How far do you suppose they come?—Two or three miles, and the weather prevents their regular attendance at that distance.

8622. Do you find that the parents are anxious to send their children to school?—Very anxious. As soon as they make any progress they are delighted with it, and they are very anxious for it.

8623. Do you think that there is more feeling among the parents in favour of compulsory attendance than there was; I mean from seeing the effects of the teaching that they receive?—Yes, I think so.

8624. Had you at first any difficulty with the parents, and have you less now?—I visit them myself. I very rarely call in the aid of the school board visitor; I think it is preferable to visit the parents ones self; I hardly call it compulsory. I explain to the parents when I go the loss to the child of not attending.

8625. It is not supposed to be compulsory now, is it?—Yes, I believe so.

8626. Is it acted upon universally?—I do not know what they do in the other parts of London. I believe so; but in my own case I call upon the parents myself instead of having the assistance of the board school visitor.

8627. But have you any reason to believe that in the district where the board school is, there are deaf and dumb children who are not sent to school, who might be sent to school?—I think not. I think I have all the children who are deaf in my district.

8628. But you cannot say that with regard to the whole of London?—No, I do not know about other parts.

8629. You say that the ages of the children vary at their entrance; what is the average length of attendance that you have had since you have been a teachee children in your school?—Three years under the School Board. The children being poor the parents cannot afford to keep the children at school long.

8630. Have you any means of knowing what becomes of them after they have left their school, whether they are apprenticed or whether they are taught any trade?—I believe they are taught some trade. I know one boy who left me went to assist his father in a printing business.

8631. Do the guardians assist in finding places for them?—I have not had any under my care who have been so assisted. I should believe they would do so if it were necessary.

8632. Are you in the habit of using those desks shown in that photograph (*handing a photograph to the witness*)?—Similar to these; a little more circular.

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8633. You use circular instead of octagonal ones?—Yes.

8634. Do you attribute much importance to having desks of that character?—They are very useful for dictation lessons, and when the children are writing when they look up and see each other's faces.

8635. How soon do the children learn to write under the oral system?—They write immediately; writing and speaking are simultaneous. You pronounce a sound to the child, and the child pronounces that sound and writes it on the blackboard immediately.

8636. Do you write it on the blackboard, and does the child copy it?—Yes, after it has spoken it.

8637. Do you think it takes much longer to teach a child on the oral system than on the sign system?—I have not had any experience at all of the sign system. I should think it does.

8638. What time do you think it takes before they are able to read and to understand the spoken language?—To read books do you mean?

8639. Yes?—Short sentences they can read very early, short sentences from the ordinary cards that are to be seen hanging in an infant school; they can read those perhaps in a year.

8640. I suppose they can read long before they can understand the language? — They can read mechanically if you mean that.

8641. They can read before they can understand language when taught on the oral system?—Yes, they might when read mechanically, but we do not put any stress upon reading. Our great aim is to make them understand.

8642. They could read short sentences after a year, you say?—After a year and a half, perhaps; very little, simple sentences.

8643. Can they after the same time understand similar short sentences if you speak to them?—Yes, certainly; they understand before we allow them to read those simple sentences.

8644. You, as far as possible, keep the reading and speaking together?—Yes, certainly, speaking first; we do not allow them to read until they understand what they read.

8645. For instance, children who are taught on the sign system are taught to read also, and they are more dependent, of course, on the written language than those who are taught on the oral system?—Certainly.

8646. But do you think that the oral system enables them to make as rapid progress with reading and writing as if they were taught on the sign system?—Perhaps not. I have not had, as I said, any experience of the sign system, but perhaps not, but then we gain in the end. I believe it is the far better system of the two, but it takes a little longer at the commencement.

8647. Are your children boarded in your school?—No.

8648. They do not go to Mr. Stainer's Home?—No, there is no home in that neighbourhood.

8649. Do you find any disadvantage from the children going home to their parents?—The disadvantage of irregular attendance; no other disadvantage, I think.

8650. Do you find that the parent endeavours to keep up their education at home?—No, not the poor parent.

8651. Do they communicate by signs with the children or do they attempt to speak to them?—I think they speak in their own way, but they do not aid the teachers in correcting a child's mistake as they would if they were better educated people themselves and had more time.

8652. Do you attach much importance to their being in homes such as Mr. Stainer provides in other parts of London?—I hardly think that I do, considering that they are all deaf children together. If some of them were hearing children it would be a great advantage; but being all deaf children and not able to correct one another's mistakes, I do not think there is any great advantage beyond that of regular attendance.

8653. Have you ever known, in the parts of London that you are speaking of, these children when they return home in any way ill-treated or mocked by other children on account of their dumbness?—Sometimes they are. One boy always wanted me to go home with him, because the other boys fought him, and I did as long as I lived in a certain neighbourhood.

8654. Would not that be another drawback to the children going home?—Perhaps it would be; I had not thought of it.

8655. Particularly if they have a long way to go, say two miles, and have to run the gauntlet of any children who might take advantage of them?—Yes; I had not thought of that.

8656. Have you anything you wish to lay before the Commission generally as to the education of the deaf and dumb from your experience, both at the institution at Fitzroy Square and otherwise; have you anything specially to speak of, any suggestions you would make for the improvement of their education?—The school board might do so, if they could, in helping the children in after life when they leave school. If they could do that it would be a great assistance to the poor children.

8657. You think that there is a want then of the poor children being aided after they leave school?—Yes.

8658. In the way of apprenticing them out?—Yes.

8659. Nobody looks after the board school children, at present, after they leave school?—No.

8660. Do any private institutions look after them?—Mr. Stainer has just opened a home for boys to learn the use of tools. That is the only provision, I believe, at present.

8661. That is done entirely by voluntary effort?—Entirely.

8662. Do you know if there is any difficulty in boys obtaining employment as apprentices?—There is a difficulty if they have not remained at school sufficiently long to be perfectly educated, to be taught to speak properly on the oral system. If they only come to school two or three years, they are not able to speak perfectly when they leave, and, of course, masters then hesitate to take them.

8663. In what position then is a child half educated; does he fall back upon the sign system or does he perfect himself in the education which he has already begun on the oral system?—It entirely depends upon the people by whom he is surrounded. If his parents or friends urge him to speak no doubt he would endeavour to perfect himself; but if he is isolated and has no friends to assist him he would naturally fall back, I am afraid.

8664. Upon natural signs probably?—I am afraid he would.

8665. And a great portion of his education would in that way be lost?—Yes.

8666. What amount of reading and writing at the end of three years have they had; could a boy write an ordinary letter at the end of three years?—Yes, certainly.

8667. I thought you said at the end of three years they would be imperfectly educated, so much so, that they would not get a place?—A master would hesitate to take the boy at first, I think. He would be able to express himself fairly well, but not of course to write a letter such as a hearing boy would write.

8668. At the age you mentioned of 13 or 14, a boy who has only had three years education would not be much more advanced in education than an ordinary boy about eight, I suppose, would he?—No, and his speech would be imperfect.

8669. When you speak of the speech being imperfect do you mean that his enunciation or pronunciation would be offensively imperfect?—It is never quite perfect such as hearing children's; it would be of course less perfect after so short a time; also the command of language would be much less.

8670. Do you think that the language depends a great deal upon the way in which the child is taught; I mean the intonation in pronouncing language?—Yes, I think so; and the length of time at school. Also if a child comes early to school his pronunciation is much clearer than when he comes at 11 or 12 years of age.

8671. Are they more hard to teach at that age than they are when they are younger?—Very much more.

8672. When they come to you at that age what do you generally find their condition to be, do they use signs?—Natural signs.

8673. Are they in the habit of having their mouths constantly open and trying to make partly articulate sounds? — Sometimes they call out very loudly and shout and make a disagreeable noise. I have a girl now at the school who came in her 12th year; she is to leave

when she is 14. I wrote to her father to ask how he thought she had got on in the time, and to know whether he would like her taught on the sign system considering that she had not very much longer time to stay, I did not myself wish her to be taught on the sign system, but I wanted to know his feeling. He wrote back to say that he was very pleased indeed with the progress she had made in the time, that he could understand her and she him, and he had no doubt that she would understand everybody in a short time, and he decidedly did not wish her taught on the sign system, and thanked me for the pains I had taken. I thought it better to get the opinion of the father. She commenced her education in her twelfth year and she cannot stay longer than 14.

8674. What employment will she go into?—She tells me, ironing.

8675. In a laundry?—Yes, in a laundry.

8676. Was she a fairly intelligent girl?—A very intelligent girl. Through coming so late to school she has not a clear voice. I wanted to understand whether the father would prefer signing to imperfect speech.

8677. I suppose your experience would lead you to the conclusion that the voice is more flexible when they commence young?—Yes, certainly.

8678. And that it is much more difficult to give a good intonation if the education is neglected till so late a time as 11 or 12 years of age?—Yes.

8679. (*Mr. Johnson.*) I understood you to say that with regard to this child who had come to you lately, this girl of 12 years of age, you wanted to find out from her parents whether they thought it was desirable to instruct her in the sign system or the oral system. You would have any provision in the board school for teaching them on the sign system, would you?—No, I simply wanted to find out the real opinion of the father. I think it would be impossible to teach her on the sign system now.

8680. There is no provision in the board school for any other system than the oral?—No.

8681. When these children go home they are at home entirely for Saturday and Sunday?—From Friday afternoon till Monday morning.

8682. Do you think that they pick up any signs when they are away from school?—Natural signs. I do not think any artificial ones.

8683. Do you think that their going home for those two days interferes with the progress of their education?—Not if the parents were better educated and had more time to instruct them; rather the other way.

8684. But of course the parents being poor they go to poor homes and necessarily they will go to badly educated persons?—Certainly.

8685. I wanted to know whether you thought that detracted from the system, the going home for those two days?—I think it is counterbalanced by the life they see in their own homes and the impressions that are conveyed to them.

8686. Do you make it a *sine qua non* and do you tell the parents that it is desirable to speak to them and not make signs?—Always.

8687. And do you find that there is concurrence of opinion on their part, that they agree with you, and do what they can to carry that out?—As far as they can, but they have not the time.

8688. But the parents, I suppose, fall back to natural signs with which they have been accustomed to communicate with the children?—I do not think the parents fall back; they speak when they can, but they have not the time or the education to correct the errors that the children make. Perhaps a child makes a mistake in the school in the morning in a word or a sound, and the teacher spends as much time as she can in correcting that error and she knows the child is not perfect at the end of the day; if the child went home to an educated mother she would help the teacher, but a poor hard worked mother has not the time to do so, and the child returns next morning making the same error.

8689. Therefore, it makes the difficulty of the teacher greater?—Yes, but I do not think the child is worse off in its home than if mixing all the evening with other deaf children.

8690. I understand that most of the children who come to you come in a perfectly crude state as regards the oral system; they come from parents who have been accustomed to make certain signs?—Natural signs.

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8691. When they go out of school, do they lapse at all back into those signs; when they are away from your supervision? — Until they have more command of language they will, more or less. It is hardly fair to expect they will not.

8692. What is the longest period for which anyone has been under your care?—In the board school, my own has been a shifting class. I have not been longer than four years at one place.

8693. Have you any of those that have been under you four years that speak fluently, fairly fluently?—I have left that class for a year and a half, but, I believe, one boy, whom I spoke of before, went to his father's business to be a printer, the other boy went a month or two after; I believe he went to work too, but I have not ascertained from the mother.

8694. I wanted to know about his fluency?—A child would not be fluent after four years.

8695. Do you believe that after eight years they would be fluent?—Fluent so far as any deaf children can ever be; they will never be perfect as we are in speech; their voices will never be so clear and melodious.

8696. I suppose the sentences are very distinctly enunciated, are they not, and what the French call *lente*, very slow speaking?—More or less slow; some children speak quicker than others.

8697. Have you seen, as the result of your teaching, children that you could hold a good conversation with?—Pupils at Fitzroy Square, I have. I have not had the time to see the children finish their education under the school board.

8698. Do you think it makes any difference with regard to the way in which deaf mutes get employed; can you say whether they are more employed in trades under the oral system, than they are under the manual system?—I should think, if they had been at school long enough to finish their education, they would be. The majority of masters do not understand the sign system.

8699. And you think that the boy taught upon the sign system and the boy taught upon the oral system would be on an equal footing?—No, I think the orally taught boy would be better, assuming that he had sufficient time; and I think it is not fair, unless the child has had sufficient time to finish his education, to guage what he can do.

8700. The majority of your pupils leave you at 14?—And some before that.

8701. But 14 or 15 is the ordinary age of apprenticeship, is it not, when they go into a trade?—I believe so.

8702. Now do you find that there is an equal number of boys in your experience that are taken by masters who speak upon the oral system and boys who go upon the sign system?—I have not had experience enough of the board school children. The pupils I had formerly were in a better class of life, and they did not need to go into apprenticeship; they get their living in other ways, in offices, I believe.

8703. But the best of the orally instructed people are never very perfect, are they, in enunciation?—They are always less perfect, certainly, than hearing children. We do not pretend to work miracles.

8704. (*Dr. Robertson.*) How long did it take you to acquire these powers of education when you were in training yourself?—I was five years in the Fitzroy Square Association.

8705. Did you know anything about it before you went there?—Not anything.

8706. Then that was about the time that you took, in your opinion, to become a competent teacher?—That is the opinion of those under whom I served; perhaps less time than that if I had been called upon to go out. I preferred to remain in my own association as a teacher, rather than to go out as as a certificated teacher in less time. I could have gone out and had a certificate in less time.

8707. Could you give me an idea how long it would take a person of ordinary intelligence to acquire the power of teaching in your system?—Two years, I believe, some say one or two years.

8708. Did you yourself get a certificate?—Yes.

8709. And from where?—The Oral Association in Fitzroy Square.

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8710. About how many children do you think you have had under your training. I do not speak of the present number you have, but how many children have passed through your hands altogether since you first began your connexion with the school board?—I can hardly tell you.

8711. I do not want the exact number, something like an approximate idea is quite sufficient for my purpose? —I have not had one class always, but different classes.

8712. But taking the number of all the classes put together, about how many children do you think you have had under your care whether for a short time or for a long time, take the whole number?—30, or between 30 and 40, perhaps; I cannot be quite certain.

8713. Taking that number of those children, what do you think about their physical condition; is it equal to those of other children?—No.

8714. Inferior?—Inferior; much weaker.

8715. In what respects inferior?—They are not so strong, I think, as hearing children.

8716. How do they manifest it generally?—I think they die earlier. I have had several deaths of children whom I have taught.

8717. With regard to their mental powers, do you think that they are on an average equal with those of hearing children?—Yes, mentally, I think.

8718. On an equality or superior?—About the same, I think.

8719. Supposing they had not the deafness, you think you would teach them equally well?—Yes.

8720. Would you tell us briefly your reasons for favouring the oral system, as briefly as you can, but just to indicate to the Commission what induces you to prefer it?—I think it brings them more nearly on a level with hearing people. Of course, it does not make them quite equal, we never can do that, but it brings them more nearly on a level than the sign system. Everybody has speech; and in giving deaf children speech we enable them to communicate more freely with their hearing fellows. It will always be less perfect than our own, but even that imperfect speech is better than no speech at all, I think.

8721. I am rather more asking you with regard to your reasons for preferring it to the sign system?—Because speech, however imperfect, is better than signs. I think a mother would prefer to hear her child speak even imperfectly rather than never hear the child's voice at all.

8722. Do you think that the fact that the voice is, as you say, sometimes very harsh and disagreeable even, is any obstacle to teaching by that system; do you think that that would constitute any difficulty in the way?—Not in the way of the teacher.

8723. I mean in the way of practising it afterwards; whether it would be wise in the case of that young woman of whom you have spoken?—I think I have proved that it would be of more advantage to her than signs. She can make herself understood. Supposing she went into a room where there were 20 other young women, she could make herself understood by speech, and perhaps not one of the women would understand the signs.

8724. With regard to the education of these children, I suppose it is necessary that they should undergo a greater amount of preliminary education, as it might be called, than hearing children?—How do you mean "preliminary"?

8725. A special education in the first instance I mean is necessary; a special education for a particular class. It is necessary that they should have that?—Yes.

8726. Then under those circumstances do you think it advisable that they should be educated together in asylums for the first few years of their life?—As I do not undertand anything about asylums, perhaps I had better not speak about what I do not understand. Day schools have been my experience only.

8727. If you put a number of children together in asylums where they were superintended carefully, and had all the advantages of home comforts, and were not allowed to lapse into sign habits, do you think it would be an advantage over the kind of education they get under the present system in board schools?—I do not know that it would. A child gets life in its own home.

8728. Then I think I understand you to say that you think it is quite as good that they should be educated in day schools, and that they should go home and have contact with other people?—That is my experience. I cannot speak decidedly of asylums as I have never had any opportunity of judging. I would rather speak of the day schools. I have never had any experience at all of asylums or homes.

8729. You were taught yourself with regard to the anatomy and physiology of the vocal organs, were you not?—Certainly.

8730. Did you ever make any inspection of the childrens' throats, or look at them?—Always.

8731. Before you begin your system of training?—Yes.

8732. Do you find any difference?—Not unless there is malformation, that we see at once.

8733. But in cases where there is no malformation, still there is often in these children a good deal of thickness of the tonsils, enlargement about the tonsils especially; have you ever noticed that they are in the habit of breathing a good deal through their mouths, and not their noses?—Sometimes.

8734. What would be the per-centage; is it more so than in ordinary children?—I think so.

8735. Have you ever heard them sing or heard any attempt of children who have been taught by your system to sing?—Only those with partial hearing, not deaf children.

8736. Do you think it would be possible under any circumstances to teach absolutely deaf mutes to sing?—No.

8737. (*Rear-Admiral Sir E. Sotheby.*) The children remain at your school till about 14 years of age, I understand?—Not always. Till they are 14 years of age.

8738. What standard do they arrive at?—We have no special standard.

8739. Your system is quite different from that applying to other children?—Quite.

8740. Is your school quite a separate building?—Not mine. I have an ordinary class-room in the board school.

8741. And that can be always done, I suppose?—Not always. Sometimes the other department want the room, and then we have to move.

8742. But you would see no objection if there was a separate class room at all the board schools?—No objection at all.

8743. You say that the children when they first come are much behind hearing children of the same age?—Yes.

8744. And when they leave do they make up for that deficiency at all?—If they have been long enough under instruction they do.

8745. But suppose a child comes at the age, say, of eight years, and only knows as much as a hearing child of six years, when he leaves the school at 14, will he make up for the deficiency, and be equal to a hearing child of 14?—No. We put more stress upon the speech and language than upon other acquirements.

8746. Will he have as much knowlege in writing?—In writing. He will not know so much history and geography, perhaps.

8747. Are they quite equal in arithmetic to hearing children?—Nearly equal, I think.

8748. Have you any knowledge that children who have been taught on the oral system attend public worship where there is only the sign system used?—I think they go with their parents.

8749. To the ordinary churches?—Yes.

8750. We have it in evidence that many people who have been taught on the oral system prefer afterwards going to a church where the sign system is adopted, being able to understand both?—I have not had those cases. Two or three of my children go now to a Sunday school where hearing children go.

8751. When the children come to your school first have they been taught on the sign system?—No, none of the children under my care.

8752. They come perfectly ignorant?—Yes.

8753. May I ask your salary at the board school?—150*l.* a year. It is a higher salary than that of the other board school teachers, because my class was originally a little different; it was the first class established under the board, under the Oral Association, therefore it is a higher salary than the other board school teachers receive.

8754. Have you any knowlege of a college lately established on Paddington Green?—Yes.

8755. Do you know anything about the system of examination pursued there?—I do not know anything about the examination. I had a diploma from that college.

8756. Do you know if the examinations are more difficult or less difficult than elsewhere?—I do not know about the examination. Having already passed through my examination I did not go through one.

8757. When you received your diploma then it was not necessary to go through an examination?—No, as I already had a certificate.

8758. Do your children join with the other children in recreation and play at the board school?—Not very freely; the other children are not kind to them, as a rule.

8759. We have evidence that the other children, generally speaking, are kind to the blind children?—Perhaps the blind children appeal more to the pity of hearing children.

8760. They are not kind to them, you say?—They are not very kind to them. My own children prefer to play alone.

8761. Perhaps they are not equal in the different games?—They are quite equal in play. The other children deride them sometimes as being deaf, and they do not like it; they are very sensitive children.

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8762. (*Mr. St. John Ackers.*) Do the deaf children under the school board come to school as early as the hearing children?—I think so, when they can find them. I have two little children of four and five.

8763. Will you please to explain to the Commission how you would take a deaf child in the first instance, and teach it just the first elementary lessons?—Before they can be taught to speak, do you mean?

8764. No, when you begin to give them articulation at all?—We give them first sounds, and then combine the sounds into words.

8765. By speech?—Yes, always.

8766. Before you have given the writing is there first sound?—Always. They must pronounce the sound before they write it.

8767. Then you have in every case the spoken word before the written word?—Always.

8768. How long do you teach them by speech before you use the written word?—As soon as they can pronounce the sound perfectly they write it.

8769. I suppose that is within a day or two from the time they first learn it?—Yes.

8770. So that practically their writing is never ahead of their speech?—It never should be.

8771. Do you speak to them in the ordinary full grammatical English, or do you allow what is called broken English in talking to your pupils?—No, we correct that at once. We always speak grammatically.

8772. There are no short cuts used in the language?—No, certainly not.

8773. Were you not the lady teacher at Fitzroy Square before you went to the board school?—Yes.

The witness withdrew.

Miss EMILY MARGARET PATTISON examined.

Miss E. M. Pattison.

8774. (*Chairman.*) What position have you as a teacher under the London School Board?—I am the senior teacher at Winchester Street, Pentonville class.

8775. How long have you been under the London School Board?—Three years and seven months.

8776. Where were you trained previously?—At the college at Ealing.

8777. Were you a teacher there, or did you only go there sufficiently long to get your training?—I was a student there.

8778. You hold the certificate of the Ealing College, do you?—Yes.

8779. What number of deaf and dumb children are under your care at the board school?—58 on the books.

8780. What is the average attendance?—About 50; between 48 and 50.

8781. How many classes have you?—About five classes.

8782. And have you pupil teachers under you?—Yes, we have three pupil teachers.

8783. How many classes do you undertake yourself?—I have the highest class myself, 16 children, mostly big girls, and one little boy.

8784. Do you ever take the younger children yourself for individual teaching?—Not often, I have sometimes, but the children I am teaching now I have had from the beginning in the case of most of them.

8785. Are your pupil teachers trained in your own school?—No, they attend college one half of the day, and are at school the other half.

8786. You have then only half of three, or have you three different teachers in the morning and three different teachers in the afternoon?—We have three pupil teachers, and besides that there are three certificated teachers. Of the pupil teachers two go to college in the morning and come to school in the afternoon, then one who is at school in the morning goes to college in the afternoon.

8787. Then you have always four or five teaching in the school besides yourself?—Yes.

8788. What number compose the lowest classes, containing the children, when they first come in; are they taught individually, or are they placed in classes when they first come in?—They are mostly taught individually.

8789. How long do they require individual teaching before they are put into a class?—That depends a great deal upon the children.

8790. Do you think six months or three months?—Quite that; it depends so much upon the children themselves, whether they are bright or amenable to instruction.

8791. Have you sufficient teachers in the school to give individual attention to all those who require it?—I think so.

8792. How many of your children at the present time require individual attention?—We teach them all individually, but we have them in classes arranged under different teachers.

8793. But if you have five teachers, and you have 50 children, how do you arrange to give individual teaching to them; how many require individual teaching?—I should think about 20 of them require individual teaching exclusively. At Winchester Street we have a very mixed school, several quite little children; you might almost call them babies.

8794. Four years old?—Yes, we have three at four years old, and then some others at five, six, and seven.

8795. How long do you give individual teaching to each of these children; not more, I suppose, than a limited time in the day?—We have only five hours a day to teach the children, and we must try to work the time in as we can.

8796. With your system, when the children come in and require individual attention, how long a time are you able to devote to each child individually with your present staff, half an hour?—I should say about 20 minutes in a day. We try to give as much as we can to each child.

8797. When you are not teaching them individually, what are they doing, sitting quietly in the class?—Writing and learning from pictures and objects in the room.

8798. Do you begin teaching them writing as soon as they come there?—Yes.

8799. As soon as you begin to teach them to speak?—Yes; of course we speak to them first, and then write

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the word down, and then the child writes the word down and reads it out, and writes again from our lips.

8800. Do you teach much from pictures?—Yes, they are a great help to us.

8801. And are your pictures all of them printed in England, or are they foreign, do you know?—Some of them are foreign.

8802. Are your pictures adapted to English children, or are they more adapted to foreign children?—The large pictures we have are adapted to English children, I think.

8803. Have they words written underneath them in English or in foreign languages?—They have not the names written underneath the picture at all.

8804. Are the pictures you spoke of pictures of individual animals, and different objects of that kind, animate and inanimate objects?—Yes, we have a large set of pictures with the seasons and Commerce; then we have other pictures of different trades and so on; then we have Hill's pictures.

8805. What are Hill's pictures?—A series of 24 sheets of pictures, and there is a reading book that goes with them, and the children read from the book and look at the pictures.

8806. Do you use the books that are used in the ordinary elementary schools, or are they specially written for you?—We use some of the books that are used in the elementary schools; we use "Picture Teaching" a good deal.

8807. Have you printed sheets for teaching articulation?—Yes.

8808. That is a practice of articulation with consonants and vowels?—Yes, first of all the pupils are taught the one and then the other, and then combined, and they begin with the easy ones and go on to the more difficult ones.

8809. Have you turned out any children that you consider well taught on the oral system; I mean for the time they have been with you; are you able to say they have been well taught?—I think so, some of them have got on very well.

8810. Have you any failures; any that fail to get on at all on your system, in your own knowledge?—No, I do not think so. Some are not so quick as others; do not learn so quickly, require more time and attention, but I do not think we have had really any what I might call failure.

8811. Do you think that the children ought to remain longer in the board school than they do now?—I do not think they ought to stay less than eight years.

8812. Unless they come in young, you think they ought to stay longer in order to make up their eight years?—Yes, if you can keep them. I think they ought to come at the age of six or seven; then if you keep them for eight years that is the time during which they learn best.

8813. What do your children do when they leave school?—Most of the children at Winchester Street come from a home near.

8814. Then after they leave your school are they looked after in that home?—Yes.

8815. You mean that that is what happens daily?—Yes.

8816. But after their school training is finished do you know what becomes of them?—Some of them that have left have become dressmakers, I know, but they had homes to go to.

8817. Are they all girls in your class?—Mostly girls. We have a class of big boys now, but they are shortly to be removed. But some of the elder girls left soon after I went there and they went to their own homes, and I think that now they are dressmakers.

8818. (*Mr. St. John Ackers.*) Are there any male teachers for these school board classes?—One.

8819. Only one?—That is all I know of.

8820. You spoke of Hill's pictures, was Hill an Englishman?—I think they are translated from the German.

8821. Then all these pictures that you are using are foreign pictures?—I think they are all foreign with the exception of the pictures on trades, and I am not quite sure whether they are foreign or not.

8822. Do not many of these pictures show foreign birds such as storks sitting on chimneys and so forth?—Yes.

8823. Which of course our English children would not understand at all?—No.

8824. You spoke about picture teaching; would you teach any new object from a picture?—Not if I could get the real object.

8825. If you could get the model or the real object you would teach from that?—Yes, I should prefer that.

8826. In the same way I think you would teach from real actions rather than pretended actions, would you not? For instance, you would take a glass of water and drink that water and teach the children that that is drinking that glass of water, rather than take up an empty glass and pretend to drink?—Certainly.

8827. How often in the year are your deaf children received; at any one particular time, or twice a year, or at all times?—Whenever they apply.

8828. Does not that very much militate against the success of teaching the children and make it much harder for the teachers?—Yes, it does, because when you get your class into a nice order and a new one comes you have to begin over again.

8829. Have you had any experience of the working of Mr. Stainer's homes; have you been in charge of one of Mr. Stainer's homes?—I was there once for about six months.

8830. As far as you know are the homes conducted now in the same way as they were when you were in charge of one?—As far as I know, but I really know nothing about them now; I have left so long ago.

8831. Do you consider some such arrangement as those homes necessary in order to get the children to attend the classes?—I think so.

8832. (*Admiral Sir E. Sotheby.*) Is your school a separate building?—We have a room in the infants' department of the Winchester Street board school.

8833. Attached to the board school?—Yes. It is really the drawing room, right up at the very top of the building.

8834. You are entirely unconnected with the other part of the school?—Yes, we are divided from it.

8835. Do your children play with the other children at school?—Very rarely.

8836. Do they play by themselves?—Yes.

8837. Why do they not play with the others?—Our children go down to play at a different time, because sometimes the play grounds are crowded with the hearing children, and then there is not room for ours.

8838. Then I suppose they agree pretty well with the others?—The girls do pretty well, but the boys do not.

8839. Do you mean that the boys with the other boys do not?—The deaf boys would agree well enough, but the hearing boys fight with them.

8840. Illtreat them?—Yes, I think, they molest them because they are deaf and dumb. We have had a good deal of trouble with the hearing children to make them think that they must be kind to the deaf; they are much better than they used to be.

8841. You do not see why the deaf children when they leave the school should not get employment just as well as the hearing; are they able to get employment as soon, do you think?—I really have had no experience.

8842. You do not know if any of your girls have gone out as apprentices or dressmakers?—Some left soon after I came, and they got employment, I think.

8843. But have you girls now as old as 14?—I have one 16.

8844. You do not know, I suppose, what she is going to be?—I think she is going to be a lawyer's clerk; she is a very good writer and quick copyist; that is what her mother hopes her to be. The others, I think, will be dressmakers.

8845. At what training college were you brought up?—At Ealing.

8846. How long were you there?—12 months.

8847. But were you able to teach on the oral system after one year's training?—Yes, I was trained at the college, and taught there under the supervision of the principal.

8848. But you were there more than one year altogether, were you not?—I was only there just from September, and the examination was in the following July, and I passed then.

8849. You passed with a certificate?—Yes.

8850. Have you got a diploma from the new college established lately at Paddington Green?—Not a 10 years diploma. I have received a certificate from the College of Teachers of the deaf and dumb.

8851. Who examines your school; you are examined, I presume, like the other board schools; who examines that portion you are at the head of?—In the deaf classes we have not had any examination by the Government inspector as yet. Mr. Stainer always examines.

8852. Then how long has this school been going on without any examination?—Mr. Stainer examined them last year.

8853. How do you account for so many being at your school, you say there are 58?—There are two homes near, and then it is a centre for North London, and there are a good many children who live quite near to the school itself in the neighbourhood.

8854. Do you think that you get all the deaf children that live in the neighbourhood?—Yes, I think so.

8855. (*Mr. Johnson.*) You say that you use some pictures; do you use that illustrated vocabulary that was published by the Society for Promoting Christian Knowledge?—No.

8856. I suppose you are aware that it is extensively used?—No, I did not know that.

8857. You had no experience in the deaf and dumb before that 12 months' training, had you?—No; in fact, I do not think I had ever seen children that were born deaf. My own sister is deaf, but then she became deaf.

8858. And your opinion is that any talented young lady who devotes herself for 12 months to living in college would be able to pass her examination as a teacher?—If she worked hard, and had the wish to succeed, I do not see why she should not.

8859. Amongst these 58 children that you have got, what proportion of boys and what proportion of girls are there; is there a larger proportion of boys?—There is a larger proportion of girls.

8860. And is it not at the Winchester School, Pentonville, that a class has been established for older boys?—Yes.

8861. What they call the naughty boys?—Yes. They are not very naughty.

8862. But they were said to be naughty boys; it is at your school?—They are at our school at present, but they are only there temporarily until another class room can be obtained for them.

8863. What was the object of separating those boys from the rest of the pupils; can you tell me were they unmanageable?—They were getting big boys.

8864. What is the size of your class room?—About 30 feet by 17. The accommodation is very bad.

8865. You think that the want of accommodation is a drawback?—Yes, because we are all teaching in one room.

8866. Boys and girls are taught in the same room?—Yes.

8867. Do you think it is an advantage to teach the boys and girls together?—I think it is better in the case of boys, when they are big boys, to teach them by themselves. We have them now in one division of the room, and they are separated from the rest by blackboards, but of course the blackboards only go half way, and you can see both over and between.

8868. It would be desirable, would it not, that the classes should be screened off?—Certainly, if it were nothing else but for the noise.

8869. And attracting the attention of the other children?—Yes. Then when we are all teaching articulation or giving lessons aloud the noise is tremendous.

8870. The boys are all taught by one master?—Yes.

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8871. Do the young ladies employed in teaching teach no portion of the boys?—Yes, we all have some boys.

8872. Younger ones?—Little ones, about 10 and seven and four.

8873. To teach these 58 children you have four teachers, and how many pupil teachers?—Three pupil teachers we have, and three certificated teachers.

8874. How many masters or mistresses are requisite for a class, or how many can one master or mistress attend to with a pupil teacher; I am assuming that the pupil teacher is the same as in the ordinary school, but trained to the deaf and dumb system?—Ten.

8875. With a pupil teacher they can manage 10?—Or even 12 with a pupil teacher.

8876. How do you get the pupil teacher; what proficiency have they for teaching; do they undergo any examination or training at any college?—They have to attend a college for two years for half the day.

8877. Before they are pupil teachers?—No, before they get their certificates.

8878. If you want a pupil teacher, where do you get the pupil teacher, and what qualification is required in the person to be made a pupil teacher?—I think they generally apply to Mr. Stainer. I do not know anything about them.

8879. But they have no special training for the deaf and dumb; they learn from you a good deal I suppose?—They see me teaching, and then they learn at the college, whichever college they attend.

8880. Is there a certificate at any of those colleges for pupil teachers?—Some of them have got a certificate.

8881. Is there any qualification for admission to those colleges for being a pupil teacher?—I do not think so, they go straight away to be admitted.

8882. I suppose you are aware that in the ordinary Government training colleges, the pupil teachers come in for examination, and then come into the college for training?—Yes.

8883. Would it not be a desirable thing if there was such a place where pupil teachers could come in and be thoroughly trained?—I have never thought about it. I know sometimes when some pupil teachers come they seem to take to the teaching almost directly and work away, but then again others seem to take a long time before they can get into it.

8884. What I want to ascertain is this: if you think they can be trained to teach the deaf and dumb without going into a college. That is what I want to arrive at; or do you think that it is a *sine quâ non* that they should go into a college?—Certainly, I think they should go into a college as half-timers, and spend one half of the day at college and the other half at school.

8885. But they could be pupil teachers if they liked without going to a college, could they not?—Well, I do not know that.

8886. Amongst those deaf and dumb pupils that you know, some have failed, have they not; some that have presented themselves as pupils at your school have not entirely been a success?—I do not think so.

8887. Then every one that has applied is a success; take a year, for instance?—I think so. We have not had really any failures.

8888. Do any of them go back from the oral sytem to that of the signs?—I do not think so. I have not known any go back.

8889. Do you ever remember any of the children that have been taught by the oral system in your school when they go to the playground using signs?—The little ones, but we do not permit them.

8890. The baby ones do it, you mean?—Yes. I have told the children they will never be clever if they sign, so they say they will not.

8891. And you discourage their mixing with the speaking children in the early stages for fear they should go back to signs; you like to keep them separate, do you?—No, I think it would be a great advantage if they would mix with them.

8892. In the early stages?—Yes, if they would only speak to them, *i.e.*, if the hearing children would take the trouble.

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8893. But you do not think they do take the trouble?—It depends upon the circumstances of the children. People of the better class are only too delighted to speak to the children and hear them speak. The poor have not perhaps the amount of patience or care; but some would not have the children sign on any consideration.

8894. (*Chairman.*) You said that you had been only a year at Ealing, that is not the full training is it; is that the longest time that you can stay there?—Some of them stayed longer, but I only stayed that time. I got my certificate at the end of that time.

8895. Did you get the same certificate as those get who stay longer?—Yes, I passed as a one year student. On my certificate is written "one year's training."

8896. You are not aware whether there is not a further certificate given at the end of two years?—I do not know.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, March 25th, 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOHN BARBER, examined.

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8897. (*Chairman.*) You are the principal of a deaf and dumb private school?—Yes.

8898. In what part of London, ?—Brondesbury.

8899. How long has that school been established?—About 20 years.

8900. What has your previous training been with regard to the education of the deaf and dumb?—I have been a teacher now for 27 years.

8901. Will you tell us where you have been engaged as a teacher of the deaf and dumb?—I first gained my experience on the finger and sign system at Rugby in a private school there, under Mr. Bingham, who was formerly head master of the Manchester School, and also of the Exeter School. I was with Mr. Bingham for about eight years, and since that time I have had pupils of my own.

8902. Have you taught by the sign and manual system the whole of that time?—I taught by the sign and manual system for about 19 years, I think, and above eight years ago I began on the pure oral system. So far I have reason to be very well satisfied indeed with the change that I made, in fact I made the change in consequence of being urged to do so by one or two deaf and dumb gentlemen, who had seen the system practiced on the continent.

8903. Your pupils, I suppose, are the children of well-to-do parents?—Yes.

8904. And the parents are naturally more satisfied with having their children taught to speak than to make signs?—Much more so.

8905. At what age do you take pupils?—I may say at almost any age. I take them from four years of age.

8906. Do you think that it is better that they should begin early?—I think so, decidedly.

8907. What teachers have you under you?—I have one at the present time.

8908. How many pupils have you?—At the present time I have five boys and six girls.

8909. Do you give them a great deal of individual teaching?—Yes.

8910. In that respect your pupils have an advantage which other schools where a large number were under the same teacher would not be able to give their pupils?—To a certain extent it is an advantage. In my school I take children at all ages, so that perhaps the school is divided into six or seven small sections or classes. One teacher is not able to take the different sections at the same time, therefore our work is greater.

8911. We have been told that in the board schools the deaf and dumb children get about 20 minutes individual teaching in the day. When they first begin with you how much time do you give to each pupil?—It depends a good deal upon their age when they first come. A boy or a girl at four or five years of age we give very little instruction to in the course of the day, not more than an hour perhaps, we do not think it advisable to do so. During the rest of the time the child is employed in learning to write, and doing a little Kindergarten work.

8912. Where do you get your teachers from?—I have had to get them hitherto where I could.

8913. Is there a want of trained teachers for the deaf and dumb?—There has been.

8914. Has that want been remedied to any extent?—I think it has been remedied to a great extent.

8915. Where have you got your teachers from?—Not from any particular place at all, merely by advertising or making inquiries among friends.

8916. Do you require certificated teachers?—No, when I took my last teacher I do not think there were any colleges that granted certificates.

8917. You have trained your teachers very much yourself?—I have been obliged to do that.

8918. Do you consider that the certificates which are now granted to trained teachers are sufficient for the purpose of procuring a supply of good teachers?—I think there is some defect arising from the requirement that a person in wishing to be a teacher must reside in a training college. I think that has hitherto been required; no one could obtain a certificate, I understand, unless he or she was resident in college.

8919. Do not you think it is an advantage to be resident in a training college?—I think under certain circumstances it might be an advantage, or to certain persons.

8920. But are you not aware that the College of Teachers of the Deaf and Dumb examines candidates for certificates wherever they have been trained?—Now I come to remember I think last month I was informed of that.

8921. That college has been only a short time in operation; perhaps you are not acquainted with the working of it?—I have known the working of it, but I understood that persons were obliged to reside there for at least one year. I was speaking of the Ealing College.

8922. Do you think that the existing system, with the addition of this college of teachers, is sufficient for the purpose?—I should think that the college at Ealing, the one in Fitzroy Square, and the College of Teachers of the Deaf and Dumb, if they continue on the lines on which they are now proceeding, would be quite sufficient.

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8923. Are you in favour of the expenses of training colleges being supplemented by a grant from Government?—I think it would be very advisable. I do not know exactly the state of the finances of the training colleges, but I think it would be a very great advantage.

8924. Do you think that the teaching of the deaf and dumb should be made compulsory?—I do.

8925. Are you acquainted with the schools in London in which the deaf and dumb are taught?—I know very little about them.

8926. Are there many private schools for the deaf and dumb in London?—Not that I am aware of.

8927. Do you think that the schools in London, where the deaf and dumb are taught, are too crowded?—I have not been present in any of the schools when instruction has been given. Taking the whole of the country I think there are more schools for the deaf and dumb required than there are at present.

8928. What grounds have you for forming that opinion?—I say that from constantly hearing that a great number of deaf and dumb are seeking admission into the existing schools, and are not able to gain admission.

8929. You are speaking of country districts?—I am speaking of country districts. I am more especially speaking of the demands made on the Margate Institution which it is not able to comply with. I think the want has been supplied, as far as London is concerned, by the school board schools for the deaf and dumb.

8930. Are you aware whether they take in the whole of the deaf and dumb children in London who require education?—I am not prepared to say that.

8931. In what places in the country have applications for admission into schools been refused to your own knowledge?—In the Margate school they gain admission by means of votes, and I have understood that some children have to wait a long time before they get admitted.

8932. Do you object to that system of votes?—I do upon the whole. I think many deserving cases really are not able to gain admission simply because the parents of the child do not know how to go about gaining admission, or they have not the friends to help them. I have known one or two instances in which persons have been trying for several years, and have not been able to gain admission, in other instances they have got admission upon the first application.

8933. In what way do you think the State ought to aid schools if it makes the education of the deaf and dumb compulsory?—By grants, I should think, to existing institutions.

8934. Have you any definite idea as to the form in which it should be given?—I think it should be given on the number of attendances. In most of the schools in the country there are boarders; of course the number of attendances there could not be taken altogether into account.

8935. Do you think that the State ought to pay for the maintenance of deaf and dumb children as well as their education?—I think that the institutions should be assisted.

8936. Are you in favour of children being boarded in institutions as against their being taught in day schools?—I prefer their being boarded in institutions.

8937. On what ground?—I think there is a great difficulty in sending deaf and dumb children to schools generally speaking.

8938. In consequence of distance?—Yes, that is one barrier to their being sent to schools. Then I think when they are sent to schools and boarded out it is rather difficult to get persons to exercise supervision. I do not think persons generally understand how to deal with the deaf and dumb.

8939. How would you deal with isolated cases of deaf and dumb children scattered all over the country; what provision would you make for them?—I think they should be sent to institutions and boarded.

8940. Should these institutions be supported by the education rate, or in what way?—That is a subject that I have not considered.

8941. With regard to inspection by the State, do you think that all schools should be inspected?—If they receive State aid I certainly think they should.

8942. Whether they receive State aid or not?—I think it is an advantage to have schools inspected.

8943. Do you think that private schools should be inspected?—Certainly; I should not object myself.

8944. Do you think that it would give the public greater confidence in them?—Yes, and it would be a satisfaction to the teachers also.

8945. You would assume that the inspectors would be properly qualified men to gauge the instruction of the deaf and dumb, not the ordinary inspectors of elementary schools?—Not the ordinary inspectors.

8946. How long do you find it takes to turn out children thoroughly well educated on the oral system?—It depends very much upon the ability of the children, but I should say eight or nine years.

8947. How long do your pupils remain with you, to what ages?—Various ages; they generally stay 9 or 10 years.

8948. At what age do they leave you?—From 14 to 17; it depends on the time at which they come.

8949. Do you receive any at such an advanced age as 10 or 12?—I have had children come to me at 10 years of age.

8950. Do you find them more difficult to teach?—Much more difficult.

8951. Have you watched the career of your pupils in after life, and have you found that they have been able to continue the progress they have made with you in speaking?—I have not had many children leave me yet.

8952. As you have been teaching for 28 years, only eight years of which you have been teaching on the oral system, you have not yet sent out into the world many orally taught pupils?—Not many have left me.

8953. What has become of those you have taught on the sign and manual system; have you watched them?—A good many of them have no particular employment at all, they are independent.

8954. Have you ever tried to teach orally any who have arrived at mature age who were first taught on the sign and manual system?—I have one at the present time with me.

8955. What age?—She is 21 years of age.

8956. Was she taught first on the sign and manual system?—Yes.

8957. Have you found it difficult to teach her the oral system?—To a certain extent. She has been trying to speak for some time past.

8958. Was she born deaf and dumb?—I believe so.

8959. Do you think it is unlikely that any one could learn the oral system after having once learnt the sign and manual system?—No, I do not think so.

8960. In the case of poorer children it would be almost impossible for them to spare the time to do so?—Yes.

8961. It would be desirable, therefore in all cases to teach the poorer children either the oral system or the sign and manual system?—I would teach them the oral system.

8962. It takes longer to teach the oral system than to teach the sign and manual system, does it not?—No, I do not admit that it takes longer.

8963. We have had evidence that it takes longer. Supposing it does take longer, would there be any difficulty in teaching the children of the poorer classes, who cannot afford to remain so long in school, the sign and manual rather than the oral system?—I would rather if possible that they should be taught the oral system, even if they are obliged to remain in school a longer time.

8964. In the school board schools they leave very often after three or four years' instruction; do you think even then it would be better to have the oral system than the sign and manual system?—I think so.

8965. You think that the imperfect speech that they would acquire after the amount of instruction that they would receive in that limited time is better than no speech at all?—Certainly.

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8966. With regard to religious instruction, have you attended the ministrations by signs in the church in Oxford street?—For several years I attended with my pupils.

8967. Did your pupils benefit from it?—I think so, certainly.

8968. Do you think it desirable that that system should be kept up?—Not if deaf and dumb children are taught by the oral system.

8969. Supposing the children are taught on the oral system, would they be able to go into an ordinary church and take part in the service?—I do not think they would be able to follow the sermon.

8970. How are they to receive any religious instruction if they are unable to follow the sermon in an ordinary church?—I think persons might call them together in a certain place and address them in the manner they could understand, by speech.

8971. Except in London that would be difficult to do, would it not?—In country places there are no church services now for the deaf and dumb.

8972. You mean there are no churches where the service is performed by the sign and manual system?—In some of the large towns they have services on the sign and manual system, but there are no such services in country districts.

8973. So far as you know, have any of those who have been brought up on the oral system gone to the church in Oxford Street in order to get instruction from the sermons and lectures?—Not any that I know of.

8974. We were told that a great number of the signs were natural signs; would not orally taught persons be able to understand those?—I do not think the signs are such as a child who had not been instructed on the sign system would understand; I know the children that I have at the present time would not be able to understand the preacher if they went to the church in Oxford Street.

8975. Then do you think that for those who have been instructed on the oral system you should organise a system of services for a limited number?—That might well be done in large towns.

8976. We have been told that the average number who attend at Oxford Street is 39 in the morning and 67 in the evening; could the preacher make himself intelligible to that number of people on the oral system?—Quite, in a suitable building if there was plenty of light in the building.

8977. The experiment of preaching orally to a number of persons like that, has not yet been attempted?—Not that I am aware of.

8978. Is there any other point that you wish to bring before the Commission with regard to the education of the deaf and dumb?—I might remark with regard to the oral system that I think it is preferable even for the poorer classes to the finger and sign system, because with that they are better fitted to communicate with people generally; and I think by that means they are better able to gain employment.

8979. Is that your experience?—It is my opinion, and my experience as far as my own pupils that have left me, because when those who are far enough advanced go home they are able to hold conversations with ordinary people, and they feel it a very great advantage themselves.

8980. Have any of your pupils gone into any of the liberal professions?—No.

8981. They have not become solicitors, for instance?—No.

8982. (*Admiral Sir E. Sotheby.*) Did I rightly understand you to say that you have 13 pupils?—I have 11 at the present time, the number varies.

8983. Have you room for more if you could yet them?—For two or three more only.

8984. What is the maximum number you have ever had?—13 in my present house.

8985. Are they gentleman's sons and daughters?—Yes.

8986. Have you ever had any reason to regret having adopted the oral system?—Quite the contrary.

8987. What is the system of education; do you teach your pupils classics?—I have never attempted that.

8988. What do they learn, you say you have them as old as 17?—Those are generally pupils who have come rather late, perhaps when they were nine or ten.

8989. If they remain with you as long as 10 years, will you tell me what your system of education would be in the latter part of their course?—I spend a great deal of time in giving them a thorough knowledge of the English language and English subjects generally. I think that is of very great importance. Some of the children have learnt a little French, but they are not learning French at the present time.

8990. Are they able to talk French?—I never attempted to make them speak French; I do not see why they could not be taught to speak French as well as English.

8991. We have had it in evidence that some of the dumb have gone to the universities; have you ever prepared pupils for the university?—I have never done so.

8992. Where did you learn yourself to teach on the oral system?—I learnt from Mr. Schöntheil, at Walmer Road, Notting Hill, the Jews' home.

8993. Have you ever had any examination at your own school by any outside examiner?—I have had no regular examination, but Mr. Schöntheil has sometimes come into the school and examined the children.

8994. You have not let the parents of your pupils know that there is going to be an examination, as is the case in a great many private schools?—No, the children come from all over the country; I send the parents a report of the children's progress.

8995. Have you ever, for curiosity's sake, been to any of the board schools to see the system there?—I have only been to one and that for a very short time.

8996. You must have separate classes for the deaf and dumb, must you not?—Yes.

8997. Would you be rather surprised if I said that in one case there were 54 pupils in one room?—It would depend on the size of the room.

8998. Say an ordinary sized room, 30 or 40 feet long; could 54 pupils be comfortably educated in such a room?—I should certainly prefer not to have so many children in a room. I think it would be very difficult to carry on the education in such a room with such a number.

8999. When you attended at St. Saviour's, how many used to be present on an average?—50 or 60; that is some years ago, when Mr. Smith was the chaplain.

9000. Did you consider Mr. Smith very efficient?—Very efficient indeed.

9001. Did the attendants at the service perfectly understand what he said on the sign system?—I think so, the ordinary sermons; his own sermons. I make that qualification, because, at certain times in the summer, they had a special preacher, and then Mr. Smith would sign the sermon that was delivered by the other speaking preacher; the congregation was mixed, and Mr. Smith interpreted what the other preacher said.

9002. Mr. Smith was able with his fingers to interpret as fast as the preacher could speak his sermon?—Yes; I think perhaps those of the congregation who were not so well instructed would not be able to follow him, because he would have to spell a great deal instead of using signs, and I think a person comparatively uneducated would not be able to follow; but when he gave his own sermon he was able to make the greater part of them understand thoroughly what he intended to convey to them.

9003. If those who have been taught on the oral system can see the face of a preacher, can they understand him better and far quicker than those who have been taught on the sign and manual system?—I do not think so.

9004. On the whole do you think that the sign and manual system is the best for church services?—I contend that you could have special services for those orally taught; they might be assembled in a room or in a church and addressed by a speaking preacher. Any person who would speak distinctly to them would be able to make them understand quite as well as Mr. Smith did by signs.

9005. Take the case of a church for the deaf and dumb like St. Saviour's, with a large number of attendants; would you prefer that the preacher should preach in the sign and manual system or orally?—If the church

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was crowded I think by means of the fingers and signs you could make the congregation understand better, because they would not see so well.

9006. (*Mr. St. John Ackers.*) We have had it in evidence that the congregation at St. Saviour's are now about 40 on the average, do you consider that it is in a considerable measure owing to the advance of the oral system that a less number attend those services?—I should not like to express my opinion as to the cause of the number attending the services being less than formerly, if such is the case.

9007. You have withdrawn your pupils not on account of any want of efficiency on the part of the preacher, but because you have changed your system?—Yes.

9008. And the service at St. Saviour's is no longer suitable to your children?—No.

9009-10. You have told the Commission that you have taught on the sign and manual system, and that you are now teaching on the pure oral system; did you ever teach on the combined system?—Before I taught on the oral system, I did teach on the combined system.

9011. Do you consider that the combined system is a better system than the sign system?—I am not much in favour of the combined system. I would much prefer not teaching deaf and dumb children speech and lipreading, if I did not teach them on the oral system exclusively.

9012. You have had considerable experience of those three systems, will you tell the Commission in what way the sign system would express, say an ordinary sentence out of a newspaper, would a sign and manual teacher give that sentence to his pupils in the order of the English language, or in a different order?—In a different order, generally speaking.

9013. Is that confined to the very early stages of teaching, or does it run more or less through the whole course of teaching?—Through the whole course of the teaching.

9014. Take the sermons of Mr. Smith in Oxford Street; were those portions which were given in signs given in the order of the English language?—Not necessarily so.

9015. Should you say that half of the sermon given by Mr. Smith would be in the order of the English language?—Not half.

9016. Then it would be very difficult, would it not, for a pupil taught upon a system by which to a great extent the ordinary order would be inverted, to range his thoughts in ordinary English, he would find greater difficulty than those would find who had been taught from the first by a system in which the order of the English language was followed?—Quite so; much greater difficulty.

9017. Are you in favour of handicrafts being taught in schools for the deaf?—I could not speak from experience as to that.

9018. Have you ever yourself taught in any large school?—No.

9019. Do you keep accurate statistics of the degrees and causes of deafness among your pupils?—I have not done so. I only know the causes in a few instances. I am not able to put questions upon the subject to the parents of the pupils when they are brought to me.

9020. I gather from one of your answers which you gave to the Chairman that you think the present existing training colleges answer the purpose for which they were established; but do they turn out many male teachers?—Very few, I think.

9021. In your opinion is it sufficient that the deaf and dumb should be taught by women teachers almost exclusively?—Not at all.

9022. Then in fact some means are still wanted of getting hold of male teachers, and having them properly trained for the education of deaf and dumb children?—Certainly.

9023. Do you consider that persons destined for the teaching of the deaf and dumb, should have as long and as perfect a training as those who teach hearing children?—I think it is certainly desirable.

9024. You are doubtless aware that the State insists upon a two years' course in a training college for teachers of hearing children?—Yes.

9025. You would consider that a like, certainly not a less, course would be desirable for the teachers of the deaf and dumb?—Yes. I should prefer that they should in addition have had some previous experience in a school as pupil teachers before going into the training college. I think that would be a very great advantage.

9026. With regard to State aid, you said you were in favour of a grant by the State, and you said you thought it might be given according to attendances; would you be in favour of part of the grant being dependent on examinations?—If inspectors who understood the deaf and dumb thoroughly were appointed I think it might depend upon the result of the examination.

9027. To a certain extent?—Yes.

9028. (*Dr. Tindal Robertson.*) Will you tell us how long you were in acquiring a sufficient knowledge of the oral system to enable you to teach it satisfactorily?—I took lessons from Mr. Schöntheil for about three months, but before that time I had taught children to speak, I had been practising for some length of time in my own school, I gained some knowledge of it from Mr. Bingham with whom I was for six or seven years.

9029. Do you know where he acquired his knowledge of the system?—I think he acquired it from a Mr. Braidwood, I think he was a grandson of a Mr. Braidwood who had the first school for the deaf and dumb I have ever read about, in Edinburgh, at the end of the last century.

9030. Was Mr. Bingham's school conducted on the pure oral system or on the combined system?—In Mr. Bingham's school, which was first at Edgbaston near Birmingham, and afterwards at Rugby and Southgate, certain pupils were taught to speak, it was a kind of accomplishment more than anything else.

9031. Did Mr. Bingham introduce the system into his school from the fact that it was already taught abroad, or was it a spontaneous effort on his part?—I am not able to say.

9032. How long do you think it would take a man of fair ordinary intelligence to acquire a sufficient knowledge of the oral system to be able to teach it to deaf and dumb children?—If he had never had any experience at all I should think certainly to be able to do it properly he would require two years at least.

9033. Do you think two years in the case of a man of ordinary intelligence would be quite sufficient to enable him to teach it thoroughly?—I think so.

9034. With regard to the physical condition of the pupils who have been under your care, has it been equal as a rule to that of ordinary children?—Quite.

9035. Has their health during the time they have been with you, generally speaking, been as good as that of ordinary children would be?—Yes.

9036. Has there been any special ailment to which they have been subject?—I had not had any in my school.

9037. With regard to the mental aptitude of the deaf and dumb as compared with ordinary children what would you say?—I find them exactly the same.

9038. Take the average?—I think on the average they are like ordinary children.

9039. Neither better nor worse?—Neither better nor worse.

9040. Having changed your system entirely, first to the combined system, and afterwards to the purely oral system, will you tell the Commission succinctly what were your reasons for making the change to the oral system?—I was first urged by two deaf and dumb gentlemen to examine the system; I had no means of doing so till I went to Mr. Schöntheil's school and saw his pupils at their ordinary work; when I went I was very much impressed by their intelligence and their ability to understand spoken language, and their correctness of expression, I thought they expressed themselves so much more correctly and grammatically than the children I had taught on the finger and sign system that I considered the oral system had very great advantages over the sign and manual system. Before I went there I did not think persons taught by the oral system would be able to make themselves so well understood to ordinary people by means of speech, but when I saw the results attained at Mr. Schöntheil's school, I considered it would be a very great advantage to my pupils to teach them orally, and I determined to learn the system myself and to teach it.

9041. When you say that the pupils at Mr. Schöntheil's school expressed themselves more grammatically, I pre-

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sume in the ordinary finger system the pupils are taught writing and the elements of grammar very nearly as thoroughly as they are by the oral system?—On the oral system, from the very commencement, before you are able to teach them any grammar whatever, at least from any book, they are taught pretty much as you would teach a hearing child, there would be no inversion of the order of the words, but if I were speaking to a little child by means of signs, the idea that struck me most I should present to the child first, for instance take the sentence "a good man," I should say "man" first and "good" afterwards. The child gets accustomed to that form; he thinks in that way and expresses himself in that way in writing.

9042. You told Mr. Ackers that people speaking by the sign system do not follow the order of ordinary English, will you give an illustration. Take the case, for instance, of a clergyman preaching in a church by the finger system, in what way would he invert the order of ordinary English, or alter it?—Take the Lord's Prayer, he would say, "Father our in heaven, Thy "Name hallowed, Thy kingdom come, Thy will done "on earth as in heaven."

9043. But up to this point I fail to see any difference except putting "Father" first instead of "our"?—"Father our, in heaven, Thy Name hallowed."

9044. They simply leave out such words as would not appear to be absolutely material?—Some of the ideas are presented differently, they are put in a different order from that which you would put them in speaking.

9045. Could you give us an illustration of that. If you say "Father" before "our" the idea still remains the same?—I think the ideas are clear to the mind of the child, but the difficulty arises in expressing them grammatically afterwards if he writes them down.

9046. Do I rightly understand you to say that you think that when a child receives an idea in this sort of language it receives it less grammatically than if the same idea is communicated by the oral system?—Certainly.

9047. With regard to State aid I understood you to say that you would be in favour of a sort of capitation grant?—Yes.

9048. And you also said that to a certain extent you were in favour of maintenance being provided by the State?—I think it would be necessary for the State to aid institutions where deaf and dumb children were maintained as well as educated if the whole of the children now without education were sent to school.

9049. I suppose you would be in favour of institutions as opposed to day schools?—Yes.

9050. Take the case of the provinces; would you be in favour of having a sort of provincial centre established which should be subsidised by the State, in order to provide for the deaf and dumb in the particular districts surrounding that centre?—I should be very much in favour of that.

9051. Have you given any thought to the question of the desirability of making provision for the advanced education of the deaf and dumb?—I have only thought that it would be very desirable.

9052. Are you aware that there is at Worcester a college for the blind sons of gentlemen?—Yes.

9053. Do you know whether there is anything of the same kind existing for the deaf and dumb?—I think not in England.

9054. Do you think that there would be an advantage in establishing an institution like that?—I think so, certainly.

9055. Do you think that among deaf and dumb persons, from your knowledge of them, there are many sufficiently apt mentally to be able to take advantage of such advanced education as would fit them for the liberal professions?—A great many of them, I think, are.

9056. Then would you think it advisable that exhibitions at universities should be established for the benefit of the class of persons of whom we are speaking?—Yes.

9057. Have you any suggestion to make as to how that might be best effected?—I have not.

9058. (*Mr. Johnson.*) I think you told us that your pupils formerly went to St. Saviour's Church in Oxford Street, where the service is conducted on the sign system?—Yes.

9059. And you were obliged to discontinue taking them there?—I discontinued taking them there when I began to teach on the oral system.

9060. In what way do you provide religious instruction for your pupils now that you have discontinued taking them to St. Saviour's?—I give them religious instruction myself.

9061. Do they go to any church?—Yes, they go to the services at an ordinary church.

9062. Are they able to participate in the services?—They read their prayer books, and so follow the service. They are not in a position to know exactly what is said by the preacher or reader.

9063. They are able to follow the service with the amount of education which they have had; they follow the written language rather than the sound language?—Quite so.

9064. I think you said that if 60 or 70 children taught on the oral system were collected together in a church, if there was sufficient light they would be able to appreciate what the preacher or reader said?—I think the preacher should be a person who thoroughly understood the manner in which he ought to address the deaf and dumb orally.

9065. We have had it stated by some great experts in the question of the education of the deaf and dumb on the oral system, that it requires at least one person to instruct every 10 children, and that the difficulty in taking them to church is that you have too large a number of children present with only one person to address them; do you see any difficulty in that?—In teaching, I think, you should not have more than 10 children in one class, because we have to take each child singly in certain things.

9066. But do you think that one preacher could preach to, say, 40 people?—Certainly.

9067. Provided you had plenty of light, and the preacher could see them, and they could see him?—Yes.

9068. Have you found that these orally taught children after they leave you lapse back into any sign and manual system?—I have no experience of any such case. Some of my pupils who have left, and who have brothers and sisters who have been taught on the system of signs converse with them by means of signs, but to hearing people they speak.

9069. I suppose the sign and manual system is very much easier to acquire, and therefore the children, if they lapse back into it, lapse back into an easier system?—I think so.

9070. You said that persons who had been taught on the sign and manual system might be very easily taught the oral system?—They might be taught to speak.

9071. Have you much experience of such cases?—I have had two or three pupils who previously to coming to me had been taught on the sign and manual system.

9072. Have you found that such persons ever revert back to the signs they originally learnt?—No, because they come to me with the sole object of being taught to speak.

9073. So far as you have been able to gather, what is the opinion of the deaf and dumb themselves as regards the systems?—I think those who have been only taught on the sign and manual system prefer the sign and manual system, but those who have been taught the oral system certainly do not want to communicate by signs.

9074. The majority at present have been taught by some kind of sign and manual system; there has not been sufficient time for the oral system to become general?—That is so. An old pupil of mine the other day wrote me a letter in which he said, speech is a great blessing for the deaf; and he went on to say that he had been appointed to some office in a club to which he belonged by the vote of the majority of the club. When they proposed to appoint him he pleaded the excuse that he was deaf, but they said, we do not mind about that, we can understand all you say, therefore we desire to have you as our president, or captain, whichever it was.

9075. He understood all they said by lip movement?—I do not think he would understand everything said by strange persons, but he could speak so that every one could understand him.

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9076. The deaf and dumb who have been taught orally have a little difficulty in understanding what is said to them by an ordinary speaker if he is a stranger?—Yes.

9077. Does it require much practice to enable them to understand you?—No, and I do not think it would require more practice on your part to make a person who has been orally taught understand you than it would to learn to spell with your fingers; I think an orally taught person is in a better position than a sign and manual taught person, because the difficulty with people generally is to read the finger spelling, it is much easier to spell by the fingers to a deaf person than it is to understand the deaf person's finger spelling.

9078. You are entirely opposed to the combined system; you do not think that the sign system and the oral system might go together?—I do not think it is at all advisable to combine the two.

9079. You told one of the Commissioners that you thought it was a desirable thing that pupil teachers should be trained in schools before they were admitted into training colleges?—Yes.

9080. You think it better that the colleges should have to deal in the first place with persons who have had a little training in institutions than that they should have the crude material to begin with?—I think so, certainly.

9081. What do you suppose would be the difference between the respective standards arrived at by a person who had been a short time a pupil teacher in an institution, and one who had not been in any institution?—I think the one who had been in a school as a pupil teacher would have learnt a great deal more of the system of teaching, and he would also have become acquainted with the habits and peculiarities of the deaf and dumb to a degree that the other would not.

9082. You are probably aware that the Government gives a grant of 75 per cent. of the cost in ordinary training colleges upon the pupils that they turn out with a certificate; do you think it an advisable thing that the same plan should be adopted with regard to the training of schoolmasters and schoolmistresses for the special education of the deaf and dumb?—Certainly.

The witness withdrew.

Miss MARY HARE examined.

Miss M. Hare.

9083. (*Chairman.*) You have a private school for the deaf and dumb at Norwood?—Yes.

9084. When was it opened?—A year ago last January.

9085. How many children have you?—Six.

9086. Are they all girls?—I have two boys and four girls.

9087. What ages would they be?—The oldest girl is 14 and the youngest is six.

9088. Have you got any certificate from any training college?—I have a certificate from Ealing Training College. I was there two years. I have an honours certificate from there.

9089. Have you any other teacher under you?—No.

9090. What time are you able to devote to each individual case?—About an hour each.

9091. You have not been long enough at work to have been able to get the more advanced ones into classes?—I have now two that learn together; they are different ages. I take them together and I give them individual attention as well.

9092. Did you get much experience in training children on the pure oral system at the training college?—I was there for two years.

9093. You had classes to take charge of?—Yes, in the second year, under Mr. Kinsey.

9094. Did you take any particular class?—I took different classes from the lowest to the highest; about six children in a class was the most I had.

9095. Do you use any special appliances; the circular desk, for instance?—I have not got one yet; I intend to get one in time. The children are all at different stages at present, so it is not so necessary.

9096. Have you had many applications to receive deaf and dumb pupils?—Yes, a good many. Some of those I could not take; one was a child who had been taught by signs four years.

9097. Did you refuse to take that child?—Yes, because of the other children; I was afraid she would teach them signs, and also I thought she was rather too old to begin; that it would be rather a waste of time for her.

9098. And she would have given you much more trouble of course?—Yes.

9099. Are you in favour of all schools private or otherwise being inspected by Government?—Yes, I think all public institutions ought to be inspected regularly, but that private schools should be inspected from time to time.

9100. You would welcome, I suppose, any independent inspection which would give a guarantee that your system was thoroughly well carried out?—Yes, I think the inspection ought to be by some one who understood the working of the system and who was a thorough expert in it.

9101. From your experience do you think that the pure oral system is the one most suitable to all deaf and dumb children?—Yes, to all, I think.

9102. Have you any experience among the poorer children?—I have one child of the poor class, a little girl, who comes to me every day, whom I teach free of charge.

9103. Not a boarder?—No.

9104. Are all the others boarders?—Four of them are boarders; one boy comes every day, and this little girl that I have just spoken of.

9105. Would you take in any children paid for by the guardians?—I do not think I could. I would do it, but I do not think the parents of the other children would like it.

9106. Are you aware whether there are any deaf and dumb children of poor parents in your neighbourhood who are not being educated?—I have made inquiries but nobody seems to know anything about them.

9107. You are not in the district of the London School Board;—No, I am in the Croydon School Board district; I wrote to the Croydon School Board and they said they had no deaf and dumb children.

9108. You cannot say whether there are any deaf and dumb children or not in your neighbourhood from the inquiries that you have made?—No.

9109. Do you think the present system of examining teachers a satisfactory one?—Yes.

9110. Is it sufficient, do you think, to secure a supply of good teachers?—From my own experience I think it is, looking at the training that one has to go through at Ealing.

9111. Your experience has been limited to Ealing?—I only know of that college; I think the test that the teachers are put to is a perfectly good test for knowledge, and I think the teachers from there are quite able to undertake the education of any deaf and dumb children.

9112. Did you apply for a certificate from the new College of Teachers?—I was asked to take one because I had the Ealing certificate. I was not required to go up for any examination as I had that certificate.

9143. The certificate was sent to you?—Yes.

9114. Did you apply for it or was it sent to you without your applying for it?—I received a form and then the certificate was sent afterwards. I had a paper sent to me about it first to ask me if I wished to receive the certificate.

9115. Do you consider that your having that certificate has been of any assistance to you?—Not at all, as I had the other certificate.

9116. Which you considered to be sufficient?—Yes, quite sufficient. I have not made any use of the College of Teachers' certificate at all.

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9117. Do the parents before sending their children to your school enquire whether you have any certificate?—Yes, some of them.

9118. And you have been able to satisfy them by informing them that you have that Ealing certificate?—Yes.

9119. Is your experience the same as that of others that the pure oral system takes about eight years to teach?—Yes.

9120. Do you think that is the time that children ought to remain in school generally under that system?—Yes.

9121. And have you confidence that in that time you would be able to teach a child of ordinary intelligence to speak?—Yes perfect confidence.

9122. (*Mr. St. John Ackers*). Have you brought your certificate with you?—Yes (*producing it*).

9123. You passed as an honours student?—Yes.

9124. And the certificate says, "Passed the examination prescribed by the Committee at the end of the two years' course"?—Yes.

9125. That is the full course?—Yes.

9126. Are you aware of anybody having been trained at Ealing Training College for a longer time than two years?—No.

9127. Then that is the maximum term?—Yes.

9128. Do you consider that this certificate is the equivalent of what may be called the first class ordinary certificate for teachers of hearing children?—Yes.

9129. While you were at the Training College at Ealing, did the majority of the students go through the two years course?—No, I was the only one that went through the two years' course during my stay there.

9130. Those who only went through the one year's course, got the one year's certificate; so far as you know are they all employed?—Yes, all employed.

9131. So that there is at the present time at any rate a general demand for certificated teachers even of one year's training for teaching the deaf and dumb?—Yes.

9132. Do you consider that a one year's course is sufficient to make a good teacher of the deaf and dumb?—It is sufficient to enable him or her to teach, but the two year's course is far better, because, speaking for myself at the end of the one year, I felt that I could teach tolerably well, but at the end of two years I felt I was quite capable of teaching any child. I think you also get far more experience by going through the two years' course as a resident, than by daily attendance.

9133. Probably you are aware that two years is the time which is compulsory for teachers of hearing children in the Government training colleges?—Yes.

9134. Is it your opinion that there should be at least an equal course of training for teachers of the deaf and dumb?—Yes. I think they should go through a course of equal length to the others.

9135. Do you consider that a deaf child can be taught efficiently in a less time than a hearing child?—No.

9136. Are you aware that the ordinary hearing children have to remain in school from the age 5 till they arrive at the age of 13 unless they pass out sooner on an examination?—Yes.

9137. Do you consider therefore that it is unreasonable that we should ask that deaf and dumb children should be kept at school at least as long a time as hearing children?—I think if possible they ought to be kept at school longer.

9138. Do you consider that the time between the ages of 5 and 13 is the best time that deaf and dumb children should be at school, or would you prefer that they should have eight years beginning at a different age?—I should say that the eight years should begin at a different age. I should prefer that they should begin at 7 or 8.

9139. And remain till they are 15 or 16?—Yes.

9140. The Croydon School Board say that they are not aware of any deaf and dumb children?—Yes, I have written to the clerk and that is the answer I got.

9141. The Croydon School Board has nothing to do with the school board for London?—No.

9142. Is it within your knowledge that other school boards have made the same remark, that there are no deaf and dumb children in their district; and yet on a thorough inquiry being made deaf and dumb children have been found?—It has not come under my own knowledge, but I have heard that they have said that there were none.

9143. Are you acquainted with a Miss Macgregor?—Yes.

9144. Where is she teaching at the present time?—At the Leicester School Board.

9145. Are you aware that the same thing happened at Leicester, that in the first instance the authorities of the school board wrote to say there were no deaf and dumb children?—Yes.

9146. And that now there are sufficient for one class or more than one class?—For more than one class.

9147. Though at first the school board declared there were no deaf and dumb children of ripe school age?—Yes.

9148. (*Admiral Sir E. Sotheby.*) What do you charge for your pupils?—70*l.* a year.

9149. Do you charge the same for the boys as for the girls?—Yes.

9150. Would you have any difficulty in increasing the number of your pupils if you wished to do so?—No, I think not, I have had several applications, but the children have been mostly too young.

9151. Did you learn the sign and manual system previously to learning the oral system?—No.

9152. Do you know anything of the sign and manual system?—I have visited several sign and manual schools and attended the service conducted by signs.

9153. Have you ever visited any board schools for curiosity's sake to see the system of education of the deaf and dumb carried on in them?—I have visited one board school at Leeds, not any in London.

9154. You say that 10 is about as many as one teacher can take?—Yes.

9155. Ought the deaf and dumb children to have a separate room?—Yes, and I think they should also separate the children of weak intellect from the other deaf children.

9156. Is the certificate that you have produced the highest certificate that can be given?—Yes.

9157. (*Chairman.*) Your name, I see, is in class B, at the College of Teachers?—Yes.

9158. (*Admiral Sir E. Sotheby.*) This Ealing certificate is a sort of order of merit, and you received a certificate from the new college at Paddington Green?—Yes.

9159. What is the nature of that certificate?—It is a sort of honorary certificate. They gave it me because I had the other certificate, without going through any examination. They took it from my other certificate from Ealing.

9160. But it says here that your conduct was diligent, &c.; how could they give you a certificate?—That is from the college itself.

9161. You say that it requires eight years to be educated; do you mean to say that it requires eight years before a child can speak fluently?—It can speak fluently, but it requires eight years to give them a full command of language.

9162. And after that you think that they can take their place among hearing people, so that you would not know that they were deaf if you heard them speak?—You would always know that they were deaf, I think, but they would be able to make themselves perfectly understood by everybody. There would be a slight difference in their speech.

9163. I suppose the pupils pay for their education at Ealing; you paid, I suppose, for yours?—Yes, I paid.

9164. (*Dr. Tindal Robertson.*) Will you kindly tell us what is the curriculum of education which you either do teach, or propose to teach, when you get your classes into perfect shape?—To teach them first of all articulation; and when that is perfect to go on to simple language; and when they have sufficient language, to take up subjects; first of all religious instruction, geography, and arithmetic; and when their language gets more fluent still, to go on to other subjects.

9165. Including writing in the first?—Oh, yes, I omitted that. That goes with the articulation; it is taught at the same time. Reading, writing, articulation, and lip-reading are taught all together.

9166. Is that the order in which they come?—The lip-reading comes first. They lip read the sound, and then they repeat it; that is the articulation. It is written down before them, and then they copy it.

9167. What special subjects do you take afterwards when you have gone through these preliminary subjects?—If there is time we take subjects that hearing children learn; we take other languages if there is time for them.

9168. Have you had any experience in teaching any other language than the English language?—No, my pupils are all too young for that.

9169. But do you propose to do so in the event of their getting sufficiently advanced?—Yes.

9170. Have you taught in your school any accomplishments?—A little drawing, but only as an amusement.

9171. Do you think that deaf children have a particular aptitude for drawing?—Not all.

9172. I suppose they are like other children, some have aptitude for it and others have not?—Yes. There are two of my children who draw fairly well, but the others do not.

9173. With regard to the inquiry that was made about the school board, do you think it possible that that answer was given to you in consequence of a good many deaf children being classed among imbeciles?—I do not know about that. I went to visit the head of one of the board schools, the Norwood School, and he said that there were no deaf children at all in the school, and no imbeciles; nothing except ordinary children.

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9174. Did he say that there were no imbeciles in the district, or that there were none in the school?—In the school. He said that he knew nothing about the children in the district.

9175. You do not know whether he had made inquiries or not in his district respecting it?—No. The other one I did not see; I only wrote to him, and he told me that he had no knowledge of there being any deaf children.

9176. Have you in your experience ever come across any child who might be classed as an imbecile, but which probably was only deaf, and not imbecile if it had been trained properly?—No, I think not. I have come across one the other way, a child who was really imbecile, but who was thought to be deaf. That was a child who was brought to me at the Health Exhibition.

The witness withdrew.

Dr. David Buxton, F.R.S.L., examined.

Dr. D. Buxton, F.R.S.L.

9177. (*Chairman.*) You have had great experience in the education of the deaf and dumb for a great number of years, have you not?—My experience dates from the beginning of the year 1841 officially, and as the work of my daily life until the end of September 1884. My connexion with the subject continues still, but not in an official capacity.

9178. Did your connexion with the deaf and dumb begin in Liverpool?—No, in London, in the Old Kent Road. I was on the staff of the Old Kent Road Asylum from the date I named, January 1841, until I succeeded to the head mastership of the Liverpool School in October 1851.

9179. At that time the teaching was entirely upon the sign system, was it not?—What was commonly called the combined system. My own special duty at the Old Kent Road was to teach the first class; I taught all to speak as it was called then, teaching them articulation.

9180. What is the difference between that and the pure oral system?—The pure oral system teaches by speech alone; that teaches speech and signs at the same time. You teach a child a word and give him the sign for that word, and you teach him how to speak that word at the same time. He writes the word, he pronounces the word as well as he can, and he signs the word; but practically the ultimate form of that child's conversation is by the sign that he learned and not by the word that he learned.

9181. Then the sign system crowded out the oral system?—Unquestionably.

9182. Because it was so much easier?—Exactly so.

9183. Have you become a convert to any other system, or are you still of the same opinion?—I think I am as devoted to and I hope I have been as successful in promoting the oral system as any one living.

9184. Will you tell us when and in consequence of what you changed your opinions?—As is pretty well known to those who know me I was always of the advanced school; I never was satisfied with the things that were already attained; but was always anxious to press on to something that was before. I made myself acquainted with what had been done both in this country and in other countries, and consequently as an Englishman I was desirous that Englishmen should stand in the foreground, and not lag behind anybody. A good many years ago I had the good fortune to make the acquaintance of Mr. Ackers; and Mr. Ackers' plans were, through his kindness to me and his confidence in me (I think I may venture to say in his presence), made known to me. At the meeting at which the society at Ealing was originated I was invited to be present but my duties did not permit me to be there. When the society became really organised and established, I was about to leave Liverpool. In the steps I then took I was aided by the advice and counsel of Mr. Ackers, which I was very glad to follow, and it led to my appointment as first secretary to the Ealing society, which then bore the title of the "Society for the training of teachers of the deaf and the diffusion of the German system in the United Kingdom." In that position I had nothing to do with the education of the deaf, but was secretary, in London, conducting the business of the office, making the subject known, diffusing it by reports, by writing, by attending meetings, and by reading papers. In that capacity I read several papers at various societies, and attended the Milan conference as the English member of the committee of organisation; and though perhaps this should be said *sub silentio*, I was the "Times" correspondent who communicated the results of that remarkable gathering to the English-speaking race in this country and elsewhere.

9185. You have paid a good deal of attention to the statistics of the deaf and dumb population of all ages, have you not?—I have.

9186. Do you think that the statistics are more accurate in the last census than they were, say, in the census of 1851?—I am sorry to say that I think the statistics fall very far short of accuracy in every respect.

9187. I see from your paper which you read last year, that in 1851 the deaf and dumb in England, Wales, Scotland, Ireland, and the islands of the British seas were 17,300, and that in 1881 they were 20,661, is that so?—Yes, and there was a remarkable increase in the first decennial period.

9188. Do you think that that increase was owing to a real increase of the deaf and dumb population, or only to more having been included in that census than were included before?—As I have already stated elsewhere, I think the increase in that decade was mainly due to the attention which had been called to the obvious and transparent blunders that were made in the enumeration of 1851. They were not much to be wondered at. I pointed them out myself in a paper that I read to the British Association at Liverpool. That paper was published in the Statistical Society's Journal, and the disparity between the two returns on the same subject which appeared in the enumeration tables and the educational tables were so ridiculous that they amused everybody. That being so, additional care was taken in the compilation of the next census returns, and that no doubt produced as one of its fruits the fact of the 17,300 having become 20,311. But in order to assure the Commission that special care was given to that subject, I may say that I was in communication with the Census Commissioners at Somerset House, and before the next returns were published they asked me to revise them for them, and I did so. I do not mention that to intimate any merit of my own, but only to show that the officials were aware that certain omissions had taken place in the previous enumeration, and that they were desirous of amending them in the

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second, hence the great apparent increase of 3,000 in 10 years.

9189. With regard to the deaf and dumb children of school age, that is to say, between the ages of 5 and 15, do you think that it is an accurate statement which puts them at 5,129 at the last census?—It is a mere estimate; it is not an enumeration. It is taking a supposititous proportion to be deaf and dumb out of a given number that are returned to the census officers as being between the ages of 5 and 15; that is to say, between the ages of 5 and 15 there is a certain ascertained number of children, and the supposed proportion between the deaf and dumb and the whole population is so and so; therefore, if you divide that you get the result.

9190. (*Mr. Johnson.*) It is an assumed result?—It is.

9191. (*Chairman.*) Are you quoting those figures from the census or from your own calculations?—I quote them from the memorial that was presented, I think, by your Lordship's own hands to Lord Carlingford and Mr. Mundella. May I venture to mention a fact which has come to my knowledge? I think that in the same memorial (and I know Mr. Ackers quoted the statement in a paper that I have read of his addressed to the conference at which your Lordship and Mr. Ackers were both present) the estimated number of places in school was stated at 1,760. Now the returns that have reached some gentlemen, of whom I am one, charged with the publication of the conference report, of which your Lordship will remember the occasion, show that at the time when it was represented that there were only 1,700 places in school, there were absolutely 1,971 children in those nominally 1,700 places.

9192. Then is this calculation in the proceedings of the conference of head masters held in July 1885, of the number of deaf and dumb children under instruction in England, Wales, Scotland, and Ireland inaccurate?—I am now speaking of England and Wales only. I have an omitted return to add to that.

9193. You say that 1,971 were in schools, and the estimate in England and Wales would be 1,891?—I am speaking of the figures in the table opposite an interlined line. "Total England and Wales, 1,941." The schools of England and Wales are given under one heading.

9194. (*Mr. Johnson.*) Are those the numbers at school?—Yes. In 1874 the school at Derby was established, but that has by some mischance been omitted, and it raises the number of 1,941 into 1,971. So that in the same year in which 1,700 places were reported as the total accommodation 1,971 children were in those places.

9195. (*Chairman.*) It shows that there is great inaccuracy as to numbers?—It shows that it is impossible to depend upon the figures as presented to us.

9196. Do you think that the education of deaf and dumb children should be made compulsory by the State as well as the education of other children?—Unquestionably. My principle is this: that whatever you do for other children you must do for the deaf and dumb. They require more, and why should they have less.

9197. They ought to continue at school quite as long as other children, ought they not?—Longer.

9198. How much longer?—We have the example of Milan before us, which gives the time for them to be at school as eight years. Ten years is not a day too long, because deaf children come to school knowing little or nothing; but I am afraid the English public will not stand 10 years. Other children come to school with language, which is their means of instruction, already acquired, and with a good deal of information which they have picked up, so to speak, and which even persons who are not educated at all pick up by means of the speech which is their mother tongue; but deaf children have to get all that knowledge at school.

9199. Do you think that the schools under Government should be day schools or boarding schools, or both?—That is a very wide question; there are advantages and disadvantages which are common to both.

9200. As you are acquainted both with London and the provinces how would you deal with both cases?—My opportunities of judging of that subject are unique. The Liverpool school exists as a school on the condition that it shall be for ever a day school, that is to say, that it shall receive day scholars; but not that it is to be a day school and nothing else. I went to Liverpool with all my previous experience derived from a boarding school; and when I got there I discovered that the Corporation of Liverpool had granted the site upon which the Institution stands, and a considerable sum of money to start it, on the condition that all deaf children living in Liverpool, on presenting themselves at that school, should be received into the Institution free, as day scholars.

9201. But as a matter of fact do they not now have boarders there as well?—Certainly; and the necessity of having a boarding school engrafted upon the day school asserted itself long before I became head master, I think in the first two years of its existence. A boarding house was the first extension of the original school. Then when that building was given up the present building was erected; but it has been added to from time to time, twice during my own incumbency of the head mastership. It was built as a boarding school. The condition on which the land was given was that deaf and dumb children living in Liverpool who presented themselves for admission should be admitted free of charge, and should have free dinners as well, after having been pronounced eligible by the head master and surgeon. I found that arrangement was in existence, and I was loyal to it; but I never was convinced that it was the best arrangement, and I never heard of anybody else that was. We used to consider that five years' instruction as a day scholar was not more than equivalent to one half of the same time spent as a boarder in the school. Supervision, continuous attendance, and extra discipline were absolutely lost under the day school system; while they were made subservient to the advantage of the children under the boarding school system.

9202. If you were to collect together the deaf and dumb children scattered in various parts of England into one school, it must necessarily be a boarding school, and the maintenance must, to a certain extent, be provided for from some public source, must it not?—I think that is indispensable. If you could take the education to the doors of the children, or nearly so, it might not be necessary to have boarding schools.

9203. In London, of course, it is different; there a day school is possible?—It is possible in all large towns, but it is not possible in a sparsely populated district, that is to say, if you have the schools where the children cannot come daily, you must have, either on the spot or in some conveniently adjacent place, a home in which the children can be taken care of.

9204. Are you familiar with the London School Board classes for the deaf?—I am, so far as residence in London must necessarily make one acquainted with the subject. Besides this my personal connexion with Mr. Stainer, as a friend of 40 years' standing, of course makes me pretty conversant with his work.

9205. That work is entirely dependent, is it not, upon his voluntary efforts, so far as the homes are concerned?—Yes.

9206. Do you think it is desirable that so necessary an adjunct to these schools should be entirely dependent upon voluntary efforts?—I do not think I am in a position to give an answer to that question; I have not considered it sufficiently to give authority to my opinion.

9207. But you can speak as to the provinces with authority on the subject?—I think that boarding schools are really necessary. I think that education would fly over their heads, or by their sides, unless it was brought to bear upon them in that particular way. There is one advantage in day schools which I found to be conspicuously an advantage. It is an evil for children to be kept within the four walls of an institution, or a playground, for year after year; their minds are expanding, but their observation is not expanding one bit. But if you have a day school the day scholars come up from town; they live in their own homes, they go to church, and they go down to the landing stage and see the steamers going across, and they bring into the school a lot of outside ideas.

9208. You are speaking of Liverpool?—Yes, but it would be the same in Manchester and the same in London. The day scholar between his school hours would go for instance and see the Queen pass along the Embankment, and then he would go and tell everybody what he had seen. The opening, widening, and invigorating effect of the outside world upon the deaf is larger than any of you gentlemen are at all likely to have considered. The comical side of the thing is this: I remember a boy coming up during a contested election after walking through the town of Liverpool to school; he saw the placards on the walls, and he was very anxious to know who "the electors" were, and what "independent" meant, and who Mr. T. B. Horsfall was (who was at that time standing for Liverpool), for he had seen his name at every corner of the street. That shows that the children go about with their eyes open, and that what they see is food for thought and food for inquiry; and that feeling of isolation which is the effect of living in an asylum is so far got rid of.

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9209. Would it not be possible to have the children under individual training and inspection for the first two or three years of their school life as boarders, and then that they should go home to their friends after they have made some progress in oral instruction?—The principle is a very good one, but anybody who knows the poor of London, and Liverpool, and Manchester as I do, knows that the success of the after part would depend entirely upon the kind of influences that they were placed under.

9210. Do you think that it would be possible to board these children out with people other than their own parents, but of the same class as their parents; for instance, when a child comes up from the country and goes to a day school in the town, would it be possible to board that child out in the town itself?—I can only give a speculative opinion upon that subject; I have had no experience of it.

9211. Do you think it would be likely to succeed?—If the question were asked of me, in order that I might give information to a parent, I should at once go to Mr. Van Praagh, or to somebody else, and ask him how it had answered with him, because I have no knowledge of my own on the subject.

9212. The question never arose in Liverpool, for instance?—Never.

9213. The State has already recognised a certain amount of liability for the maintenance of children in industrial institutions; do you think that it ought to do the same for deaf and dumb children?—I decidedly think so.

9214. The principle is not altogether a new one, is it?—No, I think that principle was first enunciated at the conference before last or at the one before that. Mr. Walsh, who was connected with the education of the deaf at the Roman Catholic institution in Dublin, brought up that subject in a paper which was published in the proceedings, but which I think was not read, in which he showed that the same principle which led the Government to do that in the one case was open to them as pointing out the way in which it could be done in the other.

9215. Now that there are two colleges for the training of teachers in London, and also an examining college, do you think that the present system of training teachers is efficient, and established on a satisfactory footing?—When you consider that seven years is only a very small proportion of the extent of my own experience, it limits my observation to a comparatively short time. I was connected with Ealing from the first; and I must say that having had, as secretary, and as being an older man than others connected with it, the opportunity of obtaining the confidence and of observing the work of the students there, Ealing has turned out some most admirable teachers, both for private families and for public instruction.

9216. Have the salaries which have in the immediate past been given to the teachers been adequate to secure good teachers?—In my early career the salaries paid to teachers were absolutely inadequate to obtain anything like decent service; but more recently, and very largely, I must say, in consequence of the action of the Ealing Society, and (I say this with less familiar knowledge of the facts) of the Fitzroy Square Society, the salaries have gone up. I hear now of junior teachers receiving a salary which is as much as senior teachers received in my earlier days.

9217. Do you know what the salaries are?—I have a fair knowledge of what the salaries have been from first to last.

9218. What would you call a fair salary for a teacher in an institution?—I think the London School Board has established a precedent which others would scarcely be able to depart from. Of course when 70*l.*, 80*l.*, or 100*l.* are given by a school board, it means payment for service with freedom in the evenings and on Sunday, which some people prize very highly, perhaps more highly than it deserves), but it means the necessity of providing for themselves. Now in an institution you give a young man 30*l.* or 40*l.* a year, but you provide him with board and lodging, which to him, though perhaps not in cost to the institution, is as good as 50*l.* more.

9219. Do you think that they are pretty well paid?—I am perfectly certain that they are not, in some of the provincial institutions; but I believe that in the chief institutions the standard has been raised and will never go lower, but will, as the status and qualifications of the teachers improve, go higher. Then comes the question of the necessary addition to the expenditure of every institution, in providing better qualified teachers for a smaller number of pupils.

9220. You are aware that boards of guardians have now the power to contribute towards the maintenance of deaf and dumb children in institutions?—Boards of guardians can contribute for maintenance. The conditions on which a deaf and dumb child can be educated are two: one that education will be given, and the other that maintenance must be given. We may sometimes look with advantage to the examples that are set us by other countries. In Sweden (and in Norway I believe it is the same) the maintenance of the deaf children in the schools is paid for by one public body, and the education by another. We have two kindred bodies in this country, and if the board of guardians would pay for the maintenance, and the school board for the education, the difficulty would be met.

9221. We have three systems of teaching the deaf and dumb: the sign system, the combined system, and the oral system. Do you think that any one of those is so superior to the others that the State ought to insist that that only should be taught; or do you think that there must be two or more systems recognised side by side by the State?—I am so thoroughly in earnest in my advocacy of the superiority of the oral system, that I should be very glad to see every other extinguished; but I know that that must be a matter of time. The oral system is incomparably the best; it is not open to question at all, because it assimilates the deaf to the class with whom they live. If I want to communicate by signs to a deaf child I have to descend to his level; but by the oral system I endeavour to raise him to my level. For a time perhaps the combined system may struggle on: I think that is very probable; but that the sign system in itself will last I have not the slightest expectation. I think it will die out.

9222. When they are fairly competing one with the other the oral system must, you think, in the long run drive the other out of the field?—I think so, if it is applied by skilful and conscientious teachers and fair play is given to it, and if it has none of the drawbacks that it has had to encounter during the last 8 or 10 years, some of which are very considerable, though far less than 10 years ago I should have said it might expect. It has been singularly fortunate and successful, but it has had drawbacks. One of the drawbacks is this: I do not cast any reflection upon anybody, but there are persons who join what seems to be a winning cause without having their hearts thoroughly in the winning cause, and who, like the Israelites, march through the wilderness to the promised land, though their hearts are in Egypt I am afraid for a great portion of the time. But when, as will be the case, the majority of the teachers, and far and away the best qualified teachers, will be teachers of the oral system, they will necessarily take the place of those unfortunate pilgrims who are never destined to see the promised land, but will die in the wilderness. It is one of those things that will work itself out in a natural way. It is like the sun shining; the sun shines and the darkness disappears, but the sun does not trouble itself about the darkness.

9223. Have you much experience of the occupations of the adult deaf and dumb after they leave the schools?—I have seen a good deal of that.

9224. Will you tell us what you think about their occupations?—When I was one of the staff at the Old Kent Road it devolved upon me at one stage of my employment there to be the visitor of the apprentices on behalf of the committee. I was a witness to their binding, and I went to see how they got on. I was sometimes the agent of the secretary in paying the second instalment of the apprentice fee, and so forth, and I was familiar with the whole thing. In Liverpool we had also an apprentice fund, but it was very small, and did very little, and it devolved upon me very often to find employment for the children when they left school. In one stage

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of my residence there I, with the co-operation of an old pupil and friend, a deaf gentleman living there, established a benevolent society for the aid of the deaf, and we took oversight of the adult persons who had gone out to employment. The apprenticeship system in London was far from perfect when I knew it; that is 30 years ago, and I fancy it is weaker still now. Many persons availed themselves of the apprentice fee given by an opulent and highly respectable body like the asylum in the Old Kent Road. The first instalment of the fee was received when the boy went, and we were pretty sure to have a most satisfactory account of the first year's proceedings at the end of the first year, in order that the second instalment might be forthcoming. But the complaints always broke out after that; the boy did not get there at his time in the morning, or he was careless, and spoilt this and broke that and the other thing. I went down to Woolwich on one occasion to ascertain a cause of complaint; a very grave complaint was supposed to lie at the door of one poor lad. He had a long way to go and it was in the depth of winter, and his immaculate master complained that whereas a boy was due at his work at six o'clock in the morning it was three minutes past when he got there! I have frequently had to bring masters before the magistrates for not fulfilling their duties satisfactorily. On one occasion I was remonstrating with a man who had been summoned before Mr. Arnold at Worship Street. I intimated to him that I had said my say, and that I was not going to hold any further parley with him, and I made for the door. But he got before me and turned the key. I made for the window and threw the sash up to let him see that if that was his game this was mine; and he came down very suddenly and began to talk reasonably. But in the long run it was evident that the master and the lad could not get on together, and the indentures were cancelled, as was frequently the result in cases of that sort.

9225. As a rule did you find that they got on pretty well?—Fairly well. Provided that the master conscientiously does his duty by the apprentice, I do not think that being deaf and dumb is any barrier to their acquiring such trades as deafness itself is not an insuperable barrier to the acquirement of.

9226. Are there many trades in which the deaf and dumb can succeed well?—Everything that is imitative they can succeed well in.

9227. Such as drawing and painting?—Yes, pupils of mine have pursued imitative arts of various kinds. One of the old pupils at the Old Kent Road was a pupil of Mr. Behnes's, and is the artist of the bust of the Prince of Wales that now stands in the institution at Margate. Their employments go from that down to tailoring and shoemaking, and the simplest handicrafts, which involve the imitation of what they see somebody else do. At the same time, if your question points in another direction, whether workshops should be combined with schools, I am decidedly opposed to that.

9228. You think that there is quite enough to do in the schools in teaching the children general knowledge?—Quite. You must have a separate staff to begin with; look at the cost of that. Then again you must divide the attention of the children between one thing and another; look at the distraction of that. When I was at Brussels I learned a good deal of what was being done in continental schools where the apprenticeship system does not prevail as it does here, and where the trades union system is not a barrier to the admission of deaf persons as it is here.

9229. Is the trades union system against the deaf?—Yes, trades unionism has, as its principle, the keeping of everything for everybody except those people who can be left out. Now the deaf and dumb can be readily left out. I have found amongst my correspondence a letter which I wrote many years ago to a relative of my own. The matter was brought before one of the trades union meetings, as to whether deaf and dumb people should be admitted to the benefits which in its first form trades unionism was intended to confer. I think the feeling was that deaf persons would be more exposed to accident, and therefore more likely to be a burden upon the funds of the society. I put the claim so strongly that it was conceded. Whether it was because my plea was strong or because my representative at head-quarters was influential I do not know, but the result was that what was threatened adversely to the deaf was obviated, and the benefit we pleaded for was conceded. That is one individual case. The idea of teaching the elder boys and girls, as the case may be, the use of tools in school, is I think most valuable; but I would let that teaching come in in the later stages of their education. Everybody knows that boys, and especially deaf boys, must have something to interest them, and engage the eye, especially in the latter part of their school instruction on the sign or the combined system. It will be well understood that where communication is readily possible by the oral system the same thing does not prevail to the same extent; but it is certain that in the later years of the education of deaf boys in the classes of the older schools, they got tired of the monotony of their lessons, and they would rather go to work than stick at school. If you can avail yourself of that predilection and give them something to do with their hands, and something to occupy their eyes, and something to bring out their skill and develop their taste, you can keep them at school, and keep them from breaking off school prematurely, and at the same time give them something of real advantage.

9230. Has any attempt ever been made to teach them carving?—Yes, I have seen some fretwork and some wood carving within the last month in deaf and dumb institutions, not worked on any trade system at all, not as Mr. Stainer proposes to do it by the employment of competent foremen and teachers.

9231. Learning this by their own genius?—Yes, or from the master having a taste of that sort of his own. I saw it at the Doncaster Institution not a month ago. I would let them get into the way of doing something lest they get into mischief. In respect to the teaching of trades in the early days of the education of the deaf and dumb, it was considered that teaching and working must go together. The first teachers, like the blind man, "saw men as trees walking" they were groping into the practicable through the comparatively impracticable. The original Old Kent Road workshop was a part of the institution, but the dissatisfaction, the utter break up of discipline, and the waste of money and energy led to the suppression of the thing in a very short time; and that same result has followed I think wherever it was tried.

9232. Have you any opinion as to the intermarriage of the deaf and dumb?—I have a very strong opinion against it. I have written a pamphlet on the subject which I have here. It was written a long time ago, I am sorry to say, but nothing that I have seen since has led me to alter my opinion in the matter.

9233. I suppose your objection is against the intermarriage of those who are born deaf and dumb, and not of those who may be accidentally deaf and dumb from illness in childhood?—I never had the opportunity of going so closely into the matter as to be able to analyse the facts as between the one class of cases and the other.

9234. Then what is the basis of your opinion against the intermarriage of the deaf and dumb?—Its fruitfulness in congenital deafness on the part of the offspring.

9235. Is that proved to be the case where the parents are not congenitally deaf and dumb?—I could not at this moment charge myself with an opinion one way or another in that respect; but I may tell you that I knew an instance (it may have been referable to another cause) in which an eldest child was not born deaf, but became deaf in very early infancy, and the next child was born deaf; both the children were pupils of mine. A very singular illustration bearing upon this subject has come to my knowledge quite recently, and that is this: I know that at the Margate Institution, and in some of Mr. Stainer's classes, there are children at this moment who bear the same names as pupils who were at school when I was there. That shows that deaf fathers have deaf children. Of course the mother loses her maiden name. If the father's name was Smith, or Brown, or Robinson, or Jones, it would not convey much, but when it is such a name as George Burling it is a different thing. Mr. Elliott mentioned the case of George Burling the other day, and I said "Why, George Burling was a pupil of mine." He said, "His father may have been." Mr. Stainer lately mentioned the name of Dearlove, and he said "You remember his name, do you not"? That was the name of a former pupil of mine, and there is sufficient in the name to fasten one's recollection. So it is that many of the children under education are the sons or daughters of persons who were pupils in my time.

9236. We have had evidence that deafness and dumbness arises nearly as much from the intermarriage of blood relations as from any other cause, is that your opinion?—Not so much as from any other cause, but it is a most fruitful cause. The conclusion which I drew, if I may venture to read anything of my own on the marriage and intermarriage of the deaf and dumb, is set forth in a paper that I read before the Medical Society at Liverpool a good many years ago. I say there:—"Assuming "then, for the purpose of arriving now at a definite, "practical conclusion, that the estimate of Dr. Peet, "given above, is as nearly correct as the nature of the "case and the present state of our knowledge will "admit of, we find that the probability of congenital "deafness in the offspring is *nearly seven times greater "when both parents are deaf than when only one is so.* "In the latter case one child in 135, less than three-"quarters per cent., proves to be deaf; but in the "former, out of 140 children, seven, *i.e.*, five per cent., "are found to be deaf; the proportion of one in 20 "being to one in 135 as 6¾ to one. In other words, if "we suppose a given number of children (540) the issue "of mixed marriages between the deaf and the hearing, "and an equal number sprung from the intermarriage "of the deaf, there would be 27 deaf mutes among the "children of the latter, while there would only be four "in the families of the former." Those facts are derived from Hartford in Connecticut, New York, Paris, Groningen, London, Liverpool, Manchester, and from Ireland.

9237. You think that that is substantially accurate up to the present time?—All that I have seen since that time confirms me in the impression that that computation is not very far from right. I have another pamphlet here which I wrote, entitled, "An Inquiry into the "causes of Deaf-dumbness, congenital and acquired." This was read at a meeting of the Social Science Association in Liverpool in 1857, and it was afterwards read before the Medical Society of Liverpool. The medical men there asked me if I could throw any light upon a question which had exercised them, viz., the effect of impressions upon the mind of a mother during gestation in producing deafness in her offspring. There is a postscript upon that subject.

9238. I suppose that various accidental causes produce it?—Yes, frights and other causes. I say here:—"As regards the marriage of blood relations, there can "be no question now as to the great influence which "this cause exercises in the production of congenital "deafness, as of almost every other physical and mental "defect. In an inquiry which I made some time ago, "from a large number of persons, I found that about "every tenth case of deafness resulted from the inter-"marriage of first cousins." May I venture to mention that one of the most valuable statistical tables in existence anywhere is the Irish census return for 1871, entitled, "The Status of Disease, &c.," which was ascribed to Sir William Wilde, one of the Commissioners. I do not know whether it is out of print now. I go on to say in the pamphlet beforementioned, "The Irish "Returns" (that is to say the returns that I have just spoken of) "make known 170 instances in which the parents were related in the degrees of first, second, or "third cousins. In 109 cases" (that is to say 109 cases out of 170) "only one child was deaf; in 38 two were "deaf," (and here there were four cases of deaf-mute twins); "in 17 families three children were deaf and "dumb; in three families four were so; and there were "instances of the occurrence of six, seven, and eight "deaf-mute children in three distinct families, the "heads of which were connected by blood-relationship "before their marriage. In America the subject has "not, until within the last few years, excited much at-"tention, but Dr. Peet gives it as his impression," (that is the late Dr. Peet, the father of the present principal of the New York Institution,) "that there is "one such case out of about every ten congenital cases "in which the inquiry has been made;" an opinion which exactly agrees with the result of my own investigations in the two fields of inquiry, London and Liverpool, to which I have had access. That the results of inquiry at New York, should coincide with the results of inquiry in London, and at Liverpool, of course is somewhat extraordinary. It has to do with the English race in both countries.

9239. Is your opinion the same now as when you wrote that pamphlet?—It is; I have seen no reason whatever to change it; and that it occurs in successive generations, and sometimes alternately, is also a proved fact.

9240. Have you formed any opinion as to the advantages of the oral system for the religious instruction of the deaf and dumb?—The advantage of the oral system is so wide and so large that it covers that question I think.

9241. We have had witnesses before us who said that those who had been taught on the oral system attend the services at St. Saviour's, in London, which are entirely conducted on the sign and manual system?—I am aware of that, but it is certainly not necessarily for the reason suggested; the reason is the clannishness that there is amongst deaf and dumb persons everywhere. A deaf and dumb man will go into the next street and talk to another deaf and dumb man, whether he has been educated in the same school or in the same system with himself or not. I am not going to speak disparagingly of St. Saviour's, because I was present when the foundation stone was laid, and I have officiated there myself, and conducted a service for the deaf and dumb on the sign system for many years. I established the society in Liverpool, and conducted the services there until I removed to London.

9242. I suppose there must be a great number of persons who being adults cannot learn the oral system, and who have no other system by which to obtain instruction?—All those who are educated on the sign system must, if they are to be ministered to at all, be ministered to in the sign language.

9243. Is it the case that there are at present a large proportion of deaf and dumb people for whom that provision must be made, and for whom it will have to be made for some long time?—Yes, that is to say there will be a *raison d'être* for the maintenance of such services and such churches so long as all, or a considerable portion of, the deaf can only be reached by that means.

9244. But you anticipate a time when, the sign system having died out, such special services will no longer be necessary?—The oral system, if it is carried out, as I hope it will be (perhaps not in my time) will make such services unnecessary. They came in from necessity to the aid of an incomplete system.

9245. Do you think it would be possible even for those who had been taught under the oral system to go into an ordinary church and listen to the preacher, and understand what he says?—I am not prepared to assent to that. I think I must say, with all deference, that that is rather an extravagant way of stating the matter.

9246. How would you meet, then, the case of those who, under the oral system, would wish to have services, or lectures, or sermons given to them?—They must be given by those persons who are aware of their peculiar need, and who do their best to meet that need.

9247. And, I suppose, that the room must be under favourable conditions as to light, and the congregation must not be too large?—Exactly so, every person present must be able readily to see the face of the speaker; the light must be directed upon the speaker, and he must speak with due regard to the fact that all the persons there will depend upon the motion of his lips, and of his face, and not upon anything else.

9248. Have any services of that nature been started?—I know that there is a Sunday school class in which worship, so far as it is proper to children (they are only young people of school age or just beyond it) is conducted by one of the staff of the Fitzroy Square Institution every Sunday in a vestry near Hampstead Road. I had the opportunity of reading an account of it the other day, and I was very much impressed, indeed, by it; and I could see clearly in that the possible germ of regular religious services.

9249. Can you speak about the adult societies for the deaf?—Yes, I founded one in Liverpool myself.

9250. What does that do for the adult deaf and dumb?—There are services on the Sunday; there are lectures every Saturday night; there is a newsroom with illustrated papers; there is a penny bank, a temperance society, and a benevolent organization for rendering assistance to those who need it, for visiting them in sickness, and interring them at death; we had three graves there when I left in which the old pupils were buried.

9251. What is there corresponding to that in London?—The society in Oxford Street connected with St. Saviour's church.

9252. Is that of a similar character?—Yes, it is.

9253. (*Mr. Johnson.*) They have not a reading room at St. Saviour's, have they?—I do not think so. There

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is a lecture room, for I have both lectured there myself, and interpreted the lectures of others.

9254. And there is no penny bank, is there?—I am not sure whether there is or not. In reference to one question which I answered, speaking of the trades that can be taught to deaf children, I may say that it was always a principle of mine in dealing with young deaf people never to let them think that deafness was a barrier to their doing anything, that such a thing should never creep into their minds as, "I could do that if I "was not deaf and dumb; I cannot do it because I am "deaf and dumb." When I was in Liverpool we used to allow the girls to employ themselves with fancy needlework, and the like. Some people either felt or assumed a degree of indignation at this, and said, "These poor "children are only paupers, had they not better learn to "make flannel petticoats, and to make their frocks and "so forth?" I said, "Yes, one is done, and the other is "not left undone; but it is very desirable indeed that "these children should have as many of the graces "of life afforded to them as possible, and that they "should be taught to think that their being deaf, does "not exclude them from doing that which other children "do."

9255. For that reason would you encourage games at school, such as cricket and football, and amusements of that kind?—Yes. After I left Liverpool my then assistant started a swimming class, and a deaf boy took a good many prizes in the swimming class. One of my pupils at Liverpool came from Chester; he came to Liverpool to school to save himself from being drowned in the Chester Canal, I expect, for they could not keep the fellow out of the canal; he was in all day long on a summer's day. As a matter of fact, there is a deaf and dumb man in London now, who has taken a great number of prizes for swimming; and in Scotland there is a man who has taken a great many prizes for rescuing persons who were in danger of drowning. I have never been at the Brighton school, but I know that they have a cricket club, and a football club, too, I believe, and I know the boys at Brighton and at Doncaster play matches, and bear themselves very creditably.

9256. Is there any other point upon which you would like to speak to the Commission?—I do not know whether the Commission have had before them the remarkable spread of the education of the deaf and dumb. I remember that I was in the habit years ago of commencing a lecture or statement on the subject by saying: "At the present time there are 200 institutions "for the deaf and dumb in various parts of the world, "and 100 years ago there was not one." I met only yesterday in a French publication a statement that the first statistical return which came into the possession of the National Institution of Paris on the inquiry of the Baron Degerando, a very well-known writer on the subject, was dated 1829; and he ascertained that at that time there were 88 institutions in various parts of the world, but not even the largest of them contained as many as 200 pupils. At the present time there are more than 500 institutions.

9257. (*Mr. Johnson.*) Do you mean that there are 500 institutions where the pupils reside?—There are 500 institutions of all classes throughout the world.

9258. That includes day schools?—Yes, wherever a school was open for the reception of deaf children and instruction was given that would count for one.

9259. (*Chairman.*) Are you speaking from personal knowledge of the schools for the deaf and dumb on the continent and in America?—No, my knowledge of the schools in America is derived from correspondence and literature only. The two schools on the continent that I have seen are Rotterdam, which I visited a good many years ago, and Milan, which I visited at the time of the conference.

9260. Is the school at Milan on the best system?—I think so; the results were most surprising even to me, who went expecting to see a great deal that I had never seen before. The whole thing was entirely beyond what I expected.

9261. Was the system of instruction more perfect than we have in England?—We, as visitors, only saw the results of it; we did not see the processes, or at least I did not. I was otherwise employed whilst I was there. Some years before I was connected with the Ealing Institution, and when I was still at Liverpool, I went to the continent (two of my daughters were at school there) and I stayed a day at Rotterdam; but unfortunately I pitched upon the fête day of the venerable head master, Mr. Hirsch. All the communication there was oral. I was astonished to find what I did find there. The freest oral communication I have ever seen anywhere in this country is at the school at Doncaster. I happened to be in Derbyshire on business a few weeks ago, and I went over and stayed from Saturday to Monday with Mr. Howard, whose name may probably have come before you; and the communication there was freely oral to a degree that I had never seen before in this country. It must be borne in mind that the oral system lifts a child out of a low level, and places it on a high level; the child becomes more like yourself, whereas the deaf child is unlike yourself. There is one point that I should like to mention and gentlemen connected with institutions will know its importance; I refer to the age of admission and the time of continuance at school. Another point which requires very carefully dealing with is periodical admissions, not admissions every week, every month, or any day. When I was at Old Kent Road new pupils came to me every six months; I do not think that was the best plan. The old class went up, whether it was in a position to go up or not; but it had to go up to make room for the new comers. In Liverpool, where there was no admission by the votes of subscribers, which I very strongly object to, but where the admission was by the committee, who were the best judges of the need of the children, the committee could admit the children at any meeting, every month.

9262. That means a great additional trouble to the teachers, does it not?—It means breaking into the continuity of the class every few weeks. The training of teachers is the thing that I have been longing for, and striving for all my life, and I am very glad that it is accomplished. Another point is that when I first became a teacher the very large proportion of those who taught in the institutions were deaf teachers.

9263. That is objectionable, is it not?—Most objectionable. When I went into the Old Kent Road Asylum, I think the staff was 12; I was the third who could hear, and all the other nine were deaf. They were very good specimens of what the combined system could do; most of them could speak; they all made signs to their pupils and to one another, but nearly all spoke to us, the hearing staff. Now I think deaf teachers are almost obsolete. but I can give you one very curious instance of a deaf and dumb teacher. At the Melbourne Institution in Australia the head master, an old pupil of the Old Kent Road, is deaf and dumb; and in that very institution the oral system is taught by a gentleman who is himself deaf.

9264. That surely cannot be so advantageous?—I am told that the results are very successful, but he has a helpmeet. He teaches his deaf children as he was himself taught by Mr. Van Asch, who is now in New Zealand The father of Mr. Hutchinson, the gentleman I speak of, is rector of a parish in Staffordshire, and his son was a pupil of Mr. Van Asch. He is now married; he teaches the oral system to the deaf children in that institution, and his wife stands by and gives the necessary correction which only a hearing person can give. With regard to the deaf, dumb, and blind, I have had curious experience. I have never had a deaf, dumb, and blind pupil; but the first case I had ever seen was a case that was brought before the British Association a good many years ago by Dr. Fowler, a physician of Salisbury. This woman was in the Rotherhithe workhouse. Then I knew Mary Bradley and Joseph Hague in the Manchester Institution.

9265. There is a deaf, dumb, and blind person now being taught there, is there not?—If so, that is more recent. Mary Bradley must have grown into mature age now, if, indeed, she is living. Joseph Hague was the deaf and dumb child of a deaf and dumb mother, and he became blind by disease when he was about 12 months old. I knew him from a boy and up to his death. The last letter that he ever pricked in his peculiar way of communication was on his death-bed, and was addressed to me.

9266. I suppose it is possible with a great deal of pains to teach such a person?—A man of indomitable energy, great ingenuity, marvellous zeal, and the highest type of man, such as my dear friend Mr. Patterson was, might succeed where others would fail. The most extraordinary case that I ever had to do with was making the will of a lady who was deaf, dumb, and blind, and proving it in Westminster Hall before Sir Cresswell Cresswell. Ten thousand pounds were placed under her absolute control in consequence of an affidavit that I made after having an interview with her in her own house in Shropshire. But I must say that I think the oral system would have been at fault there. I do not mean to say that the communication I had with her could not have been made by the oral system, but I could not have made it.

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9267. Was it entirely by signs?—It was by the using of my right hand on her left hand, and communicating with her in that way by manual communication.

9268. Of course in the case of the blind the oral system could not be carried on?—I believe Dr. Howe thought it could, and he is a very high authority. When Dr. Howe was in London, he saw me at the Old Kent Road; I never spoke to him, but he asked Mr. Watson, upon whose staff I was, if he would spare me to go over with him to America, and help him to teach, that I might become one of his staff and teach Laura Bridgman.

9269. Fortunately the cases of which you are speaking are comparatively rare?—Very rare indeed. Mr. Ackers just reminds me of the most extraordinary case in Brussels that I ever saw in my life, where communication was made by one of the Sisters taking hold of the deaf, dumb, and blind person's hands and moving them about, they having a language of signs mutually understood. That same person had not been born deaf or blind, but she could speak and delivered an oral address of congratulation to Monsignor de Haerne on the occasion of which I am speaking. In respect of the case of proving the will of Miss Poole it is unique. First of all I saw her with a view to ascertain whether she was a person competent to understand the value of money, the nature of business, and to exercise her own will with regard to her affairs. I did see her, and with me was united in the same affidavit a clergyman whose mother, along with this lady, had been a private pupil at Mr. Braidwood's at Hackney, where Dr. Watson was assistant, before the London Asylum was ever started. This lady had moved in the respectable circles of her own neighbourhood all her life, until at the age of 60 she became blind. Her over careful friends withheld from her 7,000*l.* which a relative had left her, representing that her condition was such that she did not know how to manage it. So we saw her, and reduced the whole of our inquiries and the answers thereto to an affidavit drawn up by a London lawyer, who was present, and this was sent up to the Court of Chancery, and through it the whole of her property was placed under her sole control. Subsequently I was informed, in a letter from the solicitor in Gray's Inn, that it was very desirable that she should make her will, that he would take instructions for the purpose, and I was to go down to explain its provisions to her, and to witness it. I will describe the scene. She sat at one end of the table, and at the other end were the chief official persons of the place, Ludlow in Shropshire, the mayor, the rector, the principal medical men, and other principal persons, not as experts, but in order to see that the whole thing was done above board. When she was told I was there, she rose to receive me, and a seat was provided for me on her left hand. The lady on her right was a sister of the clergyman, who joined me in the affidavit, who, therefore, had known this lady from her childhood as being her mother's friend. A copy of the will lay before the deaf, blind lady and myself, and another copy was before the gentleman sitting in the seat corresponding with your Lordship's. I began spelling on her hand with perfect silence one sentence. She turned to the lady on her right and spelt on both her hands the sentence that I had just repeated to her. That lady, having nothing before her, repeated aloud what presumably I had said to the blind lady, and what certainly the blind lady had said to the her; and the official gentlemen at the other end saw that they were actually the very words in the will before them. So it went on. She stopped me in one place and said: "Not a thousand, a hundred," showing that she knew the value of numerals; and she willed away the whole of her property with perfect accuracy. She left a portion of it, and a very substantial portion of it, to the very persons who had wronged her by desiring to keep it from her, and they were her blood relations. She left 100*l.* to the institution whose headmaster helped her to make such a will. That was the last time I saw her. Then when the will came to be proved the relations contested it. They said that nobody in such a condition as that could possibly make a will. We fought the battle out at the Probate Court in Westminster Hall the whole of one day, and on the following morning the other side gave in, and the will was proved. This was on May 3, 1861.

9270. (*Mr. Johnson.*) What was the lady's name?—Jane Poole. I have before me a note as to the question of state aid, but I think your Lordship has asked me all that you desire to ask me on that subject. I think that a capitation grant is very necessary.

9271. (*Chairman.*) Have you seen the resolution that was passed by the Manchester School Board?—Yes.

9272. Are you in favour of that generally?—It seems to me to point out a way in which the thing could be done, which I think is so necessary to be done.

9273. (*Admiral Sir E. Sotheby.*) Do you know what is the universal system of teaching on the continent; is the oral system universal?—It is not universal, but I think I may say that in every country it is used in the large majority of schools.

9274. You are not aware that it is universal in France?—No, but it is spreading very rapidly. Since the congress at Milan the system has marvellously spread in France. It was at once introduced into all the national institutions in France, of which there are three.

9275. You have spoken about the marvellous results at Milan; in what way were those results superior to what you have seen or known in this country?—I have here a copy of the letters which I wrote to the "Times," which record impressions then fresh in my mind. One is dated the 25th of September 1880, and with the permission of the Commission I will read a passage from it: "By "these resolutions and by direct evidence in other ways "the most emphatic contradiction was given to many of "the assertions and pleas which have been so persistently repeated in this country against the method "of teaching the deaf by speech. The arguments of "speakers were strong, and, to an open mind, convincing; the avowals of men who declared that the "work they had performed before a certain date, in all "conscientiousness and zeal, was done under a mistake, "that they were convinced of their error, and renounced "it, this had still greater weight; but the indisputable "and unanswerable facts which proved the triumph of "the system were what was witnessed in the schools. "These were the speaking and lip reading of the "pupils, the conversations among themselves, with "their teachers and with strangers, the acting of "written drama, not pantomime, the printed copies in "our hands enabling us to test their pronunciation and "their accuracy, the answering in examination, the "catching up of a correction and proceeding on the "instant with the sentence, the fluent command of "language, the copiousness in composition, the "absolutely perfect ease and certainty with which they "understood the speaker, whether he spoke audibly or "without emitting sound at all, whether he spoke to "them in the pure Italian they had learnt at school, or "in the *patois* which the old pupils had learnt in their "homes and workshops after leaving school, from their "companions and work-fellows; in all these ways, in "every possible way, and in ways which seemed im-"possible, these deaf children at school, and deaf men "and women who had left school and were winning "their way in life, appeared before us, spoke to us, "answered us, spoke to each other, answered each "other, gossiped with each other, in such a manner as "made their deafness a thing practically non-existent. "They knew what was going on as well as we did. It "was in the schools that the victory was won. In the "Congress Hall it was simply recorded."

9276. You do not see why deaf and dumb children should not swim equally as well as hearing people?—I cannot see why they should not swim.

9277. In the sea or anywhere else?—Anywhere. The only thing that would deter them from doing it would be fear, and they are fearless. You cannot frighten them by telling them to take care because there is a boat ahead there, or because there is a rock out of sight; they are like Nelson, who, when he was asked whether he had any fear of the bear, said, "Fear, fear! I do not know what fear is." That is their case exactly.

9278. Would it be better to have a special college for the educated classes, or allow them to matriculate at the universities?—I should prefer their matriculating at the universities. If the oral system performs what it is intended to perform, it will enable them to do that, and as a matter of fact, the Rev. Mr. Syle, the first deaf gentleman anywhere who ever received Episcopal Or-

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dination, entered himself at St. John's College, Cambridge, deaf man as he was, and only omitted to proceed to the ordinary examination as any other man would do because, his health gave way, and he was obliged to go home to America.

9279. Is that the only instance that you have known of a deaf and dumb person going to the university?—I cannot remember another at this moment. There is a pupil of Mr. Arnold's of Northampton, a Mr. Farrar, a very able man indeed; he is by this time, I suppose, a graduate of the London University; he matriculated there two or three years ago.

9280. You have visited the board schools, I suppose, have you not?—I am not a stranger to the buildings, but I have never been in them during class-time or school time.

9281. (*Mr. St. John Ackers.*) Speaking of the university, do you not know a Mr. Ibbetson, who lost his hearing when he was about 15, and who has taken his degree at Cambridge?—No.

9282. You have known a great many sign system schools become pure oral system schools, have you not?—Yes.

9283. Have you known any oral schools which have become sign schools?—Never. Not one.

9284. It has been stated that the International Congress at Milan was a packed meeting; you have already told the Commission that you were one of the executive committee of that International Congress; were you not also the organising secretary, or one of the organising secretaries, for this country?—I was the only one.

9285. Will you tell the Commission what were your instructions, and what steps you took in order to get persons to attend that International Congress?—I communicated with the head masters of every institution in the kingdom, and though it is a long time ago since I saw the answers I am familiar with the purport of the answers which I received from all. Mr. Patterson was one, Mr. Elliott was another, Mr. Howard was another, Mr. Van Praagh, Mr. Schöntheil, all answered me. Perhaps others did not answer, but all those I have named answered to this effect: that they would be very glad to go there, but that on the ground of expense it was quite out of their own power to do it, and they did not think that their committees would consent to it.

9286. But every single institution had an invitation?—Yes.

9287. From your knowledge, as being a member of the executive committee, was the same done in the case of the other countries?—Yes, I was the only member of the committee, so far as this country was concerned, but there were three members representing the United States for instance. The committee was made as representative as it possibly could be, in order that those who were interested in the subject and connected with the subject should be brought in.

9288. Did the head masters or the authorities of each of the institutions in other countries receive a similar invitation; was it part of the scheme of the executive committee that each institution throughout the known world should receive an invitation to that International Congress?—I take it that it was with that view that the representatives on the committee were appointed for different countries, and I naturally inferred that what I did as part of my duty as regards this country would be done by my colleagues as regard their own countries.

9289. As a teacher of great experience, and as one who went to this International Congress, at Milan, should you say that the majority of those who attended that International Congress, outside Italy (of course, naturally whenever there is an International Congress the majority of the people come from that particular country) were in favour of the sign system or in favour of the pure oral system when they arrived at Milan?—My impression is that the majority were not in favour of the pure oral system previously to their arrival at Milan.

9290. Were not a great number of them from France?—There were a great many from France.

9291. Can you give us the numbers which arrived at the conclusion which you have already alluded to?—160 against four. I know who the four were, but I do not know who the 160 were.

9292. How many out of the 160 came from Germany?—One only.

9293. Then if Germany had been represented in the same proportion that other countries were the natural conclusion is that the number would have been still greater?—Far greater.

9294. So that really without the country from which this system got its name, and where it is universal, being represented by more than one person, the numbers remain 160 to four?—Yes.

9295. Then can it in any possible way be honestly called a packed meeting?—I think not. I wrote an article about it afterwards (but did not send it, because others were writing on the same subject, and I thought it would be redundant), to prove that it could not be packed; and I take great exception to the taste of those who going there in good faith expecting to find a certain decision in conformity with their own views, on finding that it was not in such conformity turned round and blamed the very authority that had invited them. If they had taken exception to the organisation of the body from the outset I could have understood it, but to assent to the organisation, to accept the invitation, to take part in the proceedings, and to go to the vote, and then to exclaim against the authority when a vote was arrived at adversely, I thought was a piece of bad taste. I think I have mentioned in this letter the fact of the Germans not being there.

9296. Do you happen to know the reason why they were not there?—One obvious reason was that their expenses were not paid, and they are poorly remunerated. Another reason that we all arrived at was this: that they were not in a tremor about their system; they knew it was the best, and therefore they let it fight its own way, and gain its own victory.

9297. You have, in answer to his Lordship, given evidence about the training of teachers; you were, I think, the first person in this country to really advocate strongly and practically the training and improvement of the status of the assistant teachers?—That was always very near to my heart, not only from my desire to do all I could for the deaf, that their education should be improved, and that the status of the teachers should be improved, but because I felt the enormous difficulty of one man having the responsibility of teaching 100 children or more, and being very insufficiently supported to the extent of one half of his school.

9298. Was it possible in those days to get efficient teachers?—You might sometimes get them without experience and without any efficiency and train them up to a certain point; but then they were promoted and you were left to start again.

9299. You have spoken of the great advance which has taken place since the Ealing Society was founded; but do you consider that the training of teachers, even now, is sufficient, seeing that we have it in evidence that the teachers who have been trained are nearly all ladies, and that at the present time hardly any male teachers have been trained?—When I was secretary of the Ealing Society I entirely agreed with the anxiety of the committee upon the subject. We felt that we were working at a great disadvantage when we were not able to get male teachers.

9300. Do you think it would be possible to get a supply of male teachers properly trained without Government assistance to the training colleges?—I do not.

9301. Do you consider that the assistance of the Government to training colleges for teachers of the deaf should be at least equal to what is given to training colleges for teachers of the hearing, provided that the training colleges for the deaf train the same class of persons, that is to say, teachers of elementary education, not for the rich, of course?—Yes. For simplicity of argument, and in order to give additional cogency to the argument, I am prepared to say in so many words that what you do for the hearing you should do for the deaf.

9302. And you would insist upon as long and full training for the teachers of the deaf as for the teachers of the hearing?—Longer if possible.

9303. Though much has been done you are still dissatisfied, because you think we ought to have a great deal further training of teachers for the deaf?—We have, perhaps, got half way to the point we are aiming at, but I should like to see the whole ground covered.

9304. You have had great experience of different systems; will you kindly tell the Commission in the shortest possible way the different manner in which you would give a short sentence in signs, and the same sentence in the ordinary English language?—I might say, "I saw the Queen pass from Buckingham Palace to the "Thames Embankment." Now, Buckingham Palace, unless the person that I was speaking to knew Buckingham Palace by a general sign, I should have to spell; and so I should have to spell Thames Embankment (*the witness gave the signs*).

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9305-6. Will you kindly take one short sentence which you would be able to give entirely in signs without the manual alphabet?—"The Queen went to see "her son's wife, who had just had a baby" (*giving the signs*).

9307. In the one case you have given it us in English; will you translate literally the order of the signs in the particular sentence?—"Queen's son's wife baby "have. Queen went in bedroom baby see." That is simple signing.

9308. You do not give it in the order of the English language?—Sometimes the very reverse.

9309. Do you believe that those who have been taught upon the sign system rarely think as a rule in the order of the English language, or do they not think in the order of the signs, and then translate from that to the English language?—That depends upon the stage of their attainments.

9310. Take for instance the first half of the education at school?—I should think that during almost the whole of the time they are at school they think in signs. But when they go into the world and improve their knowledge of language they sometimes lose their knowledge of signs altogether, as I have known them to do. They communicate only in the manual alphabet; then they think in language, and they employ language only; but that comes afterwards. All these systems aim at the communication of language, the oral system by means of speech, the combined system by means of speech and signs, and the sign system by means of signs only.

9311. We have had it in evidence that in the sermons at St. Saviour's, Oxford Street, the signs are given in the order of the English language; has that been your experience when you have been there?—No, nor is it my experience when I gave sermons in signs myself. I know it is in their Rules, because it strikes me that the originators of that society were conscious of the necessity of keeping as close as possible the connexion between signs and language.

9312. But to a great extent it is not done?—I do not think it is done. I never affected to do it. Perhaps it is vain in me to say so, but I suppose Mr. Stainer and I are the two best signers in England, and we could communicate a religious service in the language of signs, if anybody can. But signs communicate to the mind of an educated deaf person that which the language in his mind enables him to recognise.

9313. You do not then agree with the late Dr. Howe, who expressed to me his distinct opinion that if he had again to teach Laura Bridgman and Oliver Caswell he would have used the oral system?—I do not agree with that, only because I am not in a position to give an opinion. He having practically succeeded in doing this or that thing, might see his way to doing something beyond that; but as I never got to that point I am not in a position to give an opinion.

9314. (*Mr Johnson.*) I think you mentioned just now that the greatest proficiency in the oral system that you had witnessed in England was at Doncaster?—I said that I saw speech more freely used amongst the pupils at Doncaster the other day than I ever saw before.

9315. How was that result obtained; was it through trained masters and mistresses, or who were the people that instructed those pupils?—Mr. Howard has had (though for a less time) just the same practical experience that I have had; he has had to acquire it in institutions.

9316. He was not at any training college?—He was not. I remember at this moment that one of his teachers is the daughter of an old head master of an institution, so that it is possible that amongst his other teachers there may be some who had antecedent knowledge of the deaf and dumb.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 26th March 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
E. C. JOHNSON, ESQ.
CHARLES FEW, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

DR. DAVID BUXTON, F.R.S.L., further examined.

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9317. (*Mr. Johnson.*) With regard to the statistics relating to deaf and dumb children in the census of 1881, have you anything further to state?—The first paragraph of the memorial presented in 1885 to Mr. Mundella, the Vice-President of the Committee of Council of Education, by the members of the governing bodies and head masters engaged in the education of the deaf and dumb, is as follows:—"The Census "Returns of 1881 showing that there are over 3,500 "deaf and dumb children of school age in England and "Wales, although there is only school accommodation "for about 1,700, prove that the existing means for the "education of this section of the population is inade-"quate." Lord Egerton of Tatton in introducing the deputation said, "Since the last deputation which Mr. "Mundella received in 1881, we find from the census of "that year that in England and Wales there are between "the ages of five and 15 years, 3,508 deaf and dumb "children, and school accommodation for about 1,700 "I believe that at the present time the school accom-"modation is somewhat larger; the Secretary has "gone into the figures, and I believe that in 1884 it is "rather more than that. (*Lord Carlingford.*) Is that "in Great Britain?—(*Lord Egerton of Tatton.*) No, "these figures refer only to England and Wales, "although, of course, we have here representatives from "Ireland and Scotland. At the time this memorial "was prepared the 1881 census returns for Scotland "and Ireland were not issued; the figures only relate "to England and Wales." Then, Mr. Lunt, who is the Secretary to the Manchester School for the Deaf and Dumb, laid a table before his Lordship in which these figures were given:—Total deaf and dumb population in England and Wales, 13,295; children of school age, 3,508; children under instruction 1,891. The total deaf and dumb population is taken from the census, but the number of children of school age is an assumed number. We have the number of all children between one age and another in Her Majesty's dominions, and then an assumed proportion of that number is taken as the number of deaf and dumb children; how far that assumption is well or ill founded is a matter which

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further, careful, more systematic, and better managed inquiries may bring more fully to light.

9318-19. On whose authority do you suppose that that assumed number was arrived at?—It was arrived at amongst experts. The late Mr. Baker, of Doncaster, told me that he thought it might be presumed that 16 per cent. of the number of the deaf and dumb are children of school age. Another way of putting the same formula is to say that one-sixth of the deaf and dumb population of the United Kingdom of all ages should be at school.

9320. The fact is, that the number of deaf and dumb children of school age you give is not an actual number returned, but an assumed number?—That is so.

9321. (*Chairman.*) Are there strong grounds for presuming that there are a great many more than that table of Mr. Lunt's gives as being the assumed number?—Yes, undoubtedly. The deafness of most children under five years old cannot be known.

9322. (*Mr. Johnson.*) You said yesterday that you and Mr. Stainer were great adepts in the sign system?—Yes.

9323. We have had it stated in evidence that Mr. Stainer became converted rather suddenly from an advocate of the sign and manual system to an advocate of the oral system at the Congress at Milan; might I ask you whether your conversion was more sudden or less sudden than Mr. Stainer's?—Men have to adapt themselves to the circumstances in which they find themselves placed. Whilst I was the head master of a combined system school I was bound to be loyal to my committee and I did not see my way to proceeding further towards the adoption of the oral system than I at that moment saw I was at liberty to go; but at the Social Science meeting in 1875 in Liverpool I read a paper in which I said that we were on the threshold, I thought, of a great change. I had made Mr. Ackers' acquaintance and I knew what he was endeavouring to carry out, and I said I should have been very glad if Mr. Ackers had been there himself to describe his own plans, but I thought, looking back upon the past and anticipating the future, the next few years would see very striking changes indeed. Then in the summer of 1877 we held a conference (the first of the conferences of which the third was held last summer), of which I was vice-president, and one of the questions proposed to those who constituted that conference was whether the representatives of the German system were to be admitted or not. I said unless they were admitted I could not be a member myself. I considered that the thing must be thrown open to everybody. Mr. Ackers, Miss Hull, Mr. Kinsey, Mr. Schöntheil, and Mr. Van Asch were present, and the impression that they made upon the minds of those who were present, whether it bore fruit immediately or not, certainly told marvellously upon the progress of the oral system. While we were in conference here in London we were all asked to go and see the system in operation, and we went to the Jews' Deaf and Dumb Home at Notting Hill and there saw what certainly I, with all my experience, had never seen before. Though I was committed to one system I hope I am not so thickheaded or blind as to resist the power of evidence when brought before my own eyes. The teaching was on the oral system, and its methods and results, as then exhibited to some of us for the first time, won our complete approval. Mr. Patterson, who was the oldest headmaster on the sign system in England, was present, with his son, and on leaving the home, the son said to the father, "There is more done there on that system than "we can do on ours." The favourable impression produced by that visit has been frequently referred to since. It was a "moving of the waters," the starting point of a new era in the teaching of the deaf in England. A few months after that Mr. Ackers, knowing that I was about to leave Liverpool, and presumably knowing that my feeling towards the oral system was not so adverse as that if I should join his institution I should try to upset his scheme, offered me the secretaryship of the Ealing College, which I accepted, and from that time I have been a hearty advocate of the oral system, but I never devoted myself to it with such a willing heart as after I had been at Milan and seen results such as I described yesterday.

9324. What you heard and saw at Milan confirmed your previous impressions?—Yes; and also what I had seen sometime before at Rotterdam as a mere casual traveller showed me what satisfactory results were to be obtained from the system. Rotterdam was supposed to be the radiating point of the oral system until some of us had been to Italy and others of us had been to Germany. I was staying at a hotel at Rotterdam and told the commissionaire that I wanted to go to the deaf and dumb institution the next day. He said, "In "the house opposite there lives a little girl who goes to "the school." I thought this would be a good chance for me, taking a child as it were at random in that way, to find out the merits or defects of the oral system. So I said, "I should like to see her." The commissionaire said, "I saw her a minute ago, but I do not see her now." I said, "If you see her again call me out." By and by he called me out and I found the little girl there. She was a child of 11 or 12. Of course she talked Dutch and so the commissionaire had to interpret. He had none of the practice of an expert, he was simply the commissionaire to the hotel. I said, "Tell her I want to go and "see her school to-morrow." I may have added something more, and then the commissionaire said to me, "She says "it is a bad day for you to go to-morrow, you will not see "the children in school." I then asked him to enquire "How is that?" and her reply to him was, "It is fête "day, it is Mr. Hirsch's birthday, a grand holiday"; and the conversation was continued for some time between the interpreter, myself, and the child. When I got there the next day I found what she had said to be perfectly accurate in every point. Here was a child picked up in the streets, so to speak, accidentally, not a selected child but an ordinary pupil, who communicated to a stranger through a stranger with as much freedom as a hearing child could have done.

9325. From your great experience amongst the deaf and dumb, will you tell us what is the opinion amongst the deaf and dumb themselves as regards the oral system?—The deaf and dumb themselves are not competent witnesses.

9326. (*Chairman.*) Not all of them?—I mean that not all of them are competent witnesses.

9327. (*Mr. Johnson.*) But what is the feeling of the deaf and dumb themselves with regard to the oral system as compared with the sign and manual system?—I should say that the answer they would give to the question "Which of the systems do you prefer?" might almost be made a test of the standard of their attainments. I should say that those who appreciate all the advantages which a knowledge of speech gives by bringing them into communication with the world would be friends of the oral system. On the other hand, those who have lived in a cage all their lives are so much attached to their cage that they have no desire to fly outside. Some of the best educated persons I know have made efforts of their own, after their school training was over, in order that they might gain as much instruction as the oral system could give them. I know one deaf gentleman who is a most ardent advocate of the oral system, and I have been present when he has spoken in three languages. He has addressed me in English, he has addressed a lady, who was formerly a student at Ealing College, in French, and he spoke to a friend in Norwegian.

9328. If the oral system were introduced generally into England, of course it would entirely supersede all other systems for the instruction of the deaf and dumb; do you suppose that it would be possible to introduce the oral system so gradually at the existing institutions as to allow the old system to die out and the new one to be established in the same institution?—I cannot conceive that possible under the same roof unless such complete isolation were possible under a very extensive roof as would be equivalent to a separate building.

9329. (*Chairman.*) As at Manchester?—Yes, and as is the case at Margate; there they have the schools for the two systems some 4 or 5 miles apart. We have an example in what was done by the Abbé Tarra. He had two houses, one for the sign and manual system, and one for the oral system; all the new comers were placed in the house devoted to oral teaching, in which at first there was but a small number, but the day came when the maximum number became the minimum, and the minimum became the maximum; they changed places, and finally, when the oral system had become universal, the sign and manual house was no longer used.

9330. Do you find that those that have been taught on the oral system lapse into the sign system after they leave school?—I do not think the oral system has been sufficiently long in practice to justify one in giving any definite opinion upon that subject. Let it be borne in mind that since the new régime I have not been a teacher at all; I have been acting as secretary to the Ealing College. I am speaking of my former experience as a teacher, adding my experience since as secretary of a society; but altogether I have given 40 years' attention to the subject.

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9331. (*Dr. Tindal Robertson.*) Can you tell us whether the oral system was ever practised in this country before it was introduced from Germany?—Originally those who had to do with the teaching of the deaf turned all their efforts in the direction of teaching them speech. The thing which struck everybody was the thing obviously wanting, speech, and to supply that was the aim of all effort till the time of the Abbé de l'Epée. The Abbé de l'Epée, having collected a certain number of deaf and dumb children into one school, found that when you group a number of children together into a class they begin to make signs; so it occurred to somebody, I do not know who it was, that this use of signs which was so ready amongst themselves might be made a very useful instrument of instruction, and that led to the adoption of signs as a mode of teaching in place of the better system previously practised by means of speech. The French system has been till lately a system of signs, and it originated undoubtedly in the Abbé de l'Epée's school, where, when the children were assembled together, they made signs among themselves, and the means which the children adopted for communicating with one another were adopted by the teacher as a means of instruction. But, as I have said, previously to that the aim of all teaching of the deaf was to give them speech. It was so in this country in early times; it was so in Spain, it was so in Holland, and it was so in Germany, and the mode of teaching by signs was originated in the latter end of the 18th century in the school of the Abbé de l'Epée, in the neighbourhood of Paris. We know that the Americans took their system from that school; they adopted first the sign system, but latterly the combined system, though the oral system is now making very considerable progress in America.

9332. With regard to your conversion to the pure oral system, you saw the working of it at Ealing College?—Yes, and I had had previous experience of it. I had taught pupils orally at Old Kent Road and in Liverpool. My earliest work as a teacher was to teach the first class of boys for the first six months how to articulate sounds and pronounce simple words.

9333. Where did you acquire the knowledge and experience which enabled you to do that?—On the ground on which I stood; I had to pick it up as I went along.

9334. Then the oral system was taught in a modified form even then?—It was called the articulation system, all the children were taught to articulate, and many of them spoke very well. I was one of three hearing teachers, the whole of the rest of the staff being deaf, and the deaf teachers, most of them, spoke with an ease and with an intelligibility that rendered it unnecessary for them to communicate by signs with us, and this they never did.

9335. With regard to the statistics that you have been speaking of, you say that the figures are not altogether reliable; I do not know if you imagine that the number of deaf and dumb children not in schools would be rather above than under the number given. Could you suggest any system by which reliable statistics could be got with regard to the deaf and dumb?—I said yesterday, the very best statistical inquiries ever instituted in Her Majesty's dominions are those made by the Census Commissioners in Ireland; whether they have less to do than the corresponding authorities here, and so are able to do it better, I do not know, but they have an agency of verification there which does not exist in any other part of the kingdom; the Irish Constabulary is at their beck and call, and they send back the documents for further investigation if they find anything in them which strikes them as requiring explanation. Of the misleading character of the statistics of the deaf, which are sometimes returned to the Census Commissioners, an amusing instance may be given. In a district in Ireland the number of the "deaf and dumb" returned to the Census Commissioners was so wildly at variance with the ordinary proportion, that the official documents were sent back again for a further investigation. It was then found that the sapient enumerator had returned as "deaf and dumb," not only those inhabitants who were old enough for their condition to be properly ascertained, but every infant child in the district too young to be able to speak, or indeed to perform any other act of volition of any kind. In answer to your question I would say that until our inquiries are made on a better system, with a larger scope, and with reference to points selected and settled beforehand, and are then submitted to a competent verifying authority, the investigator of these facts, however earnest in his inquiries and philanthropic in his purpose, will frequently find himself in a fog.

9336. If some similar system to that which is carried out by the Irish Census Commissioners for collecting statistics with regard to the deaf and dumb (that is to say, the number of deaf and dumb, the causes of deafness, and so on) were adopted in England, would that meet your views?—I would say that the Irish Census Commissioners' programme is the best one to be followed.

9337. You have given us some information about the causes of deafness; have you formed any idea whether any means might be adopted of preventing deafness in some of those cases?—I think an Englishman's love of liberty would not permit us to go so far as to prohibit consanguineous marriages.

9338. You would prohibit them if you could see your way to do so?—Yes. Then I think that the intermarriage of the deaf and dumb is extremely undesirable. I have seen most painful proof of that.

9339. With regard to State aid, which you think very advisable, would you say that State aid should be given to institutions where deaf and dumb children were boarded and educated, or to day schools, or to both?—I should say it should be given wherever good work was done, where the institution was obviously and clearly benefiting the class for whom it was intended, no matter what system of teaching was adopted.

9340. I think you said that you could not see any objection to State aid being given for maintenance?—There have lately been issued the reports of three Government inspectors who were asked to visit the schools in London, Manchester, and South Wales, and the two inspectors who visited the Manchester and the South Wales districts, who go more fully into the subject than the inspector who reported upon the metropolitan district, agree in representing it as their opinion that 10*l.* per head in the way of a capitation grant for deaf and dumb children would be a very desirable and a very beneficial thing if the State would give it, in addition to the funds already at the command of the governing bodies of the institutions.

9341. Then if that was the form of grant, in what way would you propose that it should be expended, entirely for educational purposes or for other purposes as well?—If it went into the treasurer's hands it should be available for the current expenses of the institution, for all purposes.

9342. Would the 10*l.* be paid at the commencement of the pupil's education or when he finished it?—As soon as the institution began to spend money on the child it should have a fund to look to from which it could be recouped.

9343. Under those circumstances you would expect that there would be inspection?—Undoubtedly.

9344. Have you any suggestion to make as to the character of that inspection?—It should not be taken for granted that anybody is capable of understanding the idiosyncrasies of the deaf and dumb.

9345. (*Chairman.*) It should be skilled inspection?—Yes, undoubtedly.

9346. Would you, in addition to a grant for children, make any grant for the education of teachers?—Yes, I would.

9347. In what form?—I would follow the existing arrangement with regard to the training of teachers of hearing children.

9348. How long a time do you think a teacher who was a fairly intelligent man ought to be under training as a teacher of the oral system?—A minimum of 12 months, during which his entire attention should be given to college training. In the case of pupil teachers under the school board their two years are divided between teaching in classes and receiving instruction at the college. That is little enough. I think certainly two years should be given, and if a third year were given it should be combined with practice in classes. It should not be poring over lessons and listening to lectures only, it should be combined with actual practice, reducing into daily practice the lessons taught by the lecturer.

9349. (*Dr. Tindal Robertson.*) Have you any experience of the higher education of the deaf and dumb?—I have had pupils of my own who have spoken more than one language, some who have become good

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mathematicians, and so on, who have left me to carry on higher education under an ordinary private tutor.

9350. Is there any public institution for the deaf and dumb where classics and branches of higher education are taught?—I am not aware of any.

9351. You do not know of any institution for the deaf and dumb analogous to the Worcester College for the blind sons of gentlemen?—No; the only such college that I know for the deaf and dumb is the one at Washington.

9352. Do you know whether from that college there are any exhibitions to any of the universities in America?—That college has university status and grants degrees. I hold its diploma myself, signed by the late President Grant. I may say that a highly educated deaf and dumb person who was first a pupil and then a teacher at the Margate Institution has gone over to that college at Washington, to carry forward his higher education, I presume from the fact that he could not get such higher education in his own country.

9353. Do not you think it would be a very desirable thing if by some means or other exhibitions to universities could be founded available for deaf and dumb persons who might be thereby encouraged to fit themselves for entering one of the liberal professions?—They must first have the necessary preparatory training to lead up to the steps of the university.

9354. I am supposing that they have first gone through that preparatory training?—The number of those requiring such higher education would be very few. I doubt whether there would be a sufficient number to justify founding exhibitions for that purpose. Those who desired to go in for higher education would do what such persons have done hitherto, continue their course of instruction under competent private tutors.

9355. One question as to the teaching of handicrafts to the deaf and dumb; do you think such technical teaching might be better given in central places where they might be associated together, or do you think it better that they should be apprenticed?—The system of apprenticeship does not now seem to be so much in favour as it used to be; I do not know whether there has been any improvement in the system of apprenticeship since I left Old Kent Road, but in many instances when I was there it failed of the desired success. I should be disposed to think that it is still less successful now; that is only what I assume. There is undoubtedly an advantage in a few deaf persons being associated together for the purpose of learning trades, but not in such numbers as to constitute a workshop rather than a school. I would have the school element predominate. Mr. Stainer has suggested that we should adopt the system which is followed in Russia and some other continental countries, that the boys during the latter part of their school time should have their intelligence quickened and their interest in their school work kept alive, by accustoming themselves to handicraft work and knowledge of tools, construction, and so forth, but not that trades should be taught, before they left school. That I think is a very valuable suggestion.

9356. Do you know whether there are any pension societies for the deaf and dumb?—There is one, the Charitable and Provident Society, of which I think Mr. Stainer is honorary secretary.

9357. Have you any knowledge of that society yourself?—I have been cognisant of the fact that such a society existed during the whole of the time of my connexion with the deaf and dumb. I know that it was originally established as the Watson Society; it was established in memory of Dr. Joseph Watson, who was the first teacher at the asylum for the deaf and dumb in the Old Kent Road and who died in 1829.

9358. Are you aware that the Cordwainers' Company give pensions to the deaf and dumb?—I believe that Christ's Hospital or some of the City Companies are trustees for certain limited funds for the deaf and dumb, and also for the blind.

9359. I presume, compared with the pensions that there are for the blind, they are very small?—Infinitesimally small, I should say.

9360. If by any means the small number of pensions for the deaf and dumb now existing could be increased, so that those who were very poor might receive the advantage of pensions in their declining years, do you think that that would be very desirable?—I think it would be very desirable indeed. There is a bequest in Liverpool left by a gentleman whom I formerly knew, which is distributed to several respectable aged persons who have got past the age of working and who might be driven to the workhouse if they did not receive some such assistance. I think I saw in the last report that over 70*l.* out of that fund had been distributed to deaf and dumb persons during the year.

9361. Have you any experience with regard to charities for the deaf and dumb at Bristol?—No.

9362. I have been told that for every blind child there 1,000*l.* can be found. I do not know whether you know of any provision whatever in that city for the adult deaf and dumb?—I do not. The head master of the local school for the deaf and dumb is an old assistant of mine, but I do not know anything about Bristol except from passing through it. But on the general question, comparing blindness with deafness, the attractiveness of blindness to the philanthropic and benevolent mind as compared with deafness is I should say as 100 to 1. The affliction of blindness is a visible affliction, it is an affliction that anybody can realise far better than they can deafness, it is very widely spread, and it is one of the concomitants of old age. Most people can realise failure of sight and the utter extinction of it; it is the ability to realise the condition of people who are deprived of their sight that makes people so quick to respond to calls on them on behalf of the blind.

9363. It would be an advantage if something similar to what is done for the blind who are past work in the way of pensions could be done for the deaf and dumb?—I should hail such a thing as one of the greatest boons that could be conferred on the deaf and dumb.

9364. (*Mr. Few.*) Do I rightly understand that you have not been a teacher of the deaf and dumb since the oral system was introduced?—No. I have never taught the oral system since the new régime, so to speak. I have been a secretary and not a teacher.

9365. Therefore your opinion with regard to the advantages and results of the oral system is formed upon observation and not on actual practice as a teacher of the oral system?—I had some experience in teaching articulation at the Old Kent Road. I have heard from eye witnesses what has been done elsewhere, and I have read about what has been done elsewhere; I saw the results of the system at Rotterdam and also at Mr. Schöntheil's school, and then in 1878 I became connected with the New College at Ealing, and saw it from its early development; but at Milan I saw its later development, which carried conviction to most of those who saw it.

9366. Your opinion appears to be that deaf and dumb children are not competent of themselves to judge as to the value of the oral system?—I do not think they are. I would rather take the judgment of the parents, the children are *in statu pupillari*.

9367. Do you consider that all deaf and dumb children can be taught by the oral system?—The Italian authorities say they can.

9368. What is your own opinion?—I am not a teacher. I have not taught the oral system so as to acquire the means of giving an opinion of my own.

9369. As regards the question of State aid, would you contemplate that grants should be made to all schools where the deaf and dumb are taught, irrespective of the status in life of the children taught in those schools?—I would give State aid to all schools in which the deaf and dumb were taught, whether private schools or public ones. There is as much labour, as much responsibility, as much anxiety, as much of that which deserves guerdon and reward, in the one case as in the other. I cannot see any necessity for separation myself.

9370. Would you propose that a capitation fee should be given in respect of every child in a deaf and dumb school, asylum, or institution, whether the parents of the child were in good circumstances, or medium circumstances, or in poverty?—I think that the exceptions would be so few in which the parents were in good circumstances that the simpler way would be to make no distinction.

9371. That would be in some cases a grant of State aid where the parent ought to provide for the child's education himself?—If it were practicable to make a separation I would do so; but the per-centage of those children whose parents were well-to-do would be very small; in 100 you might have six that would come under that category.

9372. It might be more or less?—I do not think you would have more than 5 or 6 per cent.

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9373. As regards State aid in respect of teachers, would you propose that that aid should be granted to colleges giving instruction to teachers irrespective of the status in life of those who were being taught or their power to maintain themselves outside State aid altogether?—That is a very large question; it is a question of management.

9374. It is a question of finance in one sense?—The difficulty of getting competent persons to undergo the requisite training arises partly from the fact that they are absolutely surrendering their income for twelve months and paying out of their own pockets their tuition fees in addition; therefore if State aid would enable competent persons to undergo the training, and if their valuable services could be by that means utilised for the benefit of the deaf and dumb, I would say let the colleges that are training such people receive State aid irrespective of whether they are people who have to earn their own living, or whether their friends are well-to-do. I would aim at that which was for the advantage of the deaf and dumb, and I think more good would be done by passing over the difficulty at which you hint than by regarding it.

9375. But if a person trained in such a college earned his living afterwards as an ordinary teacher (or governess) State aid would have contributed to his or her education, and the object with which such aid was given would not have been attained?—That may be so; if it were possible to get such persons to repay the amount contributed by the Government in their particular case I would make them do so. Besides, the difficulty is not new; all those that are trained in training colleges receive a certain amount of very valuable education at the cost of the State, and as soon as they have completed their education, instead of going into the schools for which they were trained, they sometimes take higher remunerative employment in the Civil Service or in mercantile or other employments by means of the very qualifications that the State's aid has helped to develop. If you could meet that evil in one case by all means meet it in the other, but if you swallow the big fish you may as well swallow the minnow. I am afraid it is one of the inevitable disadvantages of a system, the clear advantages of which are beyond dispute.

9376. A person who went in for training, say as a governess, under the oral system would be taught by State aid, whereas a person who wanted to be taught as an ordinary governess by the ordinary means would have to rely on her own pocket for her education?—I think it is a question whether persons when they first go into the college exactly know what their future is likely to be. I do not quite see how they could come under an obligation their capability of performing which would depend on contingencies, but certainly if anybody went to a training college with a view to avail himself of State aid in order to put money into his pocket by becoming a private teacher, I would compel that person to pay back again what the State had given, if I could.

9377. There would be no legal power to bind persons who entered the training college to become teachers of poor deaf and dumb children?—No, if there were such a power I should use it to the fullest extent of its applicability. If the State enables you to arrive at a standard of proficiency with a view of its being utilised for the benefit of the State your services ought to be devoted to the State.

9378. (*Chairman.*) To follow up that remark, as I understand, you only wish the education of the deaf and dumb to be placed in the same position as the education of other children, that is to say, that they should have the same claim to grants from the State *cæteris paribus*, due allowance being made for the difference in their position; and in the same way with the training colleges, you think that they should get the same advantages of having trained teachers as the elementary schools have now in getting theirs and no more?—I should like them to have more, because I think their position is exceptional; but I would be content with the same advantages. I would say, at any rate, they ought to have the same advantages. At present they require more and they receive less; that is the anomaly that I want to put an end to.

9379. You spoke of teaching the first class at Old Kent Road; was it the head or the bottom class?—It was the class into which children were put on their first coming into the asylum. In speaking of my work in that class I am reminded of a little incident to which perhaps I may be permitted to refer. I was present at the funeral of the late Rev. Mr. Smith, the first chaplain of St. Saviour's, who was a very old friend of mine, and a gentleman near to me asked me my name, and I told him, upon which I asked him his name, and he told me. Then I said, "Your brother was one of my first pupils in the Old Kent Road, Is he here." His answer was "Yes." I said, "I should like to see him." He said, "I will go and fetch him." I said, "Do not tell him who I am, he has not seen me for 40 years. He went and fetched his brother to me, whom I had not seen since his boyhood, and I said to him, "Do you know me?" He said, by speech, "Yes, Dr. Buxton, of course. and then he added, extending his hand to me, "I thank you for teaching me to speak."

9380. (*Mr. Johnson.*) He had been taught by what you called the combined system?—Yes; he learnt signs at the same time.

9381. (*Chairman.*) Have you anything to add to the evidence you gave yesterday?—Mr. Ackers asked me yesterday whether I was aware that of those who attended the Milan Congress some went there with their minds not made up, but who were open to conviction, and who went away convinced. I wish to refer to one instance. One of the speakers at the Congress, a French ecclesiastic, expressed himself thus. He spoke in French, and this is my translation: "I came to Italy strongly "prejudiced against the teaching of the pure oral "system. I did not believe that anyone could instruct "deaf-mutes without signs, but on visiting the schools "and seeing the pupils, seeing that all the pupils talk "and all read the movements of the lips, not only of "their teachers but of their schoolfellows, seeing also "that there was an intelligent exchange of ideas "between them, my prejudices are overcome, and I "return to France converted."

The witness withdrew.

Mr. Isaac Thomas Price examined.

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9382. (*Chairman.*) You represent the United Kingdom Association for the Blind?—Yes. I was for some time the honorary secretary of the London branch of that association; I am not the secretary at present, but I am on the committee of management, and I have been deputed by the London branch of the association to come before the Commission.

9383. When did you cease to be secretary?—In January.

9384. You are familiar with the objects of the association?—To some extent.

9385. Can you state when it was founded?—The original branch was founded in Sunderland, in the autumn of 1884.

9386. What led to the institution being formed at Sunderland?—I believe a number of blind men at Sunderland thought it might be a good thing to hold meetings to consider their condition, and to see if it could be in any way improved.

9387. Were you at Sunderland at the time?—No.

9388. When did you personally first join this movement?—In December 1884.

9389. Were you then resident in London?—I was.

9390. Was the London branch formed at that time?—The London branch was formed at that time.

9391. The objects of the association, I understand, are to improve the present state of the education of the blind?—That is one of the objects.

9392. Another object is to consider the various trades, pursuits, and professions now followed by the blind, and the possible introduction of new ones?—Yes.

9393. And a third object is to take into consideration the amount of success and the causes of failure hitherto attending the efforts made to ameliorate the condition of the blind?—Yes.

9394. What is there in the present system of education that you think especially requires improving?—In the

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first place I think all blind schools should be under Government inspection and, of course, that Government inspection should be accompanied by the usual Government grants, and I think, ultimately, it might be desirable to educate all blind children in company with seeing children.

9395. In the first instance?—In the first instance; while blind schools continue to exist I think they should be under Government inspection.

9396. Then would you propose that a blind child should be at once placed in a school with seeing children?—I should send him to an ordinary board school or any other school which the parents might think best.

9397. What provision would there be in an ordinary board school for the education of the blind; a blind child would not be able to read if sent to an ordinary school?—There are teachers whose business it is to visit the board shools and teach the blind children.

9398. I understood you to say that you advocated blind children being sent at once to school with seeing children. I ask you how can you ensure those children receiving proper education with the others if they have not been taught previously to read on some system by which the blind are taught?—They might learn to read while under the teacher whose business it would be to teach them to read in the schools.

9399. But he could not possibly teach them at the same time as the other children. I understand you to mean that they must have some previous special teaching before they can be placed in a class with seeing children?—I am not sure that it is necessary that they should have previous special teaching.

9400. How are children who are blind, who do not know how to read, to be trained in the same class as seeing children?—I think it would be necessary in the first place that they should attend a blind class, but it should be in connexion with the school for the seeing.

9401. Then you must have a previous training for the children before they are placed with the seeing children?—Yes, I think so, but that previous training should not be given in an isolated institution, that is what I mean.

9402. In that case you must pre-suppose that in certain centres there must be special classes formed for blind children in connexion with the ordinary elementary schools, and when those children have been so far trained that they can be taught with other children that then they should come into the general classes. Am I right in supposing that that is what you mean?—Yes.

9403. In the first instance of course they must be taught some special type; what type do you recommend?—I should very strongly recommend the universal adoption of the Braille system.

9404. The ordinary school books by which children are taught in the elementary schools are not used for the education of the blind at present, would you recommend that the same elementary books should be used by the blind as by the seeing?—Yes, I should certainly say that was quite desirable, and I should also like to say in connexion with that that the embossed books for the first three standards of education should be quite uncontracted. There is a system of contractions in general use in Braille's system, but those contractions ought not to be introduced in the books for the first three standards.

9405. With a view of simplifying the instruction?—With a view of simplifying it partly; and it would hold out an inducement to the seeing teachers to make themselves familiar with Braille's type, so that if a blind child were reading with a class of seeing children the teacher might be perhaps of more assistance to him.

9406. Do you think it is very likely that you would be able to get ordinary teachers who would be familiar with Braille's system?—I think it is quite likely; Braille's system uncontracted is very easily learnt.

9407. It would mean that you would have to give an extra payment to those teachers who qualified in that as an extra subject?—Yes.

9408. You are speaking now of large towns; it would not apply to country districts where perhaps there was only one blind child?—Of course there would be much more difficulty in such a case; some special means, no doubt, would have to be devised for instructing a single child in Braille's system.

9409. In schools in county districts you would have to have a teacher who probably would not be able to give a child the time to teach Braille's system; it would have to be taught outside the school?—I think most likely that would be necessary.

9410. You state that certain things ought to be done, but you have not stated how they are to be practically carried out; I do not know whether you have thought of these things thoroughly. You are aware of the difficulties I have pointed out?—Yes; I think they might be overcome.

9411. With a full knowledge of those difficulties that there must be in teaching blind children with the seeing, you still think that, as a general rule, all blind children should, as far as possible, be taught with the seeing?—Yes.

9412. And not at any special institution?—Not at any special institution.

9413. What are the grounds upon which you come to that conclusion?—One of the great advantages of blind children being taught with seeing children is that by mixing more freely with them they get more like them, and they acquire habits of independence more readily. In institutions which are established for the education of blind children exclusively they simply mix with each other, and lose a great many opportunities of obtaining information which they would have by being educated with seeing children; and they are taken away from their homes, which I consider is a great disadvantage. In every way they are brought up in a different atmosphere to what they otherwise would be, and they are less fitted for contact with the world when they leave the institution than they would be if they were brought up in the usual and natural manner.

9414. Has it struck you that there very often would be a difficulty in regard to the age of the children. Blind children would naturally be more backward than the seeing children, and in most cases you would have a blind child in a class with seeing children of a much younger age?—I think, as a rule, a blind child would not be more backward than a seeing child.

9415. That is assuming that he has somebody to teach him the Braille type in addition to what is ordinarily learnt by seeing children?—Yes.

9416. Would not it take more time for a child to learn to read if he was blind than if he could see?—I think not.

9417. Have you any experience that justifies you in giving that opinion?—I have very little experience, except experience of the disadvantages I have felt myself in having being educated in an isolated institution. I have reason to believe that there are children at present being educated in the board schools who can read and write Braille's type with great facility.

9418. At what age?—I cannot speak positively as to that; about 10 or 12 or 13.

9419. Do you mean that you know of blind children who are of the same age and in the same standard as seeing children?—I have heard of such; I do not know them myself.

9420. Where were you educated yourself?—In the school at St. John's Wood. I was not educated in Braille's type for reading.

9421. Were you educated in Moon's?—No; in Lucas's.

9422. You are familiar with Moon's?—Yes.

9423. Is there any other type you are familiar with?—I am familiar with the ordinary print in use by the seeing. I can recognise it when it is embossed.

9424. You prefer the Braille?—I prefer the Braille infinitely; chiefly because of the facilities with which books can be produced and written.

9425. They are not nearly so bulky as books written in the Roman or Moon type?—Not so bulky as books written in the Roman or the Moon type; nearly as bulky as those written in Lucas, perhaps.

9426. Have you any knowledge of the industrial training of the blind?—I can only say that at some institutions it has been very inefficiently carried on, because a sufficient amount of time has not been devoted to it.

9427. How long were you at St. John's Wood?—I was at St. John's Wood for about 10 or 11 years; during that time I studied music as a profession.

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9428. Were you taught any other trade?—No.

9429. Did you evince any particular disposition to learn music, or were you made to learn it whether you liked it or not?—I had rather a liking for music.

9430. You did not ask to learn any other trade or occupation?—I did not.

9431. Do you say that in your case you were or were not turned out well trained?—I consider that I might have been very much better trained. The training was not particularly bad, but it might have been very much better.

9432. I suppose you could hardly be aware, so far as the other trades that your companions were taught were concerned, whether they were successfully trained or not?—It was the custom after the boys were about 14 or 15 years of age to let them go into the workshop for two or three hours a day to learn a trade, letting them spend the other two or three hours a day in the schoolroom. Now a sighted boy is expected to devote several years to learning a particular trade, and he is supposed to be at it all day long, and I think that a blind child should certainly devote quite as much time, and perhaps a little more time, to the acquisition of a trade. I think it is obvious that they could not have been thoroughly well taught under that system.

9433. Do you know what became of any of those who left the school at the same time as yourself; did any of them earn their livelihood by a trade that they had been taught in the institution, or did they fail?—I have known one or two who have earned an indifferent livelihood, who have been able to earn a little; and in several instances those who had learnt tuning at the St. John's Wood school were afterwards sent to factories, and of course have been able to earn a good living in consequence.

9434. How many do you know from St. John's Wood who have become tuners?—I know about five or six.

9435. What education did you receive in music; did you learn anything beyond tuning?—I did not learn tuning; I simply learnt the profession of music; that is to say, I learnt pianoforte and organ playing, and the theory of harmony, a general knowledge of music.

9436. When you left the institution what was your first step?—I lived at home for a few months trying to obtain a position as organist, but I invariably failed.

9437. Why did you fail?—It was a great deal due to the fact that I was not allowed to compete. There is a great deal of prejudice on the part of the public which induces them to refuse blind persons leave to compete. But after a few months a vacancy occurred on the staff of teachers at St. John's Wood school, and I was appointed to fill it.

9438. Then the music which you had been taught failed you as a profession?—Up to a certain time it did; but at present I am engaged in teaching music.

9439. At the school?—No, at home.

9440. How long were you a teacher at the St. John's Wood school?—About six years; but I was not a teacher of music there.

9441. But did you use the opportunity of being a teacher there to improve your knowledge of music?—Yes, certainly.

9442. Were you at the end of the six years better qualified to earn your livelihood than you were before?—No doubt.

9443. Therefore, if you have succeeded now your case is not the case of one who has succeeded after leaving an institution; you have had the advantage of additional training at the institution?—I had no additional training, because I took no lessons.

9444. You had a certain amount of knowledge, and you had leisure, I suppose, and opportunities of acquiring an additional knowledge of music?—Yes, and, of course, as I grew older I gained more experience generally.

9445. What was your next step, after being six years at St. John's Wood?—I was then appointed music master and assistant teacher in the general educational department of the school for the blind at Plymouth.

9446. At what salary?—At a salary of 30*l.* a year, including board and lodging.

9447. How long were you there?—About 18 months.

9448. What number of pupils had you there?—I had about 18 music pupils, and I had to conduct small classes of children in the latter part of the day, in which there were about seven or eight children.

9449. Were you successful in teaching them during the limited time that you were there?—I was not very successful, because the system was not at all satisfactory.

9450. You mean that you had not enough time to give to music?—I had not enough time to give, either to the music, or to the education of the children, because I was expected to fill two offices.

9451. You had to educate the children as well?—Yes, in general education.

9452. You mean that the training was imperfect generally?—It was generally imperfect.

9453. Did you leave that institution for that reason?—Partly for that reason. The fact of the general training being imperfect led to some misunderstanding between the committee and myself, and I thought it best to resign.

9454. You asked, I suppose, that greater time should be given to music, in order to enable you to teach your pupils successfully, and the committee differed from you?—I gave a sort of report, in which I stated that the training was imperfect, as it must necessarily be, in consequence of the limited time devoted to it; and I was given to understand that there was a good deal of dissatisfaction felt with the work that I had done, and so I resigned accordingly.

9455. Since that time how have you been employed?—I have been living at home and giving private lessons in music. I have been able to obtain a considerable number of pupils, though my time is not at all fully occupied; and I may say that if I could obtain a sufficient teaching connection to occupy my time fully I should be earning a tolerably good livelihood.

9456. What class of people do you give lessons to? What do they pay for your lessons?—I generally get about a guinea a quarter for 13 lessons, one lesson a week. That may represent the class of people that I teach.

9457. Are your pupils ordinary sighted pupils?—Yes, with one exception; I have one blind pupil, but the rest are sighted pupils.

9458. Do you get more for teaching the blind than for teaching the others?—In that one instance I get paid less.

9459. What are your actual earnings, if I may ask the question, because we want to test how far a person in your position is likely to gain his livelihood?—My present earnings might be stated at about 13*s.* a week, or about 36*l.* a year.

9460. Have you any pension?—I have no pension. I have a little income besides what I earn by teaching.

9461. You think that the blind should be taught professions in the same thorough way as seeing people are taught?—Certainly; if they are to compete with anything like success with the seeing they should be taught quite as thoroughly.

9462. Are you yourself proficient in any of the trades of the blind?—Not at all.

9463. You only speak from knowledge of others?—Exactly.

9464. Is it your experience with regard to the blind after they have left these institutions that they generally fail to get their livelihood?—Generally; I think they fail to a great extent.

9465. Do they fail because they are inefficient workers in the trades which they adopt, or because there is a prejudice generally against the blind?—I think for both reasons.

9466. Do you think that if they were good workers that prejudice would be overcome?—To a very great extent.

9467. There is a reason for the prejudice, because the work of the blind, who are inefficiently taught, is not so good as that of the seeing?—I should hardly like to put it in that way, because the prejudice often prevents seeing people from actually testing the work done by the blind.

9468. The prejudice against the blind goes even further than the prejudice caused by inefficient work; you say that there is actually a prejudice against

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the employment of the blind at all, whether they work well or not?—I know that to be so, so far as my professional experience in music is concerned.

9469. Can you suggest any remedy for such a state of things?—I think that if blind children were allowed to mix more freely with their seeing companions as they grew up that prejudice would be partly removed. Then I think while institutions exist, those who promote the institutions might do a very great deal more towards obtaining employment for those who have left the institutions. Then, of course, we come back to the question of efficiency. The more efficient you can make a blind person the more likely he is to compete successfully with others.

9470. Do you think that there ought to be organised by these different institutions some system of supervision or inspection of those who have left the institutions?—To some extent I think a plan of that sort might answer. I think they should make it their business to see how their pupils succeed, and to help them to succeed.

9471. Can anything be done in the direction of having depôts for the sale of the work of the blind, or any plan of that kind?—I think that a great deal might be done in that direction. It would be a very great advantage if blind persons knew where they might take their work and stand a fair chance of disposing of it.

9472. I suppose that now they take it to a retail shop, and it is accepted or not according as it is well or badly done?—The general rule is that blind people obtain work in shops established for their employment. In some cases they may do work at home which they get from private connexions, but I do not think it often happens that they take their work to retail shops and offer it for sale. I have not had any experience of that.

9473. Do you think that the application of the pensions to the blind is the best that can be devised, or have you any objection to the present system of pensions?—That would be a matter of detail, I think. For instance, I should say that the pensions given by the Gardner Trust ought not to be held under quite the conditions under which they are given. Parochial relief ought not to debar an applicant from receiving a pension.

9474. Have you known many blind persons prevented from receiving such a pension from that cause?—I have not, but I have understood that that is one of their regulations, that any person applying for relief from the Gardner Fund must not have received parochial relief; and I think that is most unjust.

9475. What steps has your association taken to further its objects?—It is very young at present, and there are difficulties in the way. The steps which it has taken have simply been to hold meetings and to consider the questions; and one of the steps was to forward a resolution to this Royal Commission, asking them to insist upon the placing of blind schools under Government inspection. A resolution was forwarded some two or three weeks ago from the London branch of our association, saying that we had adopted certain principles laid down in a book written by Dr. Armitage respecting Government inspection of schools, and that we wished to call the attention of the Commission to those principles.

9476. Do you think that music is the best profession for a blind person to learn?—As far as my experience goes tuning is the best. Blind persons are able to earn a better livelihood at tuning than at anything I know of at present. Music would be the best, only that the general competition is so very keen in the musical profession. As I have said before, if there were not so many music teachers in my neighbourhood, and I could get the work to do, I could earn a pretty good livelihood; but the competition is so very keen.

9477. Do you require someone to lead you when you are walking about the streets?—I generally find my own way.

9478. Of course one of the reasons why the blind are placed at a disadvantage is that they cannot get about so readily as seeing people?—But the blind as a rule do not allow that to stand in their way. One of the objects of our association is to make that very prominent, that the blind wish to be and ought to be as independent as possible. One of the disadvantages of their being educated in blind institutions is that they are not allowed sufficient freedom of action; they are kept in too much; if they were allowed to go out more they would obtain more independence.

9479. And they would gain greater confidence?—Yes, if they had to go to school with their seeing sisters and brothers they would gain a great deal of confidence. There is too much restriction in blind institutions as to that.

9480. How many meetings have your society held in London; do they hold them every week?—They hold them every month, and we have had one or two special meetings. The first few meetings were taken up in drawing up a code of rules and various things, so that we really have not been able to do so much as we could have wished. We have had about twenty meetings, I should think, and of course there has been a great deal of conflicting opinion upon some subjects, and the time has been taken up in that way.

9481. What are the burning questions among the blind which lead to those conflicts of opinion?—The difference of opinion that I referred to then was not so much about the burning questions as with reference to the details of management. The burning questions among the blind I think are, that they feel that they are not sufficiently recognised, that they ought to be more independent; and another thing is that some of those who work very hard earn very little, and that they ought by some means or other to be able to earn more. A blind man who works for 10 or 12 hours a day ought to get as the reward of his labour something more than 10*s.* or 12*s.* a week.

9482. Must not the remuneration for a man's labour depend upon his skill?—Yes, certainly, but of course the blind labourer might be made more skilful. But even then it would very frequently be desirable to supplement his earnings, so that he should have sufficient to live on in something like comfort.

9483. Do you think that private charity then fails to supplement those earnings sufficiently, and that there is any further call for assistance from any public source?—Yes, I think that a great deal more might be done in that direction.

9484. You have told us what might be done with regard to assisting the education of the blind children; but after the blind have grown up, what further can the State do for them?—I am not commissioned to speak definitely on that subject.

9485. I thought you hinted that something more needed to be done?—Not so much by the State. I think that the funds already raised for the institution of the blind (supposing the education of the blind to devolve principally upon the State) would be better spent in thoroughly training blind apprentices; and in some cases it might be desirable to offer larger premiums to employers to induce them to take blind apprentices.

9486. Your resolution is really founded upon Dr. Armitage's work on the blind, is it not?—Yes, it refers to Government inspection, and to the double grants which should be awarded, and also to the fact that the grants should depend upon the pupils' after success.

9487. I see that Dr. Armitage goes on to say that the Government might greatly assist blind workshops in certain ways by giving them large Government contracts for work which the blind are capable of doing; is that what you approve of?—We did not go quite as far as that; I should be inclined to think that that would be a very desirable thing, but I do not say that as from the association. I referred more particularly to the grants given to the schools, and to the fact that the grants should depend upon the success attending the pupils after leaving those schools, so as to induce the schools to try harder to make them successful.

9488. Is Mr. Allan the secretary of your association?—Mr. Allan is the present secretary.

9489. Is there anything further which you wish to state on the part of your association?—I believe that I have expressed the views of the association.

9490. (*Mr. Johnson.*) You got all your information about the education of the blind at the St. John's Wood school, did you not?—Not quite all. Of course I had a little experience at the school at Plymouth.

9491. But you began at the St. John's Wood school?—Yes.

9492. And you were under Mr. Barnes, were you not?—Yes.

9493. Were you not considered a very fair musical pupil?—As things went I was considered a very fair pupil.

9494. And you were recommended to Plymouth, were you not, as a master on account of your being a very fair pupil?—Yes.

9495. And you were also a master at the St. John's Wood school, were you not?—I was an assistant teacher there.

9496. In music?—Not in music.

9497. In what way do you think your musical education in that school was deficient?—I cannot play as well as I ought, and therefore I cannot take a position upon the platform. A great deal of my present knowledge of music as used by the sighted has been obtained by experience since I have left both the schools. I was certainly not fitted to teach seeing people as I ought to have been fitted to teach when I left either of the schools.

9498. You think that your education was deficient at the St. John's Wood School?—Yes.

9499. And you think that the musical training at that school is deficient generally?—I do.

9500. Then you think that you are an ordinary specimen of an intelligent pupil, do you?—If I may say so. I have known others who have done better than I have.

9501. I gather that you do not think that the musical profession is, at the present time, a very profitable one for the blind?—It has not proved so to me, and to some others.

9502. Has it proved in your knowledge to a great many others a very profitable employment?—I do not know anyone to whom it has proved a very profitable employment; I know one or two who have done a little better than I have.

9503. What do you suppose is the rate of earnings of what you call the best musical blind person that you know of, as a teacher or as an organist; what do you think is the highest salary than an organist gets, and what is the highest that a teacher gets?—Speaking of the highest salary which an organist gets, of whom I have any knowledge, I know an organist who does, or did, get about 80*l.* or 90*l.* a year.

9504. Where was he from?—He was from St. John's Wood.

9505. Then the teaching at St. John's Wood was sufficiently good to turn out an organist who could obtain 80*l.* or 90*l.* a year?—Yes.

9506. Are there more than one or two who have been turned out from that school earning 80*l.* or 90*l.* a year?—As organist, I do not know any other. I know one other who earns 50*l.* a year.

9507. Is not 80*l.* a year a large salary to give to an organist?—It is quite exceptional.

9508. Therefore, that would prove that the education that was given at that particular school in music was fairly good, or else you could not have had such a result as an organist getting 80*l.* or 90*l.* a year?—I do not think it proves that, because the particular organist of whom I am speaking happens to have had, not through his St. John's Wood training, but through his home associations, great experience in extremely High Church work; and I think it is his thorough knowledge of extremely High Church work that has helped him. I can play as well as he can, and therefore, from that point of view, I am quite as capable of obtaining an organist's place as he is.

9509. You have been rather leading the Commission to suppose that the musical training at St. John's Wood is not a very good one?—I should still wish them to suppose that.

9510. But you have been instancing cases of success. Now your own success was so great that you were recommended to go to Plymouth as a teacher from the St. John's Wood school?—Yes, but may I be allowed to point out that I was recommended to go from one blind school to another, which is a very different thing from going to teach sighted people.

9511. But you did go to Plymouth?—Yes.

9512. And you were there 18 months?—I was.

9513. Do you think that the profession of music is a very profitable one generally for blind people?—That is a very broad and general question. I think that most seeing people are rather ready to admit that it is not a particularly profitable occupation, because the competition is now so very keen. What I mean to say is this, that by working a fair number of hours during the week I could earn a very good living, but I cannot get the work to do.

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9514. That would apply of course to sighted people in the same way?—Quite so, only that of course the blind are under a certain disadvantage because they are blind.

9515. If you had sufficient work to do you might of course be able to earn more than 13*s.* a week?—I should earn three times that amount.

9516. The Commission only want to know about the relative advantages of the different trades and professions for the blind; and that is the reason why I ask you these questions. Do you think that the superior training of the blind in music as it is carried out in some of the other institutions is a great advantage to the blind?—The superior training I believe has enabled blind persons to do something better.

9517. In what degree has it enabled them to do better?—I should think that it may have enabled them to charge a higher price say for their lessons; and undoubtedly it has made them better performers, so that they stand a better chance of playing at concerts and so forth.

9518. You mention concerts; that leads me to ask whether blind people are employed at concerts profitably?—I am not aware of their being employed profitably to any great extent.

9519. Do you know blind people who make their living by singing at concerts?—No, I do not.

9520. What do you suppose they earn by singing or playing at concerts?—I really have not much information upon that subject. I cannot speak with any degree of certainty as to the pupils of the Normal College who have been so thoroughly well educated; but speaking generally, so far as I know, the blind only get the ordinary half guinea or guinea perhaps by way of expenses.

9521. Do you know of any cases in which they get as much as a guinea for playing or singing at a concert?—I could not give you an instance at the present moment. I believe I have heard of their occasionally getting that, but very rarely. I cannot say from personal experience that I know that.

9522. Do you think that it would be a desirable thing to train a great many blind persons for the musical profession?—No, I do not.

9523. You are an expert in music, are you not?—I am not a great expert in music, but I have sufficient knowledge to teach for a guinea a quarter, and to give very good lessons for that money.

9524. Taking 100 blind persons trained to music, what do you think would be the per-centage of those of ordinary capacity that would turn out to be fairly good musicians so as to earn as much as you do?—If you ask me what would be the per-centage of those who would turn out fairly good musicians that is rather a distinct question from whether they earn a good living or not. Of 100 blind persons who were thoroughly trained in music, I should say the per-centage who would make good musicians would be rather large.

9525. Would you say that half of them would earn a fairly good living?—No, because it is not only musical ability which is required; there is a good deal of natural capacity which is quite as necessary. There are semi-idiots who are not capable of being taught music thoroughly, but yet they have got what is understood as a good musical ear, though they have not the requisite abilities to fit them for competing with the seeing.

9526. Has your society considered the question of supplemental aids to the blind in their trades or professions?—In many branches of industry many blind people after having worked very hard all the week are only able to earn a certain amount, and if they have been well trained they will increase that by a little of course. We think that in such cases their earnings should certainly be supplemented.

9527. I do not know whether you are aware that there is a system in Scotland of supplementing the wages of handicraftsmen who are blind; has your society taken that system into consideration?—Not exactly, or in detail. As I say, we are only young, and we have not been able to do as much as we could have wished.

9528. I think you said that there ought to be something done by the State so as to enable a good blind workman to earn more than he already earns by his

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common labour; how would you propose that assistance should be given in the case of a common basket maker, for instance?—If you will pardon me, I do not think I said that the State ought directly to supplement the earnings of any blind workman. I believe what I said was this: that, supposing blind children to be educated with the seeing, the State should then bear a considerable proportion of the educational expenses; and I went on to say that the funds which are now contributed for the instruction of the blind might be better spent in apprenticing blind persons to sighted employers of labour.

9529. Then you are against their having an addition to their wages?—No, I do not say that. What I said was that I had not specifically stated that the State ought to supplement the earnings of a blind workman. I have not considered the question sufficiently. I should personally think that it might be desirable, but of course it is more a political question how far you can call upon the State to supplement the wages of blind workmen.

9530. What is the number of members of your association in London?—Of the London branch there are about 22 or 23.

9531. Where do those gentlemen who compose your association mostly come from?—A great many of them have been educated in the St. John's Wood School, and some of them have not. Some of them have been at St. John's Wood for a short time.

9532. Then this branch emanates, does it, from what you call the St. John's Wood School? — Certainly; several of the members are or have been connected with the St. John's Wood School, but the association is in no way connected with that institution.

9533. And they are mostly old pupils who were there under the old *régime* of the school, and not under the present altered management?—A good many of them are old pupils.

9534. Is the general impression amongst the members of your society that the musical education, not in St. John's Wood in particular, but in institutions generally, is badly conducted; is it your opinion that in the existing institutions throughout the country music is not taught sufficiently well?—Yes, speaking generally of institutions, that is our impression, though there may be exceptions.

9535. How would your society deal with the third portion of your suggestion, to take into consideration the amount of success and the causes of failure hitherto attending the efforts made to ameliorate the general condition of the blind?—I am not in a position to say very much upon that point. I have not been able to get very much information; I can only say that it is one of the objects of the society to try and find out by the experience of the blind themselves, because there is no doubt that one of the causes of failure has been the fact that the blind have not themselves been sufficiently consulted as to what is best for them.

9536. I think you told us that there were five or six tuners turned out from the school where you were educated; what are the ordinary wages which they receive for tuning?—They average from 1*l.* to 25*s.* a week, and if they had their sight they would earn about half as much again, perhaps. One of them gets 30*s.* a week now; but he has been in a factory for a long time.

9537. Are all of those five or six tuners of whom you have spoken employed in factories?—They are all in factories, and they do a little private work as well.

9538. Do you know what wages they get in factories?—The wages that I have already quoted. Their total earnings would be more than that. I can hardly say what they earn privately as well. They earn the same as a sighted man would get; they get 2*s.* 6*d.* or 3*s.* 6*d.* for tuning a piano, and of course that supplements their wages considerably. I have quoted their earnings in the factories.

9539. I suppose the authorities at Plymouth who employed you as a master considered that you were likely to be a good master?—I was a sort of music master and school master combined; a most unfortunate position to be in.

9540. Were you lodged in the house or not?—In the house.

9541. Then they must have thought you a very good master?—I do not know what they thought of me; I am afraid they did not have a very high opinion of me when I left. If I may be allowed to say anything in connexion with that particular school at Plymouth I should like to say this; that of course the education is very much neglected, because the children only have two or three hours a day, instead of five or six; and I consider that if that school were under Government inspection that sort of thing would not be possible. Blind children have no right to be on half time throughout the whole of their educational period, in fact they want rather more time than seeing children than less time. When I went there I introduced the Braille system of reading and writing, and I also introduced the arithmetic board, which I ought, perhaps, to have mentioned before, Taylor's arithmetic board with the octagonal hole; and I consider, and the association agrees with me there, that that is the very best arithmetic board yet invented. I also introduced the maps published by the British and Foreign Blind Association, accompanied by the Braille code; and I consider those maps far the best. I should like to recommend very strongly the general, or universal use, I may say, of Taylor's arithmetic board and the maps.

9542. In recommending the introduction of Braille's system you would recommend the Braille without the contractions, I suppose?—For the first three standards, but not beyond those.

9543. At what age do you think a child will arrive at the third standard?—Taking the educational standard I should think that a child would arrive at the third standard at about 10 years of age.

9544. After it had been under school instruction for two or three years?—Yes.

9545. I understood you also to say that you lived at home, having failed, because you could not compete with the sighted, is that so?—Not exactly.

9546. After you left Plymouth you came home, and you failed, because you could not compete with the sighted; that is to say, you were handicapped with the sighted, and they got employed before you could; is that the general feeling of the blind, that the sighted are preferred to them?—Yes, certainly.

9547. And you think that the blind are very much handicapped in that way?—They must of necessity be very much handicapped of course.

9548. Do you think that they are more handicapped in the case of music than they are in the case of trades?—I should say less so, because, as I have said before, if I could only get a sufficient amount of work I could earn a good living, whereas many basket makers and chair caners, and men who are engaged in other industrial pursuits after working all day long the whole week, get, in many cases, less than I am able to earn.

9549. Then they must be inferior workers, I suppose, because we had evidence before the Commission that the average is about 15*s.* a week, taking good, bad, and indifferent?—That is higher than I should have thought it to be. Still 15*s.* a week is not very much when a man has been working the whole week long for eight hours a day.

9550. At the same time it is more than the 13*s.* which you tell us is your maximum?—Quite so.

9551. (*Dr. Tindal Robertson.*) Were you born blind?—I lost my sight in infancy, when I was a few weeks old.

9552. I am not going to ask you about the opinions of your society, but only upon one point with which you are practically acquainted. In the first place you say that you advocate the universal use of the Braille system?—I advocate its universal adoption for children.

9553. Speaking from your experience what system would you advocate for the use of older people whose hands have become hardened, and who could not use Braille's?—I think that Moon's is undoubtedly the best for such people.

9554. With regard to the music, upon what system were you taught music in the St. John's Wood School?—I hardly know how to answer that question.

9555. Have you any experience of the system practised at Norwood?—No personal experience; I have known one or two who have been at Norwood.

9556. Have they given you any information about the method which is pursued there?—Yes; they say that they have superior masters, that they are given a great deal of technical study, which is most important, and

that they have to practice a good many hours a day. Neither of those things is true of the musical education at St. John's Wood.

9557. Whereas by the Braille system, as I am informed, you can learn by notation as a sighted person would learn by looking at the notes, by the ordinary system which was probably in use when you were at the St. John's Wood School, there was no chance of doing anything of that kind, and you were obliged to rely, I presume, entirely upon playing over the different tunes and committing them to memory?—On the old system we were obliged to commit the music to memory, and, indeed, on the Braille system one has to do that. The difference is that in the one instance one reads it oneself directly from the copy, whereas in the other case it has to be read through the medium of someone else.

9558. On what system do you teach music now; by the old system on which you were taught yourself, or by the new system which is so much better?—I use both. Perhaps I may be allowed to explain that if I am going to give lessons in a new piece of music the plan which I generally adopt is to have that piece of music thoroughly and carefully read through to me, so that I commit it to memory; and not only do I commit it to memory, but I know what sort of appearance it will present to a seeing pupil. Anyone who is musical will understand what I mean about the ledger lines and the clefs, and the various things that occur. I familiarise myself with that, so that I have a mental idea of what the copy is like, and what difficulties it may present to a seeing pupil. I know how to read printed music, and therefore I give the copy to the seeing pupil, and he plays it, and if he plays it incorrectly I can follow it.

9559. You can follow it, yourself?—I can follow it with my ear exactly.

9560. Do you confine yourself exclusively to notation?—I do not, as a matter of fact, take a Braille copy of the music with me; I depend upon my general knowledge and my memory, because if a pupil makes a mistake that will not make the thing sound any better; and not only that, but I make a point of becoming accurately acquainted with the copy.

9561. Supposing that you had to be taught music again yourself, would you prefer to be taught on the system on which you were taught at the St. John's Wood school, or on the system which I understand is practised at Norwood under the Braille system of notation?—Under the Braille system undoubtedly.

9562. You think that there are great advantages in that which cannot be obtained under any other system which is in use at the present time?—I am sure of it, because although I do not use the Braille system directly, or take Braille copies with me, I use it very extensively in copying the voice parts of songs, and so forth; indeed, I could not do without it now.

9563. Therefore, your opinion is not only that the Braille system is the best, so far as reading and writing are concerned, but that it is infinitely the best, and in fact the only one which is adapted for a correct method of learning and teaching music?—Exactly so.

9564. (*Mr. Few.*) Do I correctly gather that it is your opinion that as a whole music is the best thing for a blind person to be taught?—I can hardly say that, because, as I have said before, music generally speaking amongst the seeing is such a very precarious occupation to follow. It is one of the things that can be most successfully taught by a blind person, and that a blind person can most thoroughly know. Whether it is the most remunerative employment or not I am hardly prepared to say. As far as my experience goes tuning has proved to be the m[illegible] remunerative.

9565. Then either the knowledge of music or the knowledge of tuning is the best thing that a blind person can be taught, with a view of providing him with an occupation?—I should say so, as far as I know.

9566. As regards your Plymouth School, were the children there day scholars?—Most of them resided in the house. There were one or two day scholars.

9567. You say that they were only taught for two or three hours in the day; what became of them during the rest of the day?—They amused themselves in the workshop, generally, among the men and elder boys.

9568. Were they taught on a proper system of learning work, or in a mere half-play system?—When they reached a certain age they were taught work tolerably well. I believe that the industrial department of the Plymouth School is fairly well managed, but it is the educational part that is so extremely defective there.

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9569. Your opinion appears to be that blind people, as a class, fail to earn a tidy livelihood?—Yes, I think that, generally speaking, they do.

9570. Do you know many old blind people?—I do not know many; I have met with a few.

9571. You have no knowledge, then, how they manage to get their living?—May I ask whether you mean those who have lost their sight later in life, or those who have been educated?

9572. I will take those who have been educated as blind, having been blind throughout the greater part of their life?—So far as I can say, their earnings, if any, are generally supplemented by some form of pension.

9573. From friends? — From friends or from a society.

9574. (*Admiral Sir E. Sotheby.*) From your experience, would you recommend the blind children of poor persons to learn music or to learn a handicraft?—That is rather a difficult question to answer, because it would greatly depend upon the aptitude of the children. I should say that the same laws ought to regulate the education of the blind children of poor persons in professions as regulate that of the children of poor-sighted parents.

9575. You do not think, then, that blind people have a special aptitude to learn music?—Not necessarily so at all.

9576. Do you think that they are on a par with sighted people in that respect?—I believe so. I should not say at all that they were necessarily more gifted because they have lost their sight.

9577. You said something about supplementing the wages of blind workpeople; would you prefer that they should get so much a day, or that they should be paid by piecework?—That would rather depend upon how the wages were supplemented.

9578. If the wages were supplemented upon the amount of the piece-work they performed, would that meet your ideas?—I think that on the whole I am inclined to agree with paying them by piece-work; but then I think the payment should be supplemented in order to enable them to live in something like comfort; because when a blind person goes to work, the work that he does is a greater tax upon him than it is upon a seeing person. I think that ought to be taken into consideration. If a blind man works for 10 hours a day, at the end of the week he has done a harder week's work than a sighted man employed at the same occupation.

9579. Do you know any blind persons who work 10 hours a day?—In the Association for Promoting the General Welfare of the Blind, where there are workshops, and where people go regularly to work, I do not know the exact number of hours that they work, but it is a good day's work that they do.

9580. You say that you know two or three people who have been educated in music at the Norwood College?—I know several who have left St. John's Wood and gone to Norwood to complete their musical education, but they have not actually left.

9581. With regard to general education, if there were proper instructors at the board schools, would you send all the blind children there?—I think so. I believe that it would be possible to work that sort of thing satisfactorily.

9582. Do you think that most of the blind children are instructed in schools now, so far as your knowledge goes?—May I ask whether you mean at both blind and seeing schools?

9583. Do you think that most of the blind children are sent to school now?—I think so, only I think that in some blind schools, for instance at Plymouth, their general education is very much neglected, although it is taken for granted that because they are at school they are being educated.

9584. Do you know anything of an industrial school at Devonport?—A little.

9585. How many are employed at that industrial school?—I believe about 20.

9586. Do you know what wages they earn?—No, I do not exactly.

9587. Are the tuners as a rule obliged to take assistants with them?—As a rule they are not, though they

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may in exceptional cases. There are many seeing tuners who, if a pianoforte requires repairing, say, "We "will send someone," and the blind tuner is only in the same position.

9588. Do you know whether they teach in the school at Plymouth on the Braille system or on the Lucas system?—They teach both Braille and Lucas, and also Moon's; but they have only taught Braille within the last four or five years.

9589. Do they teach all three systems together?—Not exactly. They teach the girls, whose fingers are supposed to be softer, to read Lucas, and I suppose they give them some sort of elementary instruction in Braille; and the boys are also taught Lucas. The adults who have lost their sight perhaps as youths or young men, and whose fingers have become hardened by manual labour, are taught Moon's.

9590. Did you introduce the Braille system?—Yes.

9591. And you think that was a great improvement?—I considered it a very great improvement, though of course there was not much time for any great result to be produced.

9592. Who is the chairman of your London branch of the United Kingdom Association of the Blind?—The chairman of the London branch is Mr. Finchard.

9593. Is he blind?—Yes.

9594. Are all the members blind?—Yes, all the members are blind; that is one of the rules of the association.

The witness withdrew.

Mrs. Huth examined.

Mrs. Huth.

9595. (*Chairman.*) You represent the Committee of the Huddersfield Deaf and Dumb Association, do you not?—Yes.

9596. What is the object of that association?—The association in Huddersfield was originally established for the purpose of improving the condition of the deaf and dumb adults in Huddersfield. We have an agent there and he amuses them, and sometimes preaches to them on Sunday and also on some days in the week. The object is to provide them, I may say, with some general amusements. Another object of the association is to look after the deaf and dumb children who are of school age.

9597. To what school are those children sent when they are of school age?—Principally to the school at Doncaster; there are one or two at the school at Manchester.

9598. You send them as far as Manchester?—Yes. Manchester is not farther from Huddersfield than Doncaster is; it is not more than an hour by rail.

9599. Will you state what your association is doing with regard to the instruction or recreation of the adult deaf and dumb in Huddersfield itself?—In the rooms that the association have we have games for their amusement; then there is also a small library of books for the adults to recreate themselves with; and also the general intercourse with each other is perhaps as much a reason for their meeting together as anything else. All of those who attend there are not educated; the more educated ones have the more rational amusements.

9600. Are those whom you say are educated able to understand lectures by means of signs?—Some of them can follow, but in a very grotesque signing; it is almost a signing of their own, and not the ordinary signing that you would see carried on in schools.

9601. What is the number of which you are speaking?—About 50.

9602. With regard to the young, does your association show any preference for sending them to schools in which the oral system or the sign system is taught, or both?—Up to quite a recent period the feeling of the association has been rather in favour of the sign system; but if I may speak of my own individual opinion, I am so very strong an advocate of the oral system, that at my instigation, and perhaps through my persuasion, one child of six years old has been sent from Huddersfield to Mr. Van Praagh's Institution in Fitzroy Square, and he has now been there for about four months.

9603. Have you seen that child since it has been at the Fitzroy Square Institution?—Yes, I was there yesterday.

9604. Are you satisfied with the improvement that the child has made?—I am satisfied that already there is a very extraordinary improvement in the intelligence of the child, and at dictation he is able to write down some two or three letters. That information about him I got simply for his mother's benefit, not knowing that I should appear here to-day.

9605. Was he wholly uneducated on the oral system before he went to the Fitzroy Square Institution?—Entirely so. He has a deaf and dumb brother and a deaf and dumb sister, who were educated at Manchester; the brother is now at Manchester, but the sister has finished her education; and neither of those two have been taught to speak at all, but they have only been taught on the sign system.

9606. They have lately begun to teach the oral system at the Manchester Institution, have they not?—They have both systems in Manchester. This child of whom I was speaking, the brother of the little deaf and dumb boy who is now at Fitzroy Square, has been in the Manchester school for nearly six years, so that he was in the school before it was thoroughly constituted as it is now. The mother was not at first willing that the younger child should come up here and learn the oral system, but at last she yielded to persuasion, and allowed him to come. There is, or has been until lately, a great prejudice in our neighbourhood against the oral system, and it is in order to show the advantages of it that I have been working so very hard for this child to come to Fitzroy Square. Through the interest which I have taken in a number of institutions I have been very often to visit Mr. Van Praagh, and I have seen the excellent work that is done under him, so that I was very anxious for the child to go there. This is, I may say, a tentative proceeding.

9607. Then you think that the oral system is making way in Yorkshire?—I think it is. Even the head master of the institution in Doncaster is beginning to think that there is some good in it; but he has been such a long time making up his mind about it, that it is not yet thoroughly introduced in the institution. Both systems are taught there, and I may perhaps be allowed to quote the words of Mr. Van Praagh, who said, when I told him that the other system was adopted there to a considerable extent, "Fatal to the oral system."

9608. You have done your best, as I understand, to bring the deaf and dumb children of school age in Huddersfield to school?—We have.

9609. Have you found many cases which had previously escaped notice?—We have found some such cases. It is exceedingly difficult for us to make the children attend. In Brighouse, which is five or six miles from Huddersfield, there is one family as to which there has been considerable trouble in getting the children to attend school. Both father and mother are deaf and dumb, and there are four or five children in that family who are deaf and dumb. Two of the children are in the institution at Doncaster free of expense, because the mother was educated there. That family has given the agent more trouble than any other. I have myself been over to see them, but it is very difficult to make them understand.

9610. How do they gain their livelihood?—The father is a joiner by trade; I think he is not a very steady man, so that he is not always at work; but he is a good workman when he will work. He has been a long time out of work and in great difficulties.

9611. Do you think that the education of the deaf and dumb should be made compulsory, as in the case of other children?—I do think so very strongly. My feeling is very much in favour of instituting class rooms in the ordinary elementary schools, where the children would have the advantage of mixing with other children during the play hours, and of following their speaking, if they learn on the oral system, so that they would be able in that way to learn to communicate with other children, which I think would be infinitely to their benefit. Under the present system the deaf and dumb are an isolated class, and I think it would be very much to their advantage to mix more with others.

9612. There would be some little difficulty, would there not, in country districts, in getting a class together to be specially taught on the oral system?—That would be the case no doubt in rural and outlying districts; but in towns of moderate size I should say that there would be no such difficulty.

9613. What is the number of deaf and dumb children of school age in Huddersfield?—There are 31 of school age which, of course, is a much larger number than any one class of deaf and dumb children ought to be composed of.

9614. And they are scattered about, I understand, in different institutions?—They are principally at Doncaster.

9615. And you think that they should be taught at Huddersfield itself in special classes in the different elementary schools?—Yes.

9616. Of course that would involve the necessity of having, in these elementary schools, teachers specially trained for the purpose?—Yes, certainly.

9617. And that, of course, would entail additional expense?—No doubt.

9618. And the ordinary grant which the elementary schools receive for children who are trained in them would not be sufficient for the education of deaf and dumb children, because the teaching of the deaf and dumb is more expensive than the teaching of ordinary children, and therefore more teaching power and longer time in school would be requisite?—Yes, certainly.

9619. All those things you have considered?—Quite so. That is the reason, I think, why our school board has not undertaken the teaching of the deaf and dumb children. In some of the neighbouring towns, Leeds, Sheffield, and Bradford, the school boards have instituted classes for the deaf and dumb children; but in Huddersfield that has not been done. The necessity of doing it has been represented to the school board, and I might perhaps add that I was myself a member of the school board for 12 years, and during that time, more than once, I and others brought the subject forward, hoping that those classes might be established. But it has never been done yet; there has always been a feeling that there were too few deaf and dumb children for the great expense that would be involved.

9620. But I suppose that if they could get a grant of 10*l.* per child, such as the Manchester School Board, I think, asked for, that objection would be met?—I should think it would, certainly, to a great extent. I feel almost sure that they would accept the duty of educating the deaf and dumb children with such a grant.

9621. Do you know what is the expense of educating and maintaining deaf and dumb children?—The expense of each child in the Doncaster School is about 15*l.* per annum, including the sending to and fro and the education of the child.

9622. Is that exclusive or inclusive of board?—I suppose that that includes the board at Doncaster. The school boards now educate the deaf and dumb in Bradford, Leeds, and Sheffield. I have here letters from the different clerks, which I may put in (*handing in the letters*). We tried to prevail upon the Huddersfield School Board to educate the deaf and dumb children as those other towns were doing.

9623. In Bradford the pure oral system has been adopted, has it not?—It has.

9624. What system is adopted in Sheffield?—I think there they have both systems; it is a combined system.

9625. And at Leeds?—At Leeds they use the sign system.

9626. Do you not think that if children taught upon the oral system went home to their parents, instead of remaining in an institution, they would lose a good deal of the knowledge which they had acquired at school?—They would, I think, to a certain extent; but at the same time those who have had the smallest experience, as I have no doubt you have learnt from Mr. Van Praagh, think it an advantage for them to mix with those at home instead of associating merely with those who are at the schools. Their home life is an assistance to them if their parents would only continue to talk to them; but that is a very important "if."

9627. Of course a good deal depends upon the homes to which the children go?—It does. The mother of this little fellow, of whom I spoke just now as being at present in the Fitzroy Square Institution, is quite prepared to do her very utmost when he comes home for the holidays, to continue to talk to him and not to make signs.

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9628. Supposing that a child was taken from that family of five deaf and dumb children, of whom you spoke, and taught upon the oral system, the mother having been taught upon the sign system, would it not prejudice the teaching of the child in the oral system if it went back to that family?—He would, of course, not continue to be able to speak to her.

9629. In a case in which the parents are deaf and dumb and have not learnt the oral system, would you think it advisable that a child who had been taught on the oral system should go back to a home in which its parents were unable to communicate with it, except by signs?—I should not think it at all advisable.

9630. In such a case, would it not be desirable that the child should be sent to such an institution rather than that it should be kept at home?—Yes, certainly.

9631. Of course there may be isolated cases of that kind which are exceptions to the rule?—They are isolated cases, because, though I know at least four or five cases where the parents are deaf and dumb, this family where there are the five deaf and dumb children is the only one that I know where the deafness and dumbness has gone down to another generation.

9632. Where the children are scattered about in country districts it would be difficult, would it not, to provide for deaf and dumb children in each village school?—Certainly.

9633. Would it not be more convenient to have a central school to which the children should be sent, such school being of course under the control of some local authority?—Yes; and that system might be carried on to some extent in the small towns. For instance, in a town of the size of ours which has a population of perhaps 70,000 or 80,000, you might have a central school, because children from a distance could be brought there, and arrangements might be made for them to remain on the premises during the time intervening between the morning school hours and the afternoon school hours. If such an arrangement were not made, a great number of teachers would be required, and it would be a very expensive system to have teaching for the deaf and dumb in each separate school.

9634. Have you any suggestion to make with regard to the following up of the apprenticeship or training of those who have left the schools?—Of course there is a difficulty; but still the deaf and dumb children of our neighbourhood do find employment in the mills and other places. As soon as they have left school the agent of the association generally tries to find employment for them, and though there has been difficulty about it, they have eventually succeeded in finding it. In some mills they are exceedingly good and have even liked to have deaf and dumb children, especially if they are intelligent. There have been two or three thoroughly ignorant ones who have not done so well as some others; but those who have been educated and who seem to be bright, have always given great satisfaction to their employers.

9635. In cases of that kind do their employers or superiors communicate with them in signs or by writing?—I think, generally, by writing, but I am not quite sure. I know there are some who have been so totally ignorant that they could not read and could not write; but in the case of those who can read the orders are written.

9636. Has there ever been any question of their being apprenticed?—Yes, they have been apprenticed to some trades.

9637. Have they been apprenticed by the guardians?—I think by their parents. Where the parents have been in a position to apprentice their children they have done so. One was apprenticed to a cabinet maker; and others have been apprenticed to other trades. I do not think I know any family in which there has been such poverty that they have been unable to apprentice their children.

9638. Are they good draughtsmen, or have they any special aptitude for drawing?—Not especially so.

9639. Is there anything further that you would wish to say to the Commission on behalf of the association which you represent?—We thought that the establishment of night schools for the adults would be a very good thing for those who had not received education, and per-

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haps a higher class for those who had received some education; as the Mechanics' Institute answers for those who have passed through the elementary schools, so perhaps a higher class of school might be established where the deaf and dumb could acquire some further information under the system which we hope is going to be given to them.

9640. For instance, you might have classes for drawing?—Yes, and especially in our neighbourhood, which is a manufacturing district, and where designing is so essential. They are very fond of drawing.

9641. (*Admiral Sir E. Sotheby.*) Do you find that the deaf and dumb have any aptitude for drawing?—I think that generally they have a very decided taste and aptitude for it. Some that I have known have drawn extremely well. I know, perhaps, more of Mr. Van Praagh's school than of that at Doncaster, though I have seen some of the productions of the children at Doncaster; but I do not know so much of the working of that school. Some of the children do go to the Doncaster institution, but that is some distance from Huddersfield, and I have never been there. I have been at the institution at Manchester, but that is some years ago.

9642. Do any of the children come from Lepton?—Yes, and from further even than that. We have some from Kirkburton. Our district extends much further than Lepton.

9643. (*Dr. Tindal Robertson.*) I think you said that the child in Mr. Van Praagh's institution, of whom you have spoken, had a deaf and dumb brother and sister. Are the parents deaf and dumb in that case?—No. I have inquired into that case, and I cannot in any way ascertain the cause of the deafness. But of course my questioning of the mother was quite unprofessional. There has been no deafness or dumbness in the family that the parents are aware of; the father is a remarkably steady man, and has led a very steady life, and there is no relationship between the parents.

9644. But in the other case where there are four or five deaf and dumb children, you say that the parents are deaf and dumb?—Yes, and the mother is also the child of deaf and dumb parents.

9645. Have you ascertained whether in those cases the parents themselves were deaf mutes, that is to say, whether they were born deaf and dumb, or whether they became deaf afterwards?—Both the father and the mother of those four or five children were born deaf, so far as I have been able to ascertain. It is very difficult to ascertain anything from them, though the mother, who has been at the Doncaster School, does understand a little, and if you write questions down she can answer them; but I think she has not had a very good education. They do not, I think, always come away from Doncaster with a very great amount of learning. It was known at the time of the birth of all those children that they were deaf mutes, because they were tried by the doctor almost on their birth, and they never turned at any noises that were made. I am myself a little interested in the baby; the mother says that it is a deaf mute, but I do not think it is. It is either a mere coincidence that the child has turned round when I have given a sudden knock on the table, or else it is not a deaf mute; but it is still so juvenile that I have not yet been able to ascertain whether it can hear or not. If it should turn out that it can hear, there will be four deaf mutes in that family, and not five; but I have stated what the parents have told me.

9646. Do you know any deaf and dumb children in your locality who are the offspring of blood relations?—No, I do not. I know several cases where the parents are deaf and dumb, and where the children are hearing and talking children just like others. There is one such family in the immediate neighbourhood of Brighouse where this sadly deaf family of seven exists. There are two cases in which both the parents were deaf and have had four or five children, and in each case every one of those children hears and talks and goes to ordinary elementary schools.

9647. Is there any form of application for admission to your institution?—They are invited to attend, and there is no formal application at all needed; those who come are made welcome.

9648. Are any inquiries made of them as to their circumstances, or as to the cause of their deafness, or are any statistics of any kind obtained about them and kept in the association?—No. We began, I may say, merely as a class for adults. Perhaps with children one would go more into their parentage, but one does not go into those details so much with adults.

9649. Do you think that if it were part of your agent's duty to collect as much statistical information as he can with regard to those who come under his care, such information would be useful?—Hitherto I do not think we have felt it to be a want, and it had not occurred to us to obtain such information; but under the present circumstances I think the information would be valuable if I could have given it.

9650. May I ask who provides the funds for sending these children away to Doncaster and elsewhere?—There are subscriptions to the institution. Huddersfield subscribes a good sum and so do all the neighbouring Yorkshire towns. It is considered an institution for the various towns of Yorkshire and I know by looking through the lists of subscriptions that the various towns are the supporters of it.

9651. Then do the children from other towns get advantage from this institution as well as the children of your own town?—Yes, I am speaking of the school at Doncaster and not of our own association. The Doncaster school is attended by children from Bradford, Sheffield, and other towns.

9652. But who provides the funds to send the children to Doncaster?—The parents of the children generally provide the necessary funds and sometimes the guardians have supplemented the sums which our association gives for the purpose. In the case of this little boy who is at Mr. Van Praagh's, the association give a certain sum, and that is supplemented by the guardians, and the parents also give a small sum per annum for the maintenance of the child. From the guardians I think we get 10*l.* a year for him. What the guardians give or the other children who do not go to Doncaster I do not know, because that does not go through our association; that is the private concern of the parents.

9653. Are your funds entirely supplied by subscriptions, or have you any property?—Our funds are entirely derived from subscriptions. It is not a very large association, and our annual expenditure is not very great.

9654. Do you receive donations or bequests?—No, it has not been on such a large scale as that would imply; our income is simply from annual subscriptions.

9655. Has the association been long in existence?—Yes, since 1872, when it was commenced as a branch of the Yorkshire Adult Deaf and Dumb Association, and it has been extended very considerably in the last three or four years. The class for preaching to the adults has been established in the town for a long time. There was one man who was for about three years appointed by the Leeds branch, and he merely had to preach to the deaf and dumb on the Sunday, and he got so much from the Leeds branch. Subsequently the Huddersfield branch became a separate association, and the present superintendent, Mr. John Thorpe, was then permanently appointed; and it is since he has been in office that we have found out the number of deaf and dumb children there are who ought to attend school, and the number who are neglected and not sent to school. Statistics were taken at the time when the question came before the Huddersfield School Board of the number of children in the district, both deaf and dumb and blind. They did not consider that they ought to institute the classes that were required; but now I think, since Mr. Thorpe's appointment, he has looked up the various districts, and so many more deaf and dumb children have been found than were believed to exist, that I think that is one reason why our association has taken it up more warmly, and urged that classes ought to be instituted in the various schools, or that centres ought to be provided.

9656. Supposing that the school board at Huddersfield provided proper education for those children, would the association be inclined to send them through the school board to day schools or to those institutions?—They would very considerably prefer sending them to day schools. There are many advantages in that. First of all, the institution at Doncaster is often so full that there have been cases in which, when the children have arrived at the school, they have not been able to take them in, because there was not accommodation for them.

9657. Have you any idea what trades, generally speaking, the adults who attend these classes follow?—They prefer employment in artistic pursuits.

9658. Do you find that, as a rule, the deaf and dumb have as great mental aptitude as other people?—Yes; I think they have quite as great aptitude as other people. In fact, not being able to talk to their neighbours, they very frequently can concentrate their minds more upon their employments, and they often give greater satisfaction to their employers in consequence. I have often heard that said by those who have employed them. When it is mechanical work they are able to do it; when it is work that requires some talking they cannot do so well, and therefore they are not employed in those occupations.

9659. Do you think that if some plan were adopted (as was suggested by his Lordship) of provincial centres for the better education of deaf and dumb children, even better results would be attained subsequently when they followed their trade pursuits?—I quite think so.

9660. Do you find that, practically, those adults for whom you have provided these amusements and recreations take advantage of them, that when they once come to you they continue to come or that they fall off, and cease to come?—They continue to come; but as I have said already those are the ones who have not had any education, so that books or anything of an intellectual kind are not attractive to them, and they are only attracted by games such as the bagatelle board and other games that we have in the rooms (we do not give it so dignified a name as an "institution"), and which are perhaps more suited to their capabilities.

9661. I presume that some of them have been well educated?—Some few of them have, but only a few; the greater number have not.

9662. Has there been any kind of petition on the part of those few to be supplied with intellectual food?—Not much; but I think that even among the hearing classes you do not always have such applications made.

9663. (*Mr. Johnson.*) I suppose that the principal mode of communication between those persons that you do so much good to is by signs?—It is by signs.

9664. Those rooms, as I understand, are entirely for the purposes of amusements and lectures, and they have no educational object?—No; there are newspapers and books; there are no classes. There is religious teaching.

9665. Are the services which are performed those of the Church of England?—No, it is the preaching of this one man. He is a layman, and has not had any theological training at all, and his preaching is only through signs; and even when you see the Lord's Prayer said by signs, it has almost a grotesque appearance.

9666. Nevertheless, he appeals to the intellect of those people and produces a certain impression?—He does.

9667. Do you think that deaf and dumb persons educated in that way, or without education, can be made to realise the principal truths of Christianity?—Certainly not the ignorant ones. They may be spoken to and preached at for a length of time, and very frequently the only results to be seen is, perhaps, rather a solemn look which they put on for the occasion. But that is merely a passing remark that I have made. I am simply giving my own views of the impression that it has made upon me; when I have been present and noticed it, it has had that appearance, and I do not think it is very much more. They do not take things in quickly.

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9668. At this Doncaster institution, to which a great number of your people are sent, they make use, as I understand, to a certain extent of the pure oral system?—They do not use the pure oral system. I have seen children who have been in the institution for four or five years, and seldom been able to understand them, I have spoken to them; and I know that on one occasion when one child, a girl of 14, who was thought to be the best talker in the place, was told to say grace before some tea that she was sitting down to, I did not understand one syllable that the child said.

9669. I suppose she had been taught on what may be called the combined system, half signs and half oral?—She had.

9670. Do you find that those children who have been educated on the oral system, when they go to their own homes fall back on the signs?—I do not know many children who have been educated on the pure oral system, and who have then gone home. When this little fellow, who is now being educated at Mr. Van Praagh's, has finished his term of education, he will be almost the first of whom we shall have had experience in that direction.

9671. When they have been taught the combined system, do they make more use of signs when they go back home?—I should decidedly think that they make use of signs. Signing is easier for them; they are not sufficiently at home in talking.

9672. The prejudices against the oral system you think are dying away in Huddersfield?—I will not say that they have died away, and I cannot even say that they are dying away. Those who are most interested, the parents of the deaf and dumb children, do not believe, or have not hitherto believed in the oral system. Through persuasion the father and the mother of the child, who is now in London, have consented to his coming here; but there has been a kind of feeling almost of distrust; they did not know what the result would be, and they had a doubt whether it would be for the child's advantage; but at length they were persuaded, I think, that it would be so; and it is being tried.

9673. Is there any attempt to observe the Sabbath amongst the deaf and dumb?—Yes.

9674. Does your preacher or agent frequently attempt to give religious instruction on the Sunday?—Yes.

9675. Is that done in these rooms which you have?—Yes, and classes of a similar character are sometimes carried on on Saturday evenings.

The witness withdrew.

Adjourned to Wednesday next at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 2nd April 1886.

PRESENT:

THE RIGHT HON. LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR HENRY SELWIN-IBBETSON, BART., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARBOL, ESQ.
F. J. CAMPBELL, ESQ., M.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
CHARLES FEW, ESQ.

C. E. D. BLACK, ESQ., *Secretary.*

JOHN STAINER, ESQ., MUS. DOC., M.A., R.A.M., examined.

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9676. (*Chairman.*) You are organist to St. Paul's Cathedral, and you are also inspector of music in training colleges and elementary schools under the Education Department?—Yes.

9677. Your attention has been much called to the education of the blind in music?—It has in various ways; I have occasionally had to examine students at colleges and institutions for the blind, and I have a

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great many blind musical friends, and in many other ways I have given a great deal of attention to it.

9678. Do you think the blind can gain their livelihood by music in competition with seeing people?—The income of a professional musician is obtained from three sources, separately or conjointly: (1) Public performance; (2) Teaching; (3) Composition. With regard to the first of these, I see no reason why a blind man or woman should not be able to gain a livelihood from vocal or instrumental performance, provided of course that he or she is possessed of a very high order of talent. I do not think the public would care to listen to second rate blind performers, but a fine oratorio or concert singer, a fine violinist or pianist would be as acceptable to the public if blind as if blest with sight. I will speak separately of the organ as an instrument suited to the blind, by-and-by. It must be borne in mind that very few musicians (compared to the large number in the profession) obtain their living by public performances only. As to the second source of income, teaching, I think the blind are under special disadvantages; it is a serious thing for a teacher not to be able to see the position of a child's hand when it is having a lesson on the pianoforte, equally serious not to be able to see how a young violinist is holding the bow and fiddle, still more serious not to be able to teach a pupil a new or unknown piece which it is suddenly called on to prepare. One other consideration is of great importance, namely, that concurrently with the greater attention given to the musical education of the blind a great impetus has been given to the study of music generally, and numerous institutions give a musical training, not previously obtainable in this country, at a most moderate cost; hence it is a popular profession and is now entered by ladies and gentlemen of good birth and education as well as by those of the middle or lower classes on whom nature by some mysterious process of selection has dropped her mantle of genius. Excellent teaching can now be had from musical graduates, licentiates, medallists, and holders of diplomas, on very low terms. In this keen competition amongst qualified seeing musicians, I think blind musicians stand but a poor chance of earning their bread. Their best chance would, I think, be as teachers of solo singing, their quick ear would be of great value in teaching voice production, an art not commonly understood, and when mastered one of great pecuniary value to a teacher. Then with regard to the third source of income, as composers, I do not think the blind (or at all events those born blind or blinded early in life) have done much, but they might do so. Here again it must be noted that very few musicians get their living by composition only. I should say not a score in this country. But assuming that a blind person has sufficient talent to compose well and has had the rare luck of catching and tickling the public ear, a good living could be earned by it. Of course most musicians earn money by a combination of public performances, teaching and composition; but to master the work and training required thus to become what we call a good "all round" musician requires all the quickness and aptitude which the senses of seeing and hearing can give; it involves the power of reading music rapidly at sight; studying a full orchestral score at a short notice; conducting orchestras and choirs; setting and examining papers in harmony, counterpoint, and history; in contributing to the musical press and literature of music; in short it involves the rapid exercise of the ordinary as well as the highest faculties. In such a vast and wide region of work as this I conceive the progress of a blind musician would be heavily retarded.

9679. You say that among teachers of music there is such keen competition now that blind teachers would have a poor chance of earning their livelihood; do you mean even though they should offer to teach on lower terms than seeing teachers?—I think so; our market of teaching is very much overstocked; heaps of people come to me to recommend them to various institutions as teachers of music, so that I know from experience that the supply of teachers of music is in excess of the demand. Though the teaching of music is more thoroughgoing now than it used to be, it is now to be got at lower prices than 25 years ago. I know cases in which highly qualified teachers have offered to give lessons at 7*s.* 6*d.* a quarter, which would come to about 6*d.* or 8*d.* a lesson. The reason why they give lessons on such low terms is this; they find they may just as well be getting 6*d.* an hour by giving a lesson as sitting idle in their rooms waiting for people to come and give them 5*s.* a lesson. At the present moment the competition among teachers of music makes it excessively difficult for any large quantity of blind teachers to make their way.

9680. You think they would have a better chance as teachers of solo singing?—Yes, in teaching voice-production, a good teacher of which art can get a handsome income.

9681. That is to say there are a great number of people whose voices are not naturally adapted for singing, but who are capable of being trained to be comparatively successful singers by skilful education?—Yes, it is a special branch of teaching.

9682. With regard to the chance of a blind person earning a living by musical composition, I suppose we must start with more or less genius?—Yes; I am not aware that any composer ever existed who was born blind, but I do not see why talent for composition should not exhibit itself in persons who were born blind, if so it might be cultivated.

9683. In acquiring the knowledge necessary to enable a man to become a composer are the blind at a very great disadvantage?—I should think not at a serious disadvantage under the present improved system of teaching them.

9684. Is it absolutely indispensable that the Braille system should be adopted for musical notation?—I am not qualified to answer that question, never having taught any blind persons myself, but I should think so; it is the only system of notation invented yet by which music can be read by a blind person.

9685. A blind composer must have some medium by which he can readily put down his thoughts:—Yes.

9686. If a blind person wishes to compose, is the Braille system of notation almost a necessity to him?—I should say yes, or some system of the same sort. I very much hope that some day a genius wil appear who will invent a system of musical notation for the blind; it still has to be done; but at the present moment I should answer your question in the affirmative. I think the Braille system is necessary for a blind person who wishes to become a really sound composer, because he wants some means of putting down his ideas as rapidly as they come into his mind when he is sitting by himself; he cannot always command the services of an amanuensis.

9687. Can you tell us what success the blind have or are likely to have as performers at concerts or at theatres in comparison with seeing performers?—I think one can hardly give an opinion upon that, because it is only comparatively lately that the blind have been thoroughly taught music.

9688. Do you know any who are gaining their livelihood in that branch of the profession?—I have heard of a few, not many; on the other hand I have known cases where blind musicians have not been able to earn a livelihood at all. Some years ago I, in conjunction with some others, examined a blind musician at the College of Organists; he passed in organ playing and counterpoint and harmony, and he was thoroughly qualified as a teacher, so far qualified that he wrote a music tutor for his pupils, but if it were not for private charity and small gifts from public charities he would be at the present moment in the workhouse. I know that he has done his very best to earn a livelihood, he is a man of unblamenable character, and a man in good position. His mother was a public singer. He became blind at the age of nine years, after an attack of scarlet fever.

9689. He inherited, I suppose, a love of music?—He is a thoroughly good musician in every way; he has done his best to get a living year after year, and at the present moment, if it were not for a few shillings from various charities and friends, musicians like myself, he would be in the workhouse. Of the three sources of income to which I have referred, the one in which I see the best opening for the blind is first-rate instrumental performances or solo singing. If a lady came before us and sang a ballad, we should not care whether she was blind or seeing.

9690. Blindness would prevent her acting?—Yes. First-rate singing and first-rate instrumental performances, whether on the violin or on the pianoforte, are equally acceptable to the public whether the performer or singer is blind or seeing.

9691. Have the blind a good chance now-a-days of earning a livelihood as organists?—35 or 40 years ago there were a great many blind organists in this country who obtained a comfortable living. But in those days

it was only necessary for an organist to be able to play a limited number of in-going and out-going voluntaries and interludes, and also a comparatively small number of psalm-chants and hymn-tunes, in which the congregation joined heartily under the leadership of a select quartet of ladies and gentlemen in the west gallery of the church. In these days nearly every church has its organised choir generally of boys and men; in fact, there has been such a violent reaction against the old style, that our choirs are founded too rapidly and are often too ambitious in their selection of music, often taxing the good nature and patience of parochial congregations, on whom silence is imposed, and who are compelled to listen to very unsatisfactory musical flights. The post of organist, therefore, is now surrounded by complex duties, the training of young and sometimes mischievously disposed boys, the handling with tact a lot of voluntary amateur singers, the preparation of a great deal of new church music, &c. I cannot say that I consider a blind organist quite suited to such work.

9692. A blind organist could not train a choir in the same way as a seeing one could; he could not correct musical defects so well as a seeing organist could?—He could correct musical defects, but the difficulty would be in training the boys: the boys of a cathedral choir are generally gentlemen's sons; at St. Paul's we have, perhaps 35 or 38 boys who are gentlemen's sons, and who are easily taught, but in an ordinary church choir, where the boys are perhaps taken from the parish school, a blind organist would have serious difficulty to encounter. I know the boys of a choir give people who can see a great deal of trouble. Also, there is an immense addition to the literature of the music used in churches of late years. When I was a boy a few popular hymns were supposed to be quite enough, but some time since, when I was on the Hymns Ancient and Modern Committee, we had complaints that the 400 hymns were not sufficient. I know in St. Paul's in the course of a twelvemonth we have sung 500 different anthems.

9693. Then you think, as organists, the blind must be at a disadvantage compared with those who can see?—Yes, and especially in these days when we have such large choirs consisting of boys and men, in managing whom a great deal of tact is required. In nearly every church there is a large number of volunteers in the choir, and it requires not only a good deal of tact, but a good deal of administrative ability to keep the amateur choir together, and train a lot of little boys selected from an elementary school.

9694. Have you known blind persons who have been systematically taught to sing choruses giving performances together in public?—Yes. I have formed the very highest opinion of their capabilities. Some years ago I had the pleasure of examining students at the Normal College, at Norwood, in conjunction with Mr. Manns, the conductor at the Crystal Palace concerts.

9695. In what year was that?—It was some years ago. I was very much struck with the ability displayed; but I venture to say, Dr. Campbell is here, and he will correct me if I am wrong, I should assume, from the striking exhibition I saw there, that that institution has certainly the pick of the blind. Some feats done by the scholars there perfectly astounded me. One young lady was about to play one of Bach's fugues, rather a complicated one. The teacher said to me, "To show how thoroughly well she knows it, ask her to "play any two parts or three parts separately, and "leave out the other parts, and she will do it." I said, "Play the alto and the bass parts," and she played them, not touching the treble and tenor, which is a thing that not one in ten thousand practical musicians could do. I tested the students there to ascertain whether their knowledge was merely by ear or whether they thoroughly understood the art, and in every case I found they thoroughly understood it. One remarkable case I well remember. A very clever organist (I think he has since taken several diplomas, in fact, I had the honour of giving him one diploma from the College of Organists as an Associate or Fellow of the College) wanted to play a certain fugue of Bach's, and he got his book, which was written in Braille. I tried to find it out for him by the index, but he said, "If you give "it me I will find it quicker," and after turning over several pages, he said, "I think this feels like it." It seemed to me an extraordinary thing that a person running his finger over a lot of embossed marks in a large volume could say that the characters felt like a particular fugue of Bach's. But it turned out that he was quite right. Then, at St. George's, Southwark, though the class there is not so select as at Norwood (I am only giving my own impression), it is wonderful the ability the pupils show in mastering the details of music, in all cases in which any individual teaching is given. I asked questions which they answered perfectly intelligently; the organ playing was good, and the singing in the class was excellent; they sang anthems admirably. Of course, whether they could get a livelihood from the practice of what they had been taught is another question; but as regards their ability and attainments in music I formed the highest opinion. I was once appointed examiner in music by the Senate of Cambridge when a blind man came up for his Doctor's degree, and I saw the blind man examined by the blind professor for the degree of Doctor of Music, and speaking of a certain piece of music, Sir George Macfarren said to him, "Did you observe any-"thing on page so and so of that work." He said "Yes, I noticed the bassoon had a very difficult passage," and so on; the blind man passed with flying colours.

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9696. Those you are speaking of, of course are more or less exceptional cases?—Yes, except at St. George's; it seemed to me that they were of a different class there to what they were at the Normal College at Norwood. I consider that at Norwood they have the pick, from all I have heard, but at St. George's I fancy there is a fair average set of cases.

9697. I take it that if the blind are to be given a musical education to enable them to earn their own livelihood, in the case of the poorer classes more especially, they must be trained at institutions or colleges for the instruction and training of the blind in music?—They could get their training in a college for the blind, in which other things were taught besides music; for instance, at St. George's they have a blind man who teaches music who is a most excellent teacher; he has taught the whole of the orchestra to play, and he showed his ability as a musician by playing the pianoforte accompaniment to Beethoven's Sonata in A admirably. The teaching of the blind in an institution specially established to teach the blind music would, I dare say, be more thoroughgoing, but I do not think it is a necessity for the present, assuming the excellent state of teaching music to the blind in the institutions I have mentioned is maintained.

9698. Are those institutions able to instruct the majority of those of the blind who have a proper capacity for music, or do you think there are many who have capacity who are at present not taught music?—I can hardly say; that is more a question of statistics. I am afraid the old fashioned system of teaching music in blind schools, especially those very fairly endowed, was to teach them entirely by ear, as an amusement. That is a system which would tend to bring blind musicians into very bad repute, because the moment they were asked any searching question upon the subject they would break down. That system I am afraid is still pursued in a few institutions in different parts of the country; that I only give as a matter of opinion, but speaking generally I think it is a system which is dying out, and what is taught now is thoroughly well taught.

9699-9700. Is there any good musical training for the blind in provincial institutions?—I do not know much about the institutions in the provinces. I have been over one at York, and one or two others, but I have not been in a sufficient number of provincial institutions to enable me to speak to the character of the instruction given in them generally.

9701. I suppose the musical profession is one which has developed largely of late years?—Enormously. That raises an additional difficulty in the way of blind musicians. There are a large number of institutions which really teach music thoroughly well. I think there are five or six or more such institutions. There are 700 or 800 students at the Royal Academy of Music; there are 250 at the Royal College, and 1,500 to 2,000 at the Guildhall School of Music, and there are various other institutions of a similar kind. A large number of students who enter those institutions enter them simply with the intention of taking up music as an accomplishment, but the large majority of them have the intention of following music as a profession.

9702. I suppose in the last 25 years music has been very much more generally taught to boys in ordinary private schools and colleges?—Yes, that is so.

9703. Therefore there is an opening for a larger number of teachers than there used to be, say, 20 years ago?—Yes; but this would be to a limited extent.

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9704. But you think that opening is already filled?—Yes, more than filled; we are overstocked. My address "St. Paul's, London" is very easily remembered, and the consequence is I get no end of applications from people who want advice with regard to getting employment as teachers of music. The competition is so great that I have known men of great talent unable to get a breakfast.

9705. Is it wise then do you think to go on indefinitely overstocking the profession by teaching the blind music as a profession?—I should say certainly not. My general impression on the whole subject is that singers or instrumentalists of exceptional talent may earn a good living, but those who fall into the second or third grade cannot compete with the second or third grade of seeing musicians. I think all exceptional musical talent might be picked out and receive the highest training for professional work; but all blind as a rule should be carefully taught sufficient music to give them the great pleasure and intellectual refreshment which it provides so abundantly. If a blind person has a rare gift of composition of songs or a rare gift as an instrumentalist or a vocalist, I think he would get a livelihood.

9706. (*Sir Henry Selwin Ibbetson.*) Practically, what you have said amounts to this, that whilst you would teach the blind music, as a rule you would only encourage the few that were exceptionally gifted to look to it as a profession?—Quite so; the blind suffer disadvantages in a great many ways. An enormous number of musicians get their living by playing in the orchestras at theatres, but very few conductors would like to go to the extra trouble that a blind member of their orchestra would put them to. Suppose an orchestra were rehearsing a new work, and suppose the conductor told them to begin again at page three or to go back to where there was a * or some other sign, the conductor would find his time so taken up by the necessary explanations to the blind performer that he would decline to have such a man in his orchestra.

9707. (*Mr. Few*). Therefore in your opinion, it would only be first class blind musicians that would be able to earn their livelihood?—Yes; that is the conclusion I have come to after careful consideration.

9708. Have you at all thought what occupation other than music would be suitable for blind persons to take up?—There are two occupations in connexion with music for which I think the blind are well adapted, and which I have not mentioned, viz., pianoforte tuning and pianoforte making. I see nothing to prevent the blind following those occupations. Occasionally of course a blind tuner would come across a pianoforte of a different type of construction to that to which he had been accustomed, but he would quickly get over that difficulty. I do not see why blind persons should not become excellent tuners, and I do not see why they should not take part in putting pianofortes together. I do not think a blind person could very well undertake organ tuning; he would be heavily handicapped in comparison with a seeing person; he would be likely to break his neck in going up and down ladders; one has to be half a monkey to look after an organ even under the most advantageous circumstances. I think a blind person might take part in tuning harmoniums which require a very delicate manipulation and a very correct ear; and, if trained for it, he might get a living by adjusting the relative positions of the bridges and the sound posts in valuable fiddles, a work which requires immense patience; a man may be hours and hours a day for several weeks with a Straduarius trying the effect of the tone by altering the adjustment of the bridge and the sound post. I should think the blind would be very well adapted for that work if trained to it.

9709. We have it in evidence that pianoforte tuning is the most profitable occupation for an ordinary blind person to take to?—Perhaps it is; the only difficulty attending it is that in the country a tuner has to do a great deal more than in London or the large towns; in the country the tuner has often to mend a smashed hammer which involves going about the house and getting a glue pot. I should say that the tuning work for which the blind are best adapted is that which is done in the pianoforte manufactories; in all the large manufactories they have tuners constantly at work getting pianos into tune that are intended for the show rooms or that are going out on loan. A blind person could very well do the tuning at the manufactories, because if anything required to be mended it would be taken to another workman in the manufactory to be repaired; but in the country the tuner has to mend broken pedals and mend broken hammers, and put fresh leather on the hammers where necessary. I daresay he could do it, but he would not be able to do it so easily as a seeing person.

9710. Therefore do I rightly understand you to say that a blind tuner, except in London or the large provincial towns, would not be likely to earn his livelihood?—I would not say that; I should think he very likely might be able to earn his livelihood as a tuner in country places as well as in London and the large towns, but cases in which he might find himself in an awkward situation might occasionally occur. I should think also the blind if trained to it might get employment from organ builders in performing the operation of pipe voicing, an operation which requires a fine ear. A row of pipes is put upon a sounding board, with a little bellows underneath, and the man has delicately to open the lips of the pipes to make the whole series of the same quality of tone. I should think that the quick perception which the blind have of different qualities of tone would make them admirably fitted for that work.

9711. (*Mr. Arrol.*) If I rightly understand you, you consider that the musical profession is one of the worst that the blind can turn their attention to as a means of earning their livelihood?—I do not feel qualified to give any opinion whether there are other professions for which the blind are more adapted, but I think it very important that those of the blind who are launched into the profession of music should be of the best. I am hardly qualified to say what other things they can do.

9712. Would you feel disposed to recommend that those who showed that they had exceptional gifts should be trained to the profession of music?—I should recommend that every blind woman with a very fine voice, and that every blind man with a very fine voice, should be trained as a singer. I do not think there would be any prejudice against a first-rate singer or pianoforte or violin-player because he or she was blind, but I think when you come to the second or third-class singers orperformers public feeling runs in favour of people possessed of sight.

9713. That being so, do you think that anything could be done in the way of recommending people who are blessed with sight, who have other fields open to them in which they can earn a livelihood, to turn their attention to those fields so as to leave the field of music open to the blind?—Looking at the revolution which has taken place in this country in the last 20 years in regard to music and the musical profession, I think we cannot hope that the blind would ever have much chance in the musical profession in competition with seeing people. Twenty-five years ago a musician or singer was just tolerated; he was treated kindly enough no doubt, and allowed to be a respectable fellow, but that was all. I remember when I was a boy it was considered quite an extraordinary thing for a lady of high position or a man of high position to play a pianoforte solo in a drawing room; it was thought to be a little bit undignified; but I have lived to see a large choir like the Bach choir sing not only in private, but at public concerts, that choir comprising people of title, and amongst the sopranos there has been an English princess. When I was a boy I know in choirs they generally sang from memory, but in the Bach choir, when I was conducting during the temporary illness of the conductor, Otto Goldschmidt, I have known a work which had only just been sent in to be unpacked and distributed to the choir, and they have sung it straight off by sight admirably. That represents the great revolution that has taken place as regards the estimation in which music is held by the upper and middle classes, and in like manner the profession stands in a much higher estimation than it used to do. A very large number of Oxford and Cambridge undergraduates who have taken their degree of M.A. have taken to music as a profession. Hubert Parry, for instance, who is a B.C.L. and an M.A., and is a hard-working professional musician now, he is a man of a high position. Then there is Charles Lloyd, the organist of Christ Church, Oxford; he is a double graduate, in arts and music, and he is making a good living out of music. Then there is Sir Herbert Oakeley, Charles Stanford, of Trinity, Cambridge, and Rendle, the organist of Dulwich College. Then there is Selby, who came up to Oxford with the intention of going into one of the liberal professions, but he abandoned that idea and went to Leipsic, and is now a working musician in London, and Alan Gray, teacher of music at Wellington College, and many others. The fact of people of that class taking to music as a profession is very much against the chance of people of the class who ordinarily become musicians among the blind getting a living, because if people in the upper or middle classes can get a man or woman of refinement and of good social position to come and be their music teacher, the others do not stand a chance.

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9714. All these instances that you refer to are first-class men and not second or third-rate men?—A very large number of second-rate men have done the same. There are a large number of gentlemen and ladies who are second-rate musicians at the present moment working hard as teachers and taking their fees in the ordinary way as professional musicians. I know from practical experience in that respect that the profession of music has absolutely undergone a revolution in the last quarter of a century.

9715. You made reference to the disadvantages that a blind organist or conductor would labour under in training the choir; would they arise simply from the boys manifesting a levity which he might not be able to see and suppress?—That is one thing; another thing is this: at the present moment there is rather a rush on new music *versus* old, and on the arrival of a new anthem, say on Friday, the choir may be immediately called on to rehearse it, with a view to its being sung on the following Sunday. In such a case as that we cut the leaves of the music and set to work. I play the anthem at sight and instruct the choir how to give the proper rendering of it, but a blind man would be useless; he would require to take it home and instruct himself in it.

9716. Though what you have just referred to is likely to occur in cathedrals, in country churches it would not be likely to occur?—I am constantly asked to recommend clergymen where to put the organ and so on, and they all like to get the organist somewhere near the choir. The clergyman wants to have the power of saying to the organist I wish to make an alteration in the music; instead of the hymn on the paper let me have so and so. Of course that might be one that the blind organist would know, but it might be one that he did not know, and in many cases it would lead to serious difficulty. In answering all these questions I am putting charity out of the question. If you ask me whether the clergyman would be likely to give way and show a little consideration that is another question.

9717. I do not know whether I am correct in supposing that you are examiner of music for St. George's?—I acted once in that capacity, and as examiner I went into the results of the musical instruction there very carefully, and I sent a report which I believe was printed.

9718. Does that institution profess to give its pupils such a knowledge of music that they can come out of the institution as professional musicians?—I think that that institution is quite prepared to do it if it found a case of exceptional talent; as I said just now, the teacher they have selected is a man of great ability from any point of view, and I have no doubt if there should be any case in the institution of exceptional talent that man, though blind, would be able to bring that pupil on to a point at which you might say that he had very nearly got the finishing touch to his musical education, but I consider that it would be wise of that institution, looking to the intellectual and social character of the class of persons that it takes in, not to give undue importance to music as a profession, not to attempt to flood the market with a lot of second-rate or third-rate blind musicians.

9719. (*Admiral Sir E. Sotheby.*) Do I rightly understand you to say that you would not advise any blind person to take up music as a profession, but only as an amusement?—In all cases where there was special talent I should recommend him to take it up as a profession; anybody with an exceptionally good voice, or anybody who was an exceptionally good performer on an instrument, or with exceptional power of composition, I say by all means should have the very finest training that could be had, and I think a living is attainable for such a person.

9720. You think the blind may compete with the sighted as tuners?—Yes, at all events tuning is a very good field of occupation for the blind.

9721. How much would a blind tuner be likely to make a week?—A good tuner would rarely make less than 35*s.* a week, and I should think under favourable circumstances, if he were a tuner on his own account, he might make sometimes two or three guineas a week.

9722. He must be well known to get that?—Yes. I may explain that the system adopted in the large pianoforte manufactories with regard to tuners is this: they take a certain number of lads at the age of 14 or 15, and they put them either through what they call the general department, which means pianoforte making in general, or they put them to tuning, and if they show that they are competent for their work they gradually rise and are retained on the staff of tuners, which is not recruited at the bottom unless one goes away from the top. They do not take in more boys than they can employ, consequently they are never overstocked. A tuner on the staff would earn, I should think, 30*s.* to 35*s.* a week, but of course every now and then a tuner says, I find there is an opening in such a part of England, a tuner is very much wanted there, and he resigns his position and goes away to the country, and there he settles. What his income there would be it would be difficult for me to tell you; he might be unlucky or he might be lucky; if he were lucky he might get as much as two or three guineas a week.

9723. As a rule are there more blind tuners out of employment than sighted?—I should think not. I do not think the market is very much overstocked with tuners; the tuning of pianofortes has not suffered I fancy so much as other branches of trade, because there has been an enormous impetus to music in the last few years.

9724. You said you knew the case of a blind person, a thorough musician, who could not get any employment at all?—His name is ——— ———; he is a man who passed his examination, and is actually at this moment a Fellow of the College of Organists, which is a very honourable diploma to hold. I happened to be one of the examiners when he got his diploma; he got his living fairly well for some little time after he got his diploma by giving cheap lessons, charging 2*s.* a lesson and so on, but he found himself crowded out by the enormous number of people entering the teaching professions from the various institutions that I have spoken of, and he had to reduce his terms to 1*s.*; then he was glad to get 6*d.* He had to give up as an organist; they told him they wanted a person who could learn a larger number of tunes. At one time when he had the post of organist offered to him at Bath or Bristol, or some other place, I and a few of my friends got a little money together to help to send him down to this place and set him up in his house. I think we got together 50*l.* or 60*l.*, and he seemed to be going on pretty comfortably for a time, but he could not compete against the seeing teachers; and at last he has not been able to earn his livelihood, but owing to his good social position he has got the benefit of some small gifts amounting to about 10*s.* a week.

9725. What age is he?—He is quite a young man, 43 or 44. His wife, who was a lady, died a little while ago, her death being accelerated by the anxieties with which she had to contend, and this man, I am afraid, is likely to be one of the large army of blind pensioners.

9726. Do you think that his knowledge of music is as good as that of those who have been taught at the Normal College at Norwood, for instance?—Yes, I do. I mentioned his case because if there was any blind person who could have earned a good living at music I should have thought it would have been that man, because he was able to compose and write his own harmony; he had passed the preliminary examination for an Oxford degree of music, and had written a pianoforte tutor.

9727. (*Dr. Campbell.*) You would not consider that a man, whether blind or seeing, who might have great musical gifts either as a composer, or as a performer, would necessarily be a competent teacher?—No, that is one reason why I mentioned the fact of his having written a pianoforte tutor; he was a man taking a sufficient interest in the work of teaching to think out his own system of instruction and write it in a book; such a man ought *primâ facie* to be a good teacher. I have no reason to suppose that he would be a wonderful teacher, but certainly he would be a very sound music teacher.

9728. In teaching music, and I believe we may say the same of all other subjects, the teacher must have not only a gift for the special subject, but he must have mental power and tact to apply himself to individuals, and that is more especially the case with regard to the blind?—I quite agree with you, and that bears out what

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I say; a man to have all the qualities that you name must be an uncommonly clever fellow, and I say only the very cleverest of the blind should attempt to get their livelihood by teaching. I have been an educationalist, I may say, all my life, and I think I know what is required in a teacher; I think a teacher requires a number of qualifications which are rarely met with.

9729. A blind person might not be a very great artist as a performer or a composer, but he might make a better teacher than one who was a good performer or composer?—No doubt.

9730. Therefore, supposing an institution of the blind should educate its pupils so as to draw out their mental faculties and develop all the qualifications required in a teacher of music, do not you suppose that when they went out into the market they would be far better able to give lessons than men who had not had that preparation?—Yes, but I must go into the question whether the public would think so. I cannot imagine any system more admirable than your system of preparing blind persons to become teachers of music, but if you were to go to Mr. A. or Mr. B. and say, Here is a blind person who would be a first-rate music teacher for your family, and on the other hand here is so-and-so, a seeing man, who is said not to be so good a teacher, I am afraid Mr. A. or Mr. B. would go to the seeing man.

9731. You referred to the Normal College a short time since, and you said the pupils appeared to you to be picked pupils; is it your opinion that the pupils are selected with regard to their musical ability?—No; I have not asked anybody from what class the pupils at Norwood College come, but from the extraordinary good results which I and my coadjutor, Mr. Manns, found, I should have said that you had pupils with a superior intellectual aptitude, or in other words pupils of pretty good social position

9732. You referred to the case of a young lady who was able to play two parts separately of a fugue of Bach's, leaving out the other two parts, the boys could have done the same thing; would you have supposed that that girl was originally not only in poverty, but a poor pauper child who in the first instance showed no talent whatever?—No, I certainly should not. There is one man named Hollins, who was educated at Norwood College, who has shown very great talent. I do not know whether he belongs to the lower order of society.

9733. His father was in the Post Office Department?—I believe Hollins is likely to be a distinguished musician; perhaps he may have inherited his aptness from his ancestors.

9734. (*Chairman.*) Do you think the results which you find at the Norwood College are due to the special system of teaching there, or do you think that they arise from the pupils being selected cases, that is to say, from the pupils having rather more than the usual ability?—I cannot speak to the second part of your question, but as regards teaching there can be no doubt about the thoroughness of it; I should say that the teaching staff at Norwood is about the strongest that was ever got together to bear upon the blind.

9735. Do you think that the satisfactory state of things that you found at Norwood is so much the result of the teaching as the result of a number of pupils of unusual ability being gathered together there?—I should have said that both influences were at work: first of all they have got a most remarkably able staff, and in the next place I should have said that Dr. Campbell had rather a superior type of pupil; but I say that subject to correction.

9736. (*Dr. Campbell.*) If I tell you that out of the 180 pupils now under instruction at Norwood only a dozen are able to pay for themselves, does not that show that they are drawn from the poorer class?—I should have preferred you telling me their social position, because that involves the question of hereditary intellectual capabilities.

9737. Of the 180, 120 are drawn from the poorest possible classes, and about 40 of them come from the workhouses?—I have said all along that I was open to correction as to what class they came from.

9738. With regard to the case of —— ——, who you said is unable to earn his livelihood as a musician, can he read and write Braille?—I do not know, but I know he is dependent on an amanuensis; when he passed his examination he had a boy to write for him.

9739. You say that the blind are at great disadvantage not only as teachers but as composers; take the case of Sir George Macfarren, who is Professor of Music at Cambridge, and Principal of the Royal Academy of Music, and who writes such works as "The Lady of the Lake," or "Joseph," or "John the Baptist," by means of an amanuensis and not by Braille, he is an instance of what can be done by cultivation?—I must say that I draw a very broad distinction between people who have gone blind in later life and people who were born blind; but I should say that Sir George Macfarren is placed under serious disadvantages as Principal of the Royal Academy of Music from being blind.

9740. But as regards composing, Sir George Macfarren has been able to compose great works like those to which I have referred, though he is blind and does not use any system of musical notation for the blind?—Yes.

9741. And Henry Smart was another celebrated composer who was also blind, and who also had no musical notation?—Yes, but it must be remembered that in both those cases the blindness came on late in life, which makes all the difference. Take my own case. I practically began to be a professional musician at seven years old. I was admitted a chorister at St. Paul's when I was that age. If at 45 I were not able to think out a long piece of music I should be ashamed of myself. I do not profess to be a composer, but I have composed some cantatas and other works, and I should have been able to dictate the whole of the last cantata I wrote for one of the provincial festivals if I had been blind. I thought it out so completely that I sat down and wrote the full score page after page for so many hours a day till it was finished. I think it took me 132 hours, and not a note had to be altered. The rough copy was sent to the printers, and the engraved plates for the orchestra were copied from that score. If I can do that with my eyes open I could do it equally well with my eyes shut, if I had an amanuensis.

9742. Which of the two would be more likely to succeed in life, a blind person who was born blind, and was trained when young, or a person who became blind in after life?—If I had been blind from a boy I think I could not have possibly got the valuable experience that I have had during my life, which happens to have been very varied; I could not have got it as a blind man.

9743. (*Mr. Johnson.*) Do you know whether any blind persons are employed in organ factories?—No.

9744. In the manufacture of organs there are no blind persons employed, so far as you know?—I think not.

9745. Do you know of many blind tuners being employed by pianoforte manufacturers?—I think in nearly all the large manufactories they have a few; they have some at Broadwood's and at Kirkman's, and so on. I do not think they are very anxious to have a majority of blind persons.

9746. Do they give the blind tuners the same advantages they give the sighted tuners?—I think they do. It is not quite my sphere. I should prefer that you should have an expert from a pianoforte manufactory and ask him these questions. I think they do. I think they give blind tuners a fair chance.

9747. Do you think sighted teachers teach better than blind teachers?—Yes; I think they do.

9748. You mentioned having visited St. George's; will you give us your opinion with regard to the instrumental portion of the education; do you think that the blind who were being taught there might become performers on ordinary instruments other than the pianoforte and organ?—The impression I formed there strengthened very much my impression with regard to the extraordinary capabilities of the blind; I remember I heard a whole orchestral overture, and various pieces. I was very much struck with that; there were cornets and trombones, and all sorts of stringed instruments, the performers on which had been all taught by their blind teacher; but that did not shake my opinion that it would be a very unwise thing to turn all those out into the world as professional musicians. I was delighted to see them do what they did, and whenever I asked questions, which I did freely, I found that they all had an intelligent notion of what they were doing, but still I consider that only those of first rate ability ought to be launched into the musical profession as such.

9749. When you visited that institution did you understand that the directors of the institution only had

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the orchestra as a refining influence and means of amusement for the pupils, and not as a means of getting their livelihood?—I think I did understand that.

9750. Turning to the report you made I find you said this, "I venture to express my entire concurrence with "the action of the committee in not training too many "pupils for the musical profession. Of course there "can be no doubt that many blind persons have a "special aptitude for the acquirement of music, but on "the other hand no amount of careful study and "training can remove the sad fact that blind musicians "must largely get their knowledge of musical works "second-hand, from some one who has sight. It may "be urged that several distinguished musicians have "been afflicted with blindness, but no analogy can, in "my opinion, be drawn between the career of an ex-"perienced musician whose eyesight has failed, and "one whose whole life, or the chief portion of whose "life, has been clouded by this affliction. At the "present time there is also an additional reason why "great caution should be exercised in recommending "blind persons to become professional musicians; it is "this, the musical profession is in every branch over-"stocked; our large institutions of musical education "have never been so crowded with zealous and talented "pupils as now, and these young people are annually "leaving these institutions to swell the ranks of public "performers and private teachers." Do you still hold that opinion?—Yes, that coincides with all that I have said to-day.

9751. You have told us something about the results at the institution at Norwood; do you know whether their pupils have been educated solely at that institution, or have some of them been selected from other schools?—That I cannot tell. I went there as an outside examiner; I had not to report upon any ratio of progress, but I had to give a report upon the condition of the music as I found it.

9752. In the report of the Congress held at York, which is published and circulated very freely through the country, I find one of the principal performers who showed extraordinary talent is Mr. Hollins, whom they claim credit for as having been previously educated at York; have you any knowledge of that?—I have no knowledge of that.

9753. They seem to imply that at Norwood he had the polish put upon him?—I do not know that.

9754. Have you heard Hollins play?—I am not sure, he is a friend of several men I know; I have heard from thoroughly reliable sources that his talent is very great.

9755. Is a person possessed of such talent as he possesses able when he goes into the world to make a fair living?—Yes, I think he will, because he comes among the class I specially mentioned as being endowed with exceptional talent.

9756. In the case of second-rate and third-rate blind people you think it a doubtful thing?—More than doubtful; they cannot compete with second-rate and third-rate sighted people.

9757. Take the case of a school where you are educating 30 or 40 blind persons, and you teach them a certain amount of music, one may exhibit a particular talent for music who you would say ought to be specially trained; do you think such a person ought to be trained in an institution where others are learning trades, or if they are learning music are only learning it as an amusement and not as a trade?—I take it that what you put to me is this: suppose an institution, not specially formed for teaching music, and a case of remarkable talent occurs, what ought to be done with it. I should say that case should be sent to a special institution where teaching of a very high order could be found.

9758. Do you think that that high order of teaching could be found in a college for sighted people, or must the blind person be trained amongst blind people?—I should say he ought to go to a college specially for blind people. I give all these opinions with great diffidence; I am only speaking from personal opinions which I have formed in the last 20 years or so.

The witness withdrew.

Sir GEORGE A. MACFARREN, Mus. Doc., examined.

Sir G. A. Macfarran, Mus. Dr.

9759. You are a Professor of Music at Cambridge and Principal of the Royal Academy of Music?—I am.

9760. Have you been blind long?—A little less than 20 years, but my sight began to fail when I was 10½ years old, and only resulted in blindness at the time I tell you.

9761. Had you made any preparation against becoming totally blind by learning any system of type?—No, I used to perform my duties unaided for a long while, and it was not until about 1860 that I was obliged to be entirely dependent on an amanuensis.

9762. Have you had any experience in teaching the blind?—No, not in teaching the blind; in teaching generally I have, but I never had but one blind pupil.

9763. We have had evidence that the musical profession is rather overstocked at the present time; is that the case in your opinion?—I am afraid that that is the case.

9764. If it is overstocked for the seeing, of course the blind must be at a greater disadvantage than the seeing?—For that matter I believe that persons of merit will always come to the front whether they see or do not see.

9765. I am rather speaking of those who have only ordinary musical talents; do you think there is much opening for the blind with ordinary musical talents?—I think that for some time they will be working against the prejudice of the world. The world has a great disbelief in any person with infirmities, and it is only by good work that that disbelief can be turned into belief.

9766. Have you examined the college at Norwood?—No; I have yearly examined the pupils in the blind school in the Avenue Road.

9767. Are they well taught there?—Yes, very satisfactorily indeed, and the work of their own blind teachers I have found very meritorious, that is to say, persons who have been trained in the school and promoted to the position of preceptors.

9768. Do you think that for teaching the blind a blind teacher is equally as good as a seeing teacher?—No, I think it of great importance in the teaching of music that the teacher should be able to watch the position of the hands of the players and indicate to them how to hold the hands and arms, and how to avoid gesticulation and so on.

9769. Does that apply also to singing?—No; I have no reason to think that a blind person would sing under any greater disadvantage than one with all the eyes of a peacock.

9770. But do you think that the blind are sufficiently able to teach singing to those whose voices require careful and special education?—I can form no notion of that since I have no experience on the subject, but I can see no reason why a sighted person should have any advantage in that particular.

9771. But the reasons you have mentioned must militate against the employment of the blind as teachers in the instrumental department of music?—It must militate against it.

9772. Do you think it desirable that the blind should be taught music in an institution specially devoted to the teaching of the blind, or do you think it possible that they might gain a thorough knowledge of music in any ordinary college or academy where the seeing were taught music?—I think a special college or school for the blind is desirable, because it wants in the teacher a special experience to enable him to communicate with the blind, and a person who takes casually a blind pupil cannot do either himself or his pupil the same justice that a person can who has formed a plan of imparting his instruction and of making himself understood, and therefore I believe a blind pupil has a greater advantage where the staff is organized for his special training.

9773. Do you know many blind persons who are earning their livelihood by the profession of music?—I do not personally know many; I know a few.

9774. I suppose in the case of those who have had the advantage of their sight up to a certain age, and who then become blind, their blindness does not interfere so much with their profession of music as if they had been blind all their lives?—I think the persons who with

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their eyes open have acquired the knowledge necessary to enable them to carry on a profession are at a great advantage as compared with those who have entirely to acquire it by dictation.

9775. You are acquainted with the Braille system of musical notation?—Yes.

9776. Is that pre-eminently the best?—It is the best I have any knowledge of certainly, and I have ample proof that to a great extent it does away with the necessity of a reader when a blind person wants to execute a particular piece of music.

9777. Did it take you long to acquire a knowledge of it?—It did, but I am rather clumsy in touch. Doubtless those persons who from very early age have exercised their touch and perfected their sensitiveness to a great extent would be more expert at it; I was already 60 years old before I attempted to feel over the embossed paper, and it took me a long while indeed to acquire anything like a fluency in reading it, and I found it much easier to forget it than to learn it.

9778. I suppose you have depended very largely on your well stored memory. You have an advantage of course over those who have been blind for the greater portion of their lives?—With regard to that matter of memory, and with regard to the matter of ear, I have often heard it said that persons in losing one sense quickened the others. I disbelieve that wholly. Any faculty that is greatly exercised of course is strengthened whether it is the sense of taste, or the sense of sight, or the sense of smell; a person who makes it the business of his life to exercise that faculty acquires a sensibility that ordinary persons do not possess, but it is not through losing his sight that a man is able to hear or able to remember any better than others, but from the habit of trying to remember or listening carefully.

9779. Are there any general observations that you would like to make with regard to teaching music to the blind?—I have not had experience in teaching the blind music. I have only noted the results of teaching in the examinations I have held, and I have but to say that it seems to me highly desirable to encourage the study of this Braille system of notation, which to a great extent helps to give independence to the student, and it is of great consequence to make every person self-reliant and not dependent on another to teach him what he is to do.

9780. Would you advise that the blind who have only ordinary gifts for music should be taught music as a profession or only as a recreation?—I think it is a mistake to appropriate so very much of the lifetime of blind persons to working at industrial occupations, which tends to stiffen their faculties, physical and mental. I believe that a very large majority of blind persons are capable of mental exercise, and that if they have the opportunity of good training they may do highly respectable intellectual work; and I have been sorry to find in the blind institutions I have visited that the average work is in mat making and brush making and such matters, and that the persons who work at those occupations are stolid, hard in their manner, and dull in their apprehension, whereas those who are taught music generally have far finer intelligence than their companions. On that account I believe that they might in the musical profession hold a very fair status, that is to say, if they all had the opportunity of developing what gifts they have received from nature. In an institution for the blind every pupil might be made to pass through some kind of probation to show his musical capabilities, and only those should be relegated to manual labour who proved decidedly dull of intellect, and I believe they would be very few in proportion.

9781. Do you think all the blind should be taught music to a certain extent, even though they should not be able to earn their livelihood by it?—I think that would be highly desirable, because I think the study of music not only improves the ear but improves the general intelligence; and it would be a means of happiness to them and enable them to give pleasure to others.

9782. But of course in recommending that music should be taught to the blind you do not say that it is your absolute belief that they would be able to earn their livelihood by that profession, looking to the fact that the musical profession is already overstocked by those who can see?—It is always difficult for a beginner in the musical profession to make a position; it can only be by the exertion of his own personal friends that he can step on the first rung of the ladder of a professional career, but whether seeing or not seeing, if he can gain such an introduction, and if he can do credit to the persons who recommend him by the good work he performs, I believe he will find an opening. It is always a lottery, in entering into the musical profession, how much or how little employment a person may have; it depends greatly upon his own personal connexion to create the opportunities for him, but I believe the multiplication of those opportunities depends on his acquitting himself satisfactorily in the profession he has chosen.

9783. Do you think the success of a teacher of music depends first upon his natural ability to teach, and secondly on the particular method by which he is trained to teach?—I think it depends upon both those points.

9784. Do you think that a person of ordinary musical ability can be taught, by a special method of training, to be as good a teacher to others as a person of higher musical ability who had not had a similar training for a life of teaching?—I think very strong evidence of what may be done in the way of training blind persons to be teachers is to be found in the blind school to which I have referred. I have found very good work to result from the teaching of the blind teachers who have been reared in that school, and who hold the rank of monitors or sub-professors in the school.

9785. (*Mr. Johnson.*) You are speaking of the St. John's Wood School?—Yes.

9786. Were you satisfied with the mode in which the musical education was carried on in that institution?—Generally speaking, yes; certainly.

9787. Under the superintendence of Mr. Barnes?—Yes, I had occasion to regret that sufficient time was not allowed there for the study of music, a thorough knowledge of which can only be satisfactorily obtained by devoting a very large amount of time daily to its practice; but so far as the instruction went there was the highest reason to be satisfied.

9788. As far as your experience goes of institutions for the blind in which music is taught throughout the country, do you think music is taught efficiently in them?—My experience of such institutions is very small indeed. I visited a school in Liverpool and one in York where the result of the teaching was highly satisfactory, and I have heard the performances of the pupils at the Normal College at Sydenham, and those of the pupils at the Avenue Road School. I know of no others.

9789. I think you said you knew a few blind persons who were earning their living by music; can you give us any idea what their earnings are?—No.

9790. Do you think that the blind are at a disadvantage in any way in competition with the seeing?—I think at present they are, but I believe that the prejudice against the blind as musicians is beginning to give way, and I have some hope that the good work which is being done by blind musicians may convince the public generally of the ability of the blind to compete satisfactorily with seeing persons.

9791. It has been stated that out of 100 blind pupils that might be got together about 30 would be capable of being well instructed in music; does that accord with your experience?—I have no experience on the subject.

9792. With regard to musical notation, Braille's notation I believe is the only one which is used at all in this country; there is no other musical notation?—I know of no other.

9793. After all, I suppose any musical notation is but an aid to the memory, because in performing for instance a piece upon the organ the man's fingers cannot be upon the raised type and the instrument at the same time?—Certainly not; in the matter of singing where the hands are not wanted for the performance, it may help the person to join in a choral performance.

9794. But in the case of any instrument the type can only be used as a means of teaching the performer the music, which he retains in his memory?—Quite so.

9795. You have some experience with regard to music being communicated to the blind orally?—Yes.

9796. That is another mode of aiding the memory?—Certainly, of course that necessitates the aid of a second person, whereas the value of any musical notation that can express itself to the touch is that it makes the reader independent. For my own part I am entirely dependent upon the help of a second person either to write music for me or to read music to me. I can only take it through other people's eyes and other people's lips. If I had a sufficient familiarity with the Braille system to enable me to read it fluently, I might be saved dependence upon other people which would give me an advantage.

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9797. Then your great musical talent and your great musical experience has been gained through other people's eyes?—Yes, in my latter years.

9798. And you have resorted very little to the help of tangible notation?—Very little indeed.

9799. Do you think that there is any difficulty in a blind person who has been properly instructed, and who is a fair organist getting employment now?—I think there is far less difficulty than there was, but still there prevails a strong prejudice upon the subject. I remember not many years back to have met with more than one advertisement for an organist with the appendage, "No ladies nor blind need apply." That has not appeared lately.

9800. We have been told in evidence that the difficulty of blind organists getting employment arises from the fact of there being so much more church music required now than formerly?—That is very likely to be the case.

9801. Do you know of any impediment in the way of management of the choir or the selection of music in churches being a hindrance to the employment of the blind?—I am quite sure that some blind persons have made very good choir masters and church organists. I think there would be much difficulty in a blind person fulfilling the duties of a cathedral organist, where there are 14 different services in the week, which would be beyond the grasp of ordinary memory, and there would be insufficient time for most blind persons to give the necessary amount of preparatory study for those 14 services, but I am quite sure that a blind person could very efficiently discharge the duty that he would be required to perform in an ordinary parish church.

9802. For the ordinary services in a church in a country district you think a blind organist would be able to fulfil all the requirements of his situation?—I think where there is but one day's service in the week there can be no question upon the subject.

9803. Have you any idea what the ordinary average earnings of a blind organist are?—I have no idea that an organist earns more or less according to whether he can see or cannot see; it depends, I think, on the riches of the church whether he gets his 12*l.* or 20*l.*, or his 200*l.* a year.

9804. As a rule I suppose the blind do not get very large salaries as organists?—I think if they get small salaries it is not because of their blindness. A very eminent blind musician, the organist of St. Pancras, who died six years ago, Henry Smart, and who from his remarkable ability was regarded as the very head of his profession, received a very large stipend for the duties he fulfilled, to such admiration that the church was thronged by people who came to hear his own organ performances and the singing under his direction. He was for many years entirely blind.

9805. His case was an exceptional case?—All distinguished talent is exceptional.

9806. Do you think there is any market for what you may term mediocre blind musicians in teaching persons of a class who cannot afford to pay very much for their musical instruction?—I have had no opportunity to judge.

9807. I suppose it is your opinion that it is only those who are specially educated, and who display talent, and who rise above the surface, who would be able to gain a competence in their profession?—I would not go so far as to say yes to that question. I believe persons of steady habits and perseverance will gain, if not affluence, certainly a competence, if they do their work fairly well.

9808. I suppose you are looking forward to the future rather than speaking to what is the case at present?—Yes.

9809. Have any cases of blind musicians gaining what you may call a fair living come under your notice?—Yes, there are certainly are some.

9810. Very few?—My experience has not given me means of giving you any statistics of such cases.

9811. Do you think that education to a certain extent in music in an institution for the blind, whether the pupils are able to attain any great proficiency in music or not, is very advantageous for them?—Yes, I think a sharpening of any of the senses must do much towards refining the intelligence generally. If a person acquires a habit of watching nice distinctions of tone in an instrument or in the singing voice, it will lead him to observations of the speaking voice; it will help him to perceptions of niceties in general matters, which must, I am sure, quicken all his sensibility.

9812. Have you any experience with regard to blind persons who are teaching music as a means of earning their livelihood?—No.

9813. Do you think that they would labour under any disadvantage as compared with the sighted?—They would be under this disadvantage that they cannot see whether the hands of the pupil are too much or too little raised, whether the fingers move properly; it is impossible to feel the hands of the player in the process of manipulation, and though doubtless a bad position will give a bad tone, this cannot be so accurately perceived by the ear as it can by sight.

9814. We have been told that the market for teaching is rather overstocked even amongst the sighted; is that your opinion?—I think with the large stocking of the market there is also a very large increase of the marketers. At the present time there are hundreds learn music where only tens learnt it in my youth, and I believe that the great augmentation which has taken place in the ranks of the musical profession either is induced by, or itself stimulates, a desire to study music in the community at large. I believe the more teachers there are the more pupils will come to them.

9815. Have you any experience with regard to public performers amongst the blind? Have you known any cases of blind persons getting their livelihood as musicians?—I have known some such cases, decidedly. There was a remarkably good pianist, Herr Labor, who came here from Hanover a few years ago, who certainly was very well received. I have spoken already of the case of Henry Smart. Then there was a young man of the name of James Lea Summers who was a pupil of my own, who lately died, who played in public with very good effect. I could cite other cases within my own experience, but to go to cases before my time I may refer to Handel, who used to play the organ, after he lost his sight, at the public performances of his oratorios. Bach also played after he had lost his sight, and both of those dictated compositions to amanuenses. Then after Handel's death John Stanley directed the oratorios at Drury Lane, he being blind. Then there was Theresa Paradies, a girl of remarkable merit, who sang in public, who composed operas, and who played so well upon the pianoforte that Mozart wrote a concerto for her. Then there was Mercadante, who was Director of the Conservatorio in Naples many years, and who carried on all the duties of his office and produced several musical works though he was blind.

9816. I suppose in the case of all the persons that you have last quoted they became blind late in life, and had therefore the advantage of previous sighted education?—That is so with respect to all the cases except the lady I named.

9817. Can you tell us what Summers made by his performances?—I cannot.

9818. You have never heard that his performances were not a pecuniary success?—I have never heard that.

9819. What is your opinion with regard to tuning as an occupation for the blind?—I have reason to know that blind persons can carry on the occupations of tuning pianofortes and voicing harmoniums with complete success.

9820. Are there any establishments which employ blind men in tuning harmoniums now?—I know there are several.

The witness withdrew.

Adjourned.

32, Abingdon Street, Westminster.

Wednesday, 5th May 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.

E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
CHARLES FEW, ESQ.
CHARLES D. BLACK, ESQ., *Secretary*.

WILLIAM T. HILLYER, ESQ., examined.

W. T. Hillyer, Esq.
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9821. (*Chairman.*) You are the secretary of the British Asylum for Deaf and Dumb Females at Lower Clapton?—Yes.

9822. How long have you been in that office?—About six or seven years, since September 1879.

9823. Will you state the objects of the institution?—The objects of our institution are threefold. It is an institution I should mention, in the first instance, for adults, and we take in inmates who are supposed to be excluded from the other purely educational institutions. We have lowered the age at which we receive them from 13, as it was formerly, to 10; finding that the other educational institutions refuse now to undertake them over ten as a rule, from the difficulty I suppose in teaching the oral system. We consequently take them when they are beyond the age for admission to other educational institutions, consequently our first object is to educate; that is one distinct object of the institution, to educate or to carry on and extend the education, both secular and religious, of those who are admitted to the institution, whether they have been at other institutions or not. Another object we have is to give them manual and technical instruction to enable them, if possible, to gain a livelihood. They are taught needlework and laundry work and the work of domestic service; and where we can we provide them with situations with people who apply for deaf and dumb servants; and also we sometimes apprentice them to dressmakers, when there is some prospect of their doing something to help themselves hereafter. The third object of the institution is to provide a home for the aged and infirm and the unprotected, and those who can do nothing to help themselves. Those are the three objects of the institution.

9824. There are limits of age to that last class, I suppose?—There are limits of age, there are no limits of age as to the class who are admitted to the home, *i.e.*, to the institution as a home; but there is a limit of age with regard to those who are elected free. I should explain that there are two modes of admission; it is a charity it must be remembered.

9825. To the institution or to the home do you mean?—The institution is one; it is not very large, but it is one, and there are two modes of admission to the institution. The one is by an annual payment; we should of course be glad to receive them all free if the public provided us with funds enabling us to do so, but that we cannot do, we can only admit as many free as our funds will allow us; and those who are admitted free are admitted annually according to the number of vacancies. Perhaps half our number are free. There are three or four vacancies for the year, and to those vacancies inmates are elected by the votes of the subscribers and benefactors of the institution. What leads me to mention this is your question with regard to the age of the inmates. Now the age is limited with regard to those who are elected; they are not eligible for election after 30 years of age, because the object, as your Lordship will understand, in being admitted for purely educational purposes would be defeated if we were to admit those who are beyond the age at which any advantage would be derived from educational instruction. We find from experience that those under 30 are capable of instruction, and up to that age they are eligible for election.

9826. Do you find that there are any of middle age, that is to say between 20 and 30, who have not had any education?—We have had inmates come to us who had had no education whatever.

9827. Not able to communicate except by natural signs. I mean persons who have had no education, and could not read or write?—Quite so. We have had inmates as old as 17 who have had no education.

9828. And could only communicate with you by natural signs?—Yes, the signs that they have amongst themselves. I suppose they vary; perhaps the educational master will be able to give you more information on that point, but as far as I know the deaf and dumb seem to have a natural mode of communicating with one another apart from any system of the sign language.

9829. Would he be able to inform the Commission what number and at what ages those whom you have mentioned as totally uneducated have entered?—I doubt whether we have any statistical returns showing that.

9830. Have you any printed list that is filled up when they enter as to age and as to whether they are uneducated or not?—Yes, the age is invariably given.

9831. And their state of education when they enter?—Yes. This question is put on the form of application for admission.

9832. Have you any column where you would enter "can read and write imperfectly"?—I am afraid not. I do not think that is a record which has been kept, but the educational master would probably be able to answer the question from his long experience. The institution was established in 1851, and I think he has been connected with it from the very beginning, and he would be able to state, from his own personal experience, what the age has been of those who have been admitted uneducated. I do not know whether I should mention a subject which is very much in my mind, and that is that I feel very convinced that there are a great many adult deaf and dumb in the country who have lived without any education, and who are hidden away in workhouses and country districts, and they are very difficult to get at. A short time before the notice came to me to give evidence here I applied, myself, to the Local Government Board with a view to obtain from them some return with regard to all the deaf and dumb at present in unions, with the view, if possible, to induce guardians to send them to us; because I should mention that we are the only institution in the country for adults, that there is no other institution which meets the need of adult female deaf mutes, and I think there is none for males either; but I failed to get any information from the Local Government Board with regard to obtaining a return as to the number of the deaf and dumb in the different unions, even in the Metropolitan district. Our object was to induce the guardians, if possible, to send them that they might be placed under proper care and education, both secular and religious. We have a good many from different unions. Marylebone, Bedford, Lewisham, Holborn, and other unions, send inmates to us. Under the Amended Poor Law Act of 1879 the guardians of the poor are authorised to contribute towards the maintenance of the deaf and dumb, which they were not previously. Before the Act, we did, as a matter of charity, what we could to induce people to send them from unions, and the guardians sometimes contributed a small sum. Our cost of maintenance is 22*l.* a year, and when it was represented to those guardians that the actual cost was 22*l.* a year and that we did not think it right to relieve the rates at the expense of the charity,

they invariably, with one exception I think, agreed to this, and in cases where they were paying less than 22*l.* a year raised the sum which they paid from 13*l.* or 14*l.* to 22*l.*, which we considered the actual cost of maintaining the inmates and giving them the advantages of education.

9833. Are you speaking of adults?—All over 10; we deal with none under 10.

9834. What is the difference of expense between maintaining an adult and a child?—Taking it all round, we find, upon the average, that that 22*l.* is the average cost of maintenance for each inmate.

9835. From how many boards of guardians have you received 22*l.* a year?—From all.

9836. I mean, are there any exceptions?—No exceptions. There was one exception; I do not know whether I ought to mention what it was.

9837. We should be glad if you would?—I may mention this instance perhaps. We had an inmate who had been a great many years in the institution, an old woman, and the guardians of the parish of St. George's, Hanover Square, which is not, I suppose, the poorest board of guardians, contributed, I think it was 13*l.* a year towards the maintenance of this inmate, who had been in our institution, I think, almost from the beginning. She was one of the oldest inmates. I wrote to the guardians and applied to them in the usual way. I had previously applied to Marylebone, who at once acceded to what was proposed and raised the sum from 13*l.* to 22*l.*; but in the case of St. George's, Hanover Square, whether it arose from any misunderstanding or not I do not know, at any rate the result was that this poor old woman was removed from our institution and placed back in the workhouse; after enjoying the protection and care and moral and religious instruction for years in our institution, she was removed and is in the union now, the guardians having declined to pay this additional amount of some 9*l.* I saw the chairman of the guardians, Mr. Seymour, and he was very kind and said he would do all he could; however nothing has been done. I merely mention the fact as a fact.

9838. Do the guardians find the clothing as well?—They do.

9839. Does the 22*l.* include clothing?—No, the 22*l.* does not include clothing.

9840. Then the guardians find 22*l.*, and in cases, where necessary, they find clothing besides?—In cases where necessary. In one instance, in Bedford I think, some lady provides clothing for one of the inmates, and in Marylebone I think they pay a small sum.

9841. What education do you give to the girls besides reading, writing, and sewing?—They are educated generally.

9842. When they leave your school what occupations do they adopt?—Some have gone into domestic service; one is employed as a laundry woman at another deaf and dumb institution in Wales; another has been apprenticed to a dressmaker, with a view of being taught dress making. They are taught needlework. I do not know whether your Lordship noticed the exhibit at the Health Exhibition, but we had an exhibit there, showing both what is done with regard to their educational progress and also with regard to needlework.

9843. Do you find any difficulty in getting them places?—Yes; we do not profess to seek places for them; it is not one of the distinct objects of the institution to seek places for them. We occasionally have applications.

9844. You would not turn them out of the institution without knowing that they were going to have some definite means of livelihood, I suppose?—We should not turn any out.

9845. I mean, is there any hard and fast line as to the time they must leave after so many years?—Not those who are paid for; those who are elected free are elected for three years.

9846. For three years only?—For three years only.

9847. Are they re-elected then?—They may be re-elected. In June we shall re-elect, I think, one.

9848. Do you think that you can give them sufficient education in three years?—We can teach them a great deal in that time.

9849. Do you consider that they ought to remain longer in order to get a sufficient education?—Yes, I do, most distinctly.

9850. Many of those who come at 10, I suppose, come without any previous knowledge; could you teach them in three years to read and write by a sign and manual system?—We have not had any so young as 10; I think 13 is about the youngest age. I think I have an application now for a child of 10 years of age. Many of the inmates we receive have been educated at other institutions. *W. T. Hillyer, Esq.* 5 May 1886.

9851. In those cases the three years would be sufficient, would it not?—They come for religious and moral and technical training principally, in order, if possible, to fit them for doing something for themselves in life. The progress that is made in education is remarkable with some of them; but I must say that the majority of those who come to us appear to be very infirm and not capable of a great deal of education.

9852. Of the children or of the grown up persons do you mean?—Of all of them, in fact. As a class the deaf and dumb, at all events those who come to us, are more or less infirm; whether it is on that account that they have been uneducated I cannot say.

9853. Have you any blind?—Yes, we have two old women who are blind as well. There is a great deal of difficulty in inducing parents who are poor people to send their children to the institution.

9854. You said that you had reason to believe that there were in different parts of the country a great number of deaf and dumb who are left more or less uncared for; what reason have you for thinking that; what opportunities have you had of coming to that conclusion?—I will give one illustration, which probably will be enough. I think it was in Norfolk, a year or two ago, considerable interest was taken in a deaf and dumb girl, the child of poor parents, to bring her forward for election, and everything was done and her friends went to some expense in order to get her elected, and she would have been elected, in fact there was no question as to her election; she would have had a sufficient number of votes to be elected, but at the last moment the parents declined to part with her. This is one instance in which poor parents of a deaf and dumb child declined to allow her to come into the institution; although she would have been elected and admitted free to the institution for three years, and would have had the opportunity of being trained and educated, they declined to let her go.

9855. Do you think that the education of the deaf and dumb should be made compulsory as that of other classes is?—I think it would be a very good thing if it could be made compulsory.

9856. Do you think that the deaf and dumb should receive some assistance from the State?—Yes, I do.

9857. In the way of education, I mean?—In the way of education. I do think so.

9858. Have you any definite views as to the way in which the Government should interfere in the inspection of the instruction in deaf and dumb schools?—It might do something to induce people to send them to educational institutions.

9859. I mean, have you any definite views as to the way in which it should be done?—No, I cannot say that I have.

9860. With regard to the adults, those who come at a certain age, do you employ them in the institution itself; do they earn a livelihood for themselves?—They earn a livelihood so far as the sale of the needlework goes; needlework is done by the inmates.

9861. Are those cases which you keep in the institution of mature years cases of persons that are more or less infirm, and would be unable to look after themselves outside the institution?—Yes, I suppose the majority are old people.

9862. All those, I suppose, who could get their livelihood outside the institution you do not keep in the institution?—They come in for a certain time. If they come in by payment they may remain any time; if they come in by election at the end of three years In the ordinary course of things they are returned to their friends, having derived as much benefit as we can give them.

9863. Are there many cases of re-election?—Yes, I think a fair number. You know it is a small institution.

9864. What is your present number?—About 30, I think we have

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9865. Have you any capitalised funds?—Yes, we have capitalised funds.

9866. To what extent?—Something like 10,000*l.*, I should think.

9867. I see there are various legacies you have got; I want to know whether those have been expended or used?—We invest where we can.

9868. Then your capitalised funds, I may take it, are 10,000*l.* I should like to know the exact sum?—I cannot give you the exact sum. I refer to the published accounts of the Report, 1885.

9869. Your accounts would show it, would they not?—I do not think so, except that they would tell what the interest derived from funded property is. In the 10,000*l.* I was including the freehold house and ground where the institution is. You see the different items of interest would represent the capital.

9870. Are the investments in the funds?—In various securities. When I say 10,000*l.* I include the freehold. I suppose 7,000*l.* is about the capital invested. The actual amount of invested property is 8,600*l.* at the present time.

9871. Is there anything you wish to say to the Commission as to the education of the deaf and dumb, or the condition of the deaf and dumb?—My views with reference to education are simply these: I believe the oral system to be the best system and the true system of educating the deaf and dumb, provided certain conditions are given; that is to say, if you take a young child and begin from the beginning, and carefully train the child. Some advocates of the oral system are very strongly in favour of isolating a child in order to give it the instruction. Then after considerable pains and training and care for five or six years (I do not exactly know what length of time is required, but I know it is a considerable time) you may teach a child to speak and to understand lip reading; but when a child has attained the age of 10 years, and its education has been neglected, I suppose, unless the child is of unusual intelligence, it would be almost useless to apply the oral system. We find practically that most of the inmates who are admitted to our institution are incapable of being taught upon the oral system.

9872. On account of their age?—On account of their age and infirmity probably; at all events, I take the inmates as we have them. A year or two ago, with a view to endeavour, if possible, to introduce the oral system, we had a meeting of the oral teachers, and Mr. Van Praagh, of Fitzroy Square, and Mr. Stainer, were there, and they found that for our inmates, the class that we admit, oral teaching was almost, in fact quite, a hopeless thing; and we find that to be the case. A certain amount of lip reading might be taught, and they might, and they do to a certain extent, understand what you say, many of them, from observation; I suppose the faculty of observation is quickened in deaf mutes, and they learn to understand what you say from watching your lips very naturally; but probably lip reading might be taught to a greater extent by a very persistent effort. Wherever the inmates can speak we, of course, encourage it.

9873. Have you any that have not been born deaf—any who have the remains of speech?—Yes, some who have the remains of speech.

9874. Have you any cases where they, without having been taught lip reading, have the remains of speech and make use of speech to a certain extent, as an auxiliary?—Yes, a few words; perhaps they may say one or two words, not more. I think those are points on which you will get more information from the educational master who is much with them. I merely wish to mention, as regards the oral system and the sign system, that we are anxious to adopt any and every system by which we can teach and instruct and improve them, and, if possible, render practicable for these poor things the gaining a livelihood for themselves.

9875. You think the oral system is worth a trial, but that it is not applicable in all cases; that is what I gather from you?—I do not think, with regard to our inmates, that the oral system would do anything, certainly not in three years; even if we had a very promising case I understand that would not be sufficient time.

9876. I asked you before, with regard to the children who come at 10 years old, supposing they come without any previous knowledge, could you teach them to read and write by a sign and manual system in three years?—Yes, I think so. That is a question on which the educational master will be able to give better evidence than I can.

9877. (*Mr. Johnson.*) Do you think that your pupils or inmates are different from the inmates of other institutions?—There is no other institution like ours. We are not purely an educational institution, our institution being for adults, and the educational institutions are purely educational; they are for children who are admitted early.

9878. Then, as I understand, your institution is more in the nature of an asylum than an educational institution?—It is called an asylum.

9879. Then you merely put the educational portion of it as an addendum to the asylum?—It is one of the objects. At the time the institution was established, in 1851, very little was done for education. We do what we can as regards education, and especially moral education, for the deaf and dumb are singularly wanting in moral perception.

9880. In 1851 when your institution was established, was it established for adults and what you call middle aged people or did you take children?—We took them as low as 13 years of age.

9881. And the larger number of people that you had at first were young?—No, I think not.

9882. That is what I wanted to ascertain?—I think not; they were principally above 13.

9883. The instruction that was given at that time was on what you call the sign and manual system?—Undoubtedly; in fact I do not think the oral system was then used at all in England.

9884. Do you think that the oral system might be adopted with advantage if you get the cases young enough?—Yes, but then we should be becoming a purely educational institution, which we are not now. We aim at relieving a class who are excluded by all other institutions.

9885. You mentioned about the guardians just now; the ordinary sum you say is 22*l.* per inmate yearly that you get from them, and that one board of guardians refused to give that sum. How many inmates have you got for whom you receive relief from the guardians?—About seven or eight, I should think, actually at the present time. Nine inmates sent by guardians.

9886. And all those, with the exception of that one case, pay 22*l.*?—I rather think that that same board of guardians sent us an inmate afterwards, paying the full 22*l.*, but she was so infirm that we could not keep her.

9887. What do you charge those who are not sent to you by the guardians?—That is regulated according to the means. If the case is a very urgent one, and the people cannot afford to pay the sum that we name, we endeavour to relax the rule. We have some admitted as low as 13*l.*; we should be glad to admit them free if our funds allowed.

9888. How many inmates have you at present?—Thirty.

9889. Are many of them permanent?—Many of them are permanent cases, paid for by their friends; one or two are supported by annuities of their own; there are three who have small annuities.

9890. Are those annuities that have been granted to deaf and dumb people, as such?—They are annuities granted to them; one is the daughter of an officer in the Navy, and she has an annuity from the Compassionate Fund.

9891. They are not annuities given to the deaf and dumb specially?—No, Government annuities; the Compassionate Fund, &c.

9892. It is not a trust for the deaf and dumb?—We have one for whom a sum of money, some hundreds of pounds, was left, which was invested in the form of an annuity.

9893. I am asking whether any of your inmates have any annuity from a trust for the deaf and dumb?—No, I am not aware of any such trust existing.

9894. (*Dr. Robertson.*) You said that the number of your present inmates was 30; can you give us the relative proportion as to the number of them who are not under an educational process, the older ones, and the number of the younger ones?—They are all more or less under educational instruction. I can hardly tell you the number of old women incapable of education; for instance, the two blind women are quite incapable of any education.

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9895. I mean those who come to you for asylum purposes, and those who come to you for educational purposes?—I suppose the majority come for asylum purposes.

9896. Can you give us the proportion?—No, I think the educational master would be able to give you that.

9897. Do you think it an advantage to have the two classes under one roof?—No, I do not, and it is a thing which we are endeavouring to do to separate the classes; and when a house fell vacant a short time ago, I was very anxious that we should have bought it if we could have had the funds to do so, in order to effect the separation between the different classes. The old and the young ought to be separated; the infirm, and those incapable of instruction, ought to be separated; and that is what we are endeavouring to do.

9898. You stated, in your evidence in chief, that you thought there was a great deal of physical ailments amongst the deaf and dumb; can you tell us what those are from your experience?—You mean the nature of the infirmity? It is a medical question.

9899. I mean besides their deprivation of the senses of speaking or hearing?—Generally speaking they would be wanting in intelligence; many of them are very infirm of body, many of them are scrofulous. We do not profess to be an infirmary or hospital, though we are glad to do what we can to help the infirm. When I was at the asylum the other day the matron informed me that the recent cases admitted were more or less infirm.

9900. We have it in evidence that the health generally of the deaf and dumb is as good as that of ordinary persons?—I should doubt it myself. I think the very fact of their being deaf and dumb indicates infirmity.

9901. Have you ascertained whether any of those who have been brought to you are the offspring of blood relations?—Yes, that is one of the inquiries which we invariably make.

9902. What has been the result of those inquiries?—The result of the inquiries may be said to be this, that we find most of the deaf mutes are the children of those who have married cousins. The deaf and dumb, I believe, intermarry a good deal, and that is a fruitful source of increase in the number of the deaf and dumb.

9903. With regard to the children who are suffering from scrofula and other ailments, do you take any means of improving their physical condition?—We have a medical attendant.

9904. What physical means do you take to improve their condition?—It must be borne in mind that we are not a hospital.

9905. Have you any playground, for instance?—Yes, a very good playground; they have good food, and every care is taken of them.

9906. Are they encouraged to spend part of their time in games out of school hours?—Yes.

9907. Have you any experience of the education of the deaf and dumb in board schools?—Not personally. I may mention that we have had an inmate who had been educated in a board school.

9908. What was the condition of that inmate as far as her education was concerned?—She had been very poorly educated.

9909. With regard to the education of the deaf and dumb, would it be better, do you think, that they should be educated in separated places, or that they should be taken together with other children in board schools as they are in the board schools of London?—I am inclined to think that they would be better separated.

9910. Would you give us your reasons for that opinion?—For the oral system separation seems to be a condition essential to success; but that is a point that I am not prepared to speak about positively; that is an educational question.

9911. I suppose unless you had board schools everywhere there would be a difficulty in providing for the deaf and dumb, whereas if you had institutions in certain places they might be sent to those institutions from all parts of the country.—Yes.

9912-13. You have stated that you think it advisable that State aid should be given to institutions for the deaf and dumb; would you recommend that that State aid should be given to such institutions as your own, for instance?—I would say that State aid should be given to those institutions which were properly certified. Ours is a mixed institution, and it is a unique one, inasmuch as there is no other institution in the country which meets the case of deaf and dumb adults.

9914. When you say that you would recommend that State aid should be given to institutions for the deaf and dumb, would you restrict it simply to institutions for the education of deaf and dumb children, or would you you extend it to institutions for the maintenance of old people?—I think State aid would be desirable for all deaf and dumb persons who were aged and infirm.

9915. You would wish State aid to be applied in both cases?—Yes.

9916. In what way do you think it would be best applied in the two cases?—I should claim State aid for our institution, for instance, which aims at the relief of the deaf and dumb everywhere. How that State aid should be given I am not prepared to say, unless it were in a form of a capitation grant. We might perhaps claim certain assistance from the State according to the numbers we had. I think there are some 20,000 deaf mutes in the country, and there are only a small proportion under care. There must be a great number of deaf and dumb adults, especially women, who are unprovided for, and if that class could be reached and could be placed in an institution like ours it would be a very desirable thing to attain, and I think it an object well worthy of the notice of the State.

9917. If a certificate was given in the case of the old people, and an education test applied in the case of the younger ones, do you think that that would cover the question of State aid?—An educational test could hardly be applied in our case; they come to us as adults.

9918. When I say educational test, I mean a system of inspection after a certain amount of instruction had been given in the case of your younger inmates?—We should have no objection to that. Taking the class that we receive of adults and infirm I do not think an educational test could be applied.

9919. Putting aside the aged and infirm, and taking the case of the younger ones, you would have no objection to an inspector seeing after them?—No.

9920. You could not expect State aid unless the State could see what the results of the State aid were?—No, certainly not.

9921. (*Mr. St. John Ackers.*) Do you follow up those who have left your institution?—Yes, that is one of our objects.

9922. Are most of those who have left your institution doing well?—Some of them are doing extremely well, none of them are doing badly, as far as I know.

9923. You have not heard of any of them being in destitution?—No.

9924. You mentioned that you had 30 inmates; do you mean 30 in all?—Yes.

9925. In answer to a question by the Chairman you said that you considered that only certain of the deaf could be taught on the oral system; do you mean that only those under 10 years of age can be taught by the oral system except in cases of exceptional ability?—I have my opinion upon what is done by educational institutions; educational institutions, I believe, now decline to take them over 10 years of age.

9926. You said you were not aware of any pension fund for the deaf and dumb; by your saying that I suppose you have not received any money from any pension fund in London?—No, I was not aware that there was any pension fund for the feaf and dumb.

9927. Do you know how long the board school pupil of whom you spoke had been at a board school?—No.

9928. Was it a case you had sometime ago?—No, it was a case we had recently.

9929. With regard to the guardians of St. George's, did your institution refuse to keep the inmate unless the 22*l.* was paid?—They simply removed her; we applied to them for the 22*l.*

9930. Did your institution express its willingness to keep her on at the old amount?—No, I think not.

9931. (*Mr. Arrol.*) You have mentioned that the annual cost of maintenance is 22*l.*; that does not include any expenses in connexion with the officers and staff, does it?—It includes every item of the cost of maintenance.

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9932. The 22*l.* is the average cost of maintaining an inmate?—Yes.

9933. (*Chairman.*) I understood you to say that the 22*l.* did not include the clothing. You mean that the 22*l.* includes what is called cost of living?—Yes; we calculate that the 22*l.* covers the cost of maintenance, and then we add 5*l.* for the cost of clothing; but in exceptional cases we take inmates in at 22*l.*

9934. (*Mr. Arrol.*) Can you tell the Commission what the additional cost of the staff would be?—That will appear in the report.

9935. (*Mr. Few.*) How many on the average do you apprentice each year?—Very few; we apprenticed one last year, but we do not do very much in the way of apprenticing, simply from the want of opportunity.

9936. From a paucity in the number of young inmates?—Yes; we have very few young inmates. We apprenticed a girl lately; she was sent to us by one of the unions, and an opening for her occurred in the neighbourhood. A respectable dressmaker, known to the ladies' committee, expressed her willingness to take this girl and endeavour to teach her for a year or two years; we thought the opportunity was a good one, and she was sent to that dressmaker with a view to being taught dressmaking, so that her teaching might be as complete as possible before she leaves the institution.

9937. Do you exercise any supervision over an apprentice?—We do in this case; the girl lives at the institution.

9938. But you do not exercise any such supervision as a general rule?—We have not hitherto apprenticed any others. Where we can do so, we make inquiries about them after they leave the institution.

9939. As I understand, according to your mode of election, every three years a child or grown-up person has to run the risk of not being re-elected?—It depends on whether their friends bring them forward for re-election.

9940. But it is by the votes of the subscribers that they are re-elected?—Yes.

9941. Therefore a child or grown-up person under the age of 30 might be elected for three years and then lose the subsequent election?—Such a case would be an exception.

9942. But it is dependent upon the votes of the electors?—Quite so.

9943. You seem rather in favour of institutions being scattered up and down the country?—No, I am not aware that I expressed such an opinion.

9944. I gathered that you thought that that was preferable to concentrating deaf and dumb persons in large establishments?—No, I am not aware that I expressed that opinion. I would put such institutions in the most central position possible.

9945. As regards the question of State aid, is it your opinion that it should be *per capiti* independent of whether the child taught was succeeding well or was defective in intellect?—I have no data upon which to go to enable me to answer that question.

9946. (*Admiral Sir E. Sotheby.*) You have an annual election?—Yes.

9947. What is the number of candidates in proportion to vacancies?—It varies; we have three vacancies.

9948. What becomes of those who are not elected?—They may come forward for re-election in the following year; the votes obtained at one election would be available for the next election. We find in some instances that friends who may have taken great interest in the case drop the case altogether.

9949. Do you experience great difficulty in finding employment for adults?—We do not seek employment for them and we do not receive many applications.

9950. Do your deaf and dumb adults do the household work?—No, they are very old. You may imagine the condition of an old deaf mute who is also blind. We have two who are blind as well as deaf and dumb.

9951. You have 28 others?—Yes

9952. Do not they do the household work of the institution?—We have servants as well.

9953. How many servants have you?—Three.

9954. What is your staff?—The matron, two female teachers, then there is the superintendent teacher, the master, who will be before you presently; then there are two or three servants and a laundry maid, and we have a nurse where it is necessary.

9955. (*Rev. Mr. Sleight.*) Do you train any of your inmates as dressmakers or laundresses?—Yes.

9956. You have no difficulty in finding places for those, I presume?—We do not seek it, but there would be a great difficulty. I do not think, as a rule, people would like to employ deaf and dumb people as servants. Where we have the opportunity of putting them in situations we are very glad to do so.

9957. You admit inmates after they have been educated at other institutions?—Yes.

9958. They are admitted for three years?—Those admitted by election are admitted for three years.

9959. After they leave you at the end of three years do you think they have a difficulty in finding places?—I expect they have; it is not one of the objects of the institution to find them places; they return to their friends, and we constantly receive letters from their friends stating how grateful they are for the help they have had.

9960. I understand you to say that there are a great many intermarriages among the deaf and dumb?—Yes.

9961. Do you say that their children are generally deaf and dumb?—Mr. Murray was informing me that that was so; he said he believed that that was one great cause of deaf mutism.

The witness withdrew.

Mr. Daniel Murray examined.

Mr. D. Murray.

9962. (*Chairman.*) You are connected with the British Asylum for Deaf and Dumb Females at Lower Clapton as master?—Yes.

9963. And have been for a great number of years?—I think about 30 years.

9964. We have heard generally about the character of the institution from the previous witness, but we would like you to tell us what is the course of instruction that is pursued there, beginning with girls of 10 years old?—We have none of 10 years of age.

9965. We understand that you do not take them under the age of 10?—That is so.

9966. Supposing they come to you at 10 years of age, have you found that they have been educated to a certain extent or not?—None of those that come to us over 10 years of age have been instructed; the reason that we take them in is simply because all the other institutions shut their doors to them at 10 years of age.

9967. There are a great number of deaf and dumb girls who reach the age of 10 without any education whatever?—That is so.

9968. Have you any idea whether there are many others without education besides those who enter your institution?—I am quite sure there are.

9969. What are your grounds for thinking so?—Because I have met with some at the Brentford Workhouse, and in some other workhouses.

9970. Having been placed there as paupers without any opportunity of being educated?—Yes.

9971. You keep those uneducated girls for three years only?—Those that are elected are kept for three years, but they are eligible for re-election.

9972. Do you find that at the end of three years you have taught them on the sign system enough reading and writing——?—I object to the word "sign;" it is manual principally; the best teachers of the deaf and dumb use signs only as a means.

9973. I use the word "sign" for "sign and manual." After they had been with you for three years, after they had been taught on the sign and manual system for three years, would they be sufficiently educated in reading and writing to go out in the world and get their livelihood?—The answer to that question would entirely depend upon the capacity of the child; some of them would, and some of them would not.

9974. Some of them do go out in the world and get their livelihood, I suppose?—Yes.

9975. With regard to those that do not, are they re-elected invariably?—Not invariably re-elected, but generally.

9976. What occupations do they go to mostly? Do you follow them after they leave your institution?—As far as we can we do, but we get them from all parts of the Kingdom, including Ireland and Scotland, and consequently we cannot follow them.

9977. You send them back at the end of three years to their homes?—Yes, to their own people.

9978. Besides the ordinary education that you give them, do you teach them sewing and different kinds of work?—They are taught needlework of all kinds.

9979. Are they taught any housework, such as washing and mangling?—Yes; there is a place in which they are taught mangling, washing, and ironing, and all that sort of thing, and some of them have got very good situations in consequence. We have in the Exeter institution now a forewoman who was originally in our asylum; she is over the laundry department.

9980. As a teacher?—As a teacher of laundry work; she is one of those whose education is really not very perfect; she would be about 40 years of age when she came to us, and she left us at the age of 45 or thereabouts.

9981. In previous years of course a large number of the older women who came to you were totally uneducated?—Yes.

9982. Is there any improvement at the present time in the way of the education of deaf mutes as compared to what it was 20 years ago; are those who come to you now more educated than those who used to come to you formerly, taking them generally?—There is no difference whatever.

9983. You think that the education of the deaf and dumb has not proceeded as the education of the rest of the population has done?—Certainly not.

9984. Comparing them with the rest of the population, you would admit that the education of speaking and hearing persons has proceeded enormously in the last 20 years?—Yes.

9985. You do not think there has been a corresponding progress in the deaf and dumb class?—I do not think there has.

9986. You say that from your experience?—Yes.

9987. Then do you think that there ought to be the same education given to deaf and dumb children as there is to every other child now, by compulsion?—Yes, there ought to be more facility for the deaf and dumb on account of their affliction.

9988. Therefore I presume you think that they ought to receive Government aid in the same way as other children receive Government aid whose parents are unable to pay for them themselves?—I think so. One thing I might say in respect to that, if Government aid was given, and not sufficiently given, it might have the effect of crippling the institutions by causing charitable people to withdraw their support from them.

9989. Would you imagine that your committee would have any objection to such an institution as yours, which is partially educational, being inspected by a Government inspector?—I think not.

9990. Do you think that it would be an advantage?—We would have no objection.

9991. Would it be an advantage if the inspection was properly conducted by a well qualified inspector who was able to judge of the work that the deaf and dumb can do?—I think that it would be an advantage rather than otherwise.

9992. And you think that with Government inspection the Government should contribute something towards the education, and therefore indirectly towards the maintenance of the children at your institution?—Yes.

9993. How would you propose that that Government aid should be given; should it be given by way of a fixed sum per head for each child educated in your institution?—I have not given that subject any thought, but it occurs to me at the present moment that ours is a sort of mongrel institution; we are not purely educational. There are some of the inmates who are totally infirm.

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9994. The education grants would not apply to them, but so far as you are an educational institution you think that you would be worthy to receive Government assistance?—Yes, certainly, there must be some margin of course allowed in applying a test to old pupils compared with those of younger age; an older person does not receive education so quickly as a younger one.

9995. Will you give us your experience as to the education of deaf and dumb adults; is it attended with great difficulty?—Yes.

9996. The older they are the more difficult they are to teach?—That is the case.

9997. Have you had any experience with the oral system?—The only experience that I have of it is from visiting some of the oral schools.

9998. Have you ever tried to introduce it into your institution?—Yes, as far as we can; where there is a child, say of 14 years of age, we try to give it as much oral teaching as we can. If I want to teach a child what a table is I spell the word "table" or write the word "table" upon a table, there is no necessity there for a sign.

9999. Do you speak the word "table"?—Yes.

10,000. Where did you receive any special training yourself?—I received my first training in the Claremont Institution in Dublin.

10,001. How many years ago are you speaking of?—40 years ago. Then I was at the Bristol Institution. I have also been connected with an institution in London for many years where my experience among the adult deaf and dumb has been very considerable.

10,002. Which institution is that?—What is called now the Royal Institution in Aid of the Deaf and Dumb.

10,003. Do you think that if you have only a limited period for the education of a deaf and dumb child, that it is an advantage to the child to teach it on the sign and manual system rather than on the oral system; would you, if you had only three years to give to a child, recommend that it should be taught the sign and manual system or the oral system suppose it to be a child which might profit by the oral teaching?—If it were a child that could profit by oral teaching I do not believe that in three years you could give it any instruction that would be of any use to it.

10,004. Does that guide the institution with which you are connected to the conclusion that they come to with regard to the mode of instruction to be adopted in any particular case?—To a very great extent.

10,005. In the case of children who come for three years and who are not likely to be able to stay longer, you think it better that they should be taught the sign and manual system, because you can teach them more in that time under that system?—That is so.

10,006. In the case of children of ordinary intelligence, supposing they come to you at an early age, say at 10 or 12, how long is it after they come to you that they are able to read and write with fair facility?—They will write with facility very quickly, but to read so as to understand what they read will take a longer time, that is to say, to read any book it will take a much longer time than three years. They can be taught how to answer ordinary questions in type in three years, but to enable them to read consecutively they would require to be under tuition for 10 years, or more than that.

10,007. It is very difficult to convey abstract ideas to the mind of a deaf and dumb child?—Yes.

10,008. It has to be done step by step and gradually?—Yes. A lady once asked me how I would give a deaf and dumb child an idea of God, for instance. I said it is very difficult, even for hearing people, to get an idea of God. We cannot give it except by leading the child gradually from natural things to the Creator. I told this lady I myself had very little idea of infinity, or omniscience, or eternity, and it is a very difficult thing to give those ideas to the deaf and dumb, or to a little boy or girl endowed with all their senses.

10,009. What religious services are conducted in connexion with your institution?—We have the Church of England service.

10,010. Are there services daily or weekly?—There is a daily scripture lesson to all.

10,011. Have you ever had any children prepared for confirmation at your institution?—Yes.

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10,012. And confirmed from there?—Yes, confirmed at St. James's Church after being examined by the clergyman of the parish.

10,013. Who undertakes that duty of preparing the girls for confirmation?—I do, but then I have the clergyman of the parish to examine them.

10,014. Does the clergyman of the parish give them written questions to which they give written answers?—Yes, and he comes there by himself when I am not there.

10,015. And upon those written answers he judges of their fitness for confirmation?—That is so.

10,016. Can you give us any opinion as to the general condition of the deaf and dumb in London, and the causes which tend to prevent a diminution in their number?—With regard to the latter part of the question, it would be very difficult for me to give an answer. As to the condition of the deaf and dumb in London generally, it is a very wretched one.

10,017. Is it the case that deaf mutism is increasing or diminishing?—Most decidedly increasing.

10,018. What are the causes which tend to that increase, in your opinion?—I think the intermarriage of deaf and dumb men and women is one chief cause.

10,019. Is that brought about from the deaf and dumb being associated together in institutions, or is it from the natural tendency of those similarly afflicted to gravitate together?—I believe it is from the natural tendency you mention. Deaf and dumb persons of both sexes meet, for instance, at tea meetings, and so on, and form friendships, and that leads on to marriage, and if it does not lead on to marriage, unfortunately it leads on to what is worse, and I think facilities should not be afforded for bringing them together.

10,020. Is there much concubinage among the deaf and dumb?—To my knowledge there is a considerable number of unfortunate women who fall in that way. I have a little book in which I take notes of all deaf and dumb cases that come before me, because I am secretary as well to the Royal Association in Aid of the Deaf and Dumb, and in that book I have some notes of cases of deaf and dumb intermarriages. "Martha Jones "Hayes, deaf and dumb; parents both deaf and dumb." They wanted to get this child into the Margate Institution in 1885. Then there is another here, a man I know very well, named "Deerlove; parents deaf and dumb, "and several children deaf and dumb, and wife's brother "deaf and dumb." Then there is the case of a deaf and dumb woman now unmarried, but who has two children, one deaf and dumb. Those are samples of a number of cases that I have.

10,021. Could you supplement that by saying whether the intermarriage of near relatives, first cousins, for instance, leads also, in your experience, to the children being deaf and dumb?—When I first became interested in the deaf and dumb I met with a very intelligent man, Dr. Roberts, who was very anxious to find out the causes of deaf mutism, and he and I both set to work to endeavour to find out those causes. We were three years at work and we found that these were the three principal causes:—The first was syphilis, not primarily, but secondarily; the second was the intermarriage of near relations; and the third was decidedly and emphatically the intermarriage of deaf and dumb persons, and I do not think there is anything strange in that, because we know that all diseases are transmitted. I have noticed the gait even of a father repeated in the son. I do not think there can be the slightest doubt that the intermarriage of deaf and dumb persons is a cause of deaf mutism.

10,022. Have you had many cases of girls who have become deaf after they have once been able to speak?—Yes, we have.

10,023. What happens to them; do they lose their speech altogether in consequence of their deafness, or are you able to keep up what knowledge of speech they may have had, though they are quite deaf at the time they come to you?—It would depend entirely upon the age at which they become deaf; we have some cases of that kind.

10,024. Do you attempt to speak to them, or do you write to them?—We speak to them and write to them.

10,025. Have they sufficient recollection of language to be able to speak intelligibly to you?—It is always very difficult to understand them.

10,026. Their utterance is harsh or unpleasant?—Not so unpleasant, perhaps, but it is either too high or too low. Speaking of a person who has lost his or her hearing, say at seven years of age, there would be some retention of language, but a child that has lost hearing at two, or three, or four, I think has entirely lost any knowledge of language.

10,027. Do you think a case of that kind a fit object for the oral system?—Yes, more than the other perhaps, but as I am not thoroughly indoctrinated with the oral system, though I think if what it aims at was achieved it would be of the greatest possible benefit to the deaf and dumb, I do not know that I could give a positive answer to that question in the affirmative.

10,028. When you have a case of that kind do you do all that you can to assist the child in keeping up a knowledge of language in preference to resorting to the use of signs constantly?—Yes, we use signs as little as we possibly can, only when it is absolutely necessary, only as a means to an end.

10,029. In the school, when you ask a question of a child, do you ask it on the slate, or do you ask it by signs?—We write on the board the name of a natural object, and point to the object.

10,030. When you ask the child questions about it, you write them down?—Yes. You compare, for instance, this table and that table; you would say this is a larger table than that one, and they could see the difference for themselves.

10,031. (*Rev. Mr. Sleight.*) You said just now that you use signs as little as you possibly can; the children use signs amongst themselves, do they not?—Yes, they cannot help it; that is their natural language.

10,032. They do not trouble to write to each other?—No, not in the playground.

10,033. I am speaking of those who have some remembrance of language. When they were communicating with hearing persons would they communicate with them by signs, or would they speak to them?—If they had an intelligent knowledge of language they would not communicate with the outside world by signs, because they would know that people outside could not understand their signs.

10,034. Would they speak to outsiders or would they write to them?—They would write.

10,035. They would prefer writing to speaking?—If the person with whom they were holding communication could not understand them by speaking they would communicate by writing. I came across a semi deaf mute woman in an omnibus yesterday who could not make herself intelligible to me by her speaking and so I adopted the finger language.

10,036. You understand the finger language?—Yes.

10,037. If you had not understood her by the fingers she would have written?—Yes, she would have been obliged to adopt that means of making herself understood.

10,038. In your asylum how many are being educated in reading and writing, and so on?—They are all under a certain amount of education. I give the very old a lecture once or twice or three times a week perhaps on various subjects, but the younger ones are under education the whole time.

10,039. Do you find that some of those who come to you at the age of say 30 or 40 are a little imbecile as well as deaf and dumb?—Some of them, but it is difficult very often to draw the line between imbecility and deaf mutism. When a deaf and dumb person is allowed to grow up in his dumbness until he is 30 or 40 without any attempt to educate him it leads to almost imbecility at the end.

10,040. With regard to the time you give to the education of a child you would not expect a child to be able to write a grammatical letter after only three years' instruction?—No, but it would acquire sufficient knowledge to be able to make its wants known to hearing and speaking people; the knowledge it would gain would help it through the world.

10,041. Supposing you admitted a child at the age of 10 who had received no education, in how many years do you think that child would be able to write a good English letter?—It would depend entirely upon the capacity of the child.

10,042. Take a fair average child?—About 10 years.

10,043. (*Admiral Sir E. Sotheby.*) You have two children who have been taught on the oral system?—Yes.

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10,044. How far are they advanced?—Unfortunately they came to us when they had only just been initiated into the oral system.

10,045. How long have they been with you?—They have only been with us about a year.

10,046. Who teaches them?—A lady teaches them under my direction; we have two teachers, and I superintend them.

10,047. Where were those ladies trained to teach?—I think one was trained at Brighton.

10,048. Do you consider them fully able to teach on the oral system?—No.

10,049. They have only partially learnt the system?—That is all. The children that I refer to really know little or nothing of the oral system; they would have been with Mr. Stainer perhaps six months, and in that six months of course they would get little or no knowledge.

10,050. Then after they come to you you continued instructing them on the oral system?—As far as we could follow it up.

10,051. Have any of the old people who have left your institution gone to the workhouse?—That is a question the secretary could give an answer to better than I could.

10,052. Do the inmates do the household work?—Yes; there is a hearing servant to attend to the bell and so on. We have a laundry in which a hearing women teaches the inmates washing and ironing and so on.

10,053. And there is a woman who teaches them to sew?—Yes.

10,054. Do you call those servants?—I would not call the lady who teaches them dressmaking and that sort of thing a servant.

10,055. What is your staff altogether inclusive of servants?—There is the laundry woman, then there is the hearing woman to whom I just referred, then there is a work mistress, then there are two teachers, the matron, myself, and the secretary, making eight altogether.

10,056. You have a staff of eight for 30 inmates?—Whatever the number is now.

10,057. (*Mr. Few.*) Have you long taught on the oral system?—No.

10,058. Have you had any special instruction on training in the oral system?—No.

10,059. You have not been to any college for instruction in the oral system?—No; you must understand the inmates of our institution are outside the pale of the oral system as a general rule.

10,060. When a new pupil gets elected do you adopt any different system of teaching in the case of that pupil as compared with that which you adopt in the case of those who have been in the house for a long time?—Yes, we have to begin at the beginning.

10,061. Do you begin with that child by instructing it on the oral system if it can be instructed on the oral system?—No, not as a general rule.

10,062. (*Mr. St. John Ackers.*) Can the deaf and dumb persons who are wholly untaught be instructed in ordinary workhouses?—No.

10,063. Do you consider it desirable that the present voluntary power of boards of guardians to send adult deaf and dumb persons to institutions should be made compulsory?—Most decidedly.

10,064. And that the boards of guardians should pay for the total cost in such institutions?—Yes, I think so.

10,065. Also that the board of guardians should pay for deaf children in special institutions?—Certainly.

10,066. You consider that there should be an alteration in the law with regard to this matter to make the present voluntary power compulsory?—I do.

10,067. You have mentioned that there are three special causes of deafness in your opinion; namely, syphilis, the intermarriage of blood relations, and the intermarriages of deaf and dumb persons, how would you range those three causes as regards power to cause deafness?—I think I would put intermarriages of deaf and dumb persons first.

10,068. Which second?—I think the other two would be equal.

10,069. Have you any statistics in your institution showing the causes of the deafness and dumbness of each inmate under those and other heads?—We have not. In the form for application into the asylum, a question is required to be answered on this head.

10,070. Do you consider that it would be desirable that all institutions and schools and societies for the deaf in the Kingdom should keep accurate statistics as to the causes of deafness?—Certainly. It is most difficult to get accurate information upon that head.

10,071. Do you think that the census returns give the whole number of the deaf in the Kingdom?—I am afraid they do not.

10,072. Do you know what is the amount of income on invested property in the metropolis that is devoted to pensions for the deaf and dumb, if any?—There are only two societies which give pensions, the Cordwainers' Company and the Charitable and Provident.

10,073. Do you know what the total income is that is given in pensions to the deaf and dumb?—The Charitable and Provident never exceeds 50*l.*

10,074. With regard to persons who have lost their hearing after having once been able to speak, are you aware that if a child lost its hearing at seven years of age, that child would retain the power of speech, and would be able to speak like any ordinary person if its speech were not allowed to fall into disuse?—Yes.

10,075. In your opinion, therefore, is it desirable that all those who have lost their hearing after having acquired the power of speech should at once be taught the oral system?—Certainly.

10,076. Because, I take it, if they are not so aught, they relapse into the condition of dumb persons?—Yes.

10,077. Do you find in your experience that persons who are deaf and unable to speak have very considerable difficulty in obtaining employment?—Yes.

10,078. (*Dr. Armitage.*) Can you tell us whether there are any statistics published on the subject of the hereditary tendency of deaf mutism?—There are not any such statistics.

10,079. Have you yourself collected any statistics on the subject?—I did years ago, but in removing from one place to the other I have lost the book in which they were registered. I am referring to the time when I was making investigations on the subject in connexion with Dr. Roberts.

10,080. (*Dr. Tindal Robertson.*) Is Dr. Roberts alive?—Dr. Roberts has been dead a considerable time.

10,081. You put the intermarriage of deaf and dumb persons as one of the principal causes of deaf mutism. The evidence we have had, especially the medical evidence, has been to the effect that intermarriage of deaf and dumb persons does not produce deafness and dumbness so much as the marriage of persons who are nearly related to each other?—I am very much surprised to hear that, because I am almost sure that any good physiologist would say that the intermarriage of deaf and dumb persons would be most likely to produce deaf mutism in the offspring.

10,082. Have you any statistics to show that?—In the book from which I read a little time ago, I have a few notes of cases which I have taken within the last three years.

10,083. Are those notes of cases which have come before you among the deaf and dumb generally, or of cases which have come under your observation at the Clapton Institution?—Not at the Clapton Institution, at the Royal Association.

10,084. With regard to those cases of deaf mutism where the parents were deaf and dumb, were they all cases of congenital deafness, or cases in which the child became deaf and dumb sometime after birth?—Those were cases of congenital deafness?

10,085. One question about education. You have a large experience on the subject of the education of the deaf and dumb; do you think that the education of the deaf and dumb should be conducted in board schools, we will say, or in institutions for their special instruction?—I think it is a very difficult thing to educate them unless you bring them together.

10,086. You think it would be better to have them in institutions established for the special purpose of training deaf and dumb children?—I think it would be better to have them in institutions for the special training of that class.

10,087. (*Mr. Johnson.*) Why do you think it would be better to have them in institutions?—First and fore-

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most, if they are going backwards and forwards to their homes they lose to a great extent what they have learnt in the school, and then, as a general rule, their parents are very poor and very ignorant, and they cannot communicate with them. Then, as a matter of economy, I think you cannot carry on their education so economically if you deal with them separately, as if they are altogether in a school or institution.

10,088. In teaching on the oral system it would be impossible for them to be amalgamated with any other pupils but those who were under instruction?—There must be total separation, I think, under that system.

10,089. Have you any experience with regard to what those persons who are instructed on the oral system do when they get to their homes?—No.

10,090. Do they make use of signs when they are away from school, do you think?—Perhaps the oral system is not developed sufficiently yet, but I know that some of those who are being taught on the oral system when they come out of school do resort to the finger language.

10,091. And therefore when they were being taught on the oral system it would be necessary to keep them isolated, and entirely confined to the oral system either at home or at school?—Yes. I may say that I wish the oral system every possible success; it would be my desire that deaf and dumb children should be so instructed that when they grew up they should be able to go into an ordinary lecture room or an ordinary church, and be able to follow the lecturer or the minister.

10,092. Have you any experience of teaching the oral system except in your own institution?—Yes, I have visited other institutions in which the oral system is taught.

10,093. You have two mistresses?—Yes.

10,094. Have they a certificate from any one of the colleges?—I cannot say; the one who has been educated at Brighton would have a testimonial from Mr. Bright, I suppose.

10,095. You are aware that there are two or three institutions which grant certificates?—Yes.

10,096. Is either of your mistresses certificated?—That I cannot tell you; we are about getting a new one, whether she has a certificate I do not know.

10,097. Who gives the instruction in the oral system in your institution?—This lady that came from Brighton, but we do not profess to teach the oral system.

10,098. With regard to those pupils who are not instructed in the oral system, what do you teach them?—Writing and spelling.

10,099. The sign and manual system?—You may call it that.

10,100. Where did you get your statistics from which you arrived at the conclusion that syphilis was one of the causes of deaf mutism?—Dr. Roberts as a medical man would know from certain indications in the cases that he examined that syphilis had been the cause of the deafness and dumbness in those cases, and then I made inquiries.

10,101. You got the previous history of the case from the parents?—Yes.

10,102. You said that the Charitable and Provident gave about 50*l.* in pensions?—The amount they give does not exceed 45*l.* or 50*l.*

10,103. Are you aware what the Cordwainers' Company give?—Not precisely, but their pensions are 5*l.* a year, and the recipient, whether a deaf and dumb person or anybody else, must supplement that himself by at least 20*l.*, or they will not give the pension.

10,104. Those persons that come to your institution, if they are not re-elected at the end of three years can do very little in the oral system?—Very little.

10,105. Are they almost always re-elected?—As a general rule I think they are.

10,106. We have it in evidence that some of the persons that have been discharged from your institution have returned to the workhouse; will you try and remember whether you have had any case of that sort?—I cannot remember any such case. I since learn that Jane Salt was sent back to St. George's, Hanover Square.

10,107. Can you give the Commission any information as regards the guardians who have refused to send paupers to your institution?—I could not give you information upon that point. I think some statement with regard to the matter was made by several gentlemen at the conference held at Doncaster, at the conference at Exeter which I attended.

10,108. (*Chairman.*) Have you attended any of the conferences with regard to the education of the deaf and dumb, both abroad and at home?—In England, not abroad.

10,109. Would there be any objection to inspection by a Government inspector of the school under your care?—Not at all.

10,110. (*Mr. Johnston*). Would you think it desirable to have Government inspection?—Certainly.

10,111. In all schools?—Yes, provided the Government at the same time supplemented at any rate the income of the institution.

10,112. You would have Government supervision provided you got a Government grant?—Yes.

The witness withdrew.

Mr. James Hampton examined.

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10,113. (*Chairman.*) You are the founder of a mission and home for the blind?—Yes.

10,114. Where is that home now located?—In Webber Row, Southwark, close against the Blind School.

10,115. You have had great experience in dealing with the blind among the poorer classes?—I have been at work amongst them for 15 years, and I think I know their requirements pretty well both in the middle and lower classes, and among the young and the old.

10,116. Did you find before you started this home that there were a great number of blind in London who had no home to go to, and who wandered about the streets begging?—A great number.

10,117. Was it with the object of taking them out of the streets and giving them a comfortable home that you started this institution?—So many poor blind persons came to me asking if I could furnish me them with a bed or give then enough money for a night's lodging, that I thought of starting this home. Numbers of the blind have no home and no friends. The blind school and the workshops are capital things for the blind, in their way, but when blind people come out of those institutions they have to return to their families who are poor, and what they have learnt in the institutions is to a great extent thrown away; they have no opportunity to extend the knowledge they have acquired in those institutions or to work at a trade that they may have been taught in them, and when they come out they find that they are a burden to their relatives who turn them out on the streets. A young man named Vowles, who was one of the best musicians that ever took an instrument in hand, who was brought up at St. George's, and who was one of my little boys before he went to St. George's, came to me and said, "Mr. Hampton, my "mother thought when I came out of St. George's I "was going to make her a fortune, but I cannot get any "employment."

10,118. What was he taught at St. George's?—Music; he was a splendid performer on the piano and the organ.

10,119. Did he endeavour to earn his livelihood by giving lessons?—He could not get any pupils to enable him to earn his livelihood, and so he used to go into the park and lie there. His mother said if he did not work he should have no food, so he had to go into the park and lie there, and there I found him. I said to him, "Harry, my boy, how is it that you have come to this?" He said, "Mr. Hampton, my mother thought she was "going to do great things by me after I came out of "school, but I cannot get any pupils to teach, and I "cannot get any food at all." I said, "My boy, you "shall come with me;" and I had him day after day and gave him food; and one of the gentlemen who was there said, "Mr. Hampton, you had better have him "in altogether;" and I had him three years in the home.

10,120. Could not you get him any employment?—I could not get him any employment. Afterwards, as soon as his parents found that he could earn a good bit of money by playing the piano, they took him out of the home, and now he is at Brighton.

10,121. Does he earn his livelihood by music now?—Yes, he gets a good many engagements there, and he gets a guinea a night for playing.

10,122. Does he play at concerts?—Yes.

10,123. By what fund is your institution supported?—Voluntary contributions. I have found it very hard this winter to get subscriptions amongst the poor; it is the poor who support the work. The neighbours around, seeing the work that is done, have supported me nobly.

10,124. Did you start the home without any funds of your own, depending entirely on what contributions you could collect?—When I began the work I was working for Mr. Sykes in Essex Street for a number of years. I used to earn good money with him as a painter. I worked with him for 18 years, but I found that working at my trade and the mission together was too much, and the doctor told me I should have to give up the mission or my work, and I said I would sooner give up working at my trade, because my heart was so much in this work for the blind.

10,125. Have you had much experience with regard to the means that the blind have of earning a livelihood in such occupations, for instance, as brush making and mat making?—In music and brush making, mat making. As regards mat making, the blind cannot compete with the sighted, and the sighted cannot compete with the convict labour, because mats, the product of convict labour, are sold so very cheap.

10,126. Have you ever heard that the basket trade is very much prejudiced by the importation of German baskets?—Yes.

10,127. In the higher class basket work the foreigners' goods keep the English made goods out of the market?—Yes, you can go and buy a most beautiful basket in Tavistock Street for a mere nothing, a basket which a blind man could not possibly make.

10,127*a*. In what direction would you suggest that anything might be done for ameliorating the condition of the blind or providing them with employment after they leave the institutions in which they have been educated and trained?—I would suggest that the country should establish a home for the indigent blind, into which blind persons when they came out of these institutions could be taken, and where the knowledge which they had gained in those institutions could be extended and developed, instead of their going into the workhouse or going upon the streets. It would be a very great advantage for them to have a home to come to when they leave these institutions. In such a home you would have good musicians, you would have brass bands and everything to encourage friends to come and visit the institution. Blind persons learn music at school, and if a man plays the cornopean he is one by himself, but when a number who have learnt to play on different instruments go together it is a band. And attached to such a home there might be a depôt where goods manufactured by the blind might be sold, the same as at the Home for Incurables. Ladies go there and buy different things made by the inmates.

10,128. I suppose even with that the blind could not earn by their own labour enough to support themselves; their earnings would have to be supplemented by charity?—By voluntary contributions. I do not think you would find one out of 20 that could support himself.

10,129. Can you tell us anything about those who take to the streets for a livelihood. We are told that sometimes it is a very profitable thing; is that so?—I am afraid that is the case.

10,130. I suppose there is a great temptation, if that is so, for the blind to go on the streets and beg rather than attempt to earn their livelihood in some other way?—Blind people have said this to me: "If we had a place "of our own, if we could say we had got a home instead "of the workhouse, we would rather be in it than be on "the streets." They have a great dread of the workhouse, and their repugnance to the workhouse is quite justifiable, considering how they are treated there. I think their blindness is a sad affliction in itself without their being mixed with all classes. When they go into the workhouse they become mutes, because they are put in the company of men who have not the feeling for the blind that they ought to have, and by aggravating them and one thing and the other they become completely mutes. They keep themselves to themselves and become complete imbeciles.

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10,131. Has that been the case in your own knowledge?—Yes. One Christmas I gave a Christmas dinner to the men in the home, as we do every Christmas, and I invited the blind workhouse men to see what I could make of those who were in the house, and out of the seven or eight men I think I only found one man to speak or to move about; the others were complete mutes.

10,132. Quite dull?—Yes. I believe if they were brought together it would enable them to bear one another's burdens and cheer one another. There is a young man now in the home named Gillies, who when he came into the home was quite dull, but a little urging and cheering him on the way has made quite a different man of him.

10,133. Do you read to your inmates in the home?—Yes, we read the papers to them and different books, and sometimes I will say, Now, my boys, let us have a tune on the harmonium. I am like one of them, I play with them, and cheer them up along the road as well as I can.

10,134. Have you any library of embossed books, either in the Braille type or the Moon type?—We have books on Moon's system.

10,135. You have not any Braille books?—No.

10,136. You find that Moon is more readily read by the uneducated?—Yes, by a man that has been at work. If a man has been at work his fingers become hard.

10,137. Can you read the characters yourself?—I have never tried it. With my work I have enough to do. I have teachers to teach it; one blind man teaches another. I find from being amongst the blind that my eyes are going.

10,138. How long do your inmates remain in the home?—A man named Carver has been with me four years. He came from the Peckham Institute; he used to be traveller for them, and he found he could not make a do of it. He was formerly a clown and he lost his sight by the bursting of a soda-water bottle.

10,139. Have you ever tried to get any pensions for the blind for the inmates of your institution?—Not for any in the home, but I have tried to help the blind outside. I get them the painters' and the clothworkers' and different London pensions to help them as much as I can in their own homes.

10,140. Do you think from your experience of pensions for the blind that they are well administered; do you think that they are given to deserving persons, or do you think that sometimes too many pensions are given to one individual?—My experience amongst the blind leads me to say that I think that if the pension was given weekly instead of in a lump it would do them more good, because a poor blind man not usually having the handling of so much money is over rejoiced when he receives it and he and the guide who must necessarily go with him spend the money in a way which one must lament. Instead of doing good with the money I am very sorry to say a good deal of it is spent in the public-house.

10,141. Do you think if the pension could be administered through some responsible person or persons, say through either the overseers of the parish or the clergyman of the parish in which the man lived, so that it could be given weekly, do you think the advantage of it would be doubled?—It would be doubled. I may refer to the case of a man named Rideout, who is now in the Lambeth Workhouse. I found him in Herbert's Buildings, he is 92 years of age; he had a pension and then he flew off to the drink and he would not give any of the pension towards his support in the home, so his friends had him out to look after him, and his friends placed him in a lodging house and he got terribly filthy and had to be removed to St. Saviour's Workhouse. Then he was brought to my place again by a constable who said to me "Mr. Hampton will you take him in the home?" I said "I will freely take him in the home, but "the money makes the mischief." I could manage him while he had no money, but as soon as he got the money there was no holding him.

10,142. If those societies which give pensions gave the money to you to distribute, the recipients of those pensions would get more benefit from them than if they were given directly to the recipients themselves?—Yes.

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10,143. In your institution have you any sent by the guardians and paid for by the guardians?—No.

10,144. Is your institution qualified to receive persons sent by the guardians?—My institution is not big enough; I should like to receive inmates on payment if I could get them. Gillies' father pays 20*l.* a year.

10,145. We have one of your reports before us dated 1884; do you publish annual reports?—Not every year, but there is a balance sheet printed every year. It takes a good deal of money to print the report and sometimes I have not the means to print a report, and so I print a balance sheet.

10,146. In this balance sheet do you charge the cost of your own living in the home?—I used to have the pence. I take no wages myself. I have got a wife and she is afflicted, and I have given up all my work and thrown myself into this, and I allow her a little every day, I think it is about 1*s.* or 1*s.* 6*d.* a day. Sometimes I get that given to me.

10,147. Do you include in your accounts so much for your own maintenance?—Yes, lately one of the gentlemen that is on the Committee said, "What will you have "Mr. Hampton; we will give you a salary if you like." I said "I will take no salary at all, because I will not be "a paid servant. I would rather go back to my brush "and work with my hands."

10,148. You get your maintenance free in the home?—Yes.

10,149. Are these accounts audited annually?—Yes, I am getting the last year's balance sheet up now. Every year I print a balance sheet which is audited by one or two auditors.

10,150. Do you get any support from the friends of any of these blind people?—Only in the case of Gillies.

10,151. They are all of the poorest class, are they?—Yes.

10,152. Have any of those besides the one you have mentioned come out of the workhouse to you?—One of the name of Ryder.

10,153. Did he leave the workhouse to come to you?—Yes, he used to come on Sunday. He used to say, "Mr. Hampton, will you let me come to dinner on Sunday," and I used to let him come, and he begged me to take him out of the workhouse.

10,154. Do you set them all to work at something in your home?—One has to look after the household work, one does the needle work, and they peel the potatoes, and so on.

10,155. Do they make any baskets or mats?—No.

10,156. How many have you altogether in your home?—I have seven beds; I have six inmates.

10,157. There is not more for them to do than just the household work?—That is all; there is not room for anything else.

10,158. You have no workshop of any kind?—We do a little chair caning.

10,159. Have you a common dining room and a common sleeping room?—There are two sleeping rooms, and then there is the hall where we gather the Friday class together, in which the inmates have their dinner in the day time; it is a small place, but it is clean and comfortable.

10,160. Have you had anything to do with the deaf and dumb as well as the blind?—I did know a little girl that was both blind and deaf and dumb; that was some years ago.

10,161. Do you think that all poor persons that are afflicted either with blindness or deafness, and who cannot avail themselves of the ordinary means of education, should all be educated more or less at the expense of the State, compulsorily?—I think myself that the State ought to take it up.

10,162. In saying that do you express the opinion of the poor blind with whom you come in contact?—I speak on their behalf, and when I told them that I should bring before you the subject of the establishment of a home for the blind to which they might go instead of having to go to the workhouse, they seemed very much pleased.

10,163. You think that the State ought to establish such a home or homes for the blind; you do not think that you could rely upon private effort to provide such institutions?—I do not think voluntary effort could do it. I think the State ought to establish homes for the indigent blind. I think it would be a great thing for the country to do.

10,164. (*Mr. Johnson.*) How many people have you in your institution now?—There are six inmates and 51 members.

10,165. Do those members pay anything?—No, the members have free teas and 3*d.* a week. On Thursday there is a mothers' meeting, when blind mothers are taught to make and mend their own and their children's clothes; on Friday there is a class gathered together and a book read, and through the winter coffee and bread and butter is provided, and 3*d.* is given; and on Sunday a free tea is provided for all blind who like to come.

10,166. I see there is an item in the balance sheet of 37*l.* 11*s.* for guides?—That is guide money for guides to bring them to the mission and to take them back to their homes.

10,167. Is that guide money given to the blind persons themselves?—The guide money is given to them, and then they pay their guides themselves.

10,168. Are you aware that three or four of them are guided by one person?—I know that, but each blind person receives the 3*d.*

10,169. But one person very often guides three or four blind people?—Yes.

10,170. Suppose five of them were guided by one person, they would get 1*s.* 3*d.* between them?—For themselves, and perhaps they would pay 3*d.* to their guide to bring them.

10,171. Is not that rather an inducement for them to come to the meetings, the few pence that they get over what is paid to the guides?—A great many of them have their own children for their guides.

10,172. In that case the whole of the guide money goes to them?—Yes; then a penny a month is stopped for the sick fund.

10,173. What are they paid when they are sick?—Four shillings.

10,174. Per week?—No; they are given out of the sick fund 4*s.*; then if they remain ill we give them bread, or anything that we can get for them. Every one who is sick has 4*s.* by bringing a doctor's certificate.

10,175. The inmates pay nothing, except in the case of Gillies?—No.

10,176. What do you calculate that the inmates cost per head?—I reckon it costs about 7*s.* 6*d.* per week for their food; some cost rather more.

10,177. You allow your six inmates to get work if they can outside, and come and sleep in the institution at night?—If they were able to get work. There is one named Feltham, who used to go about with an organ; he has a white swelling on his knee; he can only peel the potatoes. Then there is Carver, who was in the Peckham Institution, where they tried to teach him chair-caning, and they could not teach him chair-caning, so he used to go out to solicit orders, but he found it was not enough to support him.

10,178. Is your institution visited by any one from the Home Teaching Society for the Blind?—Yes; I think it is Mr. Barrett who visits it and brings books.

10,179. Is there any other institution or association or society that sends any representative to visit your home?—No other.

10,180. Has anybody applied to teach your inmates any of the other systems?—No.

10,181. What is the average age of the six inmates that you have now?—They are over 30.

10,182. Have they all been in schools?—Only Gillies.

10,183. Carver has not been in a school?—No.

10,184. You say he could not earn enough at the travelling to make a living by it?—He could not make a do of it; he could not keep at it continuously; he was one day up, and one day abed.

10,185. Have you any experience with regard to travellers for orders for the blind?—I know two or three blind travellers; I know a blind traveller in the tea line who is doing very well indeed. If they have got the abilities for travelling and soliciting orders, it is a good occupation for them.

10,186. Have you any experience of blind persons acting as travellers for articles made by the blind; this man Carver was a traveller for the Peckham Institution, you say?—To sell goods for the Peckham Institution.

10,187. Did you know anything of the traveller who travelled for the school for the indigent blind?—No.

10,188. Your home is not very far from that school?—Not a very great way. Mr. Johns has visited us.

10,189. What rent is paid for your house?—11*s.* a week.

10,190. What does it consist of?—There is a large place at the back which I have turned into a hall; I matchboarded the ceiling and put flooring down and made a hall of it.

10,191. Was the expense of that paid by your committee?—I did it myself. I went and begged the stuff from friends of mine and did the work myself. I do all the carpentering and painting and so on.

10,192. You tell us that a man of the name of Vowles makes a guinea a night by music, what instrument does he play?—The piano.

10,193. He was taught at St. George's School?—He was taught at the St. George's School.

10,194. Does he do anything else?—No.

10,195. Was not he taught a trade?—I think he was put to basket making, but he did not do anything in it.

10,196. For how long has he been getting a guinea a night as a musician?—Some little time.

10,197. Where?—In Brighton. He goes out to parties and he gets a guinea a night, and I believe some ladies and gentlemen are going to purchase a piano for him to play on the parade.

10,198. Do you know how long he has been making this guinea a night?—He has left me now two years; I do not suppose he makes it every night, but when he gets an engagement he gets a guinea a night.

10,199. (*Dr. Tindal Robertson.*) You have had a large experience amongst what one may call the out-door blind?—Yes.

10,200. You have known a very large number of such people in your life?—Yes.

10,201. Can you give us an idea of the number that you may have known of the indigent blind in London?—About 400.

10,202. Could you separate those into three classes and say how many of those would be persons who would be getting their living at some kind of occupation, how many would be getting their living on the streets, playing music and so on, and how many would be doing nothing at all?—I could not without looking over my books; but I will look over them and furnish the Commission with a statement of the number in those three classes.

10,203. Dealing in the first place with persons in the first of those classes, that is persons who get a living by ordinary work of any kind, what would be the average amount per week that a blind man could make?—I have known a man get over 22*s.* a week at basket making.

10,204. That would be an exception, probably. I want the average?—About 8*s.* or 9*s.*

10,205. With regard to street beggars, can you give us any idea what the average of their earnings might be?—That would be rather hard for me to get at. I do not think I could give that, because you know it is very hard to get at the earnings of those who are in the streets.

10,206. Have you ever been told by any of them what they do earn?—Sometimes they have been talking to one another, and I have overheard what they have said. I have heard one say he has got perhaps 8*s.* or 9*s.* in a night, that is by playing music in the streets or singing.

10,207. Do you find, as a general rule, the respectable part of them prefer to get their living in that way, or if they had the opportunity do you think they would prefer to get it in a more legitimate way?—I believe they would rather get it in some other way.

10,208. Do you think if the plan you suggested just now could be carried out; that is to say, if some large public institution could be established where blind persons could go, and where their work could be purchased by the public, such an institution would supply the blind with a means of earning a livelihood which they would gladly avail themselves of?—I believe such an institution would meet the wants of the blind. Every one of the existing institutions for the blind is doing its work nobly, but I think there is one thing wanting, that is a home for the blind, where they may be taken in and looked after.

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10,209. Suppose the different institutions which now exist were to keep up a kind of record of the blind after they left the institutions, and followed them up and provided, as far as possible, some kind of work for them, would not that meet the requirement?—I think it would be impossible for the institutions to do that.

10,210. Why do you think so?—One thing is this: when they come out from the institutions and go back to their families, who are very poor, they go right away from everybody's notice, because if I thought I was becoming a burden to my friends and relatives I would go right away.

10,211. Suppose that in connexion with the existing institutions there were committees consisting of people who were willing to undertake this duty of looking after the blind after they had left the institutions in which they had been educated and trained to some occupation, the blind would not be likely to run away from those who were trying to do them service, would they?—I think it would be impossible for the institutions to do that.

10,212. Have you any other reason for that opinion than that which you have just given?—I do not know that I have.

10,213. (*Dr. Armitage.*) How long has this home been established?—Nine years.

10,214. What were you working at before you established it?—Painting.

10,215. What is your annual income for the home?—It varies; sometimes it amounts to 200*l.*, sometimes 400*l.* I think it was 400*l.* last year.

10,216. Have you any reports?—The reports are before you.

10,217. What staff have you at the home?—I have no staff. I have a secretary, Mrs. Richard; she goes out visiting and does the writing and the reading to the blind.

10,218. Does she live in the home?—No, no one lives in the home with the blind. I used to sleep with them; now I go to my own place to sleep. I am at the home from eight in the morning till half-past 10 at night.

10,219. Is anyone there at night to keep order?—Yes; I have one sighted young man to look after them. He is an imbecile; his mother used to take the character of the deaf and dumb boy at Drury Lane. It would cost more than we could afford to have anyone else.

10,220. You have no one at night who is responsible?—Only that one man.

10,221. You do not consider an imbecile personally responsible?—He is a sighted person and he can see that things are going on all right; the blind can look after themselves in the night. I see everything closed up and all lights put out.

10,222. Do you appoint any of the blind to superintend at night?—I have none of the blind to superintend; if any of them are ill I stop there myself all night.

10,223. Then there is no responsible person there at night except this imbecile person, if you may call him a responsible person?—That is all.

10,224. You have only one person whose friends pay for him?—Only one.

10,225. How much do they pay?—His father pays 20*l.* a year for him.

10,226. How are the others supported?—By the voluntary contributions which are collected.

10,227. You keep as many as you can afford to keep out of the subscriptions that you get?—I keep as many as I can.

10,228. How many bedrooms have you?—Two bedrooms in Webber Row, and at Dulwich there are two beds for females.

10,229. Do you include those two at Dulwich in your number of six?—Yes, I have six inmates and the imbecile, making seven; I have one empty bed.

10,230. (*Mr. St. John Ackers.*) You spoke of the blind that are kept in the workhouse as becoming mutes; do you mean by that that they become really speechless, or that they become stupid?—They become stupid, by keeping silent; they become imbeciles.

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10,231. You spoke of the institutions not providing any means of enabling the blind to get their living in after life; do you consider that any alteration might be made in the management of the institutions with the view of providing those means?—I do not see that they could do more than they do at present. I think St. George's do their best to send their pupils out with a capacity for earning their living.

10232. (*Admiral Sir E. Sotheby*). Do you think there is a prejudice on the part of the public against work made by the blind?—No.

10,233. You never heard blind people say so?—No.

10,234. Do not you think blind people can compete with foreigners in strong baskets, such as builder's rubbish baskets?—They may do that.

10,235. But in fancy work they cannot compete wit foreigners?—No.

10,236. Do not you think that a blind basket maker in the country, for instance, could make a very good livelihood?—He might out in the country.

10,237. Do you think there is an advantage in blind people working together?—I think it is very beneficial to them to work together, because they help one another.

10,238. And they are in better spirits?—Yes.

10,239. Have you more applications than you can take in?—Yes, I have five applications now that I cannot take in for want of room.

10,240. You have one vacant bed?—That is for females.

10,241. You say one of the teachers from the Home Teaching Society for the Blind comes to visit your home; how often does he come?—Once a month.

10,242. How long does he remain?—About 20 minutes; he has a little talk with the inmates and changes the books.

10,243. What is the best trade a blind person can learn?—Basket making, because he can finish the job himself.

The witness withdrew.

Adjourned to Friday next at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 7th May 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
THE REV. W. BLOMEFIELD SLEIGHT, ESQ., M.A.
CHARLES FEW, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary*.

JAMES A. CAMPBELL, ESQ., LL.D., M.P., examined.

J. A. Campbell, Esq., LL.D., M.P.

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10,244. (*Chairman.*) You are member for the Glasgow and Aberdeen Universities?—Yes.

10,245. Will you shortly state what your connexion is with the Normal College at Norwood?—I am a member of the committee of the college at Norwood, but having many other engagements in London I cannot say that I am qualified to speak very particularly as to the arrangements at Norwood; but I have been for many years one of the honorary treasurers of a committee in Glasgow in connexion with the college. I have been for many years a director of the Glasgow Asylum for the Blind, in which we have a school for blind children. About the year 1872 we had a visit from a gentleman who was intimate with Dr. Campbell, and knew his system, and from what we heard from him, and afterwards from a visit we had from Dr. Campbell, we were persuaded that it would be an advantage to send promising pupils to the Norwood College, which was then about to be started. We accordingly formed a committee in Glasgow to raise funds for the purpose of sending up selected pupils to Norwood for a better education than we were able to give them in Glasgow. That committee has continued in operation since that time; we have had from six to eight pupils generally at Norwood; at this moment I believe we have five. I may mention that my colleague in the treasurership of this committee is my friend Mr. Arrol.

10,246. Have you had the means of ascertaining how these pupils whom you have sent up have succeeded in the avocations they have taken up?—We have naturally followed with interest the career of the pupils, and we have every year presented to our subscribers an account of how they were getting on. I may say, speaking generally, that we are highly satisfied with the result of this educational experiment. I had no expectation of being called to give evidence before the Commission to-day, and therefore I have not prepared myself with particulars. I can only speak from my own knowledge and impressions.

10,247. If you have any statistics as to the different professions which your late pupils are getting their living by, perhaps you might put them in a tabular form?—Yes. In the meantime I may say that before we sent pupils to Norwood we did not aim at much more than giving them a general education, and to a certain number of them a certain very small knowledge of music; but it never entered into our minds to qualify them to become self-supporting. That never dawned upon us as a thing that we could reasonably aim at. Now we feel that the pupils whom we send to Norwood are failures if they do not turn out to be self-supporting, and we have many interesting examples of the good effect of the training that they get there. For instance, there are two young men in Glasgow in the music business as piano tuners and music sellers, Ewing and M'Intosh. They have been in business now a good many years, and they have a very good standing as piano tuners.

10,248. Are both Mr. Ewing and Mr. M'Intosh blind?—Yes; they were both pupils at Norwood.

10,249. Of course they have seeing clerks under them, but is there any member of the firm who can see?—I do not know that there is a seeing partner. Then a well-known music firm in Glasgow, Messrs. Paterson, Sons, and Co., have a piano tuner, another of our pupils, who supports himself; and another firm, Messrs. Adams and Co., have another. Then another young man is supporting himself as a piano tuner in Dumfries. Then we have in Glasgow an organist in one of the churches, who has a good salary and does some music teaching, supporting himself comfortably. Another is in Dundee, in the same kind of situation, acting as organist in a church and teaching music. Another lives in Greenock, who supports himself as a music teacher and has charge of the organ in a church across the Clyde at Row. Then in our blind school in Glasgow our music teacher is a blind young woman, who was trained at Norwood. She is the second that we have had. Her predecessor

failed in health and was obliged to resign, and the directors of the Asylum were so much pleased with her that they applied for another from Norwood. Then we know of another of our pupils, a girl, who is now supporting herself as a teacher. Those are results that we never thought of before we came into connexion with Dr. Campbell's system. I may mention too that we have all been struck with the improvement generally, physically as well as intellectually, of the pupils that we have sent up to Norwood, after they had been there six months or a year; the system at Norwood seemed to improve them in every way. Before they went there there was always an air of depression and languor and lethargy about them. That entirely disappeared.

10,250. Do you send them up to Norwood with a view of improving their general education or specially with a view of their being trained in music?—Mostly with a view to their being trained in music.

10,251. Have the pupils that you have sent up been those who have shown some proficiency in music at your institution?—No. We found that Dr. Campbell did not look for that; he wanted intelligent pupils who had a good grounding in general education, he did not seem to make it an essential point that they should have displayed any particular talent for music.

10,252. I suppose you would not say that the pupils in your asylum or in Scotland generally have any very special turn for music?—Not by any means.

10,253. In Scotland generally there are not very many who devote themselves to music professionally, and therefore Scotland perhaps affords a more favourable field for the employment of blind persons who devote themselves to music in after life than England would be; I mean assuming that Scotland is not specially given to music, if you introduced into Scotland those who had been specially trained they would have an advantage over a similar class in England where more attention is given to musical education?—I do not think that there can be much difference between Scotland and England in respect of employment for young people who have been trained at Norwood except in one particular. There is a movement now in Scotland for the introduction of instrumental music into churches, and there is perhaps more new employment to be found in that way in Scotland than in England.

10,254. Organs are more used in the churches in Scotland than used to be the case?—Yes; but I have also to state that there is a strong prejudice against the employment of blind organists; that is a prejudice which we have had to contend against.

10,255. Has that prejudice been overcome?—It has not disappeared, but we have found that those who have made the experiment of employing a blind organist have in a very short time been able to recommend their neighbours to have blind organists; they have been able to say that there is no disadvantge in having a blind organist.

10,256. You would say that the material which you send up from Scotland to Norwood was not of a specially promising character in a musical point of view, except from the general natural intelligence of the pupil?—Those we have sent up from the school have had a good general education.

10,257. Were they the most intelligent that you could pick out, or the most naturally gifted?—I believe Dr. Campbell had a good deal to do with picking them out. I do not suppose that he would take the worst.

10,258. Does Dr. Campbell select them?—Yes, we never send one up without his sanction.

10,259. He virtually has the choice?—Virtually he has the choice. I think one great advantage of the Normal College over the blind schools that we have in the country generally is that the whole attention of the establishment is directed to the training of the pupils. The pupils are looked after day and night, and in every respect, whereas the blind pupils in an ordinary blind school are left a good deal to themselves without much guidance during a great part of the day, and they herd together and fall into dull ways.

10,260. Have you had in your school any teachers who had been trained at Norwood?—We had one American lady from Norwood as a teacher at the Glasgow school for a year and a half. She gave us a great many new ideas as to the teaching of the blind, and when she was not able to remain any longer we selected a female teacher in Glasgow who had done very well in an ordinary school, and placed her under this lady for a month or so to learn the system, and we have continued her as teacher since.

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10,261. I suppose it would be rather your opinion that the training of the blind has suffered from a deficiency of good intelligent teachers?—Certainly.

10,262. And that one great object and one great use of this Normal College has been to train teachers for teaching the blind throughout the country?—Yes, I think it certainly gave us in Glasgow new ideas as to the general teaching of the blind. Before we opened relations with the Normal College we had an idea that blind children were semi-paupers and were never to get out of the semi-pauper class; that the most we could do for them would be to help them a little. After they passed from the school they went into a basket factory, or weaving shop, or rope yard, and there they were able to do a little towards their support, but they were not self-sustaining; and they never rose, as it were, in social position at all.

10,263. Can you tell us whether any of those who have come back from Norwood have relapsed into the state you say the blind generally were in before you began to send pupils to Norwood, that is to say, taking up some not very profitable occupation?—No, I do not think so.

10,264. When a child is selected to go up to Norwood, is there any report made from time to time, say at the end of the first year, as to whether that child is going on satisfactorily, and is likely to make a promising pupil?—Yes, we get a report every year.

10,265. Suppose that report is unfavourable, what do you do?—We give warning to the parents that we do not think the child should be continued longer at the college.

10,266. Then you select some one to take his place?—Yes.

10,267. Do the parents contribute towards the maintenance of the child?—Sometimes they do. We take what we can get.

10,268. You supplement from your funds what the parents give?—Yes.

10,269. In many cases they are really children of parents who are quite of the lower class?—Quite so. Where the relatives are not able to do much for them we very often find that there are benevolentpeople who are willing to take interest in a particular child, and give us something towards its education.

10,270. Have you both boys and girls in your school?—Yes.

10,271. Do you send up an equal proportion of boys and girls?—We have no rule with regard to that.

10,272. Do you find that the girls you send are equally successful with the boys in earning a livelihood by music, or in any other way?—Yes; I do not know that it is quite as easy to get situations for them, but we have had some very satisfactory cases. Some have become teachers.

10,273. Is there any other point with regard to your school in Glasgow, or with regard to the general industrial training of the blind in Glasgow, to which you would wish to draw the attention of the Commission?—I may say that our intercourse with Dr. Campbell, and our coming to know what the Normal College is capable of doing, has had the effect of raising the standard of education in the Blind School in Glasgow. We have been very much indebted to our connexion with the Normal College for the improvement in our own school.

10,274. Has it acted as a stimulus to the blind pupils in your school? Are they anxious to go up to Norwood?—Yes.

10,275. They regard it as a thing to be aimed at?—Yes; and we find that the pupils whom we send up to Norwood are very glad to come back to visit the school at Glasgow, and that their visits have a very good effect; the pupils are very anxious to know all about Norwood, and our having this connexion with Norwood has a stimulating effect.

10,276. Have you had any difficulty in raising funds for sending children to Norwood?—We have had our difficulties occasionally.

10,277. Have you always been able to get sufficient contributions to send up any promising blind child?—Yes, I do not think we have ever failed to send up a promising pupil.

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10,278. Is your number limited in any way?—No, we have always sent as many as we could afford to send. We felt that 60*l.* was a good deal of money for each pupil, but we were satisfied that they could not get the same advantages elsewhere, and we have always represented to our friends that though it was a good deal of money to spend, it was spending money to prevent a good deal more having to be spent afterwards—that we spent the money in making these young people independent.

10,279. Do you consider that Norwood is sufficient as a college for the higher education of the blind, especially in music, or would you recommend that the existing blind schools in the country should follow the example of Norwood, your own, for instance?—I am quite satisfied that we could not attempt to reproduce in Glasgow a little Norwood; we are quite satisfied that there are advantages at Norwood which we could not find in the provinces, not only as regards the teachers and the general equipments of the college, but as regards facilities for taking pupils to concerts and so on, not to speak of the workshops in which technical instruction is given on piano construction. Then among so many engaged in the same kind of work, learning music and piano tuning, you have an *esprit de corps* among the pupils which is of great benefit to them. You have advantages in an establishment like that at Norwood which you cannot have in establishment on a small scale.

10,280. We have had evidence that the great difficulty is how to provide for the blind after they leave the institutions; has it ever been contemplated by the Glasgow Institution to follow them up in after life?—We find considerable difficulty in getting employment for our blind pupils who have not been to Norwood.

10,281. Have you any suggestion to make with regard to the sale of work or the employment of the adult blind after they have been trained in institutions?—I scarcely feel qualified to give an opinion upon that. My attention has not been much directed to it of late years.

10,282. Do you think that there always must be a residuum of blind persons who are unable to support themselves who must depend on charity; do you find that that is the case in Scotland?—I think so.

10,283. Is there any provision in Scotland for that class, in Glasgow, for instance?—We have an asylum for the blind where they have workshops, and we have also a mission to the outdoor blind, by means of which encouragement is given to industry in their own houses. They are visited in their own houses and encouragement is given to them to do knitting and work of that kind.

10,284. In Scotland do they prefer living in their own houses to being in a public institution?—Yes.

10,285. There has been no movement, either on the part of the blind or those taking interest in the blind, to secure a public home for the blind?—No.

10,285*a*. Has the experiment been tried in Glasgow of giving instruction to blind children in ordinary schools?—We have had a very successful experiment in sending blind children to ordinary schools. It seems to be necessary that the teacher should have rather a taste for teaching the blind, or be willing to put himself a little about for them. If the teacher has not a sympathy for the blind the system does not answer, but where he is sympathetic the blind children get on very well in an ordinary school. Some years ago, when I was a member of the Glasgow School Board, we had in one of our schools a teacher whose brother was blind, and in that way he had sympathy for the blind; he had several blind children in his school, both boys and girls. The blind children had a different means of working their sums, but they took their place in the classes with the others; and the teacher found the blind children did good to the school, that they were objects of sympathy, and awakened sympathy and kindness on the part of the other scholars; instead of being, as I should have been afraid they might have been, pecked at and put aside by the other scholars, they were rather favourites than otherwise. The same experiment has bee tried with success in Greenock.

10,286. (*Mr. Johnson.*) I believe in your institution industrial work is given a very prominent place?—Yes.

10,287. Do all the people who work in your institution live at their own homes?—They do, all the men.

10,288. The women are lodged in the home?—There are some women who have been in the institution a good many years who live in the institution entirely, and do knitting and work of that kind in the institution.

10,289. The object of the institution is more industrial training than education?—It was originally.

10,290. I believe now you have a certificated sighted schoolmistress?—Yes.

10,291. Certificated from one of Her Majesty's training colleges?—Yes; she is the lady whom we had for about a month under Miss Dawson, the American lady, to learn anything as to special methods.

10,292. I understand you get an educational grant for your school?—Yes, it is inspected by the Government.

10,293. Do you find that answer?—Yes; I think it is a great security that you have good teaching.

10,294. Could you tell us the number of persons that have been sent up from your institution to Norwood for special musical education?—I will furnish the Commission with that information.

10,295. The cost of each pupil sent up is 60*l.* a year?—Yes.

10,296. How is that money usually got?—By subscriptions. We get what we can from the parents or guardians or relations of the pupil, and then we have subscriptions for the balance.

10,297. Have you any idea of the number of pupils that have been returned on your hands from Norwood as not capable of being specially trained?—I do not think any have been returned on our hands in that way. We have withdrawn one or two for good reasons.

10,298. Reasons of incapacity, or because you had no means?—Because it was represented to us that they were not exerting themselves as they might do. They seemed indifferent, and Dr. Campbell thought the high training was being thrown away upon them. There have been not many cases of that kind, but one or two.

10,299. What do you suppose is the largest amount of money which any one of these 10 men, to whom you referred in the early part of your evidence, so far as you know, earns by music?—One gets 80*l.* a year as an organist in a church, with private teaching in addition. I do not know what Ewing and M'Intosh make, but at any rate the 10 support themselves respectably.

10,300. Is not it a part of your system to supplement the wages of the workers by a subsidy?—Yes, in the asylum; what they make is not enough to support them.

10,301. You have told us that you have had a great deal of experience in this blind school; have you seen any of the other blind schools in Scotland; have you seen the Edinburgh one?—No.

10,302. Or any of the northern ones?—No.

10,303. You have not compared the working of the other institutions with the results you have got either at Glasgow or Norwood?—No.

10,304. I understand you have a band at Glasgow?—Yes, that is an old institution.

10,305. Do you find that that answers financially?—No; there is a subscription paper every three or four years for new uniforms and instruments.

10,306. But that band goes out to different places to fulfil engagements?—Yes.

10,307. And they get as much as 6*l.* a day, do they not?—Sometimes.

10,308. That is entirely a brass band?—Yes, and not scientifically trained.

10,309. You allow it to go out for public entertainments?—Yes.

10,310. Have you any idea what they realise in the year?—No.

10,311. They are not very often employed, I suppose?—Quite irregularly, not very often. I do not think there is a Norwood pupil among them.

10,312. Could you give me the approximate number of the people you have got in the institution now?—About 150.

10,313. Are you aware what the average wages of the workers are in the institution, putting aside music altogether?—I know the directors for years have had a great practical difficulty in avoiding serious loss on the work produced. We had these men working, some of them weaving, others making baskets, others mattresses and brushes, and so on; and we felt it necessary, in order to enable them to live and support their families, to raise their wages to a certain amount; the result was that we were often landed with a great stock of goods on hand, which we had great difficulty in disposing of. There has always been a loss on the goods made at the institution.

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10,314. Do not you think it is one of the objections to the system that the wages are supplemented to such a large extent as to be a great drain upon your charitable resources? As I understand, the wages are supplemented up to 14*s.* a week. For instance, suppose a woman makes 7*s.* you give her another 7*s.* as a supplement, but if a man makes 15*s.* you do not give him anything?—That is so.

10,315. Do not you think as a principle that it is undesirable to subsidise them if you can make them self-supporting?—It certainly is if it can be avoided.

10,316. Are you aware whether throughout Scotland that is the system?—Yes, I think it is the general system.

10,317. That is one cause, I suppose, in your institution of the ways and means not being sufficient for the demand?—Yes.

10,318. Do you approve of sighted supervision, or entirely blind supervision in workshops?—I cannot speak with any authority upon that, but I should say sighted supervision is necessary.

10,319. (*Dr. Tindal Robertson.*) I suppose the asylum and the school of which you have been speaking are two separate institutions?—No, it is one institution; the school and the workshops are two separate departments.

10,320. Are those departments kept entirely separate?—They are in connected buildings; the old pupils, for instance, after school hours, are sent off to the workshops.

10,321. Practically it is like the St. George's School?—Yes.

10,322. Can you give an idea of how many there are in the school?—About 30.

10,323. How many of those are sent to Norwood on the average?—I should think on the average one a year, not more, because we are never able to have more than six or eight at Norwood, and they are there for some years.

10,324. What do you do with the children who are not sent to Norwood; are they taught trades?—Yes.

10,325. With regard to the blind children of the higher class of people in Scotland, is there anything in Scotland analogous to the college at Worcester?—No, we have no special school of that kind; we have one or two better class pupils occasionally at our school, who are sent there for the sake of the teaching.

10,326. What was the system of teaching before Dr. Campbell visited your school; was it on the Braille system?—No, just what you would find in any ordinary school in Scotland, with this addition, that we had the raised Roman type. The Roman type was introduced by Mr. Alston, who was treasurer of our school a good many years ago.

10,327. After Dr. Campbell's visit was the Braille system introduced?—Yes, it was introduced by the American lady whom we had from Norwood.

10,328. Is that system taught exclusively or is it combined with any other system?—It is not taught exclusively.

10,329. Can you tell me whether music is taught on that system at your school?—The music teacher at our school now is a pupil of Dr. Campbell's, and I have no doubt she teaches by the Braille system.

10,330. You said in answer to the Chairman that you thought such a college as Norwood was a necessity for other schools to send their better pupils to; do you think that the Norwood College should be made into a sort of what I may call a blind university; is it your idea that the selected pupils from all the schools in the country should be sent there, or that it should be made into a sort of college where a higher education might be given only?—I can only say that we have found the need for it for higher education and for a musical education.

10,331. I suppose the general education is of the highest class there as well as the musical education?—Yes.

10,332. Of the very best class and given in the very best way?—Yes.

10,333. Therefore do you think it would be an advantage that it should be regarded as a sort of blind university, and that the best scholars from all the blind schools in the country should have a chance, by means of scholarships or otherwise, of getting the advantage of higher education there?—I think that is a very important function of it; it is to a certain extent fulfilling that function now.

10,334. (*Dr. Campbell.*) I should like to ask you whether it is not the fact that the interest which was created in the general subject of the blind by the advocacy of the principles which we brought forward in Glasgow in 1872, and in following years, helped the committee there to increase their means very much for buildings and otherwise?—Very much; it gave a new start to the interest in the education of the blind, and has been the means of greatly improving the teaching in our own school.

10,335. (*Mr. St. John Ackers.*) Do you consider it possible so to conduct blind institutions that the majority of the pupils should be self-supporting in after life?—I think through music they seem able to reach that desirable position.

10,336. Do you think it would be possible in other branches of industry besides music?—That I cannot say; we have not been able to fall upon any other branch of industry that would enable our pupils to be self-supporting.

10,337. Are you aware that in certain countries abroad the majority do become self-supporting in other ways than by music?—I was not aware of that.

10,338. Do you know of any blind persons that have been taught in Glasgow that are wholly self-supporting, other than those who have been at Norwood, or are they all subsidised more or less?—I do not know of any pupil of the blind school in Glasgow who is self-supporting except those who have come from Norwood.

10,339. (*Mr. Arrol.*) Can you state what class these young people are drawn from who have been sent to Norwood?—Most of them are very poor.

10,340. Have many of them come from the workhouse originally?—One or two perhaps, not many.

10,341. Can you tell the Commission whether in any case in which you have sent up pupils to Norwood so much as half the expense has been contributed through the assistance of friends?—We have sent up some pupils to Norwood whose parents are not absolutely poor people. I know one case, for instance, where what we had to complain of was that they took away the pupil too soon, before he got the full advantage of the Norwood training.

10,342. You do not wish it to be understood that all those who have been sent to the Norwood College from Glasgow are drawn from your institution?—No; the Glasgow committee have sent up pupils from other places than Glasgow, places in the west of Scotland, and pupils who have not been in the Glasgow school.

10,343. Among others pupils who have been selected by the school board?—Yes, pupils who have been selected as intelligent and hopeful pupils.

10,344. (*Chairman.*) Would those come under the category of those selected by Dr. Campbell?—Yes.

10,345. (*Mr. Arrol.*) Can you inform the Commission what Dr. Campbell's impression is of those who have come from the school boards?—I understand that Dr. Campbell is well pleased with the pupils he has received through our committee, and he finds them better grounded than most of those that he receives at Norwood.

10,346-7. Probably better grounded than those who have been taught in your institution?—It is quite possible.

10,348. Would that induce you to recommend that the youthful blind should be sent to board schools for their education up to 13 years of age?—Wherever a teacher was willing to take blind pupils I would recommend that blind pupils should be sent to an ordinary school.

10,349. Are you aware that we have 22 blind children at board schools in Glasgow?—I was not aware of the number, but I am not surprised to hear it.

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10,350. Can you state what the nature of the competition was that the organist you alluded to had to pass through to gain his post?—I understand that he had to compete with others, and that the competition involved his being able to play any of a certain number of tunes which were not familiar to him, and that in the course of a very short time he had transferred to his type all the tunes he was required to get up, and was in that way able to compete with the others.

10,351. Can you state the number of tunes he had to acquire in the course of the day?—It was a very large number.

10,352. Are you aware that the competition took place during the course of two evenings, and that as the result of that competition he obtained the appointment?—I take it from you that that was so.

10,353. You have mentioned that in your institution there are two sub-divisions, a school and a workshop; may we not also say that there is a third for the women?—Yes.

10,354. Because they remain in the institution?—Yes.

10,355. What is the objection on the part of Scotch people to living in an institution?—I do not think they like to have their freedom restricted.

10,356. (*Mr. Few.*) I suppose the subsidies you speak of are limited to workers in the asylum?—Yes.

10,357. And their continuing in the asylum is dependent on their observing the rules, and their good behaviour?—Yes.

10,358. (*Chairman.*) Did I rightly understand you to say that you had a certain number of workers outside the institution?—There is another organisation which is called the Mission to the Out-door Blind, a separate charity.

10,359. (*Mr. Few.*) If through failure to observe the rules any worker had to be turned out he or she would cease to have any subsidy?—Yes, that is the rule.

10,360. Are there several who come under that category?—I think the directors are very merciful in that respect.

10,361. (*Admiral Sir E. Sotheby.*) With regard to subsidies you say the workers are all subsidised?—I fancy that most of them are to some extent.

10,362. I see if the workers do not earn 14*s.* the difference is made up to them?—Yes.

10,363. Do you think amongst your friends there is a prejudice against buying work done by the blind?—No, I do not think there is.

10,364. The general impression is that the work done by the blind is not so good to look at, but that it is really better made?—Yes.

10,365. That it lasts longer?—Yes, but it is not so sightly.

10,366. Do you think there is the same prejudice against employing the blind, especially organists, in Scotland, that there is in England?—I am not qualified to give an opinion as to that.

10,367. What number of pupils have you sent up to Norwood altogether?—I believe the number we have sent altogether from the beginning is 27.

10,368. You said that Dr. Campbell made a selection; from how many persons would that selection be?—We have 30 to 40 pupils of all stages, and we have sent up about two every year, not exclusively from the school.

10,369. There are two selected every year?—Yes, from the school and from the west of Scotland as well.

10,370. At what age are they selected?—We have no rigid rule with regard to age; we have sent one to the primary school at 10; we have sent them young, and we have sent them when they only required finishing.

10,371. Have you any difficulty in getting the guardians to pay for sending up pupils to Norwood?—We have not sent many from the parochial board, which corresponds with the guardians in England; they pay 12*l.* 12*s.* a year and 5*l.* towards clothing; that has been their contribution, and we have had to make up the balance from our subscriptions.

10,372. Who clothes the children that are sent from your school?—The parents, as far as they can.

10,373. (*Rev. Mr. Sleight.*) Have any of those who have completed their education at Norwood been unable to earn their livelihood afterwards?—We have had one or two cases of that sort, and we have been able to give a reason for the failure, in the disposition of the pupil or the circumstances.

10,374. As a rule they are able to gain their livelihood without any assistance?—As a rule they do.

10,375. You are aware that it is a very great matter in the case of all afflicted persons that they should be employed as far possible. By granting subsidies to them, do you find that it tends to make them indolent?—We have them so superintended that we endeavour to prevent their wasting time in any way; but we believe that the subsidies are necessary, on account of the men's inability to earn as much as is required for their support.

The witness withdrew.

ALFRED WASHINGTON GUEST RANGER, Esq., M.A., D.C.L., examined.

A. W. G. Ranger, Esq., M.A., D.C.L.

10,376. (*Chairman.*) You are practising as solicitor in London?—Yes.

10,377. When where you admitted?—In November, 1879.

10,378. Notwithstanding your blindness have you succeeded in establishing a good practice?—Yes, I commenced practicing immediately after my articles had expired. I did not buy a practice, I simply took offices and started with one clerk who had read for me a great deal at Oxford, and also while I was articled, and who was thoroughly accustomed to my habits.

10,379. What staff have you now?—I have 10 clerks.

10,380. You have a partner, have you not?—I have a partner, but he does not take any part in the business at all, he is a man of ample means.

10,381. You are also honorary secretary to the trustees of the fund called the Scholarship Fund for the Blind Sons of Gentlemen?—Yes.

10,382. What is that scholarship fund?—It was originally started by various friends connected particularly with Worcester College, and latterly sundry friends have come forward with various donations; we have had a legacy of 300*l.*, and a Miss Warrington gave the sum of 1,000*l.* I have a copy of the deed of trust if the Commissioners would like to see it.

10,383. Those scholarships are given to students at Worcester College?—Yes, we have two scholarships of 20*l.*, one of 40*l.*, and we have nearly sufficient to create another of 20*l.* a year.

10,384. When did you lose your sight?—When I was 14 years of age. I had a very long illness, about eight months.

10,385. Were you at school at the time?—I left school at the commencement of my illness. I was at a private school at Clifton and I came home, and after I lost my sight till I arrived at the age of 21 or 22 I did absolutely nothing.

10,386. Did you then go to Worcester College?—Yes, I was there two years, not quite two years. I heard of the college through a friend quite by accident, and I went there.

10,387. What was the amount of your attainments when you became blind; were you a good classical scholar?—No; I began again when I went to Worcester College. I had done a little Latin and a little Greek, but I absolutely began again at the very commencement at Worcester. At that time there were scarcely any embossed Latin or Greek books at all, there were absolutely no Greek books at all, and just one or two in Latin. I think I was the first to put any Greek book in Braille type; the Hecuba of Euripides, I think, was the first Greek book ever put into Braille, and I arranged the Braille to the Greek myself.

10,388. Did you matriculate at Oxford directly from Worcester?—Yes. I had the long vacation, during which I prepared myself privately and went up in September.

10,389. And you found you had a sufficient classical knowledge to pass the examinations?—Yes, I passed all the examinations the first time, I was not ploughed all through.

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10,390. And you then went in for law?—Yes, jurisprudence for the B.A., and I got that at the end of three and a half years, then I had six months remaining of the four years free in which I qualified myself for the B.C.L. degree, so as to get a doctor's degree ultimately.

10,391. Then you obtained the doctor's degree?—Yes, I took it in December 1884.

10,392. And you also tried for the Vinerian Law Scholarship?—Yes, I was *proximo accessit* for that.

10,393. You were articled for three years?—Yes, I was articled for three years to Messrs. Allen and Edwards, 8, Old Jewry, E.C.

10,394. Do you practice in any of the courts or do you confine yourself to chamber practice?—I practically do no advocacy, I have done a little, but I do not now, my time is entirely occupied in the office. I have a good managing clerk, and I retain counsel for any advocacy I want done. I do all the conveyancing myself, except the very simplest, I do that by dictation, my drafts being read to me.

10,395. In drawing a conveyance do you write in Braille or do you dictate?—I dictate to a shorthand clerk and he makes a fair copy which I go over carefully and note points that I want to refer to authorities about, and finally settle it. I do write Braille, but I am not very proficient at it.

10,396. Have you gained most of your knowledge by memory; that is by having classics and other educational books read to you?—Yes.

10,397. Have you been able to acquire any of your information by means of books printed in the Braille type?—I have made use of the Braille type in this way, between the years 1870 and 1874, when I knew very little Braille, I copied thousands of pages from various classical and law books in a Braille which I constructed myself, and which I then gave to a child to put into Braille sheets and then had bound up.

10,398. Do you think the Braille and the Roman type should exist side by side?—I will put it in this way, for enabling a persevering pushing boy or girl to get his or her education I think there is nothing like Braille; you can get any information with it; but on the other hand the Roman type, especially the American type, is more generally applicable. It is rather severe work to get over it first of all, I suffered very much in my head in managing it, but ultimately when I mastered it I found it very nice to read, it is more soft and pleasant to the hand than anything else I have ever read. There is one peculiarity about it which I think of the utmost importance. I have never seen any paper in England that gives such a sharpness and such a lasting character to the type as the American paper does, it is capable of giving a sharper and thinner line without cracking than any English paper. The American paper will enable the type to retain its clearness in a way that no English paper that I have ever seen will do.

10,399. It is rather in the sharpness of the printing than the quality of the paper that the American Roman type is different from the English Roman type?—Yes.

10,400. Is that type much used in England?—I do not think it is. The English Roman type is very fair, some of it; it has been better the last few years, they have improved it rather, but it is not so good as the American.

10,401. What was the course of education at Worcester College when you were there?—The style of education there was hardly sufficiently definite to call it a course; there were about 16 or 18 pupils at that time, they were roughly classed as they could work together, and you followed the course of your attainments, those who were brighter and quicker got on faster; there was no definite course, I mean from class to class.

10,402. A great deal depended on individual attainments, and the teachers looked after each individual more than would be possible in a larger college?—Yes; I think it would be strict justice to say that the result was in a very great measure in those early days depended on the pupils themselves; there were eight or 10 very persevering able students there, and they worked very hard.

10,403. When you went in for your degree at Oxford, how did you give your answers to the questions put to you?—One of the Proctors of the University or other approved person wrote for me, and I was put in the same room with the others a little way out of earshot of them, and he read the ordinary questions as they stood on the paper, and I dictated the answers to him; he wrote them for me in ordinary writing. I may just explain how I managed the heavy books at the University. I mean some of the books I read of four or five volumes each. The system that I adopted was to have those books read through to me, and then to mark the first time I went through them with an ordinary pencil the parts which I thought important; then I would have those marked portions read through to me, and I would mark in blue those which I thought more important; then I would go again through those portions marked in blue, and mark the more important passages in red; so that at the end I had a certain portion of the books marked in those three colours, which in an hour, perhaps, an ordinary boy of 15 or 16 could run through to me, and by that means I was able to make myself master of the scheme of the writer and the drift of the whole thing, which made me much more ready in reproducing the information than perhaps a sighted man would be, and I worked all my books on that system.

10,404. You analysed them very closely?—Yes, I got the analysis down ultimately to a very small compass, and then I had the essence of the book at my disposal.

10,405. Did you commit any of that to memory?—Not verbal memory. I mastered the principles of the book sufficiently well to be able to reproduce them in my mind. I have not a good verbal memory. I have a great difficulty in committing anything to memory with much verbal accuracy; I can do it, but only with great labour.

10,406. Can you give the Commission any information with regard to the present state of things at Worcester College?—I know its present state tolerably well. I think, perhaps, I ought to state that it is not at present in the same prosperity that it was in some few years ago.

10,407. Has not it been made use of latterly as much as it was formerly?—No. I think the number of pupils now is only 12 or 13; it does not seem to work with the efficiency which it did formerly; its scholarships are at the present moment in very ample proportion to the scholars there.

10,408. Are any of the pupils the sons of poor parents, or are they all sons of people of independent means?—McNeille was the son of a dean; Marston the son of a clergyman; Marsh was the son of a doctor; my own father was amerchant; Leighton was son of a baronet, also Hart Dyke, and Sandford of a bishop; but there were some poorer ones.

10,409. Of the lower middle class?—Yes, there were one or two.

10,410. At the present time is there an opening for students of that class supported by scholarships?—Yes; I think that out of the 13 boys there are as many as nine or 10 scholarships held there now.

10,411. Would one of those scholarships enable a boy to be educated gratis, or nearly so?—Yes, nearly so.

10,412. Is the present head master the same as when you were there?—Yes, the same head master is there now who was head master during part of the time that I was there, Mr. Forster.

10,413. Therefore it is not from any fault of the master that the school is not so flourishing as it was?—There is not, if I may so express it, the general push and spirit in the college that there was. I do not think that the prospect of the college is as good as it was.

10,414. Have you known any others who have gone out in liberal professions like yourself who were educated there while you were there?—Yes, there is the Rev. N. F. McNeile, the vicar of Brafferton in Yorkshire; there is the Rev. H. J. R. Marston, the rector of Icomb, in Gloucestershire; and there is the Rev. J. J. Beresford, who has a chaplaincy in South Wales.

10,415. Did all those go out in the usual way, with an academic degree?—Yes, all of them, and there are, I should think, 10 or 12 more besides; I should think that there are 13 or 14, perhaps even 16, who have done so.

10,416. Was the system at Worcester to treat the blind pupils, as far as possible, just the same as if they were seeing?—Yes, certainly.

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10,417. You had no seeing pupils mixed up with you?—Not when we were there. There are a few now. One or two of those can see slightly.

10,418. Do you think it is an advantage to mix the two classes together?—No, I should not suggest it.

10,419. Had you any considerable amount of athletic training at Worcester?—No, very little indeed.

10,420. Had you not games or gymnastic exercises?—No; we had drilling once or twice a week, and there is a gymnasium, though not a very good one; but practically there was very little athletic training.

10,421. Do you think it of advantage that the blind should be taught gymnastic exercises as much as possible?—Yes, I think so. The tendency is not to get sufficient exercise; I did not get sufficient myself, and others did not, and my health suffered from it, but it was my own fault; I do not mean that I was in the least prevented from taking exercise.

10,422. Were you taught music at Worcester?—Yes; I began, and I was very successful to start with; but I became quite convinced that I should never make a success in music, and so I would not go on with it; but for nine months I think I learned music there, and I was told that I was a most promising pupil; but I did not think so really myself. I cannot play anything now whatever, not a note.

10,423. Do you think that the liberal professions are as good or better for the blind to take up than the musical profession?—Yes, certainly. I think that there is practically no limit to the degree in which the blind can take up professions, but each blind man must decide for himself; you cannot lay down a rule for him beforehand.

10,424. I suppose you will admit that a blind man must have more energy than other people to succeed in whatever profession it may be?—Yes; he must pay a higher price in effort, and he must spend a longer time in preparation. I worked for a very much longer time than most men do, and I do so even now.

10,425. It depends a great deal upon the will of the individual to surmount the difficulties before him?—Most distinctly; but if he continually uses the power he has, the increase in accuracy and power will come.

10,426. Do you find in your own profession that your power of retaining cases in your memory is greater than it was?—Yes, I think it is; and I do not think that my blindness stands very much in my way. I have lost only one or two important things because I was blind; clients sometimes have not sufficient confidence where the results are of very great importance; but still I have had some very important cases.

10,427. Do you conduct all your work by correspondence, or have you much personal interview?—I have a great deal of personal interview. I like to see my clients as much as I can get them to see me. I do correspond a good deal; I have two shorthand clerks, and I dictate to them a good deal.

10,428. Have you considered the question of the education of the blind generally, both boys and girls?—Yes, I have to some extent; but I have not taken much part in the general education of the blind, and I am not sufficiently master of the matter, I consider, to be able to give very important opinions about it; but I should very much like to see the various charities and funds for the blind which there are in the country brought together and worked more in harmony. I think that the blind suffer very much from the different ideas of those who are interested in their welfare.

10,429. You mean different ideas of educating them?—Yes, different modes of educating them; and the questions of type, for instance, and institutions competing one against the other.

10,430. I presume that in your case your friends always gave you every advantage in the way of education that you could wish for, and that you were not dependent upon others?—The terms when I went to the college were 120*l.* a year. I only paid 70*l.* a year, that being all that I could afford. Then I had a little money, but I ultimately used it up, so that in the last year, when I commenced to practise, I absolutely commenced with only 200*l.*, which I had to borrow. I have now paid all that back, and I have made considerable headway since. I had altogether, I think, between 400*l.* and 500*l.* during my university course, from the Fishmongers' Company, from the Grocers' Company, and from the Goldsmiths' Company; but for those scholarships I could not have got through Oxford; I should have had to throw it up. Then the college itself, after I got my first class, helped me; they gave me my tuition fees, and they gave me rooms.

10,431. Did they help you exceptionally, or were those open scholarships that you competed for?—For the Goldsmiths' Scholarship I went in for an examination in the usual way; but the Goldsmiths' Company have the right to appoint irrespectively of the results of the examination, and I do not think I got the scholarship on the result of the examination; in fact I am practically sure that I did not. Still I went in for the examination. The Grocers' Company did not give me a scholarship, but they made me three separate grants at different times, without any examination at all. With regard to the Fishmongers' Scholarship, I think that the late Mr. George Moore nominated me to that. That is how I got those three scholarships. Then the college gave me those things that I have mentioned, tuition fees and rent, I think in recognition of my doing well at first; I had no examination for that.

10,432. Do you know anyone who has gone through the same career as yourself in your profession?—No, not anyone.

10,433. Do you think that there are many who might follow your example?—There are some, I think, who might.

10,434. Do you think that the education of the blind should be in the direction of the liberal professions rather than in the direction of any other profession?—This is my own view: I would give a blind man or a blind girl as thorough an education as is possible; and then the blind person will himself or herself decide what line of life they will take up afterwards. A good education is of the same value to a blind man or girl as it is to a sighted one. The first result of blindness when it happens, as it did in my case for instance, at the age of 14, is for the blind person and his immediate friends to see what sort of provision they can make for him. My parents never thought for a moment that I should do anything, nor did I for six or seven years; and but for hearing of the college I do not suppose that I should have tried. But when you are a little educated your ambition is aroused, and you are capable of doing what you were not able to do before. I do not think that the law was the only thing that I could have done; in fact I am sure it was not. I selected it because I thought I could make it the most remunerative; but I feel that if I went out of the law to-morrow I could go into a business and manage it when I had learnt the technicalities and a few other things connected with it. Or I would make an opening for myself in something, I cannot exactly say what. That I feel is purely the result of education, and education I think would have the same effect upon others. I do not think that a blind man or girl should be directed in the first three parts of his or her education towards any particular thing. It is not so with sighted people, and I do not think it ought to be so with blind people.

10,435. Then you think that the funds which are now spent on the blind might be better employed?—Yes, I think so.

10,436. Have you taken interest in the technical education of such of the blind as have no turn for the higher education?—No, I have not; I really do not know anything about it.

10,437. Can you speak at all as to the employment or education of women or girls?—My feeling about blindness in girls is that blindness is altogether a much more severe visitation for a girl than it is for a man, and that therefore the better her mind can be trained and stored the greater is the alleviation to her. Then the result is very much greater in proportion, I think, to a girl than even to a man; and I would rather see more money spent in the effort to train girls thoroughly well, and to educate them thoroughly well, than to educate and train men.

10,438. I suppose you think that music is the best training for blind girls?—Yes, I think it is very good.

10,439. Is there any other means of earning their livelihood which you could suggest as being better than that? Needlework is of course a very poorly remunerated employment, except in the higher classes of needlework?—Yes, that is so. I do not know that I could suggest any other; but I do not think the onus, so to speak, is on the advocate of advanced education for a blind girl to point out how she is thereby going to earn her living, as if in default of his being able to do so the conclusion were to be drawn that she will not be able to earn her living as the result of an advanced education. I think that a thoroughly educated blind girl herself would find out ways and means of getting her living. There are numbers of ladies to-day who are earning their living with no particular profession, but in various ways connected with charitable work, and in organising or secretarial work. For instance, a thoroughly educated blind girl might very well be a secretary with another girl to help her who has nothing like her capacity, and power, and ingenuity, and business-like talent, and efficiency, and so on.

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10,440. Do you think then that the blind are not sufficiently taught to help themselves?—Yes, that is exactly what I do think.

10,441. The tendency of your remarks, as I understand, is that the blind are not sufficiently self-reliant, and that too much very often is done for them which causes an absence of self-reliance?—Yes, quite so. They want helping a great deal more in point of education, to get the right ideas and notions into them, and they want helping very much less in matters of detail, as it were.

10,442. Then you think that they ought not to be told, "You must earn a livelihood by music," but "You must "get a good education, and after that you must decide "for yourself what your occupation shall be"?—Yes, that is very much my position. I am obliged to illustrate what I mean by myself, though it is rather egotistical; but for instance, in my own office I do not think there is any one who is my own equal; they are all sighted people, but I control and manage the whole thing and keep it going; and exactly in the same way a blind girl might well, with a good manager such as I have, take the oversight of very different work altogether, and might most efficiently contribute to the well-being of those around her and deal with the subject matter that she has in hand, if only she is educated and trained sufficiently.

10,443. Do you think that there is a want of charitable assistance for persons who, like yourself, wish for a higher education, but who for want of sufficient means are unable to obtain it?—Yes, I think there is a great lack of such assistance, and the parents of those who would like to have a good education, and who practically would not have any other, are not disposed to make the necessary extra effort, and very often are not even able, if they would, to make the extra effort which is required to give the extra money to that particular child; and what that child wants is some external help, so that he may be enabled to obtain the education which will put him more or less on a level with his brothers and sisters.

10,444. But you have told us that there is not much competition for these scholarships at Worcester, which does not look as if there was very great need for assistance of that kind?—That is so in fact, I must say; but I do not think it need be so.

10,445. Do you think that the want of competition for those scholarships and the little interest that you say is shown at the present time among the present pupils at the Worcester College is owing to the want of knowledge of these institutions or from any other cause?—It is peculiar to the Worcester College in its present condition. It is owing to the peculiarities which at the moment are inseparable from the Worcester College as it now stands. Worcester might under certain other conditions be made very different, and might under other circumstances fulfil what I think was its original intention.

10,446. At present, as I understand, it is the only institution of that particular class?—Yes, I think it is the only one in the world.

10,447. And you would wish rather to see other institutions like that started, so that there might be the usual competition between them, and if one failed the other would probably succeed?—Yes, quite so. There is not, of course, a necessity for a number of such institutions, but if at least one of them was really flourishing and efficient and thoroughly good I think it would be a great boon to the blind and would in indirect ways help the whole question of the education of the blind throughout the English speaking people and foreigners too.

10,448. I suppose you have no especial acquaintance with what has been done in America or on the Continent for the blind?—No, I have not.

10,449. (*Mr. Fox.*) I suppose you gathered your knowledge of law by the books being read to you?—Yes, and by lectures at the university, which I attended very regularly.

10,450. That was before you were articled?—Yes, and of course I had the ordinary statutory examinations here for admission as a solicitor, and then during the three years that I was articled I did a great deal of work for my employers, Messrs. Allen and Edwards.

10,451. Then of course your legal examination was done by dictation to somebody else?—Partly by dictation to somebody else and partly *viva voce*. I should say that as an articled clerk in doing the routine work at Somerset House and at all the official places I had the greatest possible assistance from the officials. If I took up a bundle of papers I could almost always get mine looked at first, even if there were 10 of us waiting. The officials would take them and run through them for me, and hand them back, or do what was necessary for me.

10,452. I suppose you always had a clerk with you?—Yes, for the actual locomotion from place to place I always had a junior clerk with me.

10,453. And for routine work?—Yes, but I never took with me a clerk who was able to do the work; I simply had a clerk with me to take me from place to place. Very frequently I had to find a place myself by inquiries at various offices and rooms that I did not understand.

10,454. (*Mr. Arrol.*) I think that, in answer to a question put by his Lordship, you indicated that you were averse to the blind studying alongside with the sighted, especially having the sighted with you at Worcester?—Yes, but I should not stress that very much. If the sighted were unquestionably in the minority I do not think there would be any real harm in it. I am not very strong upon that.

10,455. What may your objections be to the sighted being associated with the blind?—There would be, I think, a tendency on the part of the teachers to give prominence to the sighted pupils, and leave the blind to get their information from the sighted pupils. The blind would not get that direct, peculiar detailed, personal education which they really want; they would be left to the sighted pupils to help them through as it were; and to some extent, of course, the help they get from the sighted pupils is of use to them; but still the point and purpose of their own education is, so far as I have been able to notice, in a measure lost.

10,456. Do you not think that it is for the benefit of a blind youth that he should be associated with the sighted, and be stimulated by the superior advantages which the sighted have over the blind, so that the blind would be aroused to greater activity?—No, it does not strike me so.

10,457. In your career at Oxford did you find any difficulty in competing with your associates?—No, none whatever.

10,458. You did not find that the professors had any objection to dealing with you?—No, on the contrary, they were exceptionally attentive to me. Professor Holland, Professor Bryce, Sir William Anson, and Mr. Pottinger took a great deal of almost exceptional trouble with me.

10,459. Did you pass through any mathematical classes at Oxford?—No, I did very little mathematics, just two books of Euclid and some elementary arithmetic. I avoided all the mathematics I could, because I am not at home in mathematics at all; and I only did what I was absolutely obliged to do.

10,460. I infer that you desire the Commission to understand that if a blind man is sufficiently educated he is quite able to cope with the sighted in the commercial world?—To the extent of getting his own living and carrying on properly the particular business that he decides on. I do not mean to say that he is really as good as a sighted man, I do not think that he is.

10,461. Do you consider that the deprivation of sight has much to do with the carrying on of a large establishment where the principals do not write at all, and where it is all done by dictation?—Yes, because he cannot thoroughly get about and look at the details so well. Of course if he was a thoroughly good organizer and got his work reduced to a proper method, with a good system of checking, what he might do is without limit. I have had no personal experience in managing a commercial business, but I would not like to put any limit upon what he might do; but still there is a great pre-

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judice against him. The worst part of my business is the finance part of it. To this day my bankers, though I have demonstrated to them over and over again the satisfactory nature of the business that I am doing, and of my account with them, are nervous about my business with them.

10,462. I do no suppose they would be nervous if the bank account is always kept on the right side. It may be a matter of the signature of the cheques?—The signature of the cheques is the chief thing that they are nervous about. In fact they once seriously considered the question whether they would not ask me to close the account upon those very grounds, that my signature was so irregular and unsatisfactory, that sometimes they did not know whether to honour it, especially when it came to heavy cheques; and I finally made an arrangement with them, and I now have all my cheques countersigned by my own private clerk, who is with me in my own private room; so that they really trust more to his signature, unless I go to the bank and present my cheque myself in person, so as to keep myself independent, and then of course they will honour my signature. But if I send a cheque out into the country then it is countersigned by my own secretary. I ought to explain that the bank cannot imagine and not understand how it is that I do my business. I cannot make them understand, and the prejudice is so strong that they will not understand how I do it. The slightest little hitch brings out such an obvious want of confidence that it makes it very difficult. If all my clients had met me with similar nervousness, although the bank is extremely obliging and kind, I never could have earned my living at all, the difficulties would have been tenfold.

10,463. (*Dr. Campbell.*) Do you use a type writer in your work?—No, none whatever.

10,464. Have you ever tried type writers?—Only just a very little.

10,465. You were speaking of the American type; is it your opinion that that type can be read by the large majority of the blind?—Yes, it could I think if they would make sufficient effort. It is very painful to commence with.

10,466. Would you suppose for instance that a boy who had been thoroughly educated in that type and read it with great facility would after a few years not be able to read it with facility?—Yes, after a while he would fall back to some degree, but he could pick it up again.

10,467. But though he might keep using it all the time, do you not find that the American type, or what we will call the Howe type, requires such a delicate touch, that after he arrives at a certain age, or when his touch is not so fine as it was when he was young, unless he keeps his hands very delicate, it would be difficult for him to read it?—No, I cannot say that it is so.

10,468. Have you had great experience, excepting in your own case, in this regard?—No, not very great. I know one or two very good readers in the type.

10,469. It is only with a few exceptional cases that you are acquainted; yours is not a general experience?—No, perhaps I ought to say that my experience is not sufficiently varied to make it very general. For instance, Marston and McNeille, both of them, read it beautifully, McNeille especially.

10,470. In America we are largely relinquishing the type, and i is an important thing for us to determine whether it is readable or not. You were speaking of the pleasantness of it; do you think that that type is more pleasant to the touch than the line types?—Yes, certainly it is by far the most pleasant and grateful to the fingers in my experience of any type I have ever touched.

10,471. Is that owing to the quality of the paper or to the peculiar formation of the lines?—Partly both, and partly owing to the fact of the type not going below the line. I think that that greatly contributes to the pleasantness of it. But there is a great deal in the paper which is wonderful; I cannot at all understand how it is that we do not get anything like it that I have seen in this country.

10,472. I suppose you would not be surprised if you were told that the Americans when they print have special paper made for them, with new rags for instance?—No, I should not be surprised to learn that.

10,473. You say that you do not write the Braille system very well, but I suppose that having so many books copied you read it with facility?—I do not now; I have not read it for years much, scarcely at all.

10,474. Do you know what proportion of these 14 or 16 young men who have gone through the University are earning good incomes?—No.

10,475. (*Chairman.*) The clergy you spoke of?—Yes, they earn good incomes.

10,476. (*Dr. Campbell.*) McNeile and Marston are, but does Beresford earn a good income?—I am under the impression that he does not, but I really do not know as a matter of fact. My impression is that about 120*l.* a year would be the most that he is earning. He is a curate in charge, I think.

10,477. Can you give me the number that you think are earning what you would say are fair incomes?—I should think perhaps that about ten out of the 14 or 16; that would be half.

10,478. Do you think that that proves conclusively that while a liberal profession is a grand thing for specialists like yourself, and Marston and McNeille, and others, it would apply to the blind at large?—Yes, because I do not think that any of those men, with the exception of McNeille, had a good education for the purpose of making them clergymen, or myself for the purpose of making me a lawyer. We were educated and then allowed so to speak to do what we liked.

10,479. But do you not think that in the case of those who have had this grand success (and it is a grand success), it is their strong individuality which has carried them through?—Yes, I think it is quite fair to say that it is so.

10,480. (*Dr. Tindal Robertson.*) With reference to the type of which you have just been speaking in answer to Dr. Campbell, I suppose there is no means of writing with this American type?—No, not that I know, none whatever.

10,481. Supposing that you take all the types with which you are acquainted, whether you are acquainted with them practically or theoretically, is there any type which in your opinion can bear the slightest comparison as to the general advantage of it to the blind with the Braille type?—No, none.

10,482. When you first went to Worcester were you taught there by the Braille system?—No, only very slightly. At Worcester, at that time they were very strong advocates of the Roman and only the Roman type, but Braille was used there *in subsidium*, as it were.

10,483. Were you taught music by the Braille system of notation?—No.

10,484. What is the system pursued at Worcester now, either for music or for general education; do they use the Braille type?—Yes, I think they use the Braille type a good deal there.

10,485. Do they use any other?—Yes, the Roman.

10,486. Do you think it is an advantage having the Roman?—Yes, I think it is; I think it works very well. A sighted person can see in a moment what the blind student is doing, and it enables a blind student to get hold of a sighted person anywhere and get him to give him a helping hand.

10,487. But so far as the general mass of the public are concerned, I suppose you would not expect the unlettered public, the poorer blind people, to ever take up this delicate Roman type which you speak of as being so useful?—Some of the poorer classes I do not think ever could do so.

10,488. Therefore, on the whole, I suppose if the whole of the systems were put together and you were asked to choose one you would choose the Braille type?—If I had to choose one and annihilate all the rest and absolutely blot them out, I would certainly take the Braille.

10,489. Is there any suggestion which you are able to make with regard to rendering Worcester more advantageous, not only to children of the upper classes, but to those who may be distinguished in other ways, as from the lower classes, so that those scholarships might be utilised to a greater extent than they seem to be now?—Of course they cannot be utilised any further than that somebody should hold them all, and nine or ten of them I think are held at the moment. But I think that Worcester could be made much more available, not only for the better class of blind, but also for talented boys of perhaps not quite the better class.

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10,490. Have you any suggestion to make as to the way in which that could be done?—My difficulty in answering that question is, that I am so very greatly indebted to Worcester myself that I hardly like to suggest alterations which might have the appearance of ungrateful criticism.

10,491. Do you think that we could get such information as that from the head master of the college, Mr. Forster?—Mr. Forster I am quite sure would give the fullest possible information about it.

10,492. Have you any experience with regard to children who have been taught at the blind schools in London?—No, none.

10,493. I think you said that you had experience of some who had been taught at other than blind schools?—Yes, McNeille is one; the early part of McNeille's education was entirely in sighted schools.

10,494. Do you think that the education which you received yourself in early life before you became blind at the age of 14 was of great advantage to you in your afterwork?—No, I do not think it was.

10,495. Then almost the whole of your education was obtained after you went to Worcester?—Yes, practically. Of course I had a great amount of general information. I had brothers and sisters who were all well educated, and so on, and I had done a certain amount of school work; but I had seven or eight years between the time that I left school at Clifton and the time when I went to the blind college; and I think that my prior education contributed very little indeed, though I cannot say that it contributed absolutely nothing towards my after education.

10,496. Have you any knowledge of the Norwood College?—Not very much; I have been there on one occasion only.

10,497. Do you know that at Norwood they make a very great point of physical education?—Yes.

10,498. Do you think that is an important point with regard to the education of the blind?—Yes, I think it is important, but my own private opinion is that it is over done at Norwood.

10,499. In what way?—I am speaking now more from hearsay; but I think that the pupils are strained and fatigued by it more than is good for them. That is the impression which I have on my mind, and I think the physical education is too prominent in the curriculum of their work. I have seen them doing the exercises when I was there.

10,500. I understood that at Worcester there was very little physical training of any kind?—Very little.

10,501. You being an experienced man in these matters, I wanted you to compare as far as you could what you have seen at Norwood with what you have remembered at Worcester?—What I saw at Norwood was very superior to anything that there was at Worcester; but I still have the opinion that while there is too little at Worcester, there is too much at Norwood.

10,502. (*Mr Johnson.*) I believe that you got the principal part of your education from Mr. Blair in the time of his presidency?—I think my time was divided as evenly as can be between Mr. Blair and Mr. Forster.

10,503. At the time Mr. Blair was there, there were 16 blind gentlemen there, were there not?—I think there were.

10,504. Do you know the number of blind gentlemen that are there now?—Yes, 13. And that reminds me that not long since Mr. Forster told me that it had come now to the number at which Mr. Blair handed it over; but still when I went to Worcester I think there were 16.

10,505. You are quite indebted to the college, you consider, for your education?—I am mainly indebted to the college for the ideas of the possibility of becoming thoroughly well educated, if I cared to make the effort to be educated.

10,506. And you do not think that you could have got that education anywhere else so effectually as you did at the Worcester College?—I owe the education much more to the ideas which Worcester gave me than to what I actually got from Worcester. I think that is the fairest statement that I can make.

10,507-8. I suppose you owe to Worcester the grants which the Goldsmiths', the Grocers', and the Fishmongers' Companies were good enough to make to you; I suppose it was on an application from the college that you got those grants?—No, not any one of them. I made the applications entirely privately, without any connexion whatever with the Worcester College.

10,509. They gave them to you personally?—Quite so.

10,510. Have they subsidised anyone else from the college?—Not that I know of.

10,511. Therefore Messrs. McNeile, and Marston, and Marsh did not get any subsidy at all from anybody except from their friends?—Mr. McNeile got something, I do not quite know what, from Trinity College, Dublin.

10,512. It was a scholarship, was it not?—Yes, I think it was. It was a very small one, but it was a theological scholarship, I think. Mr. Marston got an open classical scholarship at Durham, and also one or two Hollenistic Greek prizes, and one or two things of that kind, but nothing from any company or from any other charity.

10,513. And in your time there were no grants I suppose from the Gardiner Trust?—None whatever.

10,514. Are you aware that now the Worcester College has a certain number of scholarships given by that trust?—Yes. There was no scholarship whatever when I was at Worcester, and there were very few embossed books.

10,515. Then the embossed books which you used when you went to Worcester were the American books, and such books as were printed in the Roman type, and the Braille, which was beginning to be used?—Yes, and some volumes in Moon's type which Sir Charles Lowther gave to the college, and books which we made ourselves. I think that the most important books for the best men in the college were books which those men made for themselves, and which they did not even send to be bound, but stitched them themselves.

10,516. In what type did they make them?—In Braille. They were loose sheets, short epitomes, and things of that kind.

10,517. Was the society for printing books at Worcester in existence in your time?—Yes.

10,518. Did they make use of those books at the college?—Yes; not very much at first, but they began to use them more and more, and they have been used very much more since I left.

10,519. In what type were those books printed?—In the Roman type.

10,520. Lower case and capital?—Yes.

10,521. Do you find any difference between that and the Roman case and capital?—Yes, the small type is very much better; I like it very much better.

10,522. I suppose you like it better because you are able to read the Howe American type?—Of course that has some connexion with it; but in the case of the smaller type, your finger covers the whole letter at the same time; and I think that, even for an untrained hard hand the smaller type is better than the large. I never thought the large Roman type easy, and I do not think so now; in fact, I cannot read it myself, or scarcely.

10,523. Then this American type, which we call Howe's, is a lower case?—Yes.

10,524. With an occasional capital?—It has no capitals.

10,525. (*Dr. Campbell.*) They have printed it with capitals recently?—I have no books with capitals.

10,526. (*Mr. Johnson.*) Have you any experience of what they call the Philadelphia type, which are capital letters, printed in America?—No; I have never read it.

10,527. Do you think that if those books which are printed at Worcester by the Worcester Society were well known many persons would use them as educational appliances?—Yes, I do. You are referring to the small type principally?

10,528. Yes; for instance, such a type as one of the Greek plays is embossed in; have you seen that?—No, but that is in Greek type. I know it is done, but I have not read it. I cannot read it; I never tried to.

10,529. That is in the ordinary Greek type, is it not, and not in the Braille adaptation of the Greek type?—No; my Greek I always did with a Braille adaptation.

10,530. Do you think there is a sufficient number of the sons of gentlemen to fill the college if it were conducted on a broader and larger principle?—Yes, I do.

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10,531. Then why do you think it is that hitherto all the scholarships in the Worcester College have not been filled?—Partly because it is not known.

10,532. What other professions do you think are open to the thoroughly educated blind men and women besides the liberal professions which you have told us of and the profession of music; do you think there is any other profession or occupation to which persons charged with the education of the blind should direct the attention of blind persons?—Yes; all employments which involve organisation and superintendence; of course, not that superintendence which directly involves the use of sight, but all things partaking of a secretarial character.

10,533. (*Chairman.*) I do not quite see that employments of a secretarial nature are particularly adapted for the blind, because for all writing you would be obliged to have a clerk?—Yes, but besides the principal secretary there are subordinate secretaries; and for the principal secretary it is really essentially necessary that you should have an intelligent man who can dictate a good letter, and interview people, and arrange and give instructions to subordinates, and see that they are carried out. For instance, I think that a blind man might be at the head of a cashier's department, and if he be a suitable man in himself I should think he might manage it very well indeed. I think, for instance, I could.

10,534. (*Mr. Johnson.*) That is to say, given a special talent for that particular occupation?—You must maintain the same conditions as with a sighted man.

10,535. What is your opinion with regard to the musical profession as an occupation for the blind from a remunerative point of view?—I should think it is very good.

10,536. Have you any experience with regard to blind persons who have succeeded in making a good living as musicians?—No; but I have an opinion drawn from what I know of the Normal College, which distinctly makes me feel that it is a splendid profession for the blind, and that numbers can go into it most advantageously.

10,537. You have no personal experience as regards blind persons who have succeeded in the musical profession?—No, none.

10,538. It is entirely hearsay, so far as you have gone?—I have just a very little experience, but it principally rests upon hearsay.

10,539. You do not know any blind person who has succeeded and become a great musician, doyou?—No.

10,540. I understand that you draw comparisons between the institution at Worcester, where you say that there are no physical exercises, and another institution, are you not aware that at Worcester they play cricket?—Yes, I believe they do; they have done so since I left, but I do not think they did so when I was there; I never did, any way.

10,541. You suggest that the college should be endowed; could you tell us how it exists now?—It is entirely private, with the exception of the organ and a certain amount of furniture, and this trust of which I am the honorary secretary, of scholarships for blind sons of gentlemen. As long as Worcester exists the Worcester pupils have the preference over any other in that trust; but in the event of Worcester not continuing, the trustees have the power to award the scholarships to pupils of other institutions.

10,542. Then it is carried on by the principal as his private enterprise, supervised by a certain number of visitors, of whom I have the honour to be one?—Yes, I think you are one.

10,543. (*Dr. Campbell, through the Chairman.*) In regard to physical training, do you know that the matter of how much the pupils do in the Normal College in the way of exercise depends altogether upon the medical officer of the college and that it may be discontinued altogether under medical advice?—I did not know that the practices were dependent upon the approval of the medical attendant.

10,544. (*Chairman.*) You did not intend that to apply to music?—I think the mistake on the musical point is the too ready assumption that every blind man must of necessity be a musician, and that if he is not one he can be made one.

The witness withdrew.

F. J. Campbell, Esq., Ll.D. (a member of the Commission), examined.

F. J. Campbell, Esq., Ll.D.

10,545. I believe you are the founder and first principal of the Normal College at Norwood?—Yes, I was one of the founders, and was its first principal.

10,546. Can you tell the Commission what were the grounds which induced you to establish it; what were the wants which you thought necessary to be filled up by the establishment of that college?—My own experience as a blind boy, and my requirements and efforts to obtain an education gave me certain experiences. Finally, I went abroad to Germany to study, and when I was on my way to America, I stopped in London, as other Americans do, to see the sights. It so happened that on the very first evening after my arrival in London I was invited to a blind tea meeting. This blind tea meeting produced a very great impression upon me. Some 300 or 400 blind men and women came to it, led in various ways, and during the evening I mingled and conversed with them freely on their condition, and as to what they were doing, and so forth; and after spending a sleepless night I determined to look farther into the question of the blind in London. I had a letter of introduction to Dr. Armitage; I delivered that letter, and in company with Dr. Armitage I visited all the blind schools and shops in London, and I became convinced that great improvement might be made, and I was very anxious to induce some one of the existing blind schools to adopt certain changes, which I believed might produce a great improvement in regard to the training of the blind. I was quite prepared to remain in London for some time to promote these changes and improvements; and Dr. Armitage and other friends with whom I had then become acquainted were prepared to help in regard to money. But after discussing the subject in various ways, and particularly with the Committee of the Upper Avenue Road School (although I did visit also St. George's School, and discussed the subject with Mr. Johnson and others), by the advice of the late Mr. Hornsby Wright and other members of the Committee we came to the conclusion that we should accomplish a great deal more for the blind if we opened an experimental school; and we finally decided to open an experimental school with reference to the points which I urged particularly; and we did raise money, and began a school with the plan of carrying it on for two years, in order to show the principles and methods of instruction that we wished to have introduced. Before those two years were up the college had been organised, and on June the 24th, 1873, we bought the property on which the college now stands.

10,547. Were the methods of instruction which you advocated original, so far as the teaching of the blind was concerned, or were they derived from your experience and practice, either in America or abroad?—I certainly have availed myself of all the experiences that I could come in contact with either in Europe or in America. I had taken counsel with all the leading educators of the blind. I had my own theories based upon my own trials as a blind boy, and I had my own opinions in regard to the great cause of failure of many of the blind who are educated in the blind schools, especially in America. I think it will perhaps be interesting to the Commission for me to point out one experience of the causes of failure. In 1857 I was a visitor in Boston, and I called at the Perkins Institute for the Blind, of which the celebrated Dr. Howe was the director, and it was with some difficulty that I was allowed the privilege of spending a day in the institution. The doctor was rather decided in his opinions about having visitors upon any other day than a fixed public day, but he allowed me finally to spend the day there. As I was going out at about 5 o'clock I happened to meet the doctor at the door, and he asked me what I thought of the school. I said, "Doctor, I do not like it." "Why?" he asked. I said, "Because you are not training the blind here "to make them independent." He said, "Well, that "is plainly spoken; will you come to my office with "me?" I went to his office, and we talked together for an hour, and the result was that he invited me to go home with him and dine, and after my pointing out to him why I thought especially the musical department was conducted on entirely wrong principles, and that the wrong pupils were selected to study music, giving my reasons for it, he at once expressed a wish that he could see more of me, and in the course of three months he made a direct proposition to me that I should become connected with the institution and should be an assistant teacher under the director of the musical department. This I refused, but I offered to take one part of the school in order to introduce the method which I proposed with regard to the musical training.

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10,548. So that you should be independent?—Quite so, and I carried out my purpose. The doctor said that I was right, and so he made the proposition to the musical director that he should take either the boys' or the girls' school and that I should take the other. He refused to do so, so the doctor dismissed him and offered me the appointment. I proposed to the doctor that I should be allowed to select 20 pupils of the school as a test class, and that those boys and girls should be trained exactly in accordance with my wishes, not only in music, but in all branches and in all particulars. The doctor thought that 20 would be a fair test. Finally, I was to choose this class, and I quite remember that when the boys and girls were sent up to be examined they began sending up what they considered their special musical pupils, and if I clapped my hands some of them would tell me whether it was C sharp or D natural, or whatever it might be; but they could not tell me that the half of four is two, and that sort of training is of no use. A blind man must be able to use his brains. Consequently whenever I undertake to make a blind person successful as a teacher of music he must have the power of analysis, he must be able to carry a composition in all its parts in his head, and if he is not trained to do that he may play, but he will not be a successful man professionally. I entirely refused those so-called musical pupils, and selected most of them from some of the most successful pupils in mathematics. I chose my 20 boys and girls, and I began at once by making them give great attention to physical exercises. My reason for this is that you must give energy, pluck, and determination. In the winter there we had ice for three months of the year, and I had them all out skating at 5 o'clock in the morning, and I would go myself with them and skate. The result was that when those boys and girls were trained 19 out of the 20 were not only successes, but very brilliant successes, and some of them now occupy very important positions in America. I know that one whom I visited a few months since is earning 500*l.* a year, and others have been filling prominent positions in different parts of the country. There was one girl who was not an entire success. She did earn a bare living, but I must say that it was not an independent living. But the other 19 were highly successful in every sense of the word. The success of this class gave a new impetus to the whole training of the blind in the Perkins Institute.

10,549. Your class, you say, was composed of boys and girls?—It was composed of boys and girls, I think, about equally; there may have been nine of one and 11 of the other, but they were about equal.

10,550. That was not your first experience in training the blind, was it.—No.

10,551. We should like to have on record your previous training which enabled you at once to arrive at these successful results when you had the opportunity of putting your ideas into operation unimpeded by others?—As a blind boy I entered the Tennessee Blind School at Nashville in 1844 at 10 years of age. I was thought to have no musical talent whatever, and when I was examined with regard to music I was refused music lessons. I had no ear, and I could not sing, and it was thought to be an impossibility for me to learn music. I confess that it aroused my indignation that it should be supposed that there was anything that I could not learn, and by various arrangements and contrivances I induced one of my boy companions to give me music lessons secretly. The teacher was blind, and consequently I used often to practise without his knowing who it was that was practising; he supposed that it was some other boy. But six months later he came in one day while I was playing, and he said, "Who is there." I slipped away and got off into the corner, but it was of no use; he came after me, and finally found out that it was his boy Joseph that could not learn music. He insisted upon my playing what I had been learning, and I then began to study music, but I had no great love for music. My great talent was for mathematics, and I was very anxious to have a special mathematical education. I was very desirous to go to the university, and I only pursued music at intervals for the first three or four years of my education, because I knew that by it I could earn a certain amount of money to help me to pay my way through college. That was my object as a student of music in the first instance. Our music teaching was upon the lines that have been followed in so many institutions; we did not study it from what I term the mathematical point of view. I believe that every piece of music can be reduced, as it were, to a mathematical problem, and that we must carry the whole thing in the mind. I can take one of Beethoven's symphonies and read it through and commit it to memory, and then write it all out on a piece of paper, and put in all the parts for the different instruments. This I could not do but for my knowledge of mathematics. I quite well remember the first lesson that I went out to give when at the age of 16 I began to teach music for the purpose of helping to pay my expenses at the university. When I reached the house in which the young ladies who were to be my pupils lived, I asked them to play. I could play difficult pieces, but I found that I was perfectly at a loss how to teach seeing people to read music, or anything about it, because I had not studied it from that point of view. However, I had tact enough to say to those young ladies, "Well, I did not come to give you a lesson to-"day; I only wanted to hear you play, and see what "you knew; I shall come again next week, and then I "will give you a lesson." I went away, I confess, very much discouraged, for I saw my great difficulty, that I did not really know my business. At that time there was in Nashville a very celebrated musician, a pupil of Moscheles and of Mendelssohn, who had been unfortunate in his marriage, and who was a misanthropic and discontented man, and had retired, as you may say, into the backwoods of Tennessee. I went up into his room, and I told him my trouble; I said, "I have been "taught badly; I have no money with which to pay "you for lessons, but will you give me private lessons "and trust to me for paying you afterwards?" It was all arranged, and the next evening I had my first lesson. I began at 7 o'clock, and I left the music stool at a quarter past 11, so that that first lesson lasted four hours and a quarter. That one lesson laid the foundation of all my future work. He was a very talented man, and a gifted teacher, and his answers to my questions solved many difficulties and pointed out what I had to do. I went on the following Monday, and gave my first music lesson, and within the next 12 months I earned 1,100 dollars. This was my beginning, and after studying with him I pursued my studies when I went north for the purpose of studying at Harvard. I also took some private music lessons in Boston, selecting my teachers according to what I wanted; and then knowing or realising what had led to the failures in all the various blind schools in America, I, as I have explained to you, induced Dr. Howe to allow me to try this experiment, which I believe has caused the various blind schools of America to very greatly increase their expenditure in regard to the musical education of the blind.

10,552. Then you began teaching the theory of music on mathematical principles?—I not only taught the theory of music, but I taught my pupils to analyse a musical composition exactly as you would analyse a poem, and I taught them the art of phrasing. Then I have methods of enabling a blind person to bring the music before his seeing pupils in such a way that I can teach a seeing pupil with as much success I think as any seeing person can. I have some little inventions of my own with which I always equip our pupils when they go out to teach. One of the most difficult problems is how to get an organist's appointment, because as you know an organist is very often required to teach the Sunday scholars to sing. You have a class of little girls and boys eight, nine, and ten years old who have never been taught to read music, and the difficulty is how is the blind teacher to instruct those children in the notes, and to teach them what is called the staff. I began in the first instance without the line staff. I had what I term a musical ladder; it is made with little steps exactly in the form of a ladder, and from the first step of the ladder to the second, and from the second to the third is twice the distance that it is from the third to the fourth step of the ladder, exactly as it is in the musical scale; and again from the fourth step to the fifth, and from the fifth step to the sixth, and from the sixth step to the seventh the distance is the same as it is from the first to the second and from the second to the third, and from the seventh to the eighth it is only half the distance

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again. I have little holes in each of the steps, and I have figures which I can put into those strips on the ladder; and so I begin by teaching those children to sing first the figures, and I can also use the letters. Then I can take a pointer, and I have this ladder so constructed that by moving my finger up and down I can tell where the figures or letters are. Supposing that I want a child to sing 1, 3, 5, 8 my pointer goes exactly as a sighted person's would to those different figures, because I keep my finger at the back of it to enable me to point directly to the figures. And so I can keep those children singing any numbers I like, 1, 4, 6, 8—3, 5, 8, 6, or anything else. That enables me to teach the first steps. Of course it depends upon how young the children are that I am going to teach, and how many of them there are, and so on; but I generally begin by making a line. I say nothing about the staff, but I say, "we write music on lines; here "is my first line," and I put my line down on the table. Then by-and-bye I will have a note that I can put on this line. "Now," I say, "this is so and "so," and I tell them what it is. I tell them that by changing the form of that note we get a different rhythm, showing that whether the sound is long or short depends upon the shape of the note. I tell them that if I put the note above the line or under the line it has a different name. I want to establish first in the children's minds that if the note is upon the line it is one thing, that if it is above the line it is another, and that if it is below the line it is another. I have cards prepared in regular sets, some with one line, some with two lines, and so on, and I can mark those cards with Braille figures, so that I can feel the corners of them, and I know which card it is. First, I put before the children a card with one line on it, then I take up a card with two lines and explain that. I show the children the notes below the first line, on the first line, in the space between the first two lines, on the second line, in the space above the second line, and so I go on until I get the five lines and the four spaces. Then I say to the children, "Here I have five lines and "four spaces; we call this in music the 'staff.'" You may say that this is a long way of teaching the children to read, but the result is that I keep up the children's interest, and I carry them on rapidly. The moment I begin to teach them to read and put exercises before them I teach them to number the bars. When I have heard them read, say, the first exercises of eight bars then I explain which is the first bar, which is the second, which is the third, which is the fourth, and so on. If I was teaching a child to play the piano, and you came into the room, the child would without doubt look up. The seeing teacher would take his pencil and say, "Begin there," pointing perhaps to the fifth bar. I could not do that, but I should say, "Begin at the fifth bar," or at whatever bar the child had left off; and I have so trained my seeing child that he or she is able to find any bar that I tell her or him to find. I have made the child think far more than a teacher makes him think who simply points with his pencil to a particular place and says, "Begin there." This explains my principle of training a blind man. My great object is to teach the children to think. Therefore I must train my blind teacher, in such a way that he or she brings the power of thought to bear upon music teaching exactly as in teaching Greek, or Latin, or mathematics. The great fault in all teaching of music is that music teachers teach with too little thought. My success in training blind teachers in music lies in the fact that I give them the power of training children to develop more thought in regard to it than the ordinary teachers give them.

10,553. Would you say that the special theory of your system of educating the blind is that you first of all educate them and then use that education as a means of teaching them music?—Yes.

10,554. Do you first direct your efforts to giving them the power to appreciate mathematical figures and ideas with a view to teaching them music afterwards?—We do not limit them to music.

10,555. But you think that for the blind mathematical training is the best?—I use the word "mathematical" as expressing the power of analysis. I consider, for instance, that geometry is perhaps the best of all subjects for developing the power of analysis. But we carry this system into everything. We always try to teach them to reason about an object, and to develop their power of analysis or reasoning. It is not necessary merely to make the child play. I can make any blind man or woman or child play without developing this power of analysis, but their playing would be only for their own pleasure, or for the pleasure of their friends, and they will not be able to take up music as a profession without this analytical training of the mind. We recognise, and I think all who are labouring for the blind ought to recognise, that the blind as a class have certainly less vitality than the seeing. Dr. Howe made most careful investigations extending over a number of years, and covering a very large number of cases, in regard to the longevity, the health, and the vigour of the blind, and he came to the conclusion that the blind as a class have at least 25 per cent. less vitality than seeing persons, not that many blind persons may not have as much vitality as seeing persons, but as a class the blind have less vitality than seeing persons. If this is correct, certainly it ought to be the first duty of every blind school to overcome this defect as far as possible. Therefore every arrangement which we make is based upon the fact that we believe there is a necessity not only for gymnastic training, not only for the training that would be given in a gymnasium, but for developing the activity of the blind children; and we have lawns for them to play on, and games such as "puss-in-the-corner," "blind-man's-buff," and so on. For instance, I often have our children up to my house, one evening the little girls and another evening the little boys; and I have all kinds of games and diversions for them. This is not only for their pleasure but for their health. I try to make those games a part of their education, and wherever I am I try to learn new games which I can teach to my blind children. In this way I very soon awaken in the blind children new aspirations, new thoughts, and new enjoyments. If you go into our little primary school on a rainy afternoon you will find them in their play-room playing house, hospital, representing doctors, patients, nurses, &c., and their play becomes as interesting and as valuable as any part of their work. Our first step is the healthy development of their bodies. All those who are acquainted with the condition of the blind I am sure will agree with me that one of the most difficult things that we have to do is to overcome the awkward habits of the blind. Many of them learn almost from infancy a certain motion of the head or a habit of putting their fingers in their eyes. This requires almost constant attention. I am often asked why I do not employ more blind teachers. I may explain that it is because I think that the blind ought to be trained under the most favourable circumstances; and although I believe the blind can often give instruction to the blind better than seeing persons, yet it is so important to improve their deportment, to improve their facial expression, and to improve them in many other ways, that we need at any rate a certain number of seeing persons. I know that that point has been raised; I will say, however, that if I were myself a sighted man I would employ a greater number of blind assistants, but being myself a blind man I must avail myself of a greater number of eyes than it would otherwise be necessary for me to make use of.

10,556. Do you think that in the teaching of music the blind can teach as well as the sighted, so far as the teaching in the earlier stages goes?—My belief is that our most successful teachers of music amongst the blind are far superior to what you might term ordinary teachers amongst the seeing. I believe they give far better instruction because they have been carefully trained for that purpose. Of course if the seeing teachers had the same training as the blind teachers have the seeing teachers would have the advantage. But my belief is that by our course of training we change the position and make the blind teachers superior to the seeing teachers. Of course there are many notable exceptions amongst seeing teachers, but as a rule the ordinary seeing music teachers are not a thinking class; they are not taught to think. Many of them take up music as a profession because they cannot do anything else; they have learnt to play and so they take it up, and there is more bad work in teaching music than in any other line that I know of; and that is to the advantage of the trained blind music teachers.

10,557. I suppose that your system of teaching music to the blind does not really differ at all from the best teaching of music by seeing teachers, but your contention is that there is so much bad teaching amongst the seeing teachers of music that you have by reason of your better training a superiority over the ordinary teaching, but not over the best teaching?—Quite so. I do not contend that our musical training is at all better, I only contend that by our special training

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in the art of teaching we are superior. It is not that our musical training is better than that of sighted persons, though I believe it is as good. For instance, I believe that the instruction at Norwood to-day is as good as the instruction at the Royal College of Music or at the Royal Academy of Music either. I do not say that it is better, but I say that it is as good. But what we do is to give much greater attention to the development of the mind and of the powers of thought than is given in the case of ordinary seeing teachers.

10,558. Given that the musical profession is more or less crowded, there must be a certain amount of competition, and in order to make up for the disadvantages under which the blind labour, you give them such a training as leads the public to feel confidence in them, and secures their being employed, when if they had not been so well trained they would not have been employed?—Certainly. Of course there is great competition, and I do not say that there is not difficulty in getting employment. I do say, however, that where all the circumstances have been favourable, I mean to say where a young lady or young gentleman has been refined and gentle in manner, where their appearance is as it should be, and is not objectionable, where they are pleasant and intelligent, and can converse agreeably, and are thoroughly prepared, I have never in a single instance failed to get employment for them. I attach to that statement, however, these conditions which I have laid down: that all these things must be as they should be. I do not quite like telling my secrets out of school, but I think it will help you to appreciate my principle of action in regard to getting employment for the blind if I go back now to my original class at Boston, and show you how I began getting employment for them. The name of my first pupil who was ready to go out was Reeves. He was a young Irish boy who came over to Boston when he was nine years old, and who became blind by sleeping in the moonlight as he crossed the Atlantic. He was one of the boys whom, as I have mentioned, I had selected. When he was ready to go I had been looking out for various places; in fact it is always a principle with me when I take a holiday, whatever village I go into, to find out everything that is going on there. I find out whether there is any possible chance of my placing there an organist or a pianoforte tuner or whatever it may be. I never wake up or go to sleep without having in my mind where I can find employment for my blind boys and girls. Now I had been the previous summer to Bangor, in Maine, and I had made up my mind that it was a wideawake town, and that it was all right. I went to Dr. Howe and I said to him: "Now, doctor, this boy is trained, but "the work is only half done. Here is one pupil that "I want to get employment for. If we say to him, 'Well, "'Thomas, we are very glad that you are so well pre-"'pared, and we shall be delighted to hear good things "'of you, be sure you write and tell us how you get on,' "and do nothing more, it is nine chances to one that "he will fail. What we must do is to give him the "benefit of the influences of this institution. Here is an "influential board of directors; here is the governor of "the commonwealth who is nominally at the head of "the institution; here is the great influence which you "yourself can bring to bear. We must establish this "boy, we must have a certain amount of money, and "we must really start him." The doctor said: "I have "no money, either public or private, which I can use "in such a way." The fact is that the doctor refused to help me in the business. I then went to a friend of mine, an English gentlemen, a Mr. Lyman, and told him what I wanted. He very cordially said: "Well, I "believe you are right; I believe it is the right prin-"ciple, and at any rate if you will undertake it I will "share half the loss if there is any loss. Try and see if "you can start your young man." I wrote to my friend at Bangor, and I received a reply to this effect: "My "dear sir, we have only so many thousand people "here" (it is not a very large place, about half as large as Leicester), "and we have 16 music teachers here "already. I advise you to go to some small place "where a blind teacher would not have to encounter "competition, and where he would have a much better "chance of success." I wrote back to say that the very fact that there were 16 teachers there showed that there was a good deal of teaching, and that we were coming and expected to get our share of it. Consequently we arrived at Bangor, and I had a letter of introduction to Mr. Hamlyn, who was Vice-President under President Lincoln's first administration, and letters of introduction to a number of other people. My friend who had written to me first in regard to the number of teachers that there were in Bangor, and pointed out that there was such competition and advised us to go elsewhere, called the next morning. There had been a very heavy snowstorm, and he came in while we were at breakfast at the hotel, and he said to me, "What can I do for you?" "I want you to go "with me to the mayor." "To the mayor," he said, "the mayor does not know anything about music." "Never mind," said I, "you do not mind going with "me to the mayor and introducing me to him." "Certainly not," was the reply. We called on the mayor, whose name was Dale, and he said, "What can "I do for you?" I said, "Mr. Dale, I want to get you "to give a party, and to invite my young friend Reeves "and myself to come to it, and to invite also as many "of your influential ladies and gentlemen of the place "as you possibly can, and let me see what can be "done." The mayor agreed. I said, "We will play "and do a variety of things, and towards the latter "part of the evening I want you to ask me to ex-"plain how a blind man can teach seeing children "music." He had the party, and I did explain the whole subject; and I at once got a committee appointed, a very influential committee, of which Mr. Hamlyn was the chairman, to arrange for a large public meeting. Mr. Hamlyn wanted me to take a small hall that would seat about 150 people, but greatly against his wish I insisted upon taking the largest hall there was in Bangor, which seated about 1,500 people. Then I got the invitations out in the hands of 40 ladies, and of course I kept those ladies going, and when Mr. Hamlyn came to the hall the place was so full that he could not get in at the door, and he had to come in at the artistes' door, and we gave him an armchair on the platform near the piano. The sixteen music teachers that there were in Bangor were all seated in front to see what these innovators were going to propose. We gave a very spirited performance, in which I myself took part. We played on two pianos, and Reeves played the organ, and I showed how he could teach, and I explained the different theories, and then I said, "Now if any lady or "gentleman here have any children who are willing to "be taught, and to try an experiment for three months, "we are quite prepared to take such children on this "condition: that if you are not thoroughly satisfied at "the end of the three months with the manner in which "the instruction has been given, and with its results, "there shall be no charge whatever; but if it is satis-"factory the charge is to be so-and-so;" and I named a price entirely above that of every teacher in Bangor. Before I left the platform I had all the teaching that I wanted for that young man. He began with a very large class, and within less than six months nine out of the 16 teachers in that very place were taking lessons of him, and in that first year he earned 1,200 dollars. He remained there until I went abroad for my health, and then I got him to come to Boston to take my place, and as I remained abroad he became permanent director of the musical department of the blind institution at Boston, and he holds that position to-day.

Adjourned to Wednesday next, at 12 o'clock.

32, Abingdon Street, Westminster.

Wednesday, 12th May 1886.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

F. J. CAMPBELL, ESQ., LL.D. (a member of the Commission), further examined.

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10,559. (*Chairman.*) Before going into the foundation and constitution of the college at Norwood, are there any other points bearing on general questions that you would like to say anything about?—First, in regard to my own experience, of which we were speaking the other day, I think it might interest the Commission to know that I went to Germany expressly to give myself a very broad culture for musical training. I studied at the Conservatoires of Berlin and Leipsic, with Küllak and Tausig. That is all that I want to say in regard to that. But now there is one other point to which, if you lordship will allow me, I will refer, because it is one of the greatest difficulties that underlies our whole work; and I come to it with some diffidence because I think that among many of those engaged in work for the blind the extent of the evil is not appreciated. I refer to the habit of self-abuse among the blind as a class. It is very general, and is working very great evil; and I am sorry to say that judging from the pupils that I have had from many of the different schools throughout the country it is very general. I have had pupils from Scotland and Ireland, England and Wales, and the great majority of them are subject to the habit of self-abuse. And this leads to more failures than any other cause we have had to do with, than all other causes put together; and I am simply referring to it now, because you will be better able to appreciate by-and-bye why we lay such stress upon certain points at the Normal College, in consequence of appreciating this enormous evil, and the importance of knowing how to deal with it. My opinion is that it is due to the fact that blind children are left so much to themselves, and do not have so much to occupy them as seeing children. A seeing child runs and chases a hoop and does many things, but blind children are left very much to themselves; and they are more likely to fall into this dreadful habit than seeing children. My great reason for urging upon our Committee that we should have a primary school, was that we should get the children before they had learned this dreadful habit; but to my utter horror, when we opened our primary school with 32 children, the large majority of these 32 children already had this habit of self-abuse.

10,560. What age were they?—They came to us from the ages of 8 to 10, some of them at 11. I had one very striking case; a little girl only eight years old was very subject to this habit. I only wanted to refer to that subject here, because perhaps, by-and-by, when you are examining me on different arrangements of the college, you will see why we place so much stress upon certain points.

10,561. Is it on those grounds especially that you advocate the physical exercise of the blind as strongly as you do?—That is the foundation. We are trying to overcome this evil, and it is useless without that aid. There is no amount of punishment or discipline that will ever enable a child to overcome this habit in my opinion; you must assist them by physical means, and moral influence. It is by personal effort mainly that I have hope of reaching them; and we also treat them medically. There is just one point I should like to mention while on this subject. I am not at all clear that it ought to go in as a statement, because I do not want to make any statement with regard to any particular school; it is a common evil which we all want to unite to overcome; but I know that in some of the blind schools where they have both workmen and children, and where the children are allowed to intermingle with the workmen, the children are often taught these habits by the blind workmen; I know this to be so in a number of cases.

10,562. You mean in institutions where there are grown up blind persons and young ones together?—Yes, they have sometimes a work department and a school department combined, and the children often intermingle very much with the workmen. Now, within a fortnight I have been to examine a blind school (I am an examiner for several of the schools), and when I went out to see the children at play the only little playground they had was not much larger than this room, and the workmen were crossing this little yard and intermingling with the children in various ways. One of the worst cases I ever had to deal with came from a blind school in the country. I talked with the boy until I had his confidence, and he told me everything. We had him treated medically, and did everything we could to save him. I think if the Commission could make any recommendation to cause the separation of the work department and the educational department, we should do a great service to the young blind. That is the only point I want to impress upon your lordship.

10,563. Do you think it would be possible for the blind and the deaf and dumb to mix together with advantage rather than that the blind should be kept entirely apart?—I think the blind have much greater differences between themselves and the deaf and dumb than there are between the blind and the seeing, or the deaf and dumb and the seeing; and I think that where we have a defective class it is a very great mistake to take another class with a great defect, and put the two together.

10,564. I suppose it would not be possible to teach seeing children and blind children all together in the same class, would it?—With arrangements, with proper plant it could be done.

10,565. It has been done, I understand, at Glasgow, but after a certain amount of preparatory training in the first instance, I suppose?—I think the best illustration is the London School Board; it is better here than it is in Glasgow. The arrangements in the London School Board are the best that have been contrived in my opinion; at least the London School Board has attained most excellent results with young children.

10,566. And the teachers in the London School Board have, all of them, been trained in your institution, have they not?—Yes.

10,567. Would you now tell us what is the object you had in view in recommending the formation of, and assisting in founding, this Normal College. I gather from your published report that you have a preparatory school, a grammar and high school, a technical school, and an academy of music?—Yes.

10,568. Would you tell us how you work those different branches together in one institution; would you give us the general policy of your institution and the ways by which you are able to make the teachers in one class useful in the other classes, so as all to work harmoniously together?—The great advantage in having a preparatory school in connexion with the college is that it affords us a most excellent opportunity to give experience to our blind teachers whom we are preparing to go out. We give them experience in teaching in connexion with the teachers in the preparatory school. Our plan is this: each teacher in the primary school has a

certain number of teachers who come down to the class. Pupil teachers you would call them, that is your expression, I think.

10,569. That is to say the older pupils, in fact?—The last year of their school career we give the older pupils before they go out for teaching a year in what we term our preparatory teaching department. Suppose we take any teacher, Miss A.; I give her two classes to teach, one in one room and the other in another. She has under her a pupil teacher, she will spend a certain amount of time laying out the work of one class, and then she leaves the pupil teacher with that class, while she, herself, goes to the other class. She gives the pupil teachers the experience they need in the management of the classes and developing them, and then she has these pupil teachers to prepare if they are not already prepared. They often have to review the lessons they are to give; so that in that way we get a very great advantage so far as the older pupils are concerned. So far as the younger pupils are concerned, these primary children we have them every day up to the college whenever we have anything that is suitable for them, for instance, if we have a fine performance of music, and I do have such performances and the first artistes that come to London, for instance, Hans von Bülow, Saint Saens, Pachmann, Guilmant, Madame Schumann, and Madame Menter. I have them come down to play, sing, and lecture in the school. Whenever it is suitable, whenever it is anything that would benefit these children they enjoy the advantage. They breathe in with the rest the general spirit of progress, and information which they derive from it, so that I believe it is a mutual advantage. Without building a separate gymnasium for these primary children, there are certain hours in the day when our gymnasium is not used for the older pupils, and we arrange that the primary pupils shall have it then. Our playground has been planned so that there is a separate part for pupils of different ages; when the young men are out they are not out with these children, and the children are not allowed to go into that part of the ground which specially belongs to the young men. Then in regard to the technical school there is a very important consideration. To make a good pianoforte tuner you must do very much more than teaching him simply to manage his tuning hammer. If we only put them to tuning a piano we would fail probably in two-thirds of all the cases we take, because many of them come to us without any cultivation whatever. They have no ear, perhaps, I have had them not able to sing a scale; and yet after we have put them in our musical atmosphere for a year they are ready to move on and do succeed. We do this by giving great attention to singing. We specially make our pupils in the technical school, that is the pianoforte tuners, give great attention to singing, and singing in the best way. I mean we teach them to discriminate between good and bad tones, we teach them to make a good tone, and that educates their ear, so that when they become efficient pianoforte tuners they will do it in the best and most efficient way. The fact of having this technical school in connexion with the college gives the opportunity of affording them this cultivation without a special staff for the purpose.

10,570. Then it is not by any means an accurate view of your institution if the public imagine that music is the only or principal thing taught there?—By no means.

10,571. Music is laid on a foundation of the best general education?—Yes; music in its various branches, I consider, to afford the best employment for the blind; but at the same time music without a very excellent training as a foundation, I mean general education and physical training, is almost worthless to the blind. And there I believe I may say is where many schools for the blind have failed to make music a success; they have given too much time to the music without the general culture which is necessary to make music a success.

10,572. By "worthless" you mean worthless as a profession?—Yes. Of course you may learn music, and it may give you pleasure; you may sing a song or play the piano or organ and it may give you pleasure; but if a blind man is going to use it as a profession he must have something more than the mere music.

10,573. What is your regular course of instruction. As I understand, what you call the complete college course is six years, but at the end of four years they will have gone through the ordinary education. If that is the case then with regard to the remaining two years, is there a special scientific musical training, or is that not given to all?—At the end of the four years we expect to divide them; I mean to say those who wish to attain a higher general education. Some of them want a classical education. Those who wish to go in that line give much more time to scientific subjects, and those who intend to make music a profession very much restrict or, perhaps, give up their general education altogether.

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10,574. What do you mean by a "scientific" training, scientific in music or general science?—I mean in general education. We have two young men now who are very ambitious to take a university course. We have had a number come to us who intended to take a university course, but by the time they have been with us for four years the large majority of them, I think I am safe in saying 95 out of 100, decide to go in for music rather than take any higher course in literature.

10,575. Could you furnish the Commission with the after career of all the pupils whom you have passed through the college, that is to say, how many have gone out as teachers, how many as tuners, how many have failed to earn their livelihood, and how many have succeeded in different branches. Have you anything like a record of those things kept at the college?—I can give you full particulars. I began preparing a paper but I have not finished it. If you will allow me I will send you that paper; it is not completed yet.

10,576. That is a statement which would be very valuable as an appendix. I have got before me here one that has been sent to me from Glasgow, of the number of pupils sent to the college for the blind at Norwood by the Glasgow Scholarships Committee, from 1872 to the present date. I have before me the names of 27 who have been sent to Norwood?—Of that 27, five did not take a course of training.

10,577. I see here that five of them have been recalled for general incapacity?—For want of health, inclination, and other reasons.

10,578. For various causes?—For various causes.

10,579. I do not mean "incapacity" in an offensive sense, but from various causes they were unable to stay?—Yes. Of the five, one was sent away for misconduct; one was only with me a short time, did not enter on regular work, she was homesick, and did not wish to remain; one had fits and became partly paralysed; one was only a child, was very helpless, and it was thought better his parents should teach him at home for a time; one for special reasons completed his training with one of our old pupils.

10,580. Still of course they must be considered as having been selected for the purpose of having a training and for some cause or other having failed. There must be black sheep and failures in every class?—I cannot admit that they are failures as subjects who have been trained in the Normal College; they did not have a course of training sufficient to make them self-sustaining, and the higher education of the blind can can only be truly tested by considering those who have been properly trained.

10,581. We must take that into consideration?—They had never been through a course of training in the college, in that sense they have not failed.

10,582. Taking those sent from Glasgow as a sample perhaps of the rest, I suppose I may take those as a fair sample or a good sample of those generally sent to you?—I think they are a fair sample.

10,583. Taking them I find that one is now studying at Glasgow University; 11 of them are getting their livelihood in various ways; as to two there is no information about them?—With regard to those two you have not got information about, one of them is one of the teachers under the London School Board at the present moment, one of the best successes we ever sent out.

10,584. Is that Eliza Mayne?—Yes.

10,585. So that is 12 out of 13, about one half of the whole are now earning their livelihood as teachers in various ways, teachers of music and tuners and in various ways connected with music?—No, I cannot admit one half.

10,586. It is 13 out of 27, then I have deducted of course five; that is 13 out of 22. I have got the figures before me, and I only say there are 13 out of the 27 who are not what I described?—Out of the 27 names which you have before you five, as I have explained, cannot be considered persons who have been trained in the college; five are still under

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instruction. Of the remaining 17, two are deceased, and of one we have lost all trace; he was formerly a successful pianoforte tuner; one is in Glasgow University. The remaining 13 can all be accounted for, and can all give a good account of themselves, except one; she has been teaching in an orphan school, where she had her board and clothes for her services. Of course we must not acknowledge failures that we never had; I mean to say we can only acknowledge a failure where we have had a fair opportunity of training them.

10,587. You must be given that hypothesis, that you get suitable subjects?—If we had taken a bad subject and kept the person and trained him, and he had then failed, I should call that a failure. One little boy is about 11 years old at this moment, and he was only sent to us for a few months, and I reported to the committee that his parents could teach him better at home; he could not dress himself or feed himself. That child is at home now. That cannot be put down as a failure to the Normal College.

10,588. The five that you say were not selected by you were Grace Ewing, Jennie Jack, James Macdonald, Charles Brown, and George McCulloch?—I knew something of all these children, but they were sent for special reasons, because parties were interested in them, and we were glad to see if it was possible to do anything for them.

10,589. James Macdonald was subject to epileptic fits?—He was discontinued by medical advice.

10,590. Charles Brown is now in a board school?—I think he is in a board school at present. He is a young boy; and when they sent him to us he could not dress himself, or do anything at all; and I insisted that his people at home, as he had parents in fairly good circumstances, ought to teach him. Then you come to George McCulloch; I selected that boy.

10,591. He is doing well as a tuner, is he not, now?—He came to us for a time, and for various reasons was unsatisfactory, and it was arranged that he went home, and was trained by one of our young men who had been through the college, and he is a success.

10,592. He is now a tuner?—He is now a tuner.

10,593. Now can you say, with regard to the advanced course of two years, what per-centage or how many of the pupils stay the whole time, the six years or longer?—I could not answer that off hand.

10,594. Could you tell us, roughly speaking?—Very few ever go through the higher literary course, but a large number aim at the higher musical course.

10,595. What per-centage stay six years, remaining for the high musical course all those who wish to be teachers in music, I suppose?—Yes, all those who wish to be teachers or organists. Those who merely aim at pianoforte tuning get through in three to five years, the average is about four, and often we can make a pianoforte tuner in a much shorter time; we have accomplished it in two years, but that is exceptional; three years is the time that we think the shortest that it can be done in.

10,596. Now do you teach them any other language besides English?—We give special attention to French and German, and certain of them learn Italian; that is in connexion with the singing. If they are going to teach singing especially, that is of great use to them. You heard a class the other day in French.

10,597. What number of pupils have you had from other colleges, say from Henshaw at Manchester?—I could not answer immediately, but I think we have had seven or eight from Manchester.

10,598. I rather want to ask you how, how do you find them trained when they come to you?—In several of the schools very good general instruction is given; for instance, York, St. John's Wood, Birmingham, Edinburgh, Glasgow, and now Manchester has improved very much to what it was formerly; formerly they were not so good. In those the elements of an English education are well laid, and that is good. So far as the musical instruction is concerned (and I say this with great regret) it is very bad, as a rule.

10,599. You mean the grounding is not good?—The grounding is very bad, and as a rule the instruction which they have had is so bad that we never get them out of all the bad habits which they have formed, I mean their management of their hands and fingers; the training has been such that it is very difficult to undo it, and unless we get them young from some of the schools, we never entirely undo the effects of the bad instruction.

10,600. Then for musical purposes you prefer to have them practically untaught rather than that having acquired habits they should have to unlearn them?—I certainly do. I ought by way of explanation to say that most of the schools teach the organ better than they do the piano. The organ often is not well taught, but it is better taught than the piano.

10,601. Has the playing of the organ been more generally resorted to by the blind than pianoforte playing?—It has. I think the very general feeling is that there is more chance of employment for an organist than for a pianoforte player.

10,602. I suppose there is not the same prejudice against employing a blind man in a church as there might be against employing a blind teacher to give instruction in general music lessons?—I think it is very much the same. I think it has been unfortunate in this country that so many organists have attempted to get positions who, though they may be very talented musically have been trained simply for the organ without the accompanying culture which would give them a chance of success; and I think that there is a very strong prejudice in the minds of many persons against the blind for that very reason. They often will say "Oh, yes, I know "they can play," but then they will urge various objections, and I think it will take some years to entirely overcome that difficulty. Our plan is to prepare our organists so thoroughly that we go in for the competitions wherever we see them advertised. Whenever we apply and put our candidate in with others (we shall put one in soon for an organist's position) he will have to take his chance and obtain the appointment if he can by his own merits. One of the greatest difficulties is the training of the choir and the training of the Sunday school children; they often want the Sunday school children taught by the organist, and it is often very difficult for a seeing person to understand how a blind person can do it. Now I have in my mind a very important position that we competed for about 15 months since in Scotland, at Alloa; as it was very important, when I found that the decision was coming on I took the night train, went to Alloa, and met the church committee and clergymen, and after two hours of illustrating how a blind man could train a choir and teach seeing children, they let him compete. They refused, absolutely, to let him compete in the first instance; but after thoroughly understanding that, with proper training, a blind man could do it, he was allowed to try, and he won the position and holds it to this day.

10,603. Now, with regard to lectures to pupils, what amount of instruction is given in that way; are there lectures given so many days a week and to the higher classes only?—It depends what the subject is. We have musical lectures, for instance, regularly; once a fortnight always. To-day I was to have had a special musical lecture at 2 o'clock, if I had not been here, and so on. Then we have lectures regularly in English literature; that goes on all the time. For instance we had a lecture on Monday night on Milton, and the previous one was Shakespeare.

10,604. How many of the pupils attend those lectures?—Large numbers; I should say out of the whole number, 130, all except the primary school. Then other lectures come in courses sometimes; it depends upon how I can arrange for them.

10,605. Are those lectures given to supplement the course of instruction, or are they given rather to stimulate the intellectual faculties of the pupils. I mean are they part of the course of instruction, and has any preparation to be made on the subject of the lecture, or are they, as I said before, supplementary?—It is both. For instance, one lecture on natural history is a part of our course, and it always comes in connexion with our object lessons. Mr. Wood, the naturalist, has given us a great many lectures on natural history; he works very nicely and kindly with our teachers. Then with regard to our course of literature, we are very fortunate in our lecturer, and we arrange our courses of reading (we have regular courses of reading with the pupils) so as to make them tally with his lectures. But then we often have independent courses of lectures that have nothing whatever to do with the course of instruction. For instance, I am going to have a lecture next week on John Knox; but that has nothing to do with our regular course.

10,606. You give the pupils the advantage of the Crystal Palace concerts, do you not?—It is a part of

our arrangements; we take about 150 pupils every Saturday during the concert season.

10,607. With regard to the training of the touch of the pupils you lay great stress upon that, do you not, by teaching them to model and to feel everything about which they are instructed?—Yes, for instance, in textures, in cloth, for one of our object lessons, I get silk in all stages from the cocoon to the different manufactured goods; we have samples of all these things, and in our object lessons the pupils are taught to choose their own clothes. Parents often ask us to get their clothes. Supposing I am going to get a dress for a girl, I make whoever attends to it absolutely submit the patterns to this girl to examine and give her all the details; it forms a lesson to her in regard to the value of the things.

10,608. In fact, in order to enable them to make their purchasers in after life with some degree of judgment—Yes, it is simply to educate their general faculties. Then also I ought to say that it is of the greatest importance, not only that we should distinguish letters, for instance, by the touch, or that we should have a delicate appreciation in the ends of the fingers, by manipulation of the fingers, but that we have the most suitable management of the wrists and joints of the fingers. That comes in in so many ways; it does in pianoforte tuning and pianoforte playing, and organ playing; and, therefore, I have so many contrivances to bring that about. For instance, exercise with Indian clubs is one of the very best exercises for pianoforte players. It may sound strange, but it really is one of the most useful things that they can do. There has been an invention within a year by Mr. Brotherhood, an Anglo-American. He has invented a wonderful machine called the Technicon, for the exercise of the hands and the fingers, and so forth, and I have already adopted it, and it is going to prove of great use to the blind. He is the gentleman who was coming to lecture to us at 2 o'clock this afternoon on the use of this machine.

10,609. Have any of your pupils been successful in modelling; have they shown any ability in the plastic art?—We have never carried it beyond the earlier stages, just during the childhood of our pupils; some of them get to make beautiful things, but we have never looked upon that as anything more than a cultivation, an education. There are those who do something more. I think Dr. Armitage will be able to tell you more about it in Paris; he will give you more particulars than I can.

10,610. Now with regard to the general question of the blind, could you give us your views with regard for instance to any of the cost of their education being borne by the State; is that in your opinion desirable?—I certainly think it is. The blind as a class, I regret to say, are a class of paupers. It is my class, and therefore I speak of it with great tenderness, but that has been our position for ages, that the blind have been looked upon as a class depending on charity. It is one of the greatest burdens which we have to bear. No one is to blame for it in my opinion; but the very fact that in London, the emporium of the world, such an enormous proportion of all the blind depend upon charitable relief shows, I think, that my statement is correct, that the blind as a class are a class depending upon charity. The great point is how can this be overcome? If the blind can be made a self-sustaining class then it must be the duty of any Government to look into it. Now then I should put it this way. The young blind are capable by suitable training and education of being made entirely self-sustaining. Of course there will be failures; let us imagine, for the sake of argument, that a third of them would be failures. Taking the young blind, of course I do not take idiots, but taking ordinary children, one with another, certainly I think two-thirds of them can be made self-sustaining by proper training and culture. I think that charitable help for the blind works badly for the blind in various ways. In the first place if their education is considered a charity, and not a part of the action of the State, it confirms the views of the public that the blind are a class dependent on charity. Now if we wish to make them a self-sustaining class, I think their education ought to be placed on a different footing, and that we ought, so far as possible, to lift the education and training of the blind out of the charitable atmosphere.

10,611. And do you think that the only way of doing that is by establishing at various centres in the country training colleges for the blind, perhaps not of so high a character as that at Norwood, but still working some-

what on the same lines?—I think if it were possible (of course you have asked me my opinion, and I must tell you what I believe is the best thing for the blind) for all the friends of the blind in this country to co-operate and work upon one general plan, and not simply have each committee, and each person who became interested wanting to make one special thing, but all going on the same line, then what I think we should do would be to have special schools which would give the very best training possible for certain classes. When I say "classes" I do not mean rich and poor, but I mean according to that which is best for the child's ability; and we would then send the children that would be adapted to it to that special place; and I would if I could have separate schools entirely for girls and boys. That would be my first division. And in the next place I would have them trained either in connexion with the school boards or in primary schools up to a certain point, up to a point where it would be determined with considerable accuracy what the child was going to be best adapted to. If it is suitable for such a training as we give at Norwood, then let it be sent to Norwood, or a similar institution. On the other hand it may be adapted for some other training. Some of the blind must always depend upon handicrafts; handicrafts must always occupy an important place in the treatment of the blind, not only with the adult blind, there are certain young blind who will grow up and never be fit to cope with other things, and they should have mechanical training for their employment afterwards; and if these children are trained properly in a preparatory school, and the use of their hands and fingers is carefully studied, and their physique is developed, they will then become far better mechanics than if we allow them to drift, and they fall into training just as it happens.

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10,612. Now would you prefer that the blind should be congregated together in considerable numbers in large institutions, or do you think that all over the country the blind might be gathered together in small centres, so as to form classes in some of the provisional board schools or other schools rather than bring them together in one large central institution?—I think both.

10,613. One as auxiliary to the other?—It depends upon what they are going to do. Supposing there is a certain blind child, boy or girl, who will be able to make music a profession, then music will with that child become the first thing. Proper musical instruction is very expensive, and that is why we are so often thought to be very extravagant at Norwood; we spend much upon our instruction; we have the best teachers we can possibly have. I mean to say that that is our first care, giving first-class instruction; it is very expensive, but by having a large establishment one works with the other, and you are able to make it less expensive. Then, more than all that, to make music successful you must have your students of music in a musical atmosphere. They must hear music; it is more essential with the blind than with others; it is utterly impossible for any blind person to commit all the music ever written to memory, but he can absolutely know it all if he is in such circumstances as will afford him opportunity. We have regular pianoforte recitals by our professors every week; it goes on year after year; and there is no pupil who goes through the whole course at Norwood who has not heard all the classical music ever written for the piano.

10,614. Do you think that the Government, the State, would be justified in incurring a considerable expense for the education, say, of the blind pauper children or those who are taken from the workhouses, or from the lowest class, in order to enable them to earn their livelihood. I only want to ask your opinion; I am of course not expressing an opinion myself?—I think the State cannot afford not to do it, and I will tell you why these children are the children of the nation, and the nation ought to afford to give its children the best practical education which they are capable of receiving. I mean from a practical point of view; I do not mean any superfluities. If you take a poor child it has to be sustained in the workhouse or elsewhere; if you estimate over a period of 40 or 50 years what that child will cost the State, it seems to me quite evident that it will be cheaper for the State, to say nothing of the humanity at all, to educate rather than pauperise.

10,615. It has been suggested for the deaf and dumb that 10*l.* a year would be a fair subsidy, taken all round, for children who would pass a certain standard, not according to the Education Code, but a certain standard

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which might be fixed, and under proper Governmental inspection. Do you think that a higher figure than that would be required for the blind?—My belief is that there ought to be a regular scale on the principle of scholarships; and according to what the blind person was studying at the time, what he was doing at certain periods, it would cost much more than in the case of the others; and, according to circumstances, the Government ought to do more or less.

10,616. According to the ability rather of that child?—According to what they are doing. I mean to say that supposing a child should come to a school like our preparatory school, the Government ought to pay much less to assist it than that it should pay for that child four or five years later when it was taking a high course of musical training. It ought not to be one continuous rate, but the Government, I think, ought to pay in proportion to the advantages which the child receives

10,617. Do you think that the funds which are now spent on the blind are well and economically spent, both in public institutions and in pensions; or do you think that a re-arrangement of those funds would be desirable?—I believe that if the money spent for the blind were spent in the wisest way, the blind as a class would be 100 per cent. better off than they are at present.

10,618. You said that you think the money which is spent in pensions would be much better spent in instruction, to enable them to do without the necessity of having pensions?—I think I must give an explanation there. I should be sorry to be misunderstood. The old blind we must take care of, and God forbid that I should say a word to take a penny from any old blind man; but my view is that the public, rather than charitable funds, ought to take care of them in a kind and proper way; but still that is neither here nor there; I say that the old blind must be taken care of. Then the adult blind who are in middle life, and who can be trained to earn a part of their livelihood by the labour of their hands ought to be made to do it. Then when you come to the young blind, I am quite clear that the more we can spend on education, and the better the education is, the broader and more general the culture is, the more independent the blind man will become; and, I believe, that if we train the blind properly, beginning when they are young children, they will, as a class, be good, active and useful citizens, rather than a burden upon the public.

10,619. Then, in fact, the prime cost of the education of the blind is money well laid out, you think, by the State, because it prevents the blind person when he grows up being a burden on the community?—Yes, that is my opinion.

10,620. Have you considered whether any existing London charities would supply funds for these scholarships you were speaking of; have you any proposals to make with regard to that; it has been mentioned as desirable; of course, I do not mean that it can be done without an Act, but I want to know whether you have any scheme in your own mind for a re-arrangement of some of the London charities, especially with regard to scholarships?—If the managers of the charities could be brought to allow a certain sum of money for the blind, I think it would be of great use to establish scholarships.

10,621. Scholarships are what I wan to get your opinion upon, because that is a definite proposal?—By all means. I think they should have scholarships rather than give them large sums of money.

10,622. You mean that you would prefer the money being given in scholarships rather than the institutions being subsidised by a capital sum?—My belief is this, that institutions the moment they become rich get into ruts, and if you have scholarships which can be withdrawn whenever the instruction or work is not satisfactory, which depend upon the work done, the institution will be kept in a healthier state.

10,623. I should like to ask you some questions about the existing scholarships. You have now a considerable number of scholarships founded by the Gardner trustees, have you not?—We have.

10,624. Can you give us the number at the present time?——

10,625. Are these scholarships in music or musical instruction?—Not entirely, some of them are; some are for the technical school, some for the primary school; in fact some of them cannot be for music.

10,626. I see the guardians have in some cases found the scholarships, or have they given them annually?—It is when they have a blind person that they want trained. Perhaps that statement there may be misleading. It is rather difficult for me to know how to put it. I am often asked by the guardians what they shall do with a certain blind person in their charge. I see and examine the person and advise the guardians according to my best judgment. Of course the guardians never pay the whole, but they generally say, "We can do so much"; or if they ask me, I say, "If you can do so much we "will try to help you and raise the rest of the money."

10,627. I see some of the guardians subscribe 20*l.* and others only 10*l.*?—Yes, it depends upon what the pupils are doing, whether it is in the primary school or in the college.

10,628. If the guardians only give 10*l.* or 20*l.*, who pays for the remainder of the instruction; does it come out of the general funds of the college?—No; it is done by our great activity in various ways. For instance, if I may give you an illustration, we had an application for a pupil from Dartford. The guardians wrote to me about the case very earnestly. I told them to send him up and let me see him. The lad was sent up and I found he had been six years at St. George's; he could neither read nor write, he could not spell his own name, he did not know the multiplication table. He had been taught to make sash line and play the piccolo flute. There are various friends who always help; for instance, Mrs. Armitage. I wrote Mrs. Armitage all about this case, and after considering it fully, Mrs. Armitage offered to give three-fourths of the sum, if the guardians paid the other fourth and found the clothing. This was done. It was a difficult case; he was already 18 years of age. Our teachers regarded the case as hopeless, but I am glad to say that the young man is now employed in a good shop as a pianoforte tuner; he has a wage of 1*l.* per week, and engagements for singing. That happens to be a special case; and nearly all these cases are special.

10,629. Those which are described in this report, as open scholarships, are really not scholarships in the ordinary sense of the word, that is to say, a sum given to provide a certain maintenance year by year, but only a sum subscribed for the maintenance of a particular pupil during the time of his residence with you?—Yes; at the same time those scholarships often continue.

10,630. That is what I want to know; are there any that are promised for any definite number of years. For instance, take the Duke of Westminster or Lord Bute; are those which they give simply for the individual?—In the case of the Duke of Westminster it is not for individuals. When a pupil goes out who has been assisted by the Duke I inform him of the fact and report upon other cases, but the Duke's wish is, if there is one child poorer than another, poverty should have the preference. There is Mrs. Winkworth; she has four or five pupils out now earning their own living; and it still goes on. Dr. Armitage, as a rule, keeps something like half a dozen in the college.

10,631. The Gardner scholarships are the interest of capital which is granted for that purpose?—That goes on.

10,632. Are there examinations for those scholarships or are the holders of them selected by yourself?—No, there are examinations.

10,633. Open examinations?—Open.

10,634. Is there much competition for them, or are you able, generally, to take in all who apply?—No, we never are able to take all of them. There are always more than can be accommodated.

10,635. What qualifications do you require of those candidates; is it a requirement, that they should be able to read and write Braille with facility and correctness?—Not in the primary school.

10,636. Will you tell us what the qualifications are in the various grades. Perhaps it would be important to know, because unless they could read and write Braille they would be prevented from coming into the primary school as far as I understand from this report?—We say that that is a very great assistance; if they read and write Braille well, that goes far in their examination; that is a great preparation; but supposing we have 15 scholarships to give and 31 candidates, supposing that there are only seven that can read and write Braille, then eight more must be chosen out of the remainder who cannot read and write Braille.

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10,637. But have you an upper and a lower class of scholarships, that is to say, that you admit a certain number at the age which you mentioned, eight or ten (of course you would not expect them to be able to read and write Braille), and a certain number of older pupils?—There are three classes of scholarships: for the primary school, the technical school, and the college proper.

10,638. Then are there separate examinations for all those?—For all those.

10,639. Do you divide them equally between them, or in what proportion are these scholarships divided?—The Gardner trustees arrange that they give so much for scholarships for the technical school, so much for the primary school, and the remainder for the college proper.

10,640. Have you paid off any of your debts,—the mortgage on the college?—Not recently; it stands the same now as it has done for a number of years In one way we are in a different relation, because we have bought more property for which we have paid.

10,641. Then you are in a better position?—In a much better position. We have bought more houses and extra ground, and that is all paid for.

10,642. You have not increased the amount due?—No, we have not increased the amount due, but we have very much increased the value of our property.

10,643. I suppose the value of the buildings has increased since you came there?—When we came there there was only the one building where the domestic arrangements were, where you saw the kitchen, that is the old house, everything else on the property we built.

10,644. Have you a balance sheet showing the expenses of last year; have you anything later than 1884, which is the date of the report before me?—Our balance sheet is prepared, but it is not in print yet, it will be presented on the 22nd of June. I think very likely if your lordship wishes, in the first week in June, the committee will allow me to give them a copy of the balance sheet for the past year, but I would not like to say so without asking the committee. It is all prepared and passed by the auditor.

10,645. Can you give us the salaries of the different teachers?—We have so many classes of teachers; you mean now the school teachers, probably?

10,646. Yes. Beginning with the school teachers, I see educational salaries, 2,494*l.* in 1884; we should like to know how that is made up?—Our teachers vary in their salaries from 60*l.* to 100*l.*

10,647. We should like to have it in detail if you could give it to us?—I should not like to give it for 1884; I could give it you as it stands at this minute in the college, but not from memory.

10,648. We should like to have a statement showing the salaries of the different officers and teachers, everything in fact included in salaries?—That I will prepare.

10,649. Including your own salary. We should like to have a tabular statement of the whole?—Yes, you shall have the whole.

10,650. What is the cost you put down for each class of pupils?—35*l.* for the preparatory school, then 50*l.* for the next grade pupils under 13 years of age, and the highest is 60*l.* for pupils in the college. And I should like to have it understood also that we reckon in expenses our interest on our mortgage. Of course, if that mortgage was paid off our cost would be less.

10,651. Does that represent the actual cost of each class, as far as you can say?—Taking that as the average.

10,652. Including, you say, all the expenses with interest on mortgage?—We have never separated our expenses, we run them together. And, of course, there is this to be taken into consideration; we have been a growing institution, we vary so in our numbers that within the last five years it has been almost impossible to say just how it has been. It certainly is costing us less now than it did four years ago for pupils, and we have not estimated it with our present numbers, the exact cost per pupil, I mean.

10,653. Because, as I gather, your fees for pupils are supplemented largely by private subscriptions and donations, are they not?—I think if you will examine our balance sheet you will see that our private subscriptions and donations, except for special pupils, are very small. You see these things are for special pupils, so that our actual general fund is very small.

10,654. I see donations to the general fund, 6,573*l.*; does that go to a capital account?—That goes to special things. When our swimming bath was built, Dr. Armitage gave us 1,000 guineas to build that swimming bath, and things in connexion with it.

10,655. Some go to capital, and some to the current account?—I do not think you could separate it according to that statement in the report.

10,656. Do you keep your teachers for a considerable time, or do you have to make many changes?—Some of our teachers we have had with us 10 years; others we have had since last October. Of those we have had since last October three will leave us at the end of the present term; that is a secret, however; we are obliged to give them three months' notice, and our year ends the 1st of October and we shall give them notice the 1st of July.

10,657. And do you always select your teachers in America, or how do you get them?—It depends what we want the teachers for.

10,658. I should like to ask you about that, because the Commission observed that there were a large number of Americans there. Perhaps you will tell us for what reason you select them?—For the same grade of teachers I believe we get a better grade of teachers from those prepared in the American schools than in England. It is changing very much, and doubtless we will now begin to have more English teachers in our school department. But there is this, when we want teachers of the grade of our lady teachers at Norwood, if we get them from England those teachers will want far more waiting upon, and they will do far less than the American teachers. The American teacher never stops to think whether it is somebody else's businesss or whether she must ring the bell for the servant. Supposing a boy comes in with dirty hands she is ready to go for soap and water and attend to him then and there, or whatever the case may be; you will see the thing over and over again. Whereas if it was an English teacher I think she would be much more likely to ring for a servant to attend to it. On the general principle I think we get far more help from the teachers outside the schoolroom than we would otherwise. Much of our work has to be individual. I can go into a schoolroom and the moment I hear a teacher giving a lesson, I can say, "That teacher knows how to "teach this subject"; but I cannot tell what the outside influence of that teacher will be. Perhaps I get a very naughty child, boy or girl; I may try to influence that boy or girl, I fail; then I go to Miss A. or B. or F., I can generally tell which the child would be suited to, I go to Miss B. and say, "Here is a boy you can do "so and so," and she will make a special thing of it and look after that boy and trace it out. In that way I think I get far greater personality from our teachers than if we took them from the ordinary run of teachers. It is only a certain grade of teachers you will find in our school that are Americans.

10,659. You never select by competition?—No.

10,660. You act upon your own responsibility and make your own selection?—We make our own selection entirely. I have not the power of appointing the teachers myself.

10,661. But I suppose you submit their names?—Yes; I nominate the teachers and the committee elect them; that is our rule.

10,662. I suppose that up to a late period the teaching of the blind in England was inferior to what it ought to be, is that your opinion?—I think it is very inferior at the present moment to what it ought to be.

10,663. And you look upon your institution as a means of training teachers for the blind?—Our great hope has been in regard to the Normal College that it would be a centre of activity, which would not only influence the blind themselves but the friends of the blind, would call out a higher conception of what the blind could do. Our great hope has been, not only to affect the pupils that come inside the Normal College, but to affect the administration of the whole of the blind throughout the country. We have regarded it as a model to bring about a complete revolution in the treatment of the young blind throughout the country.

10,664. (*Admiral Sir E. Sotheby.*) I did not exactly understand about the instructors. In the upper school does the same instructor take the same pupils up right through the school or merely teach one?—The

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instructors have their classes assigned without any reference to any special class; I mean the same teachers may teach in different grades; all the time may not be spent upon one grade. For instance, suppose I have a good teacher of mathematics, I use that teacher in teaching in the various grades, rather than giving him two or three classes in other subjects which he will not teach well.

10,665. Would that teacher in mathematics take the pupil up through all the different grades of mathematics?—There is no rule.

10,666. Then a pupil might go from one instructor to another in mathematics?—It might be so.

10,667. There is one school which you call a technical school; is that entirely for music?—On the contrary it is not for music as a profession. It applies to all the mechanical things in connexion with pianoforte tuning and repairing. We have regular shops there, and we have a thorough mechanical training for the hands and fingers and so on.

10,668. But would you not put that under the head of music?—No, it is a branch of course of music; but still, supposing you go to Broadwood's and find a man who tunes a piano, you do not call him a musician.

10,669. No, but he must understand something of music?—Yes certainly; but in studying music, if you study it for a profession, you understand it very differently from what you do in the case of a man who simply studies it in order to be a pianoforte tuner.

10,670. Do you consider that your college is a college for general education, or is it one for music, or both?—I consider it is for both.

10,671. Why is it called the Royal College of Music?—It is not. It is called the Royal Normal College and Academy of Music for the Blind. That word "Normal" means, you know, a place where we prepare teachers.

10,672. You propose to send, or have sent, some pupils up to the universities, have you not; did you not say so?—No, the question was not asked. I said that we had two young men who were preparing.

10,673. (*Chairman.*) You said that your pupils might go, but that they did not go?—As a rule they do not go. We have two young men now who are feeling very ambitious about it.

10,674. (*Admiral Sir E. Sotheby.*) Mr. Campbell has told us that on an average two pupils are sent from the Glasgow Institution to your college; out of how many are those two selected?—In the first place there are not two every year; it just depends upon what vacancies occur. He said on an average there have been so many; this year there have not been any sent at all, because it was all full. In October there will probably be three sent.

10,675. The last time there were pupils sent how many were there?—I cannot say; I was not in Glasgow at all. As I said the pupil that was sent was Charles Brown, he was sent down by the committee to me because they thought he had great musical talent; but when we got him we found he could not dress himself or feed himself. We were quite willing to teach him, but he made so little exertion that I wrote to the committee that it did seem a pity to pay so much money when the child had parents who could teach him at home; and I recommended that he should be sent to the school board at Glasgow, and that they should train him to a certain extent before he came to us.

10,676. When you have gone down there out of how many have you made a selection?—It varies. Sometimes there have been a very few, sometimes a large number. I remember the first time I went down they had to send 10. I should think they had 100 pupils first and last; they had all those that were under instruction in the institution, the school board at Glasgow and Greenock, and other children who were taught by the Out-door Mission. The scholarships are open to all the blind of Scotland, and everyone can apply if they like.

10,677. But you make your selection, do you not, independent of the scholarships?—They give notice to the blind that there are a certain number of scholarships to given; all can compete for them, and all who apply, whether bright or not bright, are examined.

10,678. And why do you go down there?—Because the committee ask me.

10,679. It is with the desire to make a selection?—I go down to make an examination of these pupils, and report to them. I make an examination of all the children that they have to be examined far and wide, and then I make a report to the scholarship committee, and they have the power of choosing who it shall be.

10,680. They go by your recommendation?—I mark all these pupils and what they know, and what they are. The idea is simply this: that they wish to create a desire among the blind of Scotland to improve, and by having these open scholarships, which any of them may attain to, they work harder to improve. I am the honorary musical examiner of the Glasgow school. I go down once or twice a year to examine the school for the committee of the Glasgow school, independent of the scholarship committee. I shall be going there in a short time.

10,681. Are the lectures purely voluntary at your college?—Voluntary on whose part do you mean?

10,682. Do the pupils go or not, as they think proper?—We never have anything in that way in the college.

10,683. The pupils are obliged to go to attend the lectures?—I do not require every pupil to attend every lecture, but if a pupil is entered to attend a lecture, he certainly does, or else he must give a reason for not doing so.

10,684. After your teachers leave do you know what becomes of them at all; you say that several teachers will leave soon. Are they going to be teachers elsewhere, do you know?—They are entirely independent people, they go and do what they like, we have nothing to do with them.

10,685. And how many teachers have you sent to the board school?—Five to the London School Board; we have sent one to the Bradford School Board, and also one to the Cardiff, beside these.

10,686. Have you any blind teachers at all?—We have several blind teachers. Now, for instance, in the technical school we have three people employed, one is a sighted man, two are blind.

10,687. And you find it an advantage, on account of their knowledge of the touch, to employ blind teachers?—It just depends upon what a man is, he may be a blind man or a sighted man. I mean, whether a man can see or whether he is blind, if he has the qualifications of a good teacher then they will come out. We do not employ him simply because he is a blind man, but because he is able to do the work that we want.

10,688. Have you any corporal punishment amongst the boys?—Very seldom.

10,689. Do you consider that you can get on without it?—We try very hard to. We do not allow any corporal punishment whatever by the teachers. That only occurred once, and it was a serious business then. A boy must be reported, and it is a very serious business if a boy has to be reported. I do not remember when the last time was, it was so long ago, and I hope it will be a long time before another is punished by corporal punishment.

10,690. You have mentioned that there has been a great deal of juvenile crime; have you discharged any boy in consequence?—I do not want to admit "a great "deal of juvenile crime;" I said a great deal of juvenile self-abuse.

10,691. That is crime, is it not?—No; the children were innocent, but they have fallen into a dreadful habit. Many of them are anxious to overcome it when they understand it.

10,692. You have not discharged any in consequence?—Some have been so hopeless that we had to give them up.

10,693. You have not stated what the nature of Divine Service is in your college; how is Divine Service carried on?—Do you refer to the services on Sunday?

10,694. Yes?—We have not any whatever. We have all our pupils go to whatever place of worship their parents select, and we take them. We see that they do attend the church or chapel that their parents select. We are a purely non-sectarian school, and any parent can choose where his child shall go to worship; but, on the other hand, we require that all the pupils shall attend at our morning and evening services, which are simply what you call family prayers.

10,695. And is the Bible taught in any way?—We have what we call Bible lessons. We have Sunday school ourselves, for it is difficult for many of them to get to Sunday schools; but any parents who prefer can make their own arrangements to have them go for special instruction in connexion with the religious society to which they belong.

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10,696. Then you allow these children to go out on Sundays to the different places of worship that their parents belong to?—We not only allow them, but require them.

10,697. Do they all go?—All, every one.

10,698. Under what supervision?—Under the supervision of a teacher or some official in connexion with the place.

10,699. Have you any Scriptural classes during the week?—No, not during the week.

10,700. And there is no minister of any persuasion who comes in to give any lecture or any instruction?—Not as specific instruction; I mean to say we do not have any clergyman come in for that purpose.

10,701. Would you decline if anyone appeared?—It would depend upon how it was. If he wanted to come and deliver a sermon or lecture, and if it could be arranged, provided we felt that he was a man who would do our people good, we should be glad to have him.

10,702. How do you obtain your provisions, by contract or by open competition?—Both. Some of the things we have by contract or by purchase in the ordinary way, and for some of the things we send direct to the London market.

10,703. How was money procured to make the purchase of land which you lately purchased, by donations or by loan?—By getting people to give the money.

10,704. You obtained it in that way?—Yes; and from money which we had had given us but which we had been keeping in reserve for such a purpose.

10,705. Do you know what becomes of your pupils when they leave?—Yes.

10,706. All?—Everyone.

10,707. Do you procure situations for them?—When we possibly can. I make it a principal portion of my business.

10,708. What is the proportion of those who do not obtain any employment?—Of those who go through the course of training and complete their certificates certainly four-fifths get employment, and I think the proportion is larger.

10,709. And you do not know what becomes of the other fifth, 20 per cent.?—Yes, I think I do. I keep up my interest in them as long as I can. All the pupils that have been at the college I know where they are; I have some in Tasmania, Australia, India, Canada, and all parts of the United Kingdom.

10,710. Are there any of them that do not get employment?—I know generally where they are.

10,711. Do they ever go on the streets?—I know one who came to us from another institution and who went from us to go on the streets; he disliked our hard work and said he would rather play the accordion. He was only with us a few weeks. Another boy who was expelled for theft plays an accordion; he left as a boy. A little girl who had epileptic fits and was afterwards trained by her father is begging.

10,712. As to those that you get employment for as musicians, or otherwise, do you provide them with instruments or money to purchase them?—No.

10,713. Has that been mooted?—Do you mean provide them with pianos?

10,714. Or something towards buying a piano; do you assist them?—We often, as individuals, but not as a committee, do assist them in getting pianos; and we always in someway or other, provide them with the necessary tuning implements; for instance, if a pianoforte tuner is going out, we see that he is provided at the start, and if possible we know where and how he is going to start.

11,715. You do not provide them unless you find that he has got an opportunity of getting employment?—We do not as a college. From the funds of the college we do not vote any money whatever for this purpose. I mean to say that we have, perhaps I may call them reserve things, which we do individually, and in that way we get them started. For instance, if a deserving boy, perhaps we give him, as a prize, his pianoforte tuning outfit; it cost about 35s. to 50s.

10,716. You say that the Gardner trustees give scholarships to the amount of 3,000*l.* a year towards your college?—I think it is more than that. I was not asked the question, so I did not answer it, but it is in print there.

10,717. Do you consider the lower classes are more suited to gain a livelihood by handicraft or by music?—My opinion is that because a boy or girl is born in the lower classes it does not necessarily follow that he or she should work at a handicraft, if educated and trained for other things. Our best pupils, our most successful musicians, are absolutely of the very poorest classes.

10,718. But then you make a point of their learning music; every pupil is obliged to learn music?—No.

10,719. What proportion learn music?—A very large majority. For instance, you were there the other day; that young lady who sang is a very successful singer, and a beautiful teacher; she was a poor miserable little creature from a workhouse.

10,720. And you cannot answer the question whether you think that the lower classes are more suited to gain their livelihood by a handicraft or by music?—I think if the young blind are well trained the large majority of them can do better than working at handicrafts.

10,721. But you say many are obliged to work at handicrafts, do you not?—Yes.

10,722. Is that a large number of the blind, do you think?—If we take the blind, as a whole, there are a very large number of young blind persons. What I say is that I believe the majority of them, if properly trained, can do something better than working at a handicraft.

10,723. Are the salaries of your teachers increased as they remain on, from time to time, or have you got a regular fixed salary for them?—Within the last year we have adopted this plan: after a teacher has stayed so long we increase his salary by 5*l.*, and in the following year another 5*l.*

10,724. Then 100*l.* is the maximum?—100*l.* is the maximum.

10,725. (*Dr. Robertson.*) With reference to the last question but one or two, I presume that you would take it in this way, that if any of the lower classes showed a decided taste and preference and capacity for music, you think they are quite as fit as any other persons in any of the higher classes to be taught music?—I think there is as much talent and ability in the lower classes naturally as in others. I know there is something in hereditary influences which are very valuable; but so far as the blind are concerned, my belief is that if the very poorest are taken at the proper time, (by that I mean at the proper age,) and are put under proper influences, they stand just as good a chance to succeed in other ways than handicrafts as other classes.

10,726. But I mean in your selection, if you had to select between music and handicraft, you would not make it so much a matter as to whether they belonged to a particular class, but whether they had capacity for either one or the other?—We would not consider what the class is from which they came at all.

10,727. Would you briefly tell us what is the curriculum as regards the three grades you have in the school?—The full curriculum is given in print.

10,728. That will be sufficient. Then, with regard to the State aid which the Chairman asked you about, I suppose you would not say that you would take State aid for educating these poorer people to a very high class position in music; that is to say, you would not take a large amount of money from the State in order to educate a poor child to a high position as musical professor, or anything of that kind?—My belief is that the State will be better off if she raises her very poor children to as high position as she can.

10,729. But I mean you would not, I presume, go beyond a certain amount to do that; what amount would you limit yourself to with regard to State aid?—As I say, my plan would be to have a system of scholarships, and that the State should give a certain proportion, and that that should be increased as the pupil went up through a regular training. I should want that training to be sufficient to prepare the pupil for self-independence. After the pupil has got to that, I think the Government has done all they ought for him; but the instruction during that time ought to be the very best; and, as the cost of instruction increases as the education continues, the scholarships ought to be more in proportion.

10,730. But you would not, I suppose, expect that the State would give anything like the amount which is

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required, that you could have 60*l.* a year or anything like that?—Other Governments do.

10,731. I want to know what is your opinion on the point?—I put it very strongly that my opinion is that these children are the children of the nation, and that their education is due from the nation. I believe that other Governments are right; I believe that the French and American Governments, for instance, are right.

10,732. That is to say, that is your idea, not only with regard to your particular college, but with regard to education generally?—I did not apply it to our college at all; I was simply answering in a general sense.

10,733. And not with regard to the blind only?—Yes, I am speaking with reference to the blind.

10,734. Would you apply the same with regard to the public generally?—I believe that the so-called helpless classes, the defective classes, are far more helpless, and require the help of the Government far more than other classes. I think that the other classes do have their education, they are educated at the public expense.

10,735. To a limited extent?—After all it is growing more and more. I know there is a nominal fee, but even that can be forgiven. If parents can show that they are not able to pay it it is remitted. My belief is this, that the State ought to pay enough to educate a blind child on an equal footing with seeing children. When they have done that they have done their whole duty.

10,736. (*Mr. St. John Ackers.*) I understand your position to be that you consider that England is behind many other foreign nations in the education of the blind, and the deaf, and such like persons; that is, in the amount of support which the Government gives to the education of these classes?—Certainly so far as the Government is concerned; but I know of no country in the world where there is so much ready help from the people of the country as in England.

10,737. Is it your opinion, from your experience in England, that with all that ready help the blind and the deaf (I suppose I may put the classes together for this purpose), those that we are inquiring about, speaking of them not as individuals but as a class, will not be properly educated until the Government take the matter up?—I do not want to say that. What I want to say is this, that I think we ought to have a uniform system of action in regard to the class, and my belief is that until the Government comes into the field it will never be done. I think much money is wasted now for the want of co-operation. I do not want to destroy existing agencies at all; I did not want to be understood to say that I thought the Government ought to pay all the money; what I think is that the Government ought to take the general direction, and according to the results which are produced the Government ought to pay more or less; and that if the Government would organise the whole systems of institutions throughout the country, put them under a proper inspection, and give assistance according to the results that are obtained, I believe that we would get the finest result for these classes that we can in any way.

10,738. And that you believe would in the end be an economic benefit to the whole community?—I think so.

10,739. It is also your opinion, I take it, that more money ought to be spent, and largely more, for these classes, than for seeing children, because their education requires more?—It requires more. Every seeing child, I mean with all its senses, has a school house within walking distance, whereas the blind or the deaf and dumb must have special arrangements. I would rather leave out the deaf and dumb, because I am not an authority with regard to them. The blind, while they are able to have a part of their instruction with seeing children, and under ordinary circumstances, as, for instance, under the London School Board, must, before they are prepared for self-maintenance as a class have special instruction, either in a special institution, or by special arrangements in connexion with the public schools. In some form special instruction must be provided for them in order to prepare them for self independence.

10,740. And that special instruction is necessarily expensive?—Yes.

10,741. And that expense you consider is a right and proper expense to be borne by the community?—Certainly. But may I draw an illustration upon this point from America. I mean to say this: My belief is that although the Western States in the United States pay most liberally for the education of the defective classes, almost without limit, yet those institutions are not so well managed as the few institutions which are partly under the Government and partly under private corporations. The reason is this, that the private institutions that are united with the Government always have a certain number of the directors who are unaffected by political changes. Unfortunately in America our State institutions, which are purely supported by the Government, are subject to all the political changes, and that is very bad for an institution, and of course if that were so in this country it would be calamitous. It is so in America. Any arrangement which would lead to constant changes, with every fluctuation of politics, would be very bad for a school or institution.

10,742. With this State aid, of course you would expect State inspection?—Certainly.

10,743. And you would welcome it?—Certainly.

10,744. Even if the inspectors were ordinary persons who had no experience at all of the blind?—I think that when inspection comes we ought to insist that we would have a proper inspector; and if we can get the Government to take it under inspection at all I believe the Government could do it thoroughly, and I believe we ought never to be satisfied with an inspector who is not thoroughly up to his business.

10,745. To go back to your former evidence, is there some overlooker or person responsible in each bed room?—The great majority of our bed rooms only have two persons in them. I think you meant to ask whether in each corridor we have provision for oversight.

10,746. I meant what I said; but at the same time I am quite ready to get your answer in a modified form. How do you manage the supervision of your pupils at night; I will put it in that way?—We have an official on every corridor in the building.

10,747. And is it the duty of that official to visit the different rooms, or only to go in if he hears any disturbance?—The last thing he does at night is to open every door, of every room opening into the corridor the door is open, so that if anything should occur the whole place is under his or her supervision, as the case may be.

10,748. And is that overlooker within easy hearing of the most distant rooms?—Yes.

10,749. Are the pupils allowed to be by themselves without supervision, that is to say, without any responsible person, during any portion of the daytime?—Yes; though I cannot imagine such a thing as our place being under supervision at every moment. I mean there are always officials, and in all the places the pupils are under supervision; but a boy goes to practise the piano or goes to his work, or after dinner they are out in the grounds, all about everywhere, and there is not special supervision. In the beginning, for practising and so forth, we have monitors and so on; but after they have passed that stage, when the boy goes to his practise or his study, we take the result of his hour's work to give us evidence whether he has spent it well or not.

10,750. I am speaking rather with regard to the evil you were mentioning in the early part of your evidence, that is the drift of my questions?—That sort of supervision it is excessively difficult to give. Of course the time of great evil is when these children go to bed or when they go to the closets.

10,751. Is it possible for them to be alone with one another at that time or alone without any person?—It is possible when they go to the closet.

10,752. Can two go into a closet at the same time, or is there such supervision that it would be impossible?—It could not occur without very soon becoming known. Of course two boys might happen to go together, but still that could not occur often without the fact becoming known.

10,753. In your opinion, is the best possible day school equal to the best institution for the blind?—No.

10,754. Are all the teachers who are trained at the Normal College to teach the blind in other institutions or schools themselves blind?—Yes.

10,755. Would you take any seeing persons to train them to become teachers of the blind, if desired?—We often have teachers come to us to spend a certain amount of time; but to take them for a course of training is a thing we never do.

10,756. You spoke of three years as the minimum time in which you might train a pianoforte tuner; does that mean three years after the general education has been given or from the time they first come?—That refers to a young man who comes to us old. He does not pass through all the studies in the school. We may have a young man who has been through a blind school, or may have learnt to read and write; if he is not already taught and cannot read and write, and has not sufficient education to do ordinary business, we require him to go to school to that extent.

10,757. Is any organ tuning taught?—Not as a regular business. We have had some; we have given some attention to it. I suppose you mean by organs what we call church organs.

10,758. I meant this: We have had in evidence that general organ tuning is practically impossible to the blind, but that certain branches, for instance, the selection of the pipes for a special organ might be very well managed by a blind person; and I did not know whether in fact it is sufficiently practical for the purpose of gaining a livelihood to make it worth while your devoting your attention to it at Norwood?—I think that is just the point. My opinion is that it is not sufficiently practical; it cannot be done. There are blind tuners who could be as good organ tuners as anyone. I am perfectly certain that supposing it had been desirable for me, for instance, to have been an organ tuner I could have done it, and I have seen other blind men who could have done it; but to undertake to open that as a branch of employment for the blind I think would be a mistake.

10,759. Are all your lecturers paid?—Not all.

10,760. How far are you able to get free help in your instruction?—Our free help is what I should call miscellaneous. We have a great many lecturers. Sometimes we have a course of lectures, such as we have had on the constitutional history of England; we have had three courses of those lectures, and all have been voluntary. Then Mr. Wood's natural history lectures are always paid for. Our literary lectures we have never paid for at all; we expected to, and intended to, but our lecturer has always given his services.

10,761. Is that the only instance of lectures without cost?—No. I mentioned those on the constitutional history of England. One of our musical professors gives us a regular course of lectures year by year through the whole history and science of music, and for those lectures we never pay him a penny. He is one of our professors, and we pay him for his other instruction but not for his lectures. Sir George Macfarren, Mr. Pauer, and others have given lectures without pay. Dr. Carpenter's lectures were partly paid by the Gilchrist Trustees.

10,762. Are all these other lecturers you mention your own professors?—Often not, more often not than otherwise.

10,763. What is the largest sum that has ever been given by a board of guardians towards any blind child or blind young person with you?—30*l.* a year.

10,764. Had the American teachers at Norwood been in schools for the blind before they came to this country?—The teachers that we employed when we first opened the college were all specially selected from American blind schools, so as to have experienced teachers to begin with; but now since we have got a corps of teachers, in selecting teachers we rather prefer not to have them from any blind school, we would rather take a thoroughly prepared teacher who had gone through a regular normal course of training, we would rather do the preparing ourselves.

10,765. And is that the case with those we saw the other day at the Normal College; have they all been trained by yourself?—Yes.

10,766. (*Dr. Armitage.*) In speaking of the primary school you said you attach great importance to those occupations which train the hand and the fingers, is that so?—Yes.

10,767. Do you think also that the methods of education of the blind ought to be selected with the same object?—I do not quite follow the question.

10,768. I will put it in another way: Do you consider that the training of the hand of the blind is of primary importance in education?—Most certainly.

10,769. Do you think that all training, intellectual as well as technical, of the blind ought, when possible, to be a training of the hand as well as a training of the brain?—Certainly. I think whenever it is possible to bring the hand into play it should be done.

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10,770. Do you think it desirable that the blind in school should read out their exercises just as seeing children do in school?—I think it is of more importance to the blind than it is to the seeing for this reason, the sighted child in going along the street in every sign that it sees is learning how to spell; a blind child has great difficulty in learning to spell, and if it uses writing a very great deal that to a certain extent makes up for its deficiency.

10,771. Do you think that the mere act of writing is in itself a good hand training for the blind?—Up to a certain point I think it is very valuable.

10,772. (*Chairman.*) You are speaking of Braille writing?—Yes, Braille writing. We find that some of our elementary children are unable to hold the dot in their hand and therefore it becomes a matter of instruction to teach them to grasp it. Therefore I say, "up to "a certain point;" but now and then it occurs that where pupils have a great deal of writing to do, and have to write a great deal of music and other things, they lame the hand; they do it so much that they lame the muscles of the hand.

10,773. (*Dr. Armitage.*) Do you know the disease of the muscles of the hand which is called Scrivener's palsy?—I have had no experience of it.

10,774. It is partial paralysis in the muscles of the hand; do you find a tendency to a similar form of paralysis in those who write much in Braille?—I have never thought of it in that way.

10,775. Do you think you could tell us, on consideration and referring to your notes, which particular muscles of the hand are liable to paralysis?—I doubt if it is paralysis; I think it is simply overtaxing. I think the moment they leave off and rest the difficulty is removed. I have never known one to go to such an extent. It is a thing which we have to guard against. Our piano practice is very severe upon the muscles of the hand and wrist; certainly modern piano practice with all its varieties, is a great tax upon the muscles of the hand and arm and when you add the Braille writing to it the hand becomes overtaxed. I say where it is carried to excess we have had to give careful attention to it. I mean to say this, I have known that in cases where girls had to write three or four hours a day in different subjects, and this with piano practice, the hand became overtaxed; therefore we have to exercise a certain amount of care.

10,776. That is very interesting, but my question referred rather to primary work, to bringing children into the proper use of their hands, and I wanted to ask you whether you considered that Braille writing in such cases is a valuable adjunct to hand training?—Decidedly so.

10,777. Would you also on the same account recommend the blind as far as possible to construct their own problems in geometry, for instance, arrange their wires, do they do that at the college?—Partly. We do both ways; we prepare them sometimes, and sometimes we have the pupils prepare them. We have a black board, so that we can with a certain amount of twine and little points draw them on the black board.

10,778. Do you consider that the mere placing of the wires to form diagrams is good hand training?—Certainly.

10,779. And, similarly, do you consider that the following of maps by the blind is not only good training for the intellect but good hand training?—Good hand training, most certainly.

10,780. You were speaking of Government inspection. Do you consider it desirable that the curriculum required for blind children should be the same as that for the seeing, that the standard should be the same?—Do you mean in the case of those who go to the board schools?

10,781. No, I mean in ordinary schools?—No, I should most decidedly object to the red tape standard.

10,782. Do you think that the Government inspection ought to have special reference to this hand training that we have been speaking of?—I should give the same preference to it as you give in the case of seeing children with reference to perspective and mechanical drawing, and so forth, even more. I think that the blind are so dependent upon their hands that whenever it is

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possible to bring any influence to bear upon the skilful use of the hand it should be used.

10,783. Speaking of the supervision of the pupils when they are alone, and practising, and so on, is there any means by which the officials connected with the college can see into the room without going in?—We have a small piece of glass set into every door, so that in passing along, simply by looking in without going into the room at all you can see what a pupil is doing at the piano or in the room.

10,784. Are you satisfied with this arrangement?—I think it is a great deal better than without it. I think it is a great advantage.

10,785. (*Mr. Johnson.*) What is the constitution of the college. I see that you have got a general council and that you have got an executive committee. Have you any published rules and regulations. All other institutions have rules and regulations. I do not see any in your report; have you got any?—We have none that are published. We drew up our regulations in the first instance, but we have never published them. Our constitution is simply this: We have a general council, from which our executive committee is selected, and the fact is that in order to become a member of the executive committee you must first become a member of the general council.

10,786. And they select from the general council on to the executive committee. It is not done by the general body of subscribers?—No.

10,787. Then you do not have any annual meetings or gatherings of your subscribers at all; it is left entirely in the hands of the executive committee and general council. What I mean is this: you do not have any annual meeting of your subscribers or any public discussion with regard to the management of the institution, otherwise than between the executive committee and the general council?—It is between the general council and the executive committee.

10,788. What advantages have the subscribers; when persons subscribe any money, what advantage do they have; do they leave it entirely to the guidance of the general council and executive committee without reference to any vote or any recommendation. They subscribe their money, and those two committees do what they like; is not that it?—Quite so.

10,789. Would you tell us how the executive committee is appointed?—It was chosen in the first instance, as I say, by the general council; and if vacancies occur, when the general council is not meeting, and so on, they have the power of filling these vacancies, and then the whole subject, I mean to say the management and so forth, comes up. In June, for instance, we have a meeting of our general council: what will be done I do not know at all.

10,790. Then you have no published rules by which the public may judge of the internal management of the institution?—We publish all that we do.

10,791. But you do not publish the rules that guide yourselves?—No.

10,792. And they are not accessible except to members of the executive committee or general council?—I have never known them to be applied for. I do not know what the committee would say; that is not a question for me; my opinion is that the committee would give full information in regard to anything that might be wanted on that point.

10,793. It is not published to the public, is it?—I have told you, no.

10,794. Have any of your pupils ever taken any prizes at the Royal College of Music or from any other public musical body, such as the Academy of Music, have they ever been up for examinations?—They have, at the Royal Academy of Music and the Royal College of Organists.

10,795. Have many taken prizes there?—No; very few have ever gone up.

10,796. How many have gone up?—I think only two.

10,797. You have had a good many public concerts; do they answer financially?—If you ask me just the outcome of the concert, whether we turn it into a financial success, I should say, No.

10,798. Do they answer financially?—Yes, a hundredfold.

10,799. Taking into account the cost of journeys?—The cost of everything.

10,800. And those concerts that you have given abroad, I do not know whether that has been a part of the college, has it?—Not in any instance; the college has never spent a penny on concerts abroad.

10,801. It has been a private undertaking entirely?—Entirely.

10,802. Have you given many concerts in towns in England where there was not any association for the blind?—Certainly, often.

10,803. Could you tell us in what towns you have given concerts where there is no association for the blind?—Windsor.

10,804. And any other; that was almost a private one, was it not?—We have given several concerts at Windsor at different times. We give a great many of these performances in connexion with temperance movements. Lately I gave one down at Newbury, for instance, in Berkshire.

10,805. And you have given concerts, then, in towns where there are no associations for the blind?—Often.

10,806. Have you ever given a concert more than once in any one of these towns excepting Windsor; for instance, take Leicester; I know you went to Leicester; have you ever given a second one at Leicester?—Yes, but there are workshops there.

10,807. I am not talking about workshops; this is as to concerts?—But you want to know if there is any association for the blind in the place.

10,808. That was the former question. I ask you now whether you have ever given a concert in any place a second time?—Yes, certainly.

10,809. Will you tell us where, for instance?—In Leicester.

10,810. You have given two concerts in Leicester?—Yes, for the benefit of the workshops in Leicester.

10,811. That is a town where there is an association?—Yes; we gave it both times for the benefit of the workshops.

10,812. How many pupils have passed altogether through the college since it has been started?—I think we have had 99 who have passed the whole course of study. Three have gone away before they completed it, because they thought they could get on without, and they left us before they got their certificates; but I think 102 have really gone out to do for themselves. I am preparing a statement of that kind, giving the whole, and I think it is 102.

10,813. 102 who have passed successfully through your college?—I gave you a qualification about three of them.

10,814. Then your experience, as far as relates to the success of the blind, is only formed at the present time upon about 100; you have formed your experience upon the success of 100; we may take it as 100?—Did you hear my evidence the other day in regard to America?

10,815. No, I was not here?—I am very sorry that you were not.

10,816. I want to know your experience with your own college?—You mean since I came to England?

10,817. At your own college at Norwood you have trained 100 people who have passed through your college; now I want to know what is the experience you have gained of that 100 with regard to the percentage that have succeeded, and the per-centage that have not succeeded?—I thought you were referring to my personal experience.

10,818. We know that that is very large; I only wish to know what it is with regard to the experience of your own college, looking at it as a great experimental question which is to influence a great deal the decision of people who take an interest in the blind?—I say, in round numbers, 100.

10,819. The per-centage of those that have really succeeded, as you say, is what?—I will try and have the table showing that fully prepared on Friday.

10,820. How many blind teachers have you got at the college, and how many that can see; can you tell me offhand?—In answering that question I must just be sure of what you mean. You do not refer in that, do you, to those who are what we term pupil teachers?

10,821. My definition of the teachers is this: persons who are employed in the ordinary education of the ordinary three schools?—Before we send out the teachers, these teachers we are educating to send out elsewhere, we always employ them to a certain extent.

10,822. How many sighted teachers do you employ at the college now, and how many blind teachers have you, not including pupil teachers?—We have five blind persons who are receiving salaries.

10,823. Are they English or Americans?—They are English and Scotch.

10,824. And then, how many sighted teachers; I think you said six?—Of course I apply the term "teachers" to all my outside teachers and everybody. You mean simply the resident teachers?

10,825. I mean absolutely in the college excluding professors?—Excluding professors we have eight.

10,826. And five of those are American, are they not?—They are all American.

10,827. All those eight are American?—Yes, all the seeing school teachers are American.

10,828. In your college there are a great many poor, are there not, very poor?—There are.

10,829. Are the majority of them poor?—If you will allow me, I should like to put this in evidence with regard to the condition of the pupils. This (*producing a paper*) is an affidavit which I prepared when we had 146 pupils in the college. This is an extract from it, where I give all the particulars in regard to what is paid for each pupil, where the friends or parents are able to pay anything.

10,830. I only want you to kindly answer my question if the majority of them are not poor, of the very indigent class?—They are, and here are the figures if you like them.

10,831. No, I do not want the figures; I will take your word for it. Then a large proportion of them are poor; and looking at the accounts I find that on the average, taking the whole number of pupils, the ordinary expenditure comes to about 60*l.* a head. Now, how do those poor people get the 60*l.* a year unless they have got scholarships. Who finds the sum; is it their own family, or is it out of the subscriptions that they are paid?—In a large majority of cases it is by special subscription.

10,832. Their friends subscribe?—No, not their friends particularly, but I mean we have always found it easier to obtain money for special cases than in any other way. All, or nearly all of our subscriptions are constituted of what you may call scholarships for individuals.

18,833. And if they do not get the same advantage from Gardner, or Dr. Armitage, or any one kind enough to found these scholarships, then the friends of the institution get the money together to pay for these scholarships?—Yes, or we work on the locality. Supposing I have an application from Brighton, I immediately find out who the people are there who would be interested in such an object, and I take it up and get the subscriptions specially for that case.

10,834. Then every case is selected by you that comes into the school, is it not, whether it is paid for by scholarships or whether it comes under any other circumstances, you select the case to see whether it is a proper one, do you not?—All of our scholarships are by examination.

10,835. But I mean every person who comes into the school, whether by scholarship or otherwise, comes under your approval?—It is under our approval. We have the power to refuse a pupil.

10,836. I ask whether it is under your approval?—I say we have the power; the committee can refuse to take any pupil or any applicant; but on the other hand, supposing the people can afford, however dull the child may be, to send it to the college, we tell them "This child will only do so much;" we can bear all the cost: "Never mind that," is the reply, "I should "like to pay for the child; I will pay so much."

10,863*a*. Then if the child was stupid you would still keep it on?—Certainly.

10,837. But if it was a case subscribed for in another way than by a scholarship, you would return the child?—In that case we would simply say, "What we could "do for this child will not give you a return for your "money."

10,838. Have you ever returned children that have been sent by a board of guardians as being unable to do anything with them, as inapplicable in your school?—Yes, I remember one case particularly now that came down from Lincolnshire, a dreadful case of this self-abuse that I was speaking of this morning.

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10,839. You sent that child away?—Yes.

13,840. That was only a case of gross misconduct, and not a question of not being able to teach him, of course?—I do not think we ought to call it gross misconduct.

10,841. We will not dispute about what it is to be called. Now, when these poor people come into your establishment, of course you train them up very well indeed, and you make them very musical members of society, and you put them as it were into a different class of life from that to which they formerly belonged, that is to say, you elevate them in every way. Provided they do not get employment, do these people go back to their own original homes when you discharge them?—I think that would be the result; we have had very few to do so.

10,842. I mean supposing such a thing, they would go back?—Supposing the case to be so, they would.

10,843. Then there is an intermediate condition. Supposing a person has six years with you, and is a very fair pianist or musician, or a very fair tuner, there may be a time that intervenes between the time at which he can get employment and the time of his leaving, during which he remains idle. Where do they go to then; do they go back to their homes, or do you find employment for them before they leave your institution?—We are always on the look out for it.

10,844. But do you find it?—As a rule we do find it; as a rule, our people do find employment.

10,845. On visiting the school the other day myself, I was struck with what I should call the superior class of people; whether it is the great credit to you of having elevated them from the lowest class, and put them in the middle class, still the impression left on my mind was that you had got a very superior class of pupils; and I attribute it to the power that you have of selection. I want to know whether you can tell me if you follow your pupils after they leave you, if they do not get employment, into their homes, to ascertain whether they are not educated above their social position?—Well, I never sought the information from that point of view. I mean we never lose our interest in any blind person that comes under our administration, nor do I remember a single instance where I have not been able to get assistance in some form or other. We have often pupils unable to get employment from ill health or from various causes, and I rarely remember an instance where something has not been able to be accomplished.

10,846. In visiting Norwood for the first time (I had never seen it before), I was very much struck on the question of the tuition. The first class I saw was a class being taught in French; the second one in physiology and anatomy; the third one in natural philosophy. Now I only ask you whether you think that that sort of training is applicable to the large mass of the poor uneducated blind in England; or whether you do not think it ought to be more reserved for the special class of normal teachers; because looking at it as a question of Government support or subsidy I doubt whether any government would contribute sufficient means to educate blind children to the high excellence to which you do?—My opinion is that if you would make the blind self-sustaining, you must lift them into a different atmosphere altogether. I think it is fatal to the blind if you educate them with the idea that they are a poor indigent class. You must give them a different air and atmosphere. The whole tone and feeling on the subject must change; and if you do not give them sufficient education and intelligence to bring them into relation with ordinary society your education of them is worthless, and then they must go back to handicrafts only.

10,847. Then in what class of life are they likely to find their future employment, only by music as pianists; do they give up entirely handicrafts?—They by no means give up handicrafts; I believe that is a very important part.

10,848. In what class of life do they find further employment and what sort of employment; they are not all capable of appreciating music, how would you suggest, if they are not to go into handicrafts, that they are to be employed?—For instance, I have one young man in Belfast who has gone into the coal business; he is doing an excellent business; he said that he owed it to the training he had at the Normal College; that gave

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him the power of taking up business, and he has become an excellent success from a business point of view. Now, I think that is far better for that young man than if he had depende upon a handicraft, and yet if he had not come to the college he certainly would have depended upon it, he was expecting to devote himself to handicraft. Now I certainly think he has very much improved his condition in life.

10,849. Do you not think those are exceptional cases where people can succeed in outside business; can you tell me any other instance of that; that is only one; can you give me instances of men succeeding, I will not say as pianoforte tuners and sellers, but outside that?—If the man deals in selling pianos, if he conducts a large shop, that is business. Well, two of our young men have a shop that they pay 330*l.* a year for in Glasgow.

10,850. Have you evidence of success of that kind in London?—Not where they have opened a shop for pianos. We have several young men who make a great deal of money by selling pianos, but what they do is to get the commission.

10,851. With your experience do you know of any other openings that might be considered good openings for blind persons who are well trained, other than music and what we have already been speaking of; are there any other occupations that you think blind people might advantageously apply themselves to, with a prospect of pecuniary success, I mean?—One of our old pupils is farming. We have one remarkable instance of a sugar refiner who is managing a large business in Whitechapel. I have known several. I do not know why they have gone into that line of business particularly, but a number of my old pupils in America have gone into the book business.

10,852. But we are not going to America; I want you to tell us what is adapted to this country?—I do not see why a man should not sell books in this country as well as in America. I have known a number of blind men who have done so in America, and they are carrying on their business with great success as book vendors.

10,853. The 60*l.* a year which is paid to the college, or rather which the college receives, does not include any clothing, does it?—No.

10,854. Nor any travelling expenses?—No.

10,855. I see you have got some private pupils, too; at least, you say you take private pupils; have you any now?—16.

10,856. Who do not belong to the college, who do not come into the charitable portion of the college, if I may so?—No; they board in the college and live there, and have their instruction there, but their own parents are able to pay for them.

10,857. What is the usual price?—Of these 16, one pays 80*l.*, two 70*l.*, and I forget how many are at 60*l.* and 50*l.*

10,858. Do they mix with the other pupils entirely, with these pauper pupils?—We have no pauper pupils. After they come to the college they are no longer paupers, it is analagous to a destitute child being adopted by a practical family. The child is placed under good influences, trained for useful activity, and becomes an independent member of society.

10,859. Some of them are taken from the workhouse, you told me?—Yes.

10,860. Do these private paying pupils associate with those children that you get from the unions?—Most decidedly.

10,861. Then they pay the money and become ordinary pupils like any other pupils?—Yes.

10,862. No difference is made?—Unless they pay for a private room; they can have a private room.

10,863. (*Chairman.*) In this paper before me you say one pays 100*l.* a year; is that the case now?—No.

10,864. The figures in that paper are the figures up to 1883; we will not take that in evidence, if you please, we want the last edition?—That gives it exactly as it existed at that time.

10,865. (*Mr. Johnson.*) If all the pupils are selected, as they are more or less selected, how is it you have had 20 per cent. of failures. I only take it from your own report, you know; about 20 per cent. do not succeed. Is it from physical inability, or is it from want of intelligence. I do not suppose for a moment that it is for want of instruction, but I want to know the reason why when you have got such a large field of selection 20 per cent. fail to get their own living?—In the first place they are not all selected. I will give you an illustration which will exactly explain your point. One of our failures, and one of the most marked failures we ever had, was a young man of the name of MacGowan; he was a very intelligent young man; he was in Her Majesty's Service in India; he lost his sight and came home. He interested Dr. Armitage very much, and the doctor wanted him trained very particularly. I pointed out to the doctor that I felt it would be a very great uncertainty; he was then 32; I told him I had never known a case that had been made successful at that age; still the doctor was willing to put some money in to it, and did put some money in to it and had him trained; but that young man was a failure. He certainly was a very intelligent young man, but being so old failed; if we had had him 10 years younger, we should have made him a success beyond all question. I am inclined to think now that if he had been continued one or two years more he would have become a success, as it was.

10,866. Then your position is this, that 80 per cent. of your people do succeed so far as to make a good living?—At least 80 per cent.

10,867. At least 80 per cent. succeed in making a good living?—Yes.

10,868. Taking that 80 per cent., can you dissect it for me in any way to tell me in what they succeed, about how many as musicians, and about how many as tuners, and about how many in other ways?—The paper which I am preparing for the Chairman now will give every instance.

10,869. Have you any idea what becomes of the people who do not succeed; what trade they attempt to follow?—We endeavour to get them into the best manufacturing place we can, or if they do not want to go into manufacture whatever they can do, we endeavour to find some suitable place for them, the best that can be done under the circumstances.

10,870. You put great stress, I see, upon physical exercises and upon athletic sports, and also upon the cold bath; do you oblige all your pupils to take the bath?—If they are in ordinary health. There are some who never go into the swimming bath, because it is the opinion of our doctor that it is better for them to have their bathing in some other way. That is a question settled by our physician.

10,871. Then every one of your pupils are submitted to medical opinion, I suppose, whether you shall put them to athletics or bathing?—In the case of any pupil we have any doubt about, or if the pupils or their friends raise any question, we always make it a medical question at once; but if a strong athletic well formed young man comes there, we do not send him to the doctor.

10,872. The doctor, I see, is a member of your committee?—No, that is his uncle.

10,873. Frederick Hetley, Esq., is one of the executive committee, and Frederick Hetley, Esq., is honorary medical officer?—He used to be our honorary medical officer; he is not now; it is the young man.

10,874. Is your executive committee quite full now?—We have no treasurer; our treasurer died as I explained the other day, Mr. Jones Lloyd, he was a great loss to us.

10,875. Have you had any opportunity of ascertaining the number of blind organists employed in this country; has that come to your knowledge at all?—No.

10,876. I suppose you are aware that there are a great many of the institutions in England which do supply organists?—I think they nearly all train organists.

10,877. Some of your pupils go to public entertainments, I see; is that part of the curriculum of education; does the college pay the expenses of their going to public entertainments?—Do you mean the Crystal Palace concerts, for instance?

10,878. Yes, and other entertainments. They sang the other night over at some place in Lambeth?—You mean that they give public entertainments. The expenses are always paid if they go.

10,879. Not by the college?—No. We sing, for instance, to-night at the Metropolitan Tabernacle, Mr. Spurgeon's; that will all be paid for, not out of the college.

10,880. And I understand you to say that the same thing is true when they go to foreign countries. It is very important that I should ask you this, because it settles opinions outside; we get the information now from the fountain head and we get the real truth, and it is quite right that I should ask you these questions in the most friendly spirit possible. When you take them to foreign countries the expenses are not paid by the college either?—No, not a penny.

10,881. Are they paid by private enterprise?—Yes.

10,882. And it has nothing to do with the college whatever except getting the permission of the committee to allow them go; is that so?—I am often helped by individual members of the committee in these things.

10,883. But not as a college?—No, not as a college.

10,884. All your expenses are paid without coming upon the funds of the college; never mind how you get the funds?—The college has never paid a penny for that purpose.

10,885. Do you ever retain your pupils in the college beyond the six years?—It is not limited to six.

10,886. It is at the pleasure of the committee?—It is at the pleasure of the committee.

10,887. And when you do retain them, what do you retain them for, to perfect their education or to make them pupil teachers?—Supposing they cannot pass the necessary examination to get their certificate, supposing they fail in their examination?

10,888. Before the college authorities, do you mean?—Before our examiner. Now our pinnoforte tuners are examined by Mr. Hipkins, of Broadwood's; he is our official examiner. There will be 24 for examination this year. We have also an assistant examiner. Now these 24 people will be examined, and my opinion is that 14 out of the 24 will fail in the examination. I have examined them three times since Christmas myself.

10,889. You retain them and see whether they cannot get a little more knowledge from you?—It must be carried on.

10,890. Who pays for that; the scholarship would still go on?—It is a matter of arrangement with these people. Not one of those going to be examined has been there six years. If they can they pass the examination before the six years are up, and many of them do.

10,891. Then you keep some of your own pupils, too, who pass your examamination, and are proficient as pupil teachers, do you not, and you employ them in the instruction of the other pupils?—We use them; and we have some of our pupils who were educated in our School whom we are absolutely employing now.

10,892. That is the question I asked you; when the time is up and they have completed their education, and satisfied you or the examining body of their proficiency, do you employ any of those old pupils of yours in your institution to teach your other children?—We do most decidedly.

10,893. (*Chairman.*) As paid teachers?—As paid teachers.

10,894. Therefore they would come under the head of paid teachers?—Yes. I want to give an illustration. You know Miss Inskip at Glasgow; you saw her. We educated her for a teacher for ourselves, but the Glasgow people applied to us, and she being the most practical young woman we had we sent her. That is the practice we go upon. If a good opportunity comes for one of them to be employed elsewhere we let her go: we think we can work up some one else to take her place in our own institution.

F. J. Campbell, Esq., LL.D.
12 May 1886.

10,895. (*Mr. Johnson.*) In the examination of Mr. Wilson, the secretary of the Gardner trust, he says that the Normal College receives (is this a correct statement) 4,100*l.* from the funds of the Gardner Trust, 3,000*l.* being for music, and the residue for the technical and other schools?—I have no hesitation in endorsing Mr. Wilson's figures, but the 3,000*l.* which you say is for music is for general education, physical training, &c., as well as music.

10,896. What you receive from the Gardner trustees will be part of the balance sheet?—But I should like to say something about one statement that you quoted; that, I think, is not strictly true. You say 3,000*l.* is paid to music. Now, those pupils that come under those scholarships were not only educated in music but in all the branches in the school.

10,897. I asked you whether you received at the Normal College 4,100*l.* from the Gardner trustees, that is my only question?—I want to show you that you are under a misapprehension there.

10,898. (*Chairman.*) I understand you do not say anything about the figures, but you deny that 3,000*l.* has been paid for music, meaning by that, as I understand, that it is not applied for music solely, but that it is for general education in connexion with the musical education that is given in the college; is not that so?—You are quite right. That is exactly as I meant to explain it.

10,899. The financial part you have undertaken to give in a balance sheet?—Our balance sheet is not printed yet, but I will undertake to get it for you as soon as I can. I will give these particulars on Friday.

10,900. (*Mr. Johnson.*) Would large, open dormitories answer your purpose better, do you think, than small rooms where there are only two pupils in each room?—If I were planning an institution for the blind to-day, after my experience in reference to this dreadful habit I have spoken of, I should have large dormitories and never have the pupils there without having a vigorous supervision.

10,901. (*Chairman.*) Who undertakes the management of the institution when you are in America. You were recently away some three months, were you not?—I was away two months. During that time my wife was the principal. I mean she really was the executive officer of the establishment. We have, of course, a number of other people.

10,902. There was the same staff of teachers during your absence?—Yes.

The witness withdrew.

Adjourned to Friday next at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 14th May 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
CHARLES FEW, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary*,

T. R. ARMITAGE, Esq., M.D., examined.

T. R. Armitage, Esq., M.D.
14 May 1886.

10,903. (*Chairman.*) I do not propose to ask you many questions which I might ask you with regard to the blind, because you will of course have an opportunity as one of the members of the Commission of taking a part in the preparation of the Report, and of giving expression to your opinions generally when the Report is drawn up; but as I understand you have been requested by the Executive Committee of the Royal Normal Col-

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lege to give evidence on that college, and of course on all questions incidentally relating to it. I will ask you some questions with regard to that college. In the first place I will ask you, as one of the founders of that college and one who has so liberally contributed towards it, what your views were in taking the steps which you did to found the college in order that the Commission may know exactly the object that you had in view, and whether that object has been fully carried out?—Your Lordship will allow me, perhaps, to make a very short preface. I think what I am going to say will be better understood if I put the Commission in possession of the way in which I came to study this question, of how to improve the condition of the blind. My sight had been failing for a great many years, and in 1860 it got so much worse that I finally determined to give up my profession. Then for six years I went to a country seat in Ireland and tried to recover my health. In 1866 I was asked by the Committee of the Indigent Blind Visiting Society to join that Committee, and I did so. For some couple of years I think I spent several hours every day in visiting the blind of London at their own homes in connexion with some of our visitors, and it was that that revealed to me the fact that the pupils who had learnt at one school could not use the systems of reading that were in use at others, and in short the whole thing was a perfect chaos. I also then found out that the blind, whether trained in institutions or untrained, had scarcely anything to do, that they were to a very great extent idle mendicants, or depending on charitable relief in some form, either from the guardians or from private societies or individuals, that in fact they were not earning their own living. It was those two facts that induced me in 1868 to found the British and Foreign Blind Association for improving the education and promoting the employment of the blind, and it was during our investigations in that society that I found that music was the best employment to the blind, at least so it appeared from the experience of Paris, and to a less extent in some institutions in America. On inquiry we found that a very small proportion indeed of the former pupils in institutions of the United Kingdom who had been trained in music were able to succeed as musicians. It was very difficult to get at the proportion, but as far as we could get at it only one-half per cent., 1 in 200, of all the pupils trained in institutions seemed to be able to support themselves fully by the profession of music. When on the other hand we observed that 30 per cent. of those trained in Paris were able fully to support themselves by music, we felt that there must be something very wrong in our English system. I went over to Paris and investigated the question very carefully there, and I came to the conclusion that the education of the blind as musicians in Paris was infinitely superior to anything that we had in England. That conviction resulted in the foundation of the Normal College. We had been agitating the question for some 18 months or so at the Society of Arts and elsewhere, but the difficulty was to find the right man to superintend the institution; and when we were almost in despair Dr. Campbell happened to come over to England, and in the first half hour's conversation that I had with him I found we had the right man, and he found that he had the right cause, a cause that he should like to work in, and we commenced at once. Dr. Campbell having the go ahead principles of the Americans went a great deal faster, and a great deal further than I was at first inclined to go, but I am quite sure he was right. That resulted in the formation of the Royal Normal College in 1871. We worked the thing up privately at first and then formed a committee, and we have been going on increasing our sphere of operations ever since.

10,904. Is the Normal College in your opinion intended to be simply for the teaching of music, or is it intended to be a model college which all institutions in your opinion in this country and elsewhere ought to follow?—The main object of the college is to train musicians to make the blind self supporting in the profession of music, but it is impossible to do that without giving them also a thoroughly good general education.

10,905. Will there not always be a certain number of the blind who are unsuited or incapacitated, from the want of musical taste, for musical instruction, and for whom some employment of another character must be found?—We have a certain number at the college who are in that position, and by reason of the good general education which they receive, they are made fit for other walks of life; a good many of them, especially of the girls, go out as teachers, teachers to the blind, and teachers to the seeing. Then, as Dr. Campbell said in his evidence, one man has established himself at Belfast as a coal merchant. I might add that another man is a large sugar baker in the east of London, another man is a successful farmer, which is a good deal to say in these depressed days.

10,906. In your opinion ought every blind child to have the sort of education that is given at Norwood, or will there always be a certain number for whom training in some industrial occupation will be necessary?—There are no doubt a large number of blind children who ought to be trained in manual trades, there always will be many who for various reasons are not suited for the profession of music, and besides that there would be this very great danger if we trained all the blind as musicians, we should overstock the profession, and there would be no work for them to do. It is necessary to train a great many of the blind in manual trades, or in professions not musical. I believe that to enable the blind to compete successfully with the seeing in any walk of life it is necessary for them to receive as good an elementary education as they are now receiving at the Normal College. That elementary education, I think, is necessary for all; when those intended for the profession of music got to a certain age their special musical training should commence, and those intended for manual trades should be trained specially for the particular trade for which they were destined. I am quite sure that the blind will not be successful as a rule even in manual trades unless their primary and elementary education is at least as good as it is at the Normal College.

10,907. That leads me to ask you this question. In your opinion, as you are well acquainted with the schools for the blind and the institutions for the blind all over England and over a great part of the world, do you think that the existing institutions other than the Normal College at Norwood ought to be re-modelled?—Some of them have re-modelled themselves already.

10,908. There might be an ideal standard of a normal college which all ought to come up to. As a practical man, do you think that the Commission ought to recommend that a re-modelling of all the institutions of the country should take place?—I think it would not be wise for the Commission to hold out the Normal College as the model which the other schools ought to aim at in primary education; there is a good deal of jealousy among blind institutions as there is amongst other institutions, and I think we should rather defeat our object if we were to hold out one particular school or college as a model to be imitated by all others. I think it would be better for us to lay down in general terms that the education of the blind ought to begin with the Kindergarten with object lessons, and should go on with reading, writing, arithmetic, and geography, according to the best methods, and that the blind children should receive the same kind of good elementary education that seeing children receive.

10,909. For that object am I right in supposing that you would not think it necessary that all blind children should be placed in public or private institutions for the blind, but that they should be taught as far as possible with the ordinary youth of the country, as is done to some extent in some of the school board schools?—A good residential school for the blind is far better than any day school that I am acquainted with that has been started yet; at the same time a great many of the day schools, most of the board schools in fact throughout the country are better than a great many of our present residential schools, but a time must come in the life of every blind child when it is absolutely necessary for him to receive technical education.

10,910. Before it goes to other schools it must receive some special instruction, that of course must be understood?—Either before or during the period of its attendance at the school; where a board school is exceptionally situated, it can train the children perfectly well without their ever going to a residential school; for instance, at Sunderland and Bradford, at Sunderland especially, the school is held in a room adjoining the workshop; the children go through their ordinary education in the board school, and as soon as they are fitted for the special technical training, they have only to go into the workshop to receive it. The only practical difficulty experienced there is that a good many of the children live at considerable distances from the school, so that their attendance is not regular in wet weather, for instance.

10,911. That would be the case in some of the large towns?—Yes.

10,912. That would involve perhaps a system of boarding out of children if they were not in any institution; do you think that that would be advisable?—I think as soon as you come to boarding children in special centres, as is done with the deaf and dumb in London, it would probably be better to have them in an institution where they would be boarded. There is this disadvantage which is very frequently felt in the case of these blind children who are attending the board schools, that they are not sufficiently looked after at home; if the parents or if the children's brothers or sisters help them in preparing their lessons for the next day they can get on very well, but if they have no help whatever at home they do not do well at school and such children of course are better in a residential school.

10,913. With regard to the education of the blind in relation to the State, I understand that you are of opinion that institutions for the blind should receive some assistance from the State?—I think it is most essential that they should.

10,914. Do you think that the best way of giving that State aid would be for the State to give a fixed sum per head such as has been mentioned, say 10*l.* or more, as the case may be, for the education of each child, due inspection of course being provided by the State, and leave private liberality to find the remaining cost of the education of each child?—I do not think that that would be the best way of giving State assistance.

10,915. Do you think it would be likely that the State would give as large a sum as 60*l.* per head, or a sum varying from 40*l.* to 60*l.* per head, for the education of blind children, which would practically mean their being educated free at the expense of the State?—If that was done of course it would at once strike off all private assistance.

10,916. Do you think it desirable that that should be the case?—I think most undesirable.

10,917. Then I come back to the proposal that I put to you before, that a certain proportion should be found by the State, and a certain proportion found by individuals interested in the child?—I think a much better way in which State aid might be given would be this: that the State should not pay any fixed capitation grant at all, but that it should pay by results, that any school wishing to avail itself of State aid should put itself under Government inspection, that the inspector should examine the pupils just as is done in ordinary schools which receive State aid, and that a grant should be made according to the standard which the pupils had reached; that grant I think with regard to the blind ought to be considerably larger than with regard to seeing children, perhaps double or treble the grant earned in the case of seeing children, because the expenses of the education of the blind are very much greater than those of the education of the seeing, but I think it would be best for the State to pay by results. With regard to State inspection, I assume that the inspector would have a knowledge of the right methods of education of the blind and that the inspection should not be exactly according to the standards that are applied in the schools for the seeing.

10,918. Do you think that the State should make any difference with regard to blind children as compared with seeing children, in the way of payment by results, which would allow of blind children receiving an education which is at present only given in the higher middle or upper grammar schools, instead of receiving the elementary education which is now provided in the national elementary schools?—In what I have just been stating with regard to payment by results, I was speaking of payment by results for elementary education, reading, writing, arithmetic, and geography.

10,919. You would not include foreign languages?—I do not think that the State ought to pay for the teaching of foreign languages. It does not do so at present. Then, again, I think there should be a payment by the State according to results arrived at by the pupils after they have left the school. The education and training given in the residential schools, whether teaching trades or music, or the liberal professions, as soon as they begin to teach what we may call technical work, by which the blind after leaving are expecting to become self supporting, is much too complicated to be gauged by a Government inspector inspecting the school. The success in life of the pupil depends on a great many circumstances that cannot be tested by examination. One very essential point is the moral condition of the pupils, which is brought about by the moral discipline of the school. Then the physical training of the pupils is a most important factor in the question whether they become self supporting in after life. If the blind are turned out weakly they cannot succeed unless they have *mens sana in corpore sano* they will not succeed, and with the blind, unless we have all the elements of success combined, we shall not succeed, because we may say what we like, but the struggle in competition with the seeing is so keen in every branch that a blind man can take up, that unless he is fully equipped for the struggle he will not succeed. The only way we can know with certainty that the technical education of any particular school has been what it ought to be is by the number of its former pupils who become self supporting, and according to those results I would give State aid.

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19,920. Then that would not be the ordinary principle of payment by results. How would you propose that those results should be arrived at?—I should propose that every school should keep a register of its former pupils who had passed the school in order that they should know, as far as possible, where they lived, what they were doing, whether they were supporting themselves, and so forth; and that from this register they should select those former pupils who were self supporting, and that the State should pay so much per head to the school for each of its former pupils who could be proved to be self supporting.

10,921. That is not payment by results in the ordinary sense of the word?—I would have payment by results in the ordinary sense of the word, in the first case that I referred to, that is to say, in the case of the schools where elementary education is being given. The two should go together. In the one case the ordinary payment by results should go to all schools, whether day schools or residential schools, in the other case the payment by results in the way of self support of former pupils would probably only go to residential schools.

10,922. In the second case to which you refer the test would be previous success rather than the success of the ordinary training of the individuals then in the school?—Yes, my argument is that it is scarcely possible to judge of the education given in any school for the blind except by seeing what the pupils after they leave the school do for themselves; if they succeed then the school is good, if they do not succeed the school is bad, and the Government ought to take that into consideration in payment.

10,923. In order to test your proposition by an example, it would work in this way:—Let us take the Normal College at Norwood. You would propose the pupils should be examined in the ordinary elementary education, and that certain grants should be made on the results of that education, and then that the college should receive payment for the higher education it gives in modern languages, physiology, mathematics, and natural philosophy, by a grant founded upon the results gained by pupils who have gone through the school and been successful in after life?—Yes; the state therefore would only pay for the education in those higher branches if the pupils by their education in those higher branches have become self supporting.

10,924. Going from that, you have had great experience of what has been done on the continent with regard to watching the after career, and assisting those who have passed through any training, whether educational or technical; could you, from your experience abroad, suggest what ought to be done in this country?—I think the same system should be followed in this country.

10,925. That is followed in Germany?—Yes, and in France, in Paris.

10,926. Will you tell us what that system is?—The system which in Germany goes by the name of "fürsorge" was introduced in Dresden about 50 years ago; it has been slowly developed, and it consists mainly in the institution keeping touch with all its former pupils. A register is kept, there being a pigeon hole for each pupil, and the papers relating to that pupil from the time of his first entering the school up to his death are kept all together; so that whenever any question arises about a particular pupil the director simply has to refer to his *dossier* and finds everything recorded about him, the grants he has received, his conduct in the school, and everything else that can be possibly wanted to form a judgment. Then these former pupils are looked after by a society, of which the director of the institution is always the president, which administers a fund for

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former pupils. The State has really nothing at all to do with that society; it is a private organisation; the only aid that the State gives is this: the pupils in the institution who are educated at the expense of the State are allowed to keep part of their earnings while in the institution, and the remainder is paid into the fund for former pupils. The State of course has the right, as it pays for the pupils, to the work of the pupils while in the institution, but it foregoes its right in favour of this fund; and that is all that the State does with regard to the society and the fund it administers. The fund for former pupils has been gradually accumulating for the last 50 years by subscriptions, and by the sale of the work of the pupils while in the institution, that is their subscription to the fund, and it now amounts to about 1,500*l.* a year.

10,927. Over what area would that be spread, over all Germany?—No, Saxony only. The number of former pupils is about 300, and at Dresden it is considered well that each former pupil should have something from the fund every year. Those who do not really require it receive very little; simply just a sort of acknowledgment, and those who require more receive a good deal.

10,928. Those who fail to earn enough to keep themselves?—Those who are sickly among the men, and many of the women.

10,929. Does it extend to old age as well?—Yes; and there are a great many old people within the scope of the fund, of course, because the fund has been going on for 50 years.

10,930. To some extent the fund is founded on the savings of successive generations of pupils?—Yes.

10,931. Subsidised indirectly by the Government through its giving up to the fund part of the earnings of the pupils to which it is entitled?—Yes, but it is principally supplemented by private benevolence.

10,932. Is that the fund from which pupils who take up any handicraft or trade receive something to start them in life in the way of grants for tools and so on?—Suppose A has gone through the school as a basket maker, he first leaves the central institution at Dresden, and goes to a special workshop that they have in the country, where he works at his trade generally for 18 months or two years, he works continuously as he would have to work at home; the product of this workshop is sent to Dresden to be sold at the institution. As soon as the director believes that A is sufficiently master of his trade to be able to support himself, he looks out for some suitable opening for him in his own village, unless there are any special reasons why he should not go home, he goes home. If his parents are drunken or dissipated or immoral, then some other place is found for him, and he is settled then as a basket maker, and the fund gives him the greater part of his outfit. I think for a basket maker it is about 7*l.* 5*s.* for an outfit, and for the outfit of a ropemaker 18*l.* 5*s.*, that would include material as well as tools. This outfit comes partly from the savings of the pupil during his stay in the institution, and partly from this fund for former pupils. Then the director before establishing the pupil looks out for some respectable and influential man in the village who will become a sort of godfather to the blind man to look after him, give him advice whenever he requires it, help him to get orders, and keep the institution informed as to his circumstances, and as to his conduct. The pupil is also expected to write to the institution at stated times—several times during the year—saying how he is getting on and giving full particulars about himself. Then as long as the pupils conduct themselves properly, and do not receive parish assistance, or do not beg in the streets, or do anything else that is disreputable, they are sure to be assisted from the fund to whatever extent is absolutely necessary. For instance, if a basket maker is at a place where there is no water handy, and a well has to be sunk for him, the fund will provide the money for sinking a well, it may cost 12*l.*, or 15*l.*, or 20*l.*; but the society takes care that he has a sufficient supply of water for soaking his willows. Suppose a ropemaker falls ill and cannot stand the severe German winter, a covered or partially covered rope walk will be put up for him, in fact the society assists in anything that is really required. With this assistance, from 80 to 90 per cent. of all the former pupils, male or female, are able to get on without receiving any parish assistance. The basket makers and rope makers invariably support themselves fully, except in the case of sickness. Where the fund is principally required is amongst the old and sickly and the women. Very few of the blind women of Saxony are able fully to support themselves.

10,933. It would seem that handicraft training is so successful at Dresden, that notwithstanding the fact that Dresden is a very musical town, they do not seem to attach much importance to teaching music as means of obtaining a livelihood?—They are beginning to teach music at Dresden as they are everywhere else; their eyes are beginning to be opened as to the necessity of musical training; they are beginning to find that musical training pays the blind better than the best of these handicrafts. They have just established tuning, for instance.

10,934. Would there not in Germany be more competition in the musical profession among the seeing than there is in England; do not a larger number of people in Germany take to music as a profession than in England?—That is the case; but on the other hand a much larger number of the population are musicians, and they have pianos and various instruments that require tuning and keeping in order.

10,935. Are there any blind teachers of music in Germany?—I know that they succeed very well in many parts of Germany but not at Dresden. I should like to add something to what I have been saying about Germany. I think if the system of the State paying according to the after success of former pupils was adopted in this country, it would be a great stimulus to schools to adopt the system of looking after their former pupils; that I have not the smallest doubt would be the greatest reform that could be introduced into our schools here. The reform would involve a good deal of expense. The director of the institution would have to be a man who was rather superior to the ordinary run of our directors and superintendents, he would have to be a man with an iron constitution and full of zeal for the cause. The work would be very much harder than the work at present put upon our superintendents and directors, consequently the institution would have to pay more. The director if he looked after the former pupils would require to have a good deal of the teaching and the work in the school done by deputy, for his most important work would become the looking after the former pupils, and all that means expense. Therefore, I think it would be perfectly fair for the Government to assist those schools that were doing this work by a pretty liberal annual grant for every pupil whom they could prove to be self supporting.

10,936. Is that the principle followed in America also?—No, not at all, and the great cause of the failure in the American institutions is that they do not follow that principle; there are one or two institutions in America where that system is adopted privately, and those institutions show a much better average result than those where that system is not adopted.

10,937. Do you think that the State would undertake to follow up the pupils who have left the school and provide them with materials and tools, do not you think that must be left to private effort?—I do not think the State ought to interfere with that at all.

10,938. You would propose that to a school where that system was followed the State should give a liberal grant, in order that that system might be carried out, leaving it to private effort to carry out the details of the system?—Yes. The institution would make a return, for instance, saying, "We find that 60 of our former pupils are supporting themselves by a trade or a profession which they learned in the institution, therefore we claim a grant for 60 pupils." Then the duty of the State inspector would certainly be to visit at least some of the pupils and ascertain that the returns made by the institution were true.

10,939. That would involve a Government inspection not only of the schools but of every person who had ever been trained in the schools?—It would require Government inspection of those pupils who were said by the institution to be self-supporting.

10,940. That might be a large number?—I do not think all would have to be visited; the State might, instead of visiting every pupil, take a couple of dozen at hazard, see that the returns were correct there, and if they were correct there the probability would be that they were correct all through; and if the institution knew that any one of the pupils might be visited it would take good care to furnish correct returns.

10,941. You would give that payment by results not only in the case of schools which gave a higher class education, but also in the case of those schools where technical trade instruction was given?—Yes, and I would graduate that payment according to the amount that can be earned in any particular trade. I would fix a minimum; I would say a mat maker ought as a minimum to earn 8*s.* a week; a brush maker 10*s.* (I am merely speaking at hazard); a wood chopper 9*s.* perhaps; a basket maker 1*l.* or 15*s.*, as the case may be; a ship's fender maker about the same, say 15*s.* I would fix those sums as the minimum which former pupils working at those trades should earn in order to be considered self-supporting; and any pupil who came up to that minimum would pass the Government standard and the school would have the right to payment for that pupil, but the State payment would be less in the case of the mat maker who earns 8*s.* than in the case of the basket maker who earns 15*s.*

10,942. Would you make the payment by the State proportioned to the amount of the earnings of the individual who has passed through the school. Say for instance a man earns 100*l.* a year as a musician, would you give a higher grant to that school in respect of the man who was earning 100*l.* than in respect of a man who was earning 50*l.* a year as a musician?—It would be difficult to do that. The best way would be to lay down a minimum earning for each trade and give the same Government grant in respect of the workers in each trade, whether they earned 50*l.* or 30*l.* a year in the particular trade, it would be much more easily managed in that way, and that would apply to trades, and to music, or any other profession. If the college at Worcester, for instance, could show that a certain number of their former pupils were earning good incomes in various ways (I think there are about nine who are earning good incomes), they would earn the grant that was fixed as the minimum grant for the liberal professions.

10,943. You propose that a different system should be carried out in the case of schools for the blind than that which would be applicable to schools generally, though no doubt in the case of schools for the seeing there are a certain number of failures among their former pupils, and a certain number of those who earn their livelihood?—The difficulty of making the blind self-supporting is so infinitely greater than in the case of the seeing that you ought to offer special advantages in the case of the blind.

10,944. You think the case of the blind so exceptional that you would give this additional grant in order to stimulate the higher and better education of the blind?—I think so; I think that is the better way of giving Government assistance than giving a capitation grant for every pupil. I may say that in America, especially in many of the Western States, where the State gives a capitation grant, a grant amounting to about 40*l.* or 50*l.* for each pupil, I found the education and the after results in the employment of pupils in many cases quite as bad as they are in the worst English institutions; so that State aid, even liberal State aid, is not a panacea for all the evils which we complain of, but I think payments by results would be the much better way.

10,945. You told us that in the Dresden Institution, where blind persons are taught certain trades and earn something in the institution by working at that trade, a part of their earnings, which belong to the Government, is given up by the Government and forms a fund to supply them with means in their after career, so that practically the workmen themselves contribute to a certain extent to the fund. There would be no parallel to that in England except in training colleges; for instance, take Norwood, it would not be a parallel case, unless those who were earning a livelihood by music were to contribute a part of their earnings towards forming such a fund?—In Paris the pupils do contribute themselves to such a fund, and I think that is a most desirable arrangement. In Paris they begin their subscriptions while they are at school, and it is also a very good thing in another respect, because it knits the former pupils together and produces an *esprit de corps* among them which has a good effect.

10,946. Do you not think that in order to make a scheme of that kind successful in England it should depend far more on the contributions of the members themselves than on any State aid?—I hardly think so.

10,947. You think that the State would require to intervene?—I think it is most desirable that the State should intervene. I am perfectly sure that we shall be years and years before this system of looking after former pupils is adopted in England unless we get a fillip from the State. I might refer, as an illustration of the great advantage of looking after former pupils, to what occurred in the case of the smaller States surrounding Saxony a few years ago. Pupils were sent to the institution at Dresden from the smaller States adjoining Saxony, at the expense of those States, and it was found that those pupils on returning home almost invariably failed, although they had had precisely the same education and technical advantages that their Saxon fellow sufferers enjoyed. About 10 years ago it was decided to introduce the system of looking after former pupils in the smaller States which had not been done before, and since this system has been in operation the success of the blind in the States has been quite as great as those in Saxony proper.

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10,948. (*Mr. Few.*) As regards such of the blind as are imbecile, do you make any provision for them at Norwood?—They are not received at all, they go to idiot asylums.

10,949. So that the system that you have been mentioning applies to those who have all their faculties except sight?—Yes, it applies to those who are capable of being trained.

10,950. (*Mr. St. John Ackers.*) You were the founder of the Normal College of Norwood; is it now carried on according to what you consider the very best possible method?—I think we are always making little improvements.

10,951. But at the present time is it to your mind an absolutely perfect model school of its kind as far as your knowledge goes?—The only important change that I should like to be made at Norwood, and which is one which I think we shall make before long, is that the looking up of our former pupils shall be systematically done, that the system shall rest on a permanent basis instead of resting as it at present does almost entirely upon Dr. Campbell.

10,952. You stated that some of your female pupils go out as teachers of seeing persons; can you tell me how how many have gone out as ordinary teachers?—I do not remember any who have gone out as teachers of the seeing except those who have gone out as teachers of music. I can remember some who have become governesses in private families, bu that has been with blind children.

10,953. What would be the average earning of those who have gone out into seeing families as teachers of music?—I could not say off-hand.

10,954. Is the Dresden school a State school?—Yes.

10,955. How is it supported, is it supported wholly out of public funds and the earnings of the pupils, or are there any private subscriptions?—The system in Saxony and in most parts of Germany is this, the education of the blind is compulsory, every blind child in Saxony has to go to school at Dresden, and if the parents are not able to support him the State does, if the parents can do it partially the State supplements the payment of the parents, and besides that there are communes which by subscribing to this institution have the right to send pupils, if they have a blind child among them he will be sent up by the communes.

10,956. Then the State does not supply gratuitous education to the blind except in those cases where it is impossible for the relations or parents of the children to find any portion of the expense?—That is so.

10,957. (*Dr. Campbell.*) You were speaking of the difficulty which you anticipated there would be in introducing this Saxony system and you were speaking also of your experience in 1866, in regard to the state of things then existing with respect to the teaching of music and the confusion of types. When you went to Paris did you find that the musical education there was on a very different basis on account of their having a musical notation there by which the blind could read and write music?—Yes, I found that was one of the greatest causes of the superiority of the musical education of the blind in Paris, just as it would be very difficult to train the seeing as professional musical artists without a musical notation to it, so it is very difficult to train the blind to be professional music artists without a musical notation, the two things run exactly parallel.

10,958. We know that you exerted yourself a good deal in trying to introduce that system into this country, did you find great difficulty in inducing schools to take it up?—Before attempting to introduce the Braille musical notation into a school it is absolutely necessary

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to introduce the ordinary Braille system, because if we do not do that we are attempting to introduce what is difficult before the pupils have mastered what is easy.

10,959. I regard the mastering of the musical notation as the climax. Of course if you are going to introduce the musical notation you must first introduce the ordinary Braille system. Did you find much difficulty in inducing schools to take up the Braille system with that view?—I found the greatest opposition, it has only been adopted within a comparatively few years.

10,960. You referred to the great failure of some of the schools in the Western States of America; is it your opinion that that failure is owing to the liberality of the government grant or to the great confusion which is thrown into those institutions from the fact that they are constantly subject to political changes?—I think with regard to those political changes the system under which the directors and the teachers are liable to be changed with a change of parties works as badly as anything possibly could, but I think the great reason of the failure of some of the schools in America is just what it is here, that the management is incapable. I do not wish to specify any particular school, but if the superintendent is not zealous and not capable, the school of course will be bad, and it will not be any better for a large government grant.

10,961. Is not the case sometimes in America that on a political change a broken down politician may be put over a school instead of a suitable man?—I know a case in the Western States in which one of the very best directors of the blind, a man who knew more about the subject than almost any one else in America, was displaced in consequence of one of these political changes, and the result was that the school from being a first class school under his direction dwindled down to a third or fourth rate school.

10,962. I should like to ask you a few questions with regard to Norwood; is it not the case that in selecting pupils for admission into the institution, or for scholarships, we do not make it a condition that they shall show that they have musical talent?—That is so; what we look to rather is the capability of a pupil to be trained not only in music but in other things; if a candidate for admission is of sufficient general intelligence to make it likely that he can be properly trained in other branches, and if his physical health is satisfactory, I think we never inquire whether he is musical or not, except in the case of older pupils; if pupils come at 15, 16, or 17, or up to 20, in all probability nothing can be done with them except to train them as tuners, and such pupils enter the technical school almost at once. There of course we find out whether they have sufficient musical ear to make it worth while to train them as tuners, but my experience of the blind is that in nine cases out of ten the musical faculty, if it does not appear on the surface, is latent and can be brought out by cultivation.

10,963. (*Dr. Tindal Robertson.*) You are aware that there are many blind schools in this country which are also called asylums?—Yes.

10,964. Do you think that it would be better if that name could be altered, do you think that it is an inappropriate term for them?—The name should be altered. I think it would be better not only to change the name, but to change the thing where it exists.

10,965. In what way do you think that would be best done?—I think the only way that I could suggest in which it could be done would be by the Government giving that kind of payment which I have already suggested, in which of course the asylums would not participate as far as they were asylums.

10,966. Do not you think it would be better that there should be three separate establishments, in the first place for education, in the second place for technical education, and in the third place for keeping the old and infirm people who are not susceptible either of education or training?—I think that would be very difficult to carry out, if not impossible.

10,967. If it could be carried out do not you think there would be an advantage in having such a separation?—No. A time comes in the educational course of a blind child in which it is very desirable to bring him by degrees into technical work; and although in the case of children of perhaps 12 or 13 or 14, it is very undesirable to put them into a workshop and let them work all day at a trade, still it is extremely desirable that they should go in for a short time, that they should be put upon light work, and that the hand and wrist should be gradually strengthened and exercised for the trade they are likely to have to follow and that that should go on concurrently and contemporaneously with the education.

10,968. Do you think there ought to be any admixture of the old and infirm in these establishments?—No, certainly not.

10,969. Those ought to be separated, you think?—As a general rule the old and infirm are much better looked after by being allowed to live at home, receiving a pension than by being congregated in an asylum.

10,970. Do you think that the system, which you probably know exists in some towns, of having a small cottage or perhaps two together occupied by one or more blind people, is better than having a large asylum where there would be perhaps 50 of them altogether?—I thiuk it much better, the nearer you can make a home of the place in which you lodge your old and infirm blind the better, and where it is possible I would always leave a blind person with his other relations.

10,971. You said in answer to the chairman that you would not recommend that Norwood should be a model school for other schools for the blind; do you think it is possible that in other parts of the country, in provincial towns for instance, and especially the small towns, that anything like the education given at Norwood could possibly be given?—I think it is not only possible, but it is being done as far as elementary education is concerned.

10,972. I speak of the whole curriculum at Norwood; do you think it would be possible to establish such an institution with such small curriculum in small towns?—No; a large musical school must be situated in the metropolis, or in some great musical centre.

10,973. We were told by Dr. Campbell that the college was necessarily carried on at a large expense, and, therefore, I suppose that such a college could not be established in small places. You could not have schools or colleges established exactly on that system in small places?—I referred, in my answer to the Chairman, to primary and elementary education rather than to music.

10,974. That leads me to ask you another question with regard to Norwood. Do you think that Norwood itself might fairly stand in the place of a great musical university for the blind, that is, that children from other schools who showed a certain amount of proficiency in music might there obtain the higher training necessary to give them perfection in the art?—Norwood might perform that function undoubtedly, and it would be a great advantage provided the schools which sent up their pupils gave them a thoroughly good elementary musical education. Our trouble at Norwood with regard to pupils coming from other schools is that their general elementary musical education has been so bad that it all has to be done over again. If the elementary musical education of the school was conducted on thoroughly good principles then I think it would be a great advantage. That is already done at Glasgow. Glasgow has adopted the plan of affiliating their elementary musical school to the Norwood College, and the pupils they will send up from there will no doubt be very well trained.

10,975. Do you think if the musical education which was given in other schools was as good as it is in Glasgow it would be an advantage to affiliate those schools more or less to Norwood College, so as to provide promising pupils with the highest musical education?—Yes, a very great advantage. I have advocated that from the first.

10,976. I suppose, in your opinion, the best system of education generally for the blind is one pretty much on the same lines as that for sighted children?—*Mutatis mutandis* just the same, only there is this to be considered, that the hand is to the blind what the eye and hand combined are to the seeing; therefore the training of the hand is immensely more important with the blind than it is with the seeing, and any proper education of the blind ought to be very much hand education.

10,977. But putting aside trade purposes for the moment do you think there is any possible system than that of Braille for giving a good and perfect education to blind children?—I think that reading and writing forms the basis of the education of the blind just as it does for the seeing, and the only system of reading and writing that is worthy of the name is the Braille system.

10,978. You were asked whether when you wished to introduce the Braille system in the first instance you

found much opposition to that, was the opposition which you encountered with regard to the introduction of it as a means of acquiring a knowledge of music, or generally to the system itself?—There were a great many seeing managers and seeing people generally at that time who could not shake themselves loose from the idea that because the Roman system was the best for the seeing therefore it must be the best for the blind. That was the principal difficulty in introducing the Braille system.

10,979. Is that the only reason you can give us for the difficulty that you experience in introducing the Braille system, or do you think there was any other?—There was the usual dislike to innovations, and there were jealousies and so on, but I think the principal difficulty was that to which I have referred; and it continued down to a very recent time. I could mention schools in which the Braille system has only just been officially adopted, and some in which it has not been adopted at all. There was also a fear among seeing teachers that the adoption of the Braille system would give them more trouble, and they did not at all appreciate the enormous advance to blind education that the introduction of a good system like Braille would cause.

10,980. We have been told that the idea of teaching the Roman type *pari passu* with Braille is that it enables blind children to communicate with their relations in the outside world, do you think that that is a good and valid reason for giving the trouble of teaching that system as well as the Braille system?—No, I do not think so, wherever pupils commence with the Roman type and learn it before they learn the Braille, with the view to communicate with the outside world, you will always find that the managers or the principal directors are seeing that they adopt the system which is in accordance with their prejudices as seeing persons. You will not find a single school for the blind throughout the world, where blind directors or teachers have the arrangement of the education, where the Roman type is taught except as a writing system. You will always find where the blind have the choice that the Roman system is not taught, it has been discontinued in all such schools in which it was formerly taught.

10,981. With regard to the Saxon system of looking after pupils after they have left the school, do you anticipate that there would be a somewhat similar opposition to the introduction of that system into this country which you experienced when there was a wish to introduce the Braille system?—I think the opposition would be far greater; the introduction of the Saxon system throws a great deal of trouble on the directors and on all those connected with the school, and human nature always recoils from responsibility and trouble, and therefore I think the difficulty would be very great in introducing that system into this country.

10,982. On the principle of *quieta non movere*?—Then a great many of the present directors in respect of age, intellectual powers, and energy and zeal are totally unfit to undertake any such work, and of course all such men would object strongly to a system which may end in their being superannuated. The principal difficulty is the trouble that it would cause.

10,983. Do you think that the public would be likely to become gradually more convinced of the advantage of the system that you have been explaining, and that time would smooth over those difficulties to which you have just been referring, and that the system will be ultimately adopted?—I think very little doubt that the system would be adopted ultimately, but I think State aid to former pupils who have become self-supporting would be a very powerful lever to move the different institutions to adopt the system, as such State aid would at once meet the difficulty caused by the increased expense involved in the adoption of this plan.

10,984. Seeing that the State does not do anything in the way of supplementing the cost of the higher education amongst the sighted, do you think that it is likely to do it with regard to the blind?—I see no reason why it should not. I take it from the very fact of this Commission being appointed that the State has shown that it is inclined to assist the blind and the deaf and dumb, and if the Commission were to report in favour of a particular mode of assistance which without being any more expensive to the State than a capitation grant, would be far more efficacious, I think the State would be only too glad to adopt it.

10,985. But do you think that the State would be likely to draw a distinction between its blind children and its sighted children, and that whilst it would not give any subsidy in the case of the higher education of ordinary children it would be likely to give it in the case of blind ones?—I think the very fact of the Commission being appointed to inquire into this subject shows that the State considers that the blind are an exceptional class and require exceptional legislation.

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10,986. Would you propose that the same advantage should be extended to deaf and dumb children, and that they also should be looked after in their career after leaving school, and that the State should in their case give grants according to the results achieved after leaving school by pupils who had been trained in deaf and dumb institutions?—I do not know so much about the deaf and dumb as I do about the blind, but the difficulties with regard to the deaf and dumb are entirely different from those that we have to contend with with regard to the blind. I understand from the evidence which we have had before us from gentlemen who have a knowledge of the subject that there is not at all the same difficulty in finding work for the deaf and dumb after leaving institutions, provided they have been properly trained, that there is in finding work for the blind; with the blind the great difficulty begins after they have left the school and are launched upon the world; with the deaf and dumb the great difficulty is the training in the institution; therefore I think the two classes stand on a different footing in that respect.

10,987. They stand on the same footing in this respect, namely, that according to the evidence which we have had before us the expense of training deaf and dumb children is much larger than that of training ordinary children, and that therefore under those circumstances the State might very properly be asked to assist in the case of the deaf and dumb as well as in the case of the blind?—I suppose the outcome of the Commission will be some form of State aid for the deaf and dumb, but my knowledge of the deaf and dumb is not sufficient to enable me to say whether the particular form of aid that is best suited to the blind is also that which is best suited to the deaf and dumb.

10,988. (*Mr. Johnson.*) I believe you began to turn your attention to the means by which the blind read in the year 1868, when you established the British and Foreign Blind Association?—Yes.

10,989. Are you aware that long before that the Braille system had not only been introduced in schools in England, but had also been recommended in a report published by the House of Commons?—I know that individuals used it; so far as I know the number of individuals that used it was between 15 and 20.

10,990. Had you any means of ascertaining by statistics the number of people who used it in England at that time?—Yes.

10,991. How did you arrive at those statistics?—By correspondence and communication. I think I knew pretty well every one in England who used the Braille type at that time.

10,992. Between 1866 and 1868?—Yes.

10,993. You lost your sight in 1860, and you were six years in Ireland trying to recruit your health; in 1866 you joined the Indigent Blind Visiting Society, and in 1868 you formed the British and Foreign Blind Association?—Yes.

10,994. Before 1868, that is to say, between 1866 and 1868, you say you only knew of from 15 to 20 people who used the Braille system?—Yes.

10,995. Was not it used at all in the schools?—The schools did not use it at all; there was not a single school that used it.

10,996. Did you ever see a report presented to the House of Commons in 1867 on the systems pursued on the continent, and published by authority?—I think I saw it; I do not remember it very clearly.

10,997. I believe that at the congress at York two or three years ago, the proceedings at which congress I believe have been put in, you stated that 30 per cent. of the blind persons who had been taught music did not succeed; is that so?—I could not say what I said at York without referring to the report.

10,998. Do you think that 30 per cent. of those trained in music do not succeed?—I think a very much larger proportion do not succeed, and the proportion varies in a great measure according to the excellence of the teaching they receive at the institution in which they are educated. I believe that there are many schools for the

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blind which profess to teach music, in which the proportion of successful pupils is extremely small.

10,999. With regard to the constitution and administration of the Royal Normal College, have they got any printed rules?—We have no printed rules; we have written rules.

11,000. You have no public meetings of your subscribers?—Subscribers come to the annual meeting.

11,001. When is the annual meeting held?—It varies.

11,002. At the annual meeting does any discussion take place with regard to the whole management, financial and otherwise, of the institution?—No.

11,003. There is no report given to that annual meeting?—No, the college is managed by the general council and an executive committee.

11,004. Do the general council appoint the executive committeee?—The executive committee is self-elective, subject to ratification by the general council.

11,005. As I understand it the general council is appointed, and then the executive committee is selected from the general council?—Yes.

11,006. The Gardner trustees, we have been told in evidence, give over 4,000*l.* a year to the college?—I cannot tell you the exact sum that they give; it is very likely as you state.

11,007. Do the Gardner trustees have any power or voice in the administration of the establisment after giving so large a sum, or is it given entirely to the executive committee or the general council, and do they distribute it without reference to the Gardner trustees at all?—The Gardiner trustees give it as long as the results are satisfactory.

11,008. As long as in their judgment it is necessary to give it?—As long as in their judgment they are getting a good equivalent for their money.

11,009. They have no representative upon the executive committee or upon the council, have they?—No. They decline. They were asked to have representatives, but they thought it better not.

11,010. Would you be good enough to give the Commission the salaries of all the officers from the principal downwards, as has been done in the case of other institutions?—I could not do so. Dr. Campbell has already promised to do so.

11,011. Taking the last year's balance sheet I see that 15,874*l.* was received, and the subscriptions for pupils amounted to 6,085*l.*; where do those subscriptions usually come from; are they paid from the general fund or are they subscriptions from friends, or parents, for the help of distinct cases?—"Subscriptions for pupils" means subscriptions for individual pupils.

11,012. Supposing that the Government were to agree to give a grant for educational results, and for the pecuniary results from a trade, how do you think such information could be gained as would enable the Government to give such a grant?—As I have already explained I think that all institutions ought to adopt the system of looking after their former pupils. If they did that then every institution would know which of their former pupils were self-supporting and which were not. They would claim the grant for those pupils who were self-supporting, and the Government must see that the return which they make is correct, by inspecting some or all of those former pupils.

11,013. Then, as I understand, you would suggest the appointment of an inspector of the results of work?—Yes, among outside pupils.

11,014. Then of course you would recommend the same mode of Government grant on the educational results as is now adopted in the case of the Government training colleges?—Yes.

11,015. By, I suppose, having especially trained inspectors appointed for the purpose?—An inspector who knows the subject and who knows what he is about, and who would examine the pupils and report what progress they have made, would classify them in standards, and the school would be paid so much for every pupil who had passed a certain standard.

11,016. Do you think it is likely that the Government would consent to make so large a grant as would be required to give such a general primary education as you give at Norwood?—I am not in the secrets of the Government, and I cannot tell.

11,017. But do you think it is possible that the State would give so large a grant as would be requisite?—I think it is very undesirable that they should do so; I should be very sorry to recommend it.

11,018. Do you think it is absolutely necessary that all the blind children and all the coming blind should be educated primarily up to the extent to which they are educated at Norwood?—Yes, I think that the primary and elementary education ought to be equal to that which is given at Norwood.

11,019. Should they be taught French?—I do not think that French can be considered either primary or elementary. I think that the primary or elementary education ought to be, at least, as good as it is at Norwood if we want to get a good per-centage of success.

11,020. Do you think that all the pupils educated in blind schools or in blind asylums or colleges for the blind should be educated in the higher branches of education, such as French, natural philosophy, &c., such as we saw at Norwood?—No; I do not think that a basket maker or a mat maker has any call for French or natural philosophy.

11,021. But I understood you to say that in order to make a blind man or woman self-supporting, it was absolutely necessary that they should have a very superior form of education, and that when they were once thoroughly educated, then they were ready to turn their hand to almost any trade or profession which they might select?—I certainly said no such thing.

11,022. But I suppose that the pupils whom we saw at Norwood the other day, who were so very highly educated, were the ordinary class of educated children that you receive, and that that was the ordinary curriculum of education which you give to every blind person who comes to Norwood?—Norwood is not a school for teaching basket making and mat making.

11,023. Do you think it is necessary to educate every blind person that comes under your knowledge as highly as the pupils of Norwood?—There are a great many blind children who never come to Norwood.

11,024. But do you think it is necessary to educate the whole of the blind children in the country up to the same standard of education that you educate them up to at Norwood?—Certainly not.

11,025. Then where would you draw the line?—All the blind children in the country are not going to be musical artists, or to follow some liberal profession.

10,026. Then all the pupils at Norwood are going to be artists?—They are either going to be artists, or to follow some liberal profession, or some superior calling.

11,027. Then you consider Norwood a superior school altogether to what you would like to establish as an ordinary school?—I consider that the objects which are followed at Norwood are entirely different from those of most of the blind institutions throughout the country.

11,028. And, therefore, you would not require the other institutions to take Norwood as their sole model?—I have already stated that I should not.

11,029. Do you know of any blind person who has been trained as a first-class musician who is now making anything like a large income?—Yes, a good many.

11,030. Could you give us any instances?—You will find a number of them in the Report of the Normal College, with their addresses, and all about them. I can give you others who have been trained at other schools; I can give you instances at Birmingham, and at York too.

11,031. How long do you think it takes to make a first-rate tuner?—Do you mean from the time that a blind person begins in the tuning school, or do you include the elementary teaching?

11,032. I mean the teaching, elementary and otherwise, which is necessary to make a man a tuner. I do not mean the education in reading and writing, and that sort of thing; I mean the education in a technical school?—The shortest time that I can call to mind, in which a man who without any previous knowledge entered the tuning school, went out as a successful tuner, is two years. It generally takes longer.

11,033. Does it take a longer time to make a blind tuner than a sighted one?—I do not think so. I may add, what is rather an important point, that the blind tuners, in order to be successful, must as a rule be better

workmen with a better knowledge of music than their seeing competitors.

11,034. Then they have had some training in music before they begin their training as tuners?—It is very often contemporary.

11,035. Then when they have had instruction in music to a certain extent you put them to the special technical work of tuners?—Yes, generally.

11,036. Do the eight blind teachers at Norwood include the technical teachers as well, or merely those engaged in ordinary education?—That I cannot tell you. Dr. Campbell will draw up a report for the Commissioners in which no doubt that will be contained.

11,037. Could you tell us how many pupils who have entered the college have been paid for entirely or in part by the boards of guardians?—I could not tell you from memory.

11,038. A considerable number?—Yes, a considerable number have been paid for in part; I doubt whether any have been paid for entirely.

11,039. Do you think that blind musicians or tuners compete with the sighted musicians or tuners?—I know that they can if they are properly trained.

11,040. Have you many instances where they have competed with the sighted?—Yes, many.

11,040a. In what particulars have they competed with the sighted as tuners, or as organists, or as pianists?—We will take tuners first. We have large numbers of tuners throughout the country who are holding their own perfectly well in competition with the seeing tuners of the place. Then as organists we have a large number of pupils who have left the college and who have entered into public competition with the seeing, sometimes with very large numbers of seeing competitors, and who as a general rule have beaten all the seeing people and got good appointments. I think that is successful competition with the seeing. There are also a number of our former pupils who are holding their own with the seeing as teachers of music and are making fair incomes. Of course they are in competition with the seeing teachers of music.

11,041. Can you ascertain, and do you ascertain where all your former pupils have settled?—As far as possible; we know most of them.

11,042. You have no register of them, I suppose?—I do not know that there is any special book.

11,043. (*Dr. Campbell.*) There is. I have in my hand the addresses of nearly all of them, and the information will all be completed in a very short time. I think there are only two whose addresses I cannot give.

11,044. (*Mr. Johnson.*) Have you ever ascertained the number of blind organists who are employed in this country?—I have tried to ascertain it, but it is very difficult.

11,045. Have you any idea as to the number?—I have not sufficient statistics to make my answer of any value.

11,046. Do you think that there are more blind employed as organists in England than there are in France, or that there are more in France?—I am sure that there are many more in France than in England.

11,047. Does the State help any of the musical pupils when they leave the institutions in France?—No.

11,048. The French Government take no care of them, do they, after they once leave the institutions?—The French Government does not, but the institution does.

11,049. What is the scriptural education at Norwood; do you have any visits from clergymen?—We have already had that in evidence; but I will answer it again if it is necessary.

11,050. I think what we had in evidence was that they went to a church or other place of worship wherever their friends selected that they should go. I ask whether there is any course of religious instruction given in the College at Norwood?—There is religious instruction certainly in the College.

11,051. Religion is part of the education?—No doubt it is.

11,052. Are there prayers night and morning?—They have evening prayer at 7 o'clock, and they have morning prayer at a quarter to seven.

11,053. Are the majority of your pupils members of the Church of England, or Nonconformists?—A little less than one half of the entire number are members of the Church of England.

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11,054. Are there any Roman Catholics?—There have been; I am not quite sure whether there are any now.

11,055. Are there any Jews?—There have been Jews.

11,056. Is not sending those different people to their respective places of worship attended with great difficulty?—No, they are sent with either a teacher, or a servant, or some guides.

11,057. Do all the Church of England pupils go to one church, and do the dissenters go to another, or do they go wherever they have a fancy to go?—They go to different churches, wherever their friends wish them to go.

11,058. But does it not entail a great deal of difficulty in a large institution sending half a dozen pupils to one place of worship, half a dozen to another, and half a dozen to a third?—I do not know that it is so difficult. In the first place there are a large number of Presbyterians from Scotland in the college, and there is a Presbyterian church opposite the door. Then there are Church of England places of worship, and places of other denominations which are very near. There is no difficulty in that respect.

11,059. I suppose you have no chapel in the establishment?—The music hall is used as a chapel.

11,060. There is no Sunday service in the chapel, is there?—There is a short afternoon service at 5 o'clock on Sundays.

11,061. I suppose it is for those who could not go to church on account of its being wet or for any reason of that kind?—No, it is always so.

11,062. Is there any examination in religious subjects by your examiners.—I do not think so at the college. That we leave to the religious bodies, and the Sunday schools, and so on which they attend.

11,063. There is no rule that the pupils of the institution should be examined as regards their religious knowledge?—I think not.

11,064. The school is perfectly unsectarian?—It is quite unsectarian.

12,065. We have heard that the pupils of the Norwood College give a certain number of performances at St. James's Hall and elsewhere and that they give very excellent performances; does that succeed financially?—Some of them do and some of them do not. We give concerts on behalf of a great many different societies, whether blind or otherwise. Those concerts are got up by the society for which they are given, and as a rule they prove fairly remunerative. The Normal College has given an annual concert for the Indigent Blind Visiting Society for a great many years and we always derive some 16*l.* or 20*l.* from it.

11,066. Do you deduct the expenses of those public performances from the payments?—The college simply furnishes performers for the concert. All the arrangements have to be made by the society for which the concert is given.

11,067. And the society pays the expenses?—The society pays it.

11,068. That is to say that they would pay the travelling expenses of the pupils?—I mean that after all the expenses are paid the Indigent Blind Visiting Society nett somewhere about 16*l.* or 20*l.* by the annual concert that the Normal College gives.

11,069. Do the concerts in which there is a certain assistance by sighted musicians mixed with the blind prove a financial success?—If the expenses are heavy such a concert may not be, and very often is not, a direct financial success; but now, I think, you are alluding to quite a different kind of concert.

11,070. I asked, first, whether these concerts succeeded financially, and you told me that in the case of those concerts which are got up for the benefit of these charities the charity pays the expenses, and there is something over for the charity. Now I ask whether the concerts which have been held at St. James's Hall, and at which I have myself been present, where there have been a very large number of sighted orchestral musicians who performed part of the concert with the blind are a financial success?—My answer to that is that the two classes of concerts are entirely of a different kind. The concerts that we give at St. James's Hall are college concerts, concerts which are organised by the college,

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and which are not given with a view of obtaining money for another society.

11,071. But if you get anything out of it it is for yourself?—Exactly.

11,072. Are those concerts a success which are on foot and carried out by the college and for the college, if there be any profit upon them?—If we have to pay a large orchestra of seeing musicians it generally happens that it is not a direct financial success, that is to say, the immediate proceeds of the concert do not generally cover the expenses. But those concerts are most valuable, as enabling the public to form an opinion of what blind musicians are, and if you ask me whether they are an indirect success I answer that they pay themselves over and over and over again indirectly.

11,073. In your opinion is it necessary that sighted musicians should be added to blind musicians to make a concert effective?—That entirely depends upon what the concert is.

11,074. I am talking about those concerts which you give with the assistance of sighted people. Do you think it is necessary in such concerts as you have given at St. James's Hall to associate sighted performers with the blind performers?—I think it very often draws the public, which is what we want to do; we want to draw a large audience.

11,075. And you think that the public would not be drawn by an orchestra of blind people alone, but that they must have some sighted people as an adjunct to their attractiveness?—That is quite another question.

11,076. But that is a very vital question. Do you think that the blind performers alone would be as attractive as they would be when associated with very first-class sighted musicians?—It is scarcely possible to answer the question in that form. We decide to give a certain piece, an orchestral symphony of Beethoven's for example; we can furnish all the voice, piano, and organ parts, but we cannot furnish the orchestral part, that is to say we can supply the highest class of performers for the voice, piano, and organ parts, but we cannot furnish the highest class of performers for the orchestral parts. Therefore if we want to have the whole concert uniform, we take seeing orchestral performers.

11,077. Then you think that adding the seeing performers to the blind performers makes the concert more effective and more paying than it otherwise would be?—I think so as a rule; but the principal object of combining our blind pupils with first class seeing musicians is not to raise money, but to overcome the prejudice that exists in the mind of the public against the blind, whom we wish to be considered as standing on exactly the same footing as seeing musicians, to be judged of by the merits of their performance without any reference to the accident of their blindness. When a blind musician takes the piano part of a concerto with such eminent artists as Joachim and Piati as his coadjutors, and acquits himself as well as any seeing musical artist of high standing would do, then the musical profession acknowledges him as taking high rank in the profession and the public will follow. This will lead to profitable professional engagements as a pianist, organist, or vocalist, as the case may be, and good teaching engagements will follow as a matter of course. It will not only be of use to Mr. Hollins that musical critics cordially admitted the excellence of his performance in St. James's Hall lately, but every such performance makes it more easy for other blind musicians of high talent to obtain a hearing from a London audience in a first class concert.

The witness withdrew.

Professor WILLIAM H. CUMMINGS, Esq., examined.

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11,078. (*Chairman.*) You are professor of singing at the Norwood College?—Yes, I am.

11,079. Have you been there since its formation?—I have been there nearly five years.

11,080. How many lectures a week do you give?—I attend there two days in the week.

11,081. To how many classes do you give instruction?—I have a large number of classes, from the most juvenile to the most advanced.

11,082. The entire training of the pupils in singing then is confided to your charge with others under you?—Yes.

11,083. Have those who train the children under you been themselves taught by you originally?—Some of them. There are pupils who teach, and they have all of them been under me.

11,084. So that the whole system of the school is under your control?—Yes, so far as the singing is concerned.

11,085. Do you find that the blind pupils under your charge are, as compared with other pupils that you have, equally intelligent and equally gifted?—Quite so.

11,086. Have you met with any exceptional musical ability and power of voice amongst the blind people?—With exceptional musical ability, Yes, but not with exceptional power of voice. I think that the power of voice depends very much upon physical training, and that is just one of the things in which very often the blind are deficient.

11,087. You mean that power of voice depends upon robustness of constitution?—Yes.

11,088. And of course the blind labour under great difficulties in maintaining or attaining that robustness?—Quite so.

11,089. Do you think that there will always be that difficulty in their way with regard to singing?—Not if they are taken in hand early in youth, and their constitutions well trained; then, of course I should expect the voice to progress in proportion.

11,090. Do you think that the constitution of blind children can be strengthened by physical exercise, so as to put them on a level with other children?—Yes, quite. I would supplement that by saying that amongst my blind pupils I have some young men who have good constitutions and their voices are exceptionally good, quite beyond the ordinary run of sighted people, comparing age with age.

11,091. Do you believe that everyone has a voice if it is properly trained?—Yes, but I would not like to say that the result would justify the training of every voice.

11,092. It would not be worth the expense or trouble?—That would be a question for the parents or guardians to decide.

11,093. Do you think with regard to those at Norwood that their voices are sufficiently good to justify the pains that are spent upon them?—Yes, I think so in this way: that the cultivation of the voice in their case assists their general training; that whether they sing or whether they become pianoforte tuners, in any case the ear must be trained, and that the learning to sing is the very best means of cultivating the ear.

11,094. Therefore, looking at it from a purely musical point of view, the very fact of giving them that training is good for them as blind people?—I think it is indispensable.

11,095. Would you therefore advocate that all blind persons should be taught singing?—We have sometimes found a child when it first came apparently without ear, and by assiduous cultivation it has soon attained the power of ear sufficiently to be able to sing a scale. So that I am sure it is right.

11,096. Is each child taught individually, either by yourself or by those under you?—Yes.

11,097. As well as being taught to sing in chorus?—Quite so. I test all the voices separately, and then I take them collectively, but I teach chiefly individually.

11,098. Do you think that by the time they leave school many of them have voices which would be good, commercially speaking?—Certainly.

11,099. Sufficiently good to enable them to earn some sort of livelihood, either by singing in public or by singing in choirs in churches?—Yes, and also if they become organists they are able to teach the choirs, which of course they could not undertake unless they themselves sang.

11,100. Is the music also under your instruction in connexion with the singing?—Only the vocal parts.

11,101. Have you followed the success of any of those who have been your pupils after they have left the institution?—Yes.

11,102. Have you found some who have succeeded?—Admirably.

11,103. Either as teachers, or as gaining their livelihood in other ways?—Yes, as teachers and as organists. There are several such instances.

11,104. Are there any who have become permanently attached to choirs, or who are in any such way earning their livelihood?—I cannot mention any at present, and for this reason: I think that they have all of them learnt the organ, and they get a better position as organists because they are able to teach as well.

11,105. Are you speaking of both girls and men?—Yes.

11,106. Do you think that the position of organist is a position for which the blind are more suited than any other in regard to music?—My experience is that the concentration of the faculty enables them certainly to distinguish sounds where they are cultivated with a greater nicety than any sighted person.

11,107. But I asked you whether they were more fitted for organists than for any other branch of the profession?—I would not say that, because I think they are admirably qualified to sing in choirs.

11,108. But you say that there is not so much demand for singers as for organists?—Because at present there is a very great prejudice against blind people.

11,109. Have you in your experience in London known any blind persons get situations as members of a chorus in a theatre or opera house, or any similar institution?—Better than that. I can mention instances of some of the pupils who sing solos in oratorios. Mr. West has made a very distinct mark in singing in oratorio in different parts of London; and I saw only this very week the announcement of one of the old pupils singing as the chief solo singer in the Messiah.

11,110. Was that at the Crystal Palace?— No, it was in the neighbourhood of the Crystal Palace, but it was not connected with the Crystal Palace at all.

11,111. The pupils under your charge visit the Crystal Palace whenever there is any good singing, do they not?—Yes.

11,112–13. And you consider that a valuable assistance to your work?—Most important.

11,114. I suppose that hearing good singing is almost as important as good teaching?—Certainly. You imbibe music, there is no doubt about that. I do not think that at present we have got anything like the result out of the school that will probably come by-and-by, for this reason: that so many of the pupils who have come under my observation have come there at rather an advanced age. I look for a greater result by-and-by when the little ones who have come in as tiny children have grown up.

11,115. At what age do you think that they ought to begin to learn to sing?—Certainly not later than six or seven. I commenced in St. Paul's Cathedral at the age of six and a half as a choir boy.

11,116. You do not think that under proper tuition there is any fear of the voice being over strained?—Of course it all depends upon the tuition being proper.

11,117. But with regard to the blind you think it is of primary importance that they should begin to learn to sing young?—As soon as possible; just as soon as they begin to learn to read.

11,118. You think it has a good moral effect in giving them confidence, and making them feel that they can do what other people can do, and as successfully as other people can?—Yes.

11,119. Do you think it is of great importance in brightening and stimulating the character generally?—Not only their character, but also their very faces improve under the training.

11,120. Is there anything that you can say with regard to the general curriculum at Norwood bearing upon singing or music?—The only thing that strikes me is that we are undermanned. I am there only two days in the week, and I go there greatly from the love of the thing, indeed I make a large sacrifice in going there as compared with any other work; but I do it because I like it, and am interested in the work. What they really want is not me, but somebody like me or a dozen like me every day in the week. They want more teaching. They want it constantly, every day in the week, all the year round. Of course with the immense number of pupils we have, it is impossible to do for them all that one would wish.

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11,121. What are the hours in which you give instruction?—On Wednesdays from 9 till 6, and on Saturdays from 9 till 1; and occasionally at extra times, when there is something special going on, I am only too glad when I can find time to run up and do something.

11,122. (*Dr. Tindal Robertson.*) You said something with regard to taking them young; is that in consequence of the advantage of getting the vocal cords of the larynx, when they are still in a flexible state, into a condition to render them more open for singing?—I do not regard it so much in respect of the voice as generally with respect to the musical education. That is very important. Amongst other pupils I have had Mr. West, whom I mentioned just now. He was a little late in beginning, and, therefore, he has not done what he might have done with his magnificent voice. If he had begun as a youth, and had been prepared musically before I took him in hand, I could have made him ten times as good.

11,123. Was Mr. West at any other institution before he came to the college?—I am not sure; I think he was. Then I can mention another instance: a man in the school of the name of Fairchild. He has a superb voice, but he came from some other school, where I imagine that he had not been taught at all. Of course it is very uphill work when you take a man at 22 or 23 years of age, when he has not learnt even the ordinary reading and writing, and begin to teach him.

11,124. Excluding the fact that it is necessary that they should have longer musical training, do you not think that a person beginning at that age has lost a certain amount of flexibility, so far as the organs of speech or voice are concerned, and that that would render the person less likely to be a good singer afterwards?—That would be so to a certain extent, but not so much so in the case of a male voice, because the voice changes at the age of 14, or 15, or 16. With a female voice of course it would be better to have early training with the voice also.

11,125. I suppose you do get children at Norwood at times from other institutions?—Yes.

11,126. What kind of training do you find they have had, so far as singing is concerned?—In all cases I have found that they have had practically no training at all They have sung hymn tunes, and so on, in chorus, but they have had no individual training whatever.

11,127. Has there been any attempt to train them scientifically?—Not the least, so far as I discovered

11,128. Do you make any use of the musical notation by the Braille system in your teaching?—Yes.

11,129. Have you found that that is advantageous?—I could not possibly do without it; I would not undertake to teach without it. My complaint of the ordinary teaching is, that people teach by ear, whereas we teach, as you would learn yourself, by sight.

11,130. Then you attach importance to the taking up of the Braille system generally as a means of musical education for the blind?—Yes, I cannot conceive any musical education of the blind without it; it would be impossible.

11,131. Do you think that there would be an advantage gained to blind children generally if that system were taught even in a smaller degree in the blind schools in the country, and that then the children should be sent to Norwood to get the higher musical education there?—I think it would be a very great advantage for all schools to adopt and use it. It would be an advantage to the children wherever they went.

11,132. And would it not facilitate very much the higher teaching which you give at Norwood if that was done?—Yes, certainly.

11,133. (*Dr. Campbell.*) Pursuing this subject of the Braille system of musical notation, the facilities of musical education have increased, have they not, within the last three or four years from the publication of the various volumes of studies and songs, and other works that have increased very rapidly, so that musical education is now far more feasible than it was even five years ago?—Certainly.

11,134. In your teaching classes, and as you know also in regard to other classes in the institution, if we

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have any music to learn which has not been printed in Braille, the pupils write it first and then study it?—Always.

11,135. So that the pupils at the College are trained to all intents and purposes as thoroughly in regard to reading music as the pupils at the Royal Academy of Music, or at any other good school of music?—Precisely in the same way.

11,136. Do you consider that taking our musical work on the average it compares favourably with that at the best musical schools, such as the Royal College of Music, the Royal Academy of Music, and so forth?—Certainly, it compares very favourably indeed.

11,137. In regard to those people who you said were singing in oratorios, you gave Mr. West as an illustration; I think that in the course of a few months we have had Mr. Wilmot, Miss Samuels at Melbourne, Mr. Moncur, and several others who have taken part in a number of oratorios as solo singers?—I did not mention the name of Mr. Wilmot just now; it did not occur to me, but he does make his living entirely by solo singing and teaching.

11,138. Are you aware that his income last year was over 200*l.*?—I should imagine that it was a little more than that; I should think it is a little under stated at that; I should have put it at 300*l.*

11,139. We every year give large and important classical concerts with first-class orchestras and first-class musicians; do you consider that the whole course of our business in that respect has helped to raise in the estimation of the musical profession the abilities of the blind to cope with musical problems and to make music a true profession for the blind?—Certainly; I am sure that it has done so.

11,140. Do you think that we could in any other way have raised the appreciation of the talent of the blind; would it have been possible to have brought out the appreciation of what the talent of the blind can be developed to without adopting some such course as that?—No, not at all. The prejudice against the blind was very strong a few years ago, and advertisements used to be inserted in the musical papers when an organist was required: "No blind men need apply." I myself have many opportunities of bringing vocalists before the public as conductor of the Sacred Harmonic Society and otherwise; but there is an objection to blind singers simply from prejudice; concert givers are afraid that people will not like to see them, or that there will be too much pity. All that will have to be overcome. The only way to overcome that is to enable the Normal College, or some such institution, to perpetually give concerts of a high class until the public and the profession are forced to recognise that blindness is not an obstacle.

11,141. Are you aware that after our recent tour to America, in the course of which we gave several important classical concerts with orchestras, one of our artists, Mr. Hollams, had so many engagements offered to him that it would pay him very handsomely to go on a tour for that purpose?—I saw that mentioned in one of the American papers.

11,142. Taking an organist that you know, one of your pupils at Norwood, Mr. Schweier, are you aware that when he went to compete for the situation of organist they refused in the first instance to allow him to compete with 59 competitors because he was blind; but that afterwards they let him play as the sixtieth competitor, and that after they had heard him, he won the the competition over the 59 seeing competitors?—Yes.

11,143. And that since that time he has formed a large musical society and conducts both chorus and orchestra?—Yes, I have been present, and have sung the solos at one of his performances and admirably he has conducted it.

11,144. You find in your teaching that one of the greatest difficulties in enabling the blind to come forward as artists is not so much the want of training of the voice itself, which can be easily done, but the facial expression, and the management of the body, in other words what we should term the graces?—Yes, what is called deportment; that is the most difficult part.

11,145. Therefore, if we begin with young children in the primary training of music we shall have far greater chance of success?—Yes.

11,146. So that is why you look forward when we get our primary children through the college to a time when our chances of success will be far greater than with any of those who have previously gone out?—Certainly. I may mention that Mr. Schweier has only recently taken the highest honours at the Royal Academy of Music and at the College of Organists in competition with sighted people; while they have failed he has succeeded. He has passed the most difficult examinations at the Royal Academy.

11,147. Did you see the notices that we had sent from Melbourne a short time since, in which Miss Samuels, one of your former pupils, was spoken of after she had taken part in several performances in some of the principal oratorios, the Messiah, the Creation, and so forth, as the leading contralto of Melbourne?—Yes.

11,148. (*Dr. Armitage.*) You say that you think that a much better result than we have hitherto achieved would be brought about as soon as our younger pupils complete their course?—Yes.

11,149. Do you think it is desirable that in other schools for the blind the elementary teaching of children should be conducted on the same lines as ours, that they should receive thoroughly good training as children, in order that they may have a better chance of success when they come into a higher college like the Normal College?—It follows of necessity that it must be so; there cannot be a doubt about that. There would be time saved if they began in the proper method; they would then have nothing to unlearn, and they would simply progress immediately they came in.

11,150. Do you know the plan that the school at Glasgow has adopted in that respect?—No, I do not.

11,151. That is under the management of one of our former pupils, Miss Inskip; have you had any opportunity of forming a judgment whether she is doing her work well?—I have not.

11,152. Do you think that is a plan that is likely to be successful in other schools?—The reports that I have are very favourable, indeed, that she is doing very well. I am quite sure that it would be a very good thing, indeed, to take a thoroughly efficient blind teacher for the small children in other schools.

11,153. There is a difficulty, is there not, in the employment of blind women?—Yes, as to finding sufficient employment for them.

11,154. Do you think it would be a good plan to train blind girls specially with the object of bringing on the blind pupils in other schools?—Yes, and I would say also that the blind girls are extremely well able to teach the pianoforte and singing to sighted people. I myself recommend them occasionally, and I find that sighted pupils get on very well when they are taught by the blind. I recommended the daughter of Sir James Douglas recently to one of the blind pupils at the Norwood College, Miss Campbell, and she has made most admirable progress under her.

11,155. My question referred rather to raising the musical education of the blind throughout the country by the employment of pupils trained at the Normal College to take the elementary musical teaching; do you think that would be a good plan?—That would be the best plan, I think.

11,156. (*Chairman.*) Are you speaking of music or of singing?—I was speaking of singing in that case, but I can also mention instances where I have recommended the pupils for teaching the pianoforte. I should not hesitate to put my own children under them; I consider the teaching very good.

11,157. I think you have a son who is studying music?—Yes, he is in Leipzig.

11,158. What school did you choose for him?—I preferred sending him to the Royal Normal College, because I knew that he would have thoroughly good training there.

11,159. Is your son sighted?—Yes.

11,160. Was he educated there?—He did all his pianoforte and harmony commencement there; he is now continuing his studies in Leipzig, but I sent him first to the Royal Normal College, because I knew the teaching was good. I had, of course, the choice of the Guildhall School of Music, the Royal Academy of Music, and other places.

11,161. Were you satisfied with the progress that he made at the Normal College?—Thoroughly.

11,162. Do you think that it would be a good plan to extend the system, which I believe is already adopted, of taking in seeing pupils at the college, and letting the girls who have nearly finished their education teach them?—Yes, I would go even further, and add that if to a certain extent sighted pupils could be mixed with the blind pupils at the Normal College, in order that that the blind might come more in contact with sighted people, and become like them in their manners and ways, I think it would be a great gain.

11,163. (*Chairman.*) You mean for general education as well as for music?—I am referring particularly to music. I cannot speak about the general education. I know from my own knowledge that it would be good both for the sighted and for the blind.

11,164. You are alluding, I suppose, to day scholars coming in?—Yes, certainly; I think it would be a very good plan musically.

11,165. (*Dr. Armitage.*) You think it would be an advantage to the seeing pupils?—Yes, quite so.

11,166. Then I judge from your answer that you consider that it is a scheme that is practicable?—Quite so. I should say about the singing of the blind in chorus that I have a good deal to do with chorus singing, and when the blind have once learned their music, as they do by reading it, they never make a mistake. Sighted people will learn it very well indeed, but they are given to looking about at the audience, or something of that kind, and I find they make a great many mistakes which they should not make.

11,167. Do you find any difficulty in conducting a blind choir?—Not the least in the world.

11,168. Do you find it necessary to beat audibly?—Not audibly to the ordinary person, but the blind understand the beat. It needs nothing more than a tap no louder than a fly touching a window; that is quite sufficient. It must be audible, but no one would hear it who was not in the secret.

11,169. (*Mr. St. John Ackers.*) Have there been any sighted pupils with the blind except your own son at the Normal College?—Yes.

11,170. About how many?—Very few. I give once a week what we call a lecture, but what is more an exemplification of the art of breathing and voice production; I can do that with a large class collected together in the hall, and I frequently see sighted people who come as a special privilege to get some few hints how to manage the voice.

11,171. Is that on the Wednesday?—On the Wednesday.

Prof. W. H. Cummings, Esq.

14 May 1886.

11,172. (*Rev. Mr. Sleight.*) Have you had much experience in teaching the blind singing, apart from Norwood?—None at all.

11,173. Taking them as a class throughout then, you cannot say whether they have always voices that can be trained for singing, so that they might be able afterwards to get a livelihood by it?—I have been to many blind schools all over over the kingdom, and the continent too, and I can say that they have the same facilities of voice as sighted people. I have not taught in those other schools, but I have heard.

11,174. You spoke about the prejudice against blind people's singing; is it not a fact that in some cases great sympathy is shown to them, and that it is rather from the fact of people showing this sympathy that good attendances are attracted to concerts?—Yes.

11,175. I know a blind young woman in my district, and if I was to have her to sing at one of my parochial concerts she would attract an audience from the very fact of her being blind?—Sympathy probably in such cases degenerates very often into pity. But the question just now put to me referred to church choirs chiefly, and I was speaking of those. I can give an instance from my own neighbourhood at Dulwich. We wanted to improve our choir in a church which I am very much interested in, and I proposed that the very defective element of the choir boys should be supplemented by boys from the Norwood College. The thing was carried apparently by the committee, but the clergyman stopped it immediately by saying that it was contrary to the usages of the Church of England to have blind people singing in the choir.

11,176. I knew a church at Brighton in which the choir used to be supplied entirely by blind children from the blind school?—It ought, I should think, to be very good. I can give you an instance of a blind clergyman. The Dean of St. Asaph was a blind man, and he was one of the best readers and preachers I ever heard.

11,177. (*Mr. Johnson, through the Chairman.*) Have any of the blind pupils taught under you been employed by the Sacred Harmonic Society to sing in public?—No, but I am hoping that they will be by-and-by. I am conductor, not director. The direction is really in the hands of the committee, and they have the control of the engagements.

The witness withdrew.

Adjourned to Wednesday next at 11 o'clock.

32, Abingdon Street, Westminster.

Wednesday, 19th May 1886.

PRESENT:

THE RIGHT HON. LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. C. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.

CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. ANTHONY BUCKLE, B.A., examined.

Mr. A. Buckle, B.A.

19 May 1869.

11,178. (*Chairman.*) You are the manager of the Wilberforce School for the Blind at York?—I am superintendent.

11,179. For how many years have you been so?—Sixteen.

11,180. You took an active part in the getting up of the conference that took place at York in the jubilee year 1883?—I was the secretary to the conference.

11,181. Did any special results follow from that conference with regard to the education of the blind; were any valuable results obtained?—I think probably we helped forward the Grosvenor meeting, which passed a resolution requesting the Government to cause an inquiry to be made.

11,182. You led up to the meeting at Grosvenor House, you mean?—I think we helped to forward it.

11,183. What is the character of the education at the York School?—I should call it a good sound elementary education.

11,184. Do you use a variety of types?—Our pupils begin by Moon's type, and then go to Braille, which is used throughout the whole school; and those with the

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finest touch are able to read some of the Roman type as well.

11,185. Do you find the Roman type useful for writing in order to make them correspond with their friends?—We write it in lead pencil type. I have got some samples which I should like to put before the Commission, written by the Guldberg apparatus (*producing the samples*). I consider that a blind pupil who is able to write Braille and this Guldberg lead pencil type is thoroughly well fitted for all writing purposes; he can use the Guldberg type for corresponding with seeing people, and the Braille type for corresponding with the blind.

11,186. Have you a machine for writing the Guldberg type?—This is the machine (*producing it*). I may say with regard to the Guldberg machine that I teach a class myself with it; I have simply taken a class as I have found it, consisting of the dull boys and the quick boys and the girls too, and I have not yet found a pupil who could not learn to write with it. I have a remarkable case in my mind of one boy who came to us out of Wales; the poor lad was wretchedly dull and slow with his fingers, and he learnt to be one of the best writers in the school. So that I can say distinctly that this apparatus is one that can be used by all blind persons.

11,187. Does it take a long time to teach it?—In about six months, with an hour's lesson per week, an ordinary pupil will learn to write the whole of the small letters of the alphabet. By this apparatus we can make not only the small letters but the capitals and all the figures.

11,188. Is it entirely by moving these little slides that it is done?—Yes, entirely. I could show your Lordship how to make a letter if you would like me to do so.

11,189. Afterwards we will ask you to do that. What are the ages at which you take pupils?—Our limit is from 10 to the end of the 16th year, and we do not keep them beyond 20.

11,190. And what portion of that time is devoted to education proper and what to industrial training?—They never give up their education proper, and that is one great advantage, I think, of our system of special blind schools.

11,191. Is half the time given to industrial training?—Not half the time. On a boy's admission to school, and for two or two and a half years, or even for three years, he remains entirely in the schoolroom. Then he begins work, and works for half the day and is in school half the day; afterwards for the last part of his time he works the whole of the day in the workshops, with the exception perhaps of an hour in the school; so that the mental education of the boy never ceases; and I have no hesitation myself in saying that the education of a blind boy in a special school like our own is better than the education of his seeing brother at home.

11,192. When do you begin to give them an industrial training, at what age?—At about 13 or 14.

11,193. And are the workmen that you turn out successful in obtaining their livelihood in after life?—They have been, a good many of them.

11,194. Have you any list of the successes and failures in that way?—In 1883, when we were celebrating the jubilee of the school, I went through the names of 456 pupils of the school, but I must premise my remarks with regard to the numbers by saying that perhaps the statistics are not entirely to be depended upon; that is to say, I had to gather the information from others who knew the old pupils and knew how they had done, not in every case from the pupil himself; but I think it would furnish a tolerable estimate of the success of these 456. Fifty of them I found had been successful in music; 45 as basket makers; 26 at other occupations not learnt at the school.

11,195. Is begging included in that?—Certainly not.

11,196. You do not call that an occupation?—We do not call it an occupation at York. Then I found that 18 had been successful in brushmaking; and 44 females were employed in various ways at home, and some of them in institutions. That makes 183. Then I found 58 were dead, and I could not get any account of them; 57 I could get no account of at all; 36 I put down as failures, that I knew distinctly to be failures; which makes 334 out of the 456. Then 122 of the pupils I ascertained had left the school before their education had been completed for various reasons. So that really I think there were 183 successes out of 334, which is about 50 per cent.

11,197. Were those that made their livelihood by music making it as teachers or as tuners?—As tuners and organists and teachers of music. In the report for that year, 1883, which I should like to call the attention of the Commission to, I have put the names of about 50. It begins at page 20.

11,198. Have you been able to ascertain whether any of your pupils have gone on the streets?—I think I have heard of one or two instances.

11,199. Not more than one or two; there is a large number in your list that you cannot account for?—Yes, that is to say I have no information about them. I have put down the 36 failures; they will be down amongst the failures if there are any of that character; and the 57 not known I have really no information at all about.

11,200. Do you teach all your pupils music?—They all learn to sing the hymns that we have at our morning and evening prayer. Then those who have any musical ability are instructed in part singing, solo singing, the pianoforte, and the organ, and of course in the theory of music. We sing the whole of the choruses of the Messiah, and a large number of glees and part songs and other music. I have furnished in the paper before you the statistics relating to our music.

11,201. You have 24 pupils now receiving instruction in music?—Yes.

11,202. In the higher class of music?—Of course they begin with simple things on the pianoforte and organ, and then, if they show any ability, they go on to the higher class. For instance, we have one boy now, whom I have mentioned there, who plays to the satisfaction of Dr. Naylor, who is the organist of York Minster, a very well known musician. This boy plays six of Mendelssohn's sonatas on the organ quite to Dr. Naylor's satisfaction; he plays 40 of Mendelssohn's songs without words, some of Beethoven's sonatas, some of Mendelssohn's fantasias, and a large quantity of other music.

11,203. You state that the capital is 46,858*l.*; that is including everything?—Everything; but the expenditure for the last official year is asked for on that paper, and ours was an extraordinary year. I have made a note about that.

11,204. In your expenditure you have spent a special sum of 3,854*l.* for the purchase of property?—Of the Manor House.

11,205. Is that adjoining property?—No, it is the place where the school is held; it was Crown property, and we accomplished the purchase of it last year; so that that makes the expenditure for the last financial year an extraordinary one.

11,206. Are your teachers principally sighted?—Principally; our head teachers in all cases; we have some blind assistants, except as to the teaching of tuning, which is managed entirely by Mr. Strickland, who is a former pupil.

11,207. Have you generally obtained situations at once for those whom you have trained in music in your institution, or do you send them up to London for any further musical education?—I think I may say we have not considered it our duty to find situations for them; we have usually left it to their friends.

11,208. And, as a matter of fact, have they been successful in finding situations for them?—They have, as a rule. There are cases where they have had to wait for some time, but as a rule they have found something to do, and from small have got on to greater success.

11,209. Although it would add to the trouble, would it not be a very great advantage to the blind that the institution where they have been brought up should endeavour to find situations for them?—Quite so. I feel myself, and I should like to express it to the Commission, that one of the great things needed in the present day is that blind institutions should take a more active interest in their former pupils after they have left them. I think that much more should be done in that way. We are endeavouring to do a little more just now.

11,210. Have you sent up any pupils to the Norwood College?—They have not been sent directly by us, but some have gone. I can only remember five, I think, just now.

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11,211. Those were sent entirely independent of the institution?—Yes, they were sent by their friends entirely.

11,212. Had they any special musical ability?—Considerable. One of them, Stericker, had received instruction in music with us for five years, I think; Dr. Campbell would tell you, he was really a very nice organist when he went; he could play pieces from Mendelssohn and Mozart, and other difficult music. Then another boy, Hollins, who had been with us three years, had received a tolerably good grounding in music.

11,213. Are you acquainted with the character of the musical education given at Norwood?—Yes, I know the Norwood College very well indeed.

11,214. Is the education at your school conducted on somewhat the same lines, of course allowing for differences of situation?—The only difference between the musical education of our school and the musical education of Norwood, I think, would be that Norwood spends a larger amount of money in getting a higher class of teachers. The pupil I have mentioned, for instance, on the paper before your Lordship, is a boy whose proficiency will be evidence of what our system produces. Dr. Naylor told me he was perfectly astonished at the way in which the boy executed his organ pieces, and he has learnt them all at the school.

11,215. Do you have teachers from the outside to give lessons?—Our head music-master is Mr. Barnby, who is a teacher of music in the city. He teaches four afternoons per week in the school; his assistant is Mr. Strickland, an old pupil of his, who is blind, and who has been in the school for 50 years. Mr. Barnby also has taught 50 years. Then we have a reader, who spends on an average about an hour a day; he reads to the pupils who have made most progress.

11,216. Are you speaking of reading music?—Reading music.

11,217. Do you train the voice as well?—Yes, we rather pride ourselves on our singing.

11,218. And do you teach by note, not by ear?—Nothing by ear, all by note. They use the Braille music that is published by the British and Foreign Blind Association.

11,219. Are you of opinion that it is worth while teaching all the blind music?—Certainly not. ..

11,220. What proportion, in your experience, do you think could properly be taught music?—I was going to call the attention of the Commission to some statistics I made with a view of bringing them before the Commission. I went through the list of our pupils in 1869, in 1876, and in 1883, that is at periods of seven years; and as the pupils usually stay about seven years in the school, that gave me a list of entirely fresh pupils, and I found that the pupils who had shown musical ability and had been more or less successful in music in 1869 were 18 out of 75, in 1876 were 16 out of 84, and in 1883 were 11 out of 70; making a total of 45 out of 229, or short of 20 per cent. I think that would be about the number of pupils who had, say, a musical ear and had sufficient force of character to be persevering in the practice of music and who would be successful, and who have been successful more or less.

11,221. But do you include in that tuning?—Tuning has not been a part of our regular routine until within the last 10 years.

11,222. But I suppose a great many go out as tuners who could not go out as musicians?—I should think it would not be a large number. Then some of our successful pupils in music who went out in the earliest history of the school, when tuning was not taught in the school, have taken up tuning since.

11,223. Then would you not rather have a larger per-centage, say, in the last seven years, then you had previously?—I do not think so. I have here copied from a report of the Perkins' Institution (at Boston in the United States) in 1876 a list of their old pupils. I wanted to call attention to the per-centages there as confirming what I have said. I find there, that out of 711 pupils, about whose success they have ascertained facts, 52 are teachers of music and pianoforte tuners; 17 organists in churches; 11 vocalists and teachers of singing, making a total of 80, which is 11 per cent., a less per-centage than ours. Probably some member of the Commission may explain that; Dr. Campbell knows something about the Perkins' Institution; but I am simply speaking from the figures there. Their per-centage is lower than ours, but I think 20 per cent. would be an average of the blind who would make music a profession.

11,224. Then with regard to the handicrafts of the blind, have you been successful in enabling them to earn their livelihood by teaching them handicrafts?—Yes, we have.

11,225. What is the most suitable trade?—From my experience at York I should say that basket making is.

11,226. Have you a demand for the common class of baskets?—A very fair demand.

11,227. I suppose you cannot compete with the foreign baskets in the higher class?—I should think, perhaps, we suffer in the common clothes baskets from the foreign competition.

11,228. Even there?—Yes. We have gone in rather largely for fancy articles. I have here some little descriptions of some of our work, tables and chairs, and things of that sort. We have been very successful in that respect, and as far as foreign competition has affected us it has rather been in things like common clothes baskets.

11,229. I was thinking rather of small fancy baskets?—We have not gone into that much at all.

11,230. But, of course, these large chairs would be too bulky to import?—Very likely; I should think that is the case.

11,231. And you have got a good trade in them?—Yes, we have a fairly good trade. Perhaps I may be permitted to say, with regard to basket making, that you want a boy with clever fingers to carry it on, and a boy of pretty good intellect, too; the matter of shaping a basket and a certain amount of basket work can be done by means of models or frames to fit the basket to, but there are certain baskets which cannot be done that way, and you want really a clever, sharp lad to do them; and those are the boys who have succeeded. We find the dull fingered boys, and boys of dull intellect, never succeed with baskets; we are obliged to put them to brushmaking. Basket work has this advantage, that there is no fear of machinery interfering with it; they cannot make baskets by machinery. They are making brushes now by machinery, I am sorry to say.

11,232. Do you make mats?—We do not make mats in the ordinary sense of blind institutions, that is the cocoa fibre mats, but in the case of the boys intended for basket making we begin them with a simple mat with a sort of prairie grass, something like straw, it is simply plaited and then woven into a mat. We find it a good preparation for the basket makers to teach them to use their fingers. It is a useful little mat, that you put into the bottom of a dog cart or at the back of a kitchen door.

11,233. Is it woven by hand?—It is woven by hand entirely. Then our basket makers all learn to do re-seating of chairs, both willow work and rush bottom chairs and cane chairs.

11,234. Do you employ outdoor workers?—No, we do not; but we employ blind workers whom we call "out-mates," who live outside, but work at the school.

11,235. Do the workers after they have passed through your institution go home and settle in their villages or towns, or do they still linger about York?—No, they go home. I have mentioned an instance that I met with the other day in the report for this year which the Commission asked for. The paragraph is at page 10:—"A "few days ago I was in Whitby, in whose streets were "listlessly wandering a number of unemployed men and "youths. I stepped into a cottage, where I found a "former pupil of ours busy repairing a chair, and on my "inquiring of his mother how he was getting on, she replied in cheerful tones, 'Oh, George has always plenty "'of work.' I could not help remarking that many outside told a different story. A nice looking boy of about "twelve, who was standing by in the clean tidy room of "the cottage, was pointed out to me as a motherless "nephew of George, who had been deserted by his father "and whom they had charge of, but, said the old woman, "'George does not mind.' And so George working "away, keeping himself, his widowed mother, and "orphan nephew, is blessed with the success which his "industry and his own good heart deserve." Another old pupil of ours whom I visited not long ago I found employing three seeing workmen and an apprentice, and on asking him the question, "Do you work much yourself?" he said, "Well, the truth is I have not "time; I spend my time in getting orders and in "getting my money in." He is at Batley, and the sort of baskets he makes are large baskets that are used in

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the woollen trade. I strongly urge, on all occasions where it is possible and where there is any likelihood at all of success, letting the pupils leave the institution and go to their own homes and work there, in preference to congregating them together in large institutions; but at the same time I am strongly of opinion that there are a large number of blind who come from small villages who are dull fingered, and perhaps somewhat dull in intellect, for whom you must and ought to provide large workshops. I think that is one of the needs of the present day, a larger number of large workshops in towns.

11,236. Then do you think there is no desire on the part of the blind to be congregated in large workshops?—I do not think so.

11,237. They prefer going to their homes?—Where there is any probability of success I should say certainly they do.

11,238. Do you think there is any necessity for starting them with an outfit in the first instance?—I think so. We do that a little. We have a fund at the school; it is referred to in the report of last year at page 10; it is a fund of 800*l.* invested capital. Last year we assisted out of it 26 of our former pupils to the amount of 67*l.* 13*s.* 2*d.* For instance, the two boys that are mentioned are two basket makers who left us recently, J. Broadhead and H. Briggs; we fitted them out with tools and gave them 5*l.* each, which was spent in willows and other things necessary to them to begin their trade with; and we made little grants out of this Markham fund for the purpose of buying former female pupils suits of clothes and helping boys to purchase willows, &c. In every case we send the money to some lady or gentleman interested in the neighbourhood, who sees that it is spent as the trustees of this fund desire.

11,239. Do you think that the blind should be educated as far as possible in the ordinary elementary schools?—In the first place you may have the education in the ordinary elementary school either as a special class, such as I saw the other day at Bradford, where you have all the blind together taught by a teacher (a blind teacher in that case), or you may have them spread amongst the seeing pupils. I think if they are taught in the same classes with the seeing pupils a great deal of time will be lost to the blind pupils, but that is very much better than letting them sit at home doing nothing, and as a preparation for the special school it would be of use in both instances. We urge that. In our annual reports we have a page devoted to advice to parents about their children, "Suggestions to the Parents and "Friends of Blind Children." It is to be found at page 25 of this year's report, and we have had it in for many years, advising them to send their children to the ordinary seeing schools, and giving other advice which we think useful. I have found it taken advantage of in some cases, not in all, I am sorry to say.

11,240. Do you find that many children come to you without any education at all?—Some of them frightfully neglected, not only without education, but with habits and in a condition that really are almost worse than blindness in some cases to surmount.

11,241. Would it not be a great advantage to them to go to the national schools, even if they only consorted with other children and were taught habits of obedience and habits of regularity?—Certainly.

11,242. Even without having a large amount of instruction?—I am quite of that opinion.

11,243. I suppose in the country districts a great deal would depend upon the interest that the teacher took in any one so afflicted and the pains he would take in trying to teach that child?—Of course. I may say that previous to my being at the school for the blind I was assistant to Mr. Watkins, the inspector of schools, and I distinctly remember examining blind children in one school according to the Government form, and passing a boy in reading and in arithmetic.

11,244. What sort of reading?—He had Moon's book. I passed him in mental arithmetic. I examined him mentally.

11,245. I suppose that was not done very strictly; it probably was in the days before they were so strict as they are now?—It was not under the present code, but it was under the first code, where we could be a little more indulgent than I think they can be now.

11,246. Do you find maintenance of the physical health of the blind greatly helped by exercises?—Certainly.

11,247. Does that form part of your system?—It does; gymnastic exercises, dumb-bell practice, practice with poles and regular marching drill; and lately we have set a room apart in a new building which we have erected for the purpose of gymnastics, and had further gymnastic appliances.

11,248. Do you think it would be desirable that the guardians should circulate some suggestions such as you have drawn up in any district where there are known to be blind children?—I think it would. Does it come within the range of the Commission to go into the question of causes of blindness?

11,249. We have heard some medical testimony on causes of blindness, therefore I shall not ask you any questions of that kind beyond this: Do you think it is desirable that information should be given of preventible causes of blindness with young children, especially with regard to infants?—I do.

11,250. You are aware of the causes?—Yes.

11,251. And it has been suggested that the guardians should circulate information with regard to treatment of blind infants?—Yes. Of course you have been informed that such is done in Holland and in Denmark by the registrars of births. In Holland and in Denmark when the birth of a child is registered, the parent or the person registering receives suggestions or information with regard to this in every case.

11,252. That is from the registrar of births?—Yes.

11,253. But it would be better in this country to circulate that information through the boards of guardians?—I should doubt that. I should think that a registrar would do it more effectually; then directly the child's birth is registered the paper goes to the house; and that is what is done in Holland, and I believe in Denmark too, but in Holland certainly.

11,254. But my point would be that a great number of children go blind when they are a few years old, and it is in cases of that kind that I would suggest whether it is advisable to circulate suggestions through the guardians with regard to the treatment of blind children by their parents and friends?—I understand that, but I think in the first instance it would be very effective to do it through the registrar when the birth is registered. I should like to call the atttention of the Commission to an interesting table that we have in our report for 1884, at page 18, a table "showing the number of blind and "proportion to the whole population."

11,255. Do you believe that the census returns are accurate with regard to the blind?—I should think on the whole they will be as to the number of blind. Taking this table, you will see that in the first place I have ascertained, comparing 1871 with 1881, the number of blind to every seeing person in the population in England and Wales; and in Yorkshire; and in the York sub-district, which is our own immediate district. We have a decrease in every case. Then table No. II. shows where the decrease has taken place; and in this respect I think it is most important. "We know, as "a matter of fact, that blindness in the country is due "mainly to three causes, infantile inflammation, accidents, and disease. We are constantly told by medical "authorities that the first cause produces blindness in "most cases only through the ignorance and gross "neglect of careless mothers and nurses; and with "the increase of medical skill and the improved health "of the people, diseases of the eye in more advanced "life should be less frequent." Accidents I think we may very fairly say will vary only according to the number of the population. "Hence with increased "intelligence of mothers and nurses, and improved "health among the people, we should find infantile "blindness gradually decrease, and blindness at the "other extreme, in old age, also decrease. What we "should expect *à priori*, we find from these statistics "to be the fact." I was delighted with that when I made it out; I made it out very carefully from the two census reports.

11,256. Have you any acquaintance with the pensions that have been given to the blind by various charities in London and elsewhere?—No, none whatever.

11,257. You have no knowledge then whether in Yorkshire there are many pensions that are given?—I believe there are; I have met with cases of blind who have pensions in Yorkshire.

11,258. Are there no local pensions of that kind?—At York itself, we have a charity which gives pensions of 10*l.* per year each to numbers of blind persons. I

should think the number of recipients will not be above half a dozen.

11,259. (*Mr. Johnson.*) What is that called?—I do not know the exact name, but it is administered by the trustees of Dorothy Wilson's Charity.

11,260. (*Chairman.*) I suppose you think that there will always be a necessity for some means of assisting the aged poor blind by way of pensions or private charity?—I quite think so.

11,261. Now with regard to the assistance from the State, in what way do you think that should be given?—With regard to the education of the young blind, I think the first thing that is desirable is Government inspection and grants in aid of education. There are only 33 blind schools in the country, and I think one inspector could do the work very well; so that it would not be a great expense to the Government. And then I think the cost of producing books for the blind is so large that one might fairly ask Government to help in the production of books for the blind.

11,262. Has not private charity done a great deal in that direction?—It has, indeed.

11,263. And is doing more every day?—Yes, but my point is this; that if Government were to spend a considerable amount of money in the education of the blind and in the producing of books, the money from private charity that is now being spent on those two objects would be released for other purposes equally necessary in the country. For instance, I do think some sort of work asylums for blind females up and down the country would be desirable, that is to say, asylums where they would have to work, and that would sell their work.

11,264. Why should you call it an asylum?—Because they would be elected there and stay there for life.

11,265. You mean where they would be maintained?—Yes, maintained, and work to help to pay for their maintenance. You see blind females are not like blind men. I mean in the case of such blind females who have no friends with whom they can live, they want a certain amount of protection and looking after. And then for men in the country I think we want more workshops in large towns, for two purposes; first of all, for employing the blind in that particular town who are unable perhaps to succeed working alone and who would find it a good plan to work in an institution; and then for teaching other blind men in the country who have lost their sight late in life who would come to the institution and be taught basket making or some occupation that they could follow in the country; they would leave the institution and go back to their own place and work. We are endeavouring now in York to do that. We have built a new wing to our institution. We are at present employing four blind men who have lost their sight late in life; we intend that they should work with us for two years or three years, as the case may be, until we think they could go out to their own places and work for themselves in their own homes. And I think in large towns, if we could have institutions of that sort, they would be very valuable, because the proportion of those who lose their sight after school age is very large; in Yorkshire at least it is, with our mines and smelting furnaces.

11,266. What do they learn to do best, those who become blind at that age?—We are trying basket making. We have already had one man who could do the rougher sort of baskets and mending and things of that sort; and I think if a man could go into a small market town and could make common baskets, hampers for game, and sell a few better baskets, he might do pretty well for himself. Then, too, they can hawk. We had one man who was a pupil in our school who has a small shop in York, who mends and hawks and makes a fair living for himself and his wife and a child. So that I think if Government spent a considerable sum of money in the education of the blind and in this producing of books, you would have so much more money free to expend on these other objects.

11,267. In what way would you recommend a payment by Government in aid of schools; by a grant of so much a head?—I suppose an average attendance grant as in ordinary schools, and a result grant; but I think the result grant ought to be based upon the knowledge of the fact that you get the children in a very neglected condition, and you ought to have a larger grant per result or you ought to lower the standard.

11,268. In what way would you subsidise the printing of books; have you ever thought in what way it could be done?—I do not see why Government should not do as they once did, with regard to books supplied to the training colleges. I was in a training college for two years, and I remember distinctly we could get books from the Government at 50 per cent. of the cost price; in fact I believe drawing apparatus, models, &c., are supplied at the present time to schools of art at this reduced rate.

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11,269. Would you ask the Government to supply books to the blind at cost price?—At cost price, or at a considerably reduced price. It need not interfere with the present printing societies. You could have Moon's books supplied, or books in Braille's type or in the Worcester type. The Government might leave the local committees to choose what sort of books they would use, only they should be able to get them very much cheaper. Even taking the cheapest books it is a very considerable expense to get a decent library for a blind school together.

11,270. You are speaking with regard to the books for schools, not for individuals?—I think for individuals you might have them supplied through the school. I do not think you could expect Government to supply them to individuals in that way, but they might supply them through the various institutions.

11,271. Do you think there ought to be a training college, or a grant given by Government for the training of the blind teachers?—I have really not thought about that at all.

11,272. In the same way I mean as there is a grant given for training teachers for the elementary schools?—I do not think it is necessary. My experience is that if you get a schoolmaster, educated in the ordinary way, and put him into a blind school, he will make quite an efficient teacher in the blind school. I do not think there is any need for urging that at all. I have had experience now of five different schoolmasters in our own institution, and I know the best one was a certificated schoolmaster; he was a good certificated schoolmaster and made us a good one too.

11,273. Then is it a fact that a large number of the teachers in the blind schools are certificated teachers?—I really have no means of saying; I have only an experience of my own institution.

11,274. But if they are not certificated teachers, then probably they are inferior to certificated teachers?—Probably; I think you might say they would be.

11,275. Do you think that the standard for teachers in the blind schools requires raising?—I should not like to express an opinion about other blind institutions.

11,276. I want to know your opinion?—I do not know sufficiently to speak about them at all.

11,277. Is the salary of the teachers in blind schools higher than the salaries of the teachers in the board schools,—the National schools?—There again I have no information beyond our own institution.

11,278. What is your experience; can you get them for less or more?—We give 50*l.* a year, and board and lodging, and I think we get a good certificated master for that. Of course he would not be an experienced certificated master; still he would make us a very good teacher.

11,279. You train your teachers yourselves?—We do.

11,280. Is there any other point which you would like to bring before the Commission with regard to the training of the blind or their welfare in after life?—Your Lordship asked me a question about our pupils who had come to Norwood, and I think there has been some discussion as to whether it would not be an advantage to send all the musical pupils from the various local institutions to a place like Norwood.

11,281. Yes, to finish?—Not merely to finish, but to begin their work there and go through it thoroughly. The suggestion has been, as soon as you find you have a musical pupil to send him to Norwood at once. I think you would find the local institutions, several of them, object to that in the present condition of things very strongly.

11,282. Why would they object to that?—The musical training of pupils in blind institutions gives considerable interest to the work of the institution, it attaches friends to us, and it really is in the way of giving a good advertisement for us, and we could hardly afford to give it up in that respect. Then several of the local institutions have provided expensive appliances for music, in valuable organs and pianos, and they would not like to let

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these go for nothing. But as to coming up for a year or two to finish I do not see much objection to that at all.

11,283. But if the system followed at Norwood in the teaching of music is a good one, surely it would be good for other institutions to follow it as far as they go?—Yes, but I do not know myself that there is in Norwood anything different from other institutions in regard to the teaching.

11,284. That is what I want to know?—I do not know that there is.

11,285. I gather from your evidence rather that you work on the same lines as far as your advantages go; you have not the advantages of being near London and having more highly paid teachers, that is what I gather from you?—Yes, that is my opinion.

11,286. Have you any other point?—My opinion with regard to the musical education is that it ought to be a thoroughly sound one in all respects, but I should rather deprecate its being an expensive one.

11,287. On what ground?—On the ground that it really is not needed; that is my experience, judging from the success of our own pupils.

11,288. Do I gather from you that you think it is waste of money to train everybody in music, because there are a certain number who will never turn out well?—Yes, I should deal in that respect just as you would with the seeing. There is a certain proportion of the seeing that could do well in music, and there is a certain proportion that would never do anything in music at all.

11,289. And you think that it ought not to go forth to the world that it is necessary to go to very great expense in training the blind in music sufficiently to enable them to earn their livelihood?—That is my opinion.

11,290. (*Mr. Johnson.*) As we are on the subject of music, I should like to ask you whether you coincide with the opinion expressed by Mr. Humphries in the report of the jubilee celebration at page 62. I will read what he says: "Dr. Armitage says that they may go "out of course trained, and fully equal in many instances "to earn their living in a respectable way, but cannot "find it. If 30 per cent., as Dr. Armitage states, do "earn their own living, it would give us every "encouragement to support a musical line as a means "of livelihood for the blind. I know several who are "supposed to earn their living by public houses, but "who are dependent to a great extent on other people. "They are going about getting assistance where they "can, and that is not the style of living which we are "desirous the blind should secure." Do you agree with that opinion?—Well, it is certainly not desirable that the blind should be going to public houses, and I have my doubts, which I have expressed to our good friend Dr. Campbell here, as to the advisability of sending out so large a proportion of the blind taught in music without anything else. All our pupils learn to do something with their hands, even the best musical pupil, besides the music; so that we think they have something to hold on by, until they can finally make music their profession entirely. That is the plan that we adopt. And it must be remembered, that home conditions enter very much into a boy's career. I had a very sad example the other day of a boy, who had had a fairly good musical education with us; his parents promised me (and he promised too), that they would take care when his time was finished that he did not go into a public-house. I wanted to get him away from his parents; I offered to find him lodgings and to help him in other ways, but they forgot all the promises; they wanted him at home; and I am afraid now he will develop into public-house playing in spite of all we can do. You cannot prevent cases of that sort occurring by any institution whatever; it occurs amongst the seeing as well as the blind.

11,291. And I suppose you think that the competition of the seeing musicians rather interferes with the good success of the blind musicians?—I do not think it is greater than between one seeing person and another, in fact I should say of two cases many people would prefer a blind man, feeling in fact that they were doing a charitable thing in employing a blind man.

11,292. Charity would come in to affect the balance?—It would in some cases, and I have known some cases where blindness has acted as a prejudice against the man.

11,293. In the same report I see, on page 113, Mr. Martin says: "Much as has been said recently about "music as an employment for the blind, I cannot but feel "that to the great mass of the blind that department must "be pronounced impracticable." Do you agree with that?—If my statistics are true that only 20 per cent. are capable of education, it is perfectly true that the other 80 per cent. are the great majority of the blind.

11,294. You have some experience, have you not, in regard to the working of continental institutions?—Yes, I have.

11,295. Are you aware that taking Paris a large number of organists and pianoforte players left the Paris Institution, and no occupation could be found for them. That is at page 64 of that same report. Have you any experience with regard to that?—No, I could not speak of former pupils of the Paris Institution. I do not think that the Paris Institution is the best in Europe by any means.

11,296. As you have had great experience on the continent, in what way do you think that the Paris Institution is not by any means the best in Europe; is it by reason of its method of education?—My opinion is that they make music too exclusively their profession. I do not think they are successful in the teaching of handicrafts. I think Dr. Armitage would agree with me there.

11,297. Then I will go back, if you please, to ask you a question with reference to the certificated masters. You think that the ordinary certificated masters trained in the ordinary training colleges make good teachers of the blind, as a rule?—Yes, I should think so.

11,298. You mentioned the Worcester type; is the Worcester type at all used in your school?—Yes.

11,299. To any advantage?—In some cases; it is another book for them to read.

11,300. But they do read it?—Yes.

11,301. Can they read Moon?—Yes.

11,302. Can they use Braille?—Yes, for all purposes.

11,303. Do you think it would be an advisable thing to adopt one type absolutely to the exclusion of the rest?—No, certainly not; there is no need to do so.

11,304. Are the value of Moon's type and the value of Braille's type equal in your view?—No; there is no type for educational purposes which comes any where near Braille, in my opinion.

11,305. But at the same time you would not adopt Braille to the exclusion of the other?—No.

11,306. You would adopt the two or three?—Yes.

11,307. What are your views in regard to the standards that should be adopted for the blind; do you think that our ordinary standards in the sighted schools should be adopted in the blind schools?—I think they would be too high.

11,308. And therefore if you have Government inspection, you think there ought to be modified standards?—Yes. You see children in seeing schools begin their education at five years of age; ours come to us at 10, many with no education at all.

11,309. But supposing the Government felt disposed to take into the primary schools all the blind children to be educated with sighted ones, would you think the standards ought to be modified, supposing they go to them at the age of five years, the same as they do the seeing?—I really should not like to say, because I can hardly tell what could be done in an ordinary seeing school with the blind.

11,310. If the Government gave a grant to your school, do you think that your directors would modify the age of admission?—To take them younger do you mean?

11,311. Yes?—I should not advise them to do it.

11,312. That would be a question for the consideration of your committee?—Yes, it would of course.

11,313. I see that you have begun outworkers?—We have had outworkers a long time.

11,314. But you have got out pupils?—Yes.

11,315. Do not you think that that is an assistance for the blind that ought to be developed more?—Yes, I have said so already.

11,316. In all institutions?—I think so.

11,317. Is there any payment made for the out pupils?—None. We simply teach them without any cost to themselves.

11,318. And no cost to their friends either?—Their friends have to maintain them in lodging; we charge nothing for the teaching.

11,319. Do you supplement the wages at all of your workpeople?—No.

11,320. Then you pay the result of their work by the scale of journeymen's wages?—Yes.

11,321. What are the average earnings of your blind workers, the basket makers; give us an example of those who are very good workers, what they earn, and what those who are inferior workers earn?—We have some who can earn 1*l.* a week; we have some inferior ones who will earn perhaps 10*s.*.

11,322. And you have some who do not earn so much, I suppose?—No, I think we have none that earn less than 10*s.*

11,323. These are pupils that you are now speaking of, are they?—No, they are out-mates; they live outside and come to work.

11,324. And they are mostly old pupils, I suppose?—Yes, mostly old pupils.

11,325. Do your pupils earn anything for your institution?—As to absolute profit, I should think there is not much profit on their work.

11,326. Do you give them any per-centage?—We give them a little as rewards, which is held in hand until they leave the school, and then it is 2*l.* or 3*l.* for them towards starting in life.

11,327. You have instanced two people who have been educated in your institution who have succeeded well, one of them being a man who has workmen under him; do you know of any other instances where they are doing fairly well?—Yes, have done and are doing well. I could give more if I had the time. I have mentioned in the report for 1883 some other instances at page 22, "Basket makers, brush makers and other "occupations: R. W., a steady, hard working man, "maintaining himself pretty comfortably. J. B., has a "small shop for the sale of baskets and brushes, repairs "and hawks, and supporting himself and family. S. L., "conducts a successful workshop at B. When I was "last at B. he had three seeing journeymen and a boy "at work. His time is fully employed in seeking "orders and collecting his accounts. He is doing re-"markably well. W. H. S. maintains himself and "family at P.; usually has one journeyman and an "apprentice at work. G. Groves, at W., has his time "fully employed, and entirely maintains himself." I have mentioned also some 25 others that I ascertained, before I put the numbers down in this way, were doing well in these handicrafts.

11,328. Have you made the same *resumé* with reference to the successes in music?—Yes, I have mentioned 25 on page 20 of the same report, and I have said that 50 of our old pupils have done well in music.

11,329. What do you think is the average return of those musical successes, the earnings per week?—I should not like to mention a sum as an average.

11,330. But what would you say would be the ordinary degree of success of a musical pupil turned out from your institution?—From 1*l.* per week up to 3*l.*, probably.

11,331. The 3*l.* would be an exception, I suppose?—Yes.

11,332. And the 1*l.* would be the ordinary thing?—Yes, very likely.

11,333. What was the amount of your sales last year?—You have that in the form, which I have filed up.

11,334. Did you not sell goods to the amount of 2,481*l.* last year?—Yes.

11,335. Do you think that there may be any means taken to develop the market for blind manufactures?—My impression is that it must be left to the individual institutions.

11,336. To the different local organisations?—Yes, to do the best they can in the neighbourhood.

11,337. Do you think there can be any means adopted by which you might improve the sale of articles made by the blind: is there anything that you can suggest to the Commission?—No, I cannot suggest anything that I think would be practicable.

11,338. It must be left to the local interests?—That is my opinion.

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11,339. Do you think it would be desirable to have central depôts in different counties or different towns for the sale of blind manufactures?—It would be desirable if it were practicable. I doubt the practicability of it.

11,340. But, in short, you think that the locality should get rid of the production of its local blind?—I do.

11,341. (*Dr. Robertson.*) You have got the number of the pupils and the average cost of the pupils stated in your report, I suppose?—The average cost, I think, is about 40*l.* per head.

11,342. Is the building your own property?—The building is now our own property, but that included the rent when we paid rent.

11,343. I want to know whether the cost per head of the pupils included the income which is derived from the capital of these buildings?—It includes the payment of rent for the institution. I do not understand that the cost per head has anything to do with the income of the institution; the cost per head is a question of expenditure; it includes everything expended on the maintenance and education of the pupils.

11,344. Then you were asked about different systems of reading. Supposing you were obliged to give up all but one system, which would you retain?—Braille, certainly.

11,345. And is there any other system which you could read and write by, for educational purposes I mean?—I think there is none worth mentioning that I know of besides Braille.

11,346. And is there any other system by which they can be taught music efficiently?—Not any except Braille that I am aware of.

11,347. Speaking of the causes of blindness, you did not in your list of the three main causes include hereditary causes; have you had any experience with regard to causes of blindness that are hereditary?—We have instances in the school, but I think the proportion of hereditary blindness is very small.

11,348. Have you any instances in which blind children have been born from blind parents?—We have had one whose father was blind.

11,349. And no other case in which the parents, to your knowledge, were blind?—No.

11,350. So that you do not look upon that as a common cause?—By no means.

11,351. With regard to the preventible causes, are you aware that in some of the Midland Counties the mothers have instructions that at certain stages alum or something of that kind should be given to them as a prevention of this infantile ophthalmia of which you spoke?—I have not heard such a fact stated.

11,352. Do you think if measures were taken to supply that information to these people, and to inform them at the same time of certain places where it could be got, it would be a great advantage?—Undoubtedly.

11,353. And that it would lessen the causes of blindness?—I think so. Every method of spreading information with regard to infantile inflammation must do good, I think.

11,354. With regard to the work, it has been suggested to the Commission that it would be an advantage that in the large provincial towns, the provincial centres of each district, a sort of central depôt should be established, where the raw material could be sold cheaply to the blind persons who applied for it, and where a sort of supervision of these blind people could be kept, a register in fact of them kept, and where, when they had done their work, they might be able to bring it for sale without without having the difficulty of hawking it round and finding purchasers for it. Do you think that if such a thing could be done it would be a great advantage to the blind?—I think to isolated cases it would. At the present time we supply several of our old pupils with materials at the cost price to us, they simply have to pay the carriage additional; and I think if there was a central institution that could buy very largely in that sort of way and supply the blind, it would be an advantage But my impression is that the institutions could do it.

11,355. Then practically to a certain extent you do carry out at York the principle which I have been speaking of?—Yes.

11,356. What I wanted to know was this: If such a principle was carried out to its full extent and practised

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in the different districts of the country in large centres, would it not be a great advantage; I am not speaking of the difficulty of doing it, but asking you whether you do not think in the first place it would be a great advantage?—I have already said that I think it would be an advantage if it were practicable, but I should like to point out this in reply to that question, that supposing you had a depôt in London for the purchase of materials, and the school at York by its committee was ordered to purchase its materials of this depôt in London——

11,357. That is not the kind of thing that I was alluding to. I say suppose one of these depôts to be established in each of the large provincial centres of population?—Only for the scattered blind?

11,358. For those belonging to that particular district?—That would be merely enlarging the work that we are doing now. That would be of advantage and it would, most likely, be practicable.

11,359. That is the very point I was going to elicit?—I was speaking of another thing.

11,360. I suppose you are aware that in other places, more or less, the same kind of thing has been done?—I am not aware from positive information; I should think probably that is the case. I should think every institution would do very much what we are doing.

11,361. With regard to the aid which this blind literature should have given to it, are you aware whether the books for the blind wear out more rapidly than those for sighted people?—My opinion is that they do not.

11,362. That they last really well?—I think they last as well as books for seeing persons.

11,363. (*Dr. Campbell.*) In your arrangements do the children in your school come into contact with your workmen except when they are sent to the shop to learn a trade, for that portion of the day during which they are learning their trade?—They do not come in contact with the grown-up workmen at any time that we can prevent; they do not work in the same room with the grown-up workmen.

11,364. You say "that we can prevent?"—They come in contact to this amount: a boy will have to go into the workroom where the grown-up workmen are at work, for a few willows or something of that sort, for a few minutes; but as a rule we, as far as possible, prevent contact with them. But we do not absolutely prevent it, and it would not be possible to absolutely prevent it in our institution.

11,365. For instance, when the work hour is over do the workmen leave or have they the opportunity of remaining on the premises for a certain time?—No, they leave the place.

11,366. So that out of work hours there is no possible opportunity for the children coming in contact with them?—No.

11,367. As to this estimate which you have had made in regard to the number of pupils who have been successful and who have been failures in the York School, how many years does that cover?—Since the foundation of the school, 50 years.

11,368. You have given it as your opinion that the musical education of the blind ought not to be costly. If it is effective, and if the blind are to compete with the seeing in the open market as professional musicians, is it not your opinion that it will be at least as costly for the blind as for the seeing?—I should say quite.

11,369. And we ought not to expect to get a good education for the blind for less money than we get it for for seeing people?—Certainly not.

11,370. In making your estimate in regard to the proportion of the blind who are capable of learning music, did you take into consideration that the great majority of blind children are not subject beforehand to favourable influences under which they can be well taught, and that they ought to be brought under proper influences. I mean in this way: supposing that we could have the blind at an early age brought into proper primary schools under proper supervision and proper training, and we brought them under the very best possible influences, and that they, amongst other things, should have musical influences about them, do you not suppose that the proportion of those succeeding in music would very much increase?—I should have no hesitation whatever in saying that if those of whom I have given statistics connected with our own school had been in the institution from the age of five years the proportion would have been larger, whether it would have been materially larger is to my mind doubtful. Probably it might have raised the number from 20 to 25 per cent.; I do not think it would have been more than that, because I have made my statistics, not from the pupils as they came into the place but from the pupils whom I have known during the six or seven years, and whom I have had an opportunity of seeing; and we have so much music about the school in our ordinary singing and in other ways, that I can hardly fancy a boy could possibly have any musical ability in him without our finding it out in seven years.

11,371. Supposing a blind person from an early age, say from five, were under the best influences, I mean that from this early age he was under what we should call favourable circumstances, and supposing he had a proper training up to a certain point, say 10 or 12 years old, in a proper primary school, and that then it was determined on his leaving the primary school whether he had better begin by handicraft or by music, do you not agree that the musical proportion would be very much increased?—It would be increased, there is no doubt, but I do not think it would be very much.

11,372. How much time do your pupils give to their mental culture at the beginning?—The whole of the day, that is to say six hours per day; and in addition they are read to one hour every evening.

11,373. How much absolute instruction, I do not mean in the choir, or what you would call for producing effect in music, but how much actual instruction do your musical pupils have from their music master, piano, organ, or vocal music?—The pianoforte pupils have two half hours per week, and the organ pupils (they go on with the pianoforte at the same time) have half an hour additional, and in vocal music the instruction in class will average from two to three hours per week, solo singing variable.

11,374. Do you mean instruction or practice?—I mean instruction.

11,375. Does Mr. Barnby give, for instance, two hours' tuition on the piano and one on the organ every week to the same pupil?—No, not Mr. Barnby, but Mr. Strickland does.

11,376. He is the reader of music; I mean a teacher?—The reader of music is also a teacher of music, who, if a boy played a piece wrongly which he had read out to him, would correct the boy; so that it is, to a certain extent, teaching.

11,377. You include in this amount of instruction what you call music reading as well as direct teaching?—Yes.

11,378. (*Dr. Armitage.*) I understood you that out of 456 old pupils about 50 were successful in music?—Yes, about 50. The 456 included the 122 who left without their terms being completed; it is really 50 out of the 334 who stayed the full period in the school.

11,379. Then did I understand you to say that you considered any old pupil who made 50*l.* a year and upwards in music as a success?—Yes, successful in point of maintaining himself and his wife and family.

11,380. One has to place a minimum; what would you consider to be success as a minimum in music; you would consider 50*l.* a year so?—I should. If a man could maintain himself for 30*l.* a year, I should consider 30*l.* a success. I make success in music as success in everything else taught in the institution, mean being able to maintain himself.

11,381. You went on to say that you considered that about 20 per cent. of the pupils who have been passing through the school for the last few years have been maintaining themselves by their music when they leave?—No; I said that about 20 per cent. seemed to me capable of musical instruction.

11,382. But can you tell us what per-centage of the pupils, taking the last 15 years since you have been there, have actually succeeded in music to the extent of earning 1*l.* a week or more?—No; I could not give you that information.

11,383. Could you ascertain it for the Commission?—Yes, I think I could. Of the 45 mentioned as capable of musical instruction, 9 are supporting themselves entirely by music, 12 are using music as a supplementary means of livelihood, 5 are still pupils in the school, 4 are dead, and 14 have either given it up or are not known of.

11,384. You said Mr. Barnby teaches, you think, for four afternoons in the week?—Yes.

11,385. How long on each afternoon?—From an hour to an hour and a half.

11,386. And what does he teach?—He teaches the theory of music; he teaches the part singing, solo singing and other vocal music, and he what I may call overhauls the pianoforte music and the organ music.

11,387. Does he actually teach the piano or the organ?—No; Mr. Strickland or the reader teaches them the pieces. Then Mr. Barnby hears them; so that it is a sort of finishing process that they have with Mr. Barnby.

11,388. Does Mr. Barnby teach the part singing himself?—Yes; for instance, Wednesday afternoon is mostly spent in their rehearsal for the Thursday's concert; or when they are learning a new piece, he will perhaps teach them part of it on the Monday, and come again on the Wednesday and hear them.

11,389. Is that done by Mr. Barnby himself?—Yes, by Mr. Barnby himself; or if one of the principals is learning a new song, Mr. Barnby teaches them the new song.

11,390. Does he take any of the part singing on any day besides Wednesdays?—Yes, Fridays too.

11,391. At what time?—From 2 to sometimes about 4 o'clock on the Friday. If they are learning any new piece he stays longer. The committee, in regard to Mr. Barnby, do not say to him, "You must teach "absolutely two hours every afternoon." He is an old servant, and has been there 50 years, and the committee are somewhat indulgent towards him in that respect; but whatever is necessary for the learning of new pieces in the school by the choir, or in the way of hearing the boys rehearse their pieces over, Mr. Barnby does it.

11,392. Do I understand you to say, then, that as a rule Mr. Barnby occupies the greater part of two days in the week in training the choir?—Of two afternoons, you mean? He trains the choir sometimes three afternoons, sometimes four afternoons, including the concert. It depends upon what Mr. Barnby wants them to do. Supposing they are learning a new piece, and he wants it by a particular time, he will probably spend the whole of the four afternoons in practising this new piece.

11,393. So that Mr. Barnby's principal occupation is to train the choir to sing new pieces?—Yes, to train the choir and to supervise the other work.

11,394. But his principal occupation is training the choir?—Yes.

11,395. In singing?—We have a pianoforte piece and organ piece every concert. He hears the pianoforte piece and the organ piece played over.

11,396. Do you say you have a concert every Thursday?—Every Thursday.

11,397. A public concert?—Yes.

11,398. And Mr. Barnby's principal training of the choir is in preparing for this concert?—Yes, preparing for that concert.

11,399. You said that you did not think it desirable that a school should give a higher class musical education to the blind than you do at York?—Yes.

11,400. And you tell us that only a certain proportion of your blind are able to support themselves by music?—Yes.

11,401. If it was possible to double or treble that proportion of after success, do you think that a school might be justified in giving the education which would be necessary to ensure it?—Do you mean the cost per head; that if it required a greater cost per head the school would be justified in spending whatever was necessary to produce such success in that respect?

11,402. I meant taking it as a supposition that out of the pupils who leave you now, 15 per cent. are able to earn from 50*l.* and upwards by their music after they leave; if by improving the general and musical education that proportion could be raised to 40 or 50 per cent., do you think it would be desirable to incur that additional expense?—I should say there could be no objection to that; I should certainly say yes, that an institution would be justified in doing it.

11,403. But you told us before that you thought that an institution was not justified in spending more upon a musical education?—No, under correction, I submit that I did not put it that way. My experience of the success of the musical pupils of a school for the blind I think warrants me in saying that a sound musical education in theory and practice, which need not be a costly one, is sufficient to enable them to maintain themselves when they leave the school.

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11,404. What are the means by which your musical pupils generally maintain themselves?—Playing the organ and teaching music and tuning.

11,405. Not by singing?—Yes, some of them. I should have said singing as well.

11,406. Part singing?—Yes.

11,407. Do they club together?—Yes.

11,408. Your old pupils club together and sing?—Yes, and go out to concert parties.

11,409. Do they make much by it?—I could not say what they make; not very much, I should think.

11,410. Then you think that what a blind musician has principally to depend upon for his living in music is the piano, the organ, and tuning?—Yes.

11,411. But I think you said that the teaching of the piano and the organ was left to your blind teacher and to your readers?—Yes.

11,412. That your head musical teacher occupies himself principally with the part singing?—Yes.

11,413. Which is the department of your musical education which pays least?—I said that he overhauled the other work too. There is no pianoforte or organ pupil in the place that Mr. Barnby does not hear play their pieces.

11,414. Now to pass to another subject. Can you tell us in the handicraft trades what are the minimum earnings of basket makers, former pupils, which you would consider a success?—Do you mean outside?

11,415. Yes, outside; those who have left the school?—No, I really could not say.

11,416. You gave us a proportion of success. I want to know what is the minimum earning of a blind basket maker working at home, which you would consider constituted a success?—I could not give it in figures.

11,417. Could you look at your notes and give it to the Commission?—No, I have no means of giving you information as to figures in pounds, shillings, and pence in that matter.

11,418. When you were taking these statistics had you any fixed standard in your mind?—The only fixed standard I had was that he was able to maintain himself. You see one man can maintain himself on 15*s.* a week, where another man would require 25*s.*

11,419. But there was no fixed standard?—No, there was no fixed standard as to money.

14,420. You have told us that you use forms for making baskets at York?—Yes.

14,421. Are you satisfied with that?—Yes, quite.

14,422. Do you think it is a help to blind people?—Yes, considerable. Some baskets could be made nicely without them; they can work the skein work with them, but they cannot work the rod work.

11,423. Is the form of some kinds of baskets one of the principal difficulties that a blind man has to contend with?—Undoubtedly.

11,424. And in those baskets that can be made upon forms that is completely got over, I understand you, by using a form?—Exactly.

14,425. Then you say that there is certain basket work for which forms cannot be used?—Yes, they have been tried and failed.

11,426. Can you tell us what they are?—Such a thing as a large basket, as you see used at the present time by the Post Office for the parcel post, baskets of that description; in fact all baskets made with rods. The reason is that the workman if he has a model inside his basket cannot get his finger round to do his work; he must get his finger inside the basket; and if you fit the basket tight to the model you cannot get your finger inside to do the work. The skein can be slipped inside without the finger going inside.

11,427. Do you know the basket work with which bottles of chemical manufactures are covered?—Yes.

11,428. Are those made with rods?—I think probably they are; I do not know the chemical bottles. We

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cover the spirit bottles with rods; but chemical bottles and spirit jars are covered with slewed work, which is much more open and looser work than the post office baskets referred to; but even here the basket maker finds it easier to make his basket about three quarters its height, then put in his jar or bottle, and finish it.

11,429. But that in point of fact is working on a mould?—Yes, but there again you have not to take your mould out of the thing itself; the basket work is fitted to it and left upon it.

11,430. Is the difficulty then the taking the mould out?—That would be one difficulty.

11,431. What is the exact difference you make between the skein and the rod?—The skein is the split rod.

11,432. You do not know that baskets for chemical work are made on a very large scale indeed by the blind with rods?—I do not know that they are, but I should think very likely they could be.

11,433. You told us that one of the great difficulties you have to contend with is the dullness of fingers and the dullness of intellect of children when they come to you, in all your work?—Yes.

11,434. Have you any primary school?—No.

11,435. Do you think that a very important point in the education of blind children is to overcome that dullness of fingers and that dullness of intellect by Froebel work and Kinder-Garten work?—It would be considerably reduced by it; of course dullness of intellect could not be altogether taken away by it.

11,436. Have you any experience of Kinder-Garten work among the seeing?—No; undoubtedly it would reduce the work of preparation, and I think in regard to preparatory schools, it would be very valuable if they were founded and well carried out.

11,437. Do you keep a register of all your pupils?—Yes.

11,438. From the time they come in?—Yes, from the time they come in.

11,439. And do you keep up a correspondence with them after they leave you?—More or less.

11,440. Do they write to you in Guldberg?—Yes, they write in Guldberg and in Braille. I have an old pupil who writes constantly for cane, for instance, in Guldberg.

11,441. If I wanted to know the history of any particular pupil, could you put you finger upon a pigeon hole in which all his papers are contained?—I have a register paged and indexed, and the name of every pupil entered since I have been in connexion with the school; but several of them I have no information about since they have left.

11,442. (*Mr. St. John Ackers.*) Do you keep accurate statistics of the cause of blindness?—Yes; the statistics that I have given in the report for 1883 are from the certificates of the doctors certifying the cases.

11,443. How long has that been the case in your institution?—Ever since it was founded.

11,444. Do you know whether that is general in other institutions of the kind?—That I could not say.

11,445. You consider that it is desirable that such certificates should be kept?—Yes, certainly.

11,446. (*Mr. Arrol.*) You were asked whether, generally speaking, you think that a blind child should be educated at a sighted school until it passes into an asylum; and in answer to a question of his Lordship's you said that one objection you had to a blind child being educated in a sighted school was because of losing a certain amount of time; would you explain that?—I was speaking there of his losing time. Supposing a boy was being educated in a seeing school instead of in a special school, I meant that, as compared with being educated in a special school, he would lose a great amount of time. As a preparatory means for the special school he would be very much better there than sitting at home in the corner. That is the opinion I wished to convey.

11,447. If the blind child had the benefit given to it by the London School Board, do you not think it would be a great advantage to the blind child?—Is your question pointed to this, whether I think the fact of mingling with the sighted children would be a great advantage?

11,448. I refer to the special training that he gets from special masters; the London School Board have had so many masters set apart to teach the blind?—And they are taught in special classes by themselves?

11,449. Yes?—In fact, you mean whether I think it would be a good thing for children to be taught in an ordinary seeing school, but in a special class with a special master, and then passed into the ordinary seeing classes with the ordinary masters. That is a system that I should not feel inclined to recommend.

11,450. For what reason?—That in the ordinary classes with seeing pupils, as I said, a great deal of time would be lost as compared with being taught in a special school.

11,451. Have you any experience to found that upon?—My experience is the experience of blind education generally, what blind education requires. For instance, take a lesson; there is a teacher who has got a class with 15 or 16 seeing boys and two blind boys in it; he is giving them a lesson upon the history of the reign of Queen Elizabeth, and he says to the boys, "Now for "your home lessons to night you will produce me this "history of the reign of Queen Elizabeth," to show how far they have carried it home in their minds. The boys produce it next morning, but the blind boy has no means of producing his except in Braille type. But you are not to suppose that the teacher of every class in a national school is able to read Braille type.

11,452. We have had information that any ordinary intelligent master can acquire it in the course of a few minutes?—Sufficient to read it next morning with as little trouble as he would read the seeing exercises? There is no practical teacher of Braille who would ever say so.

11,453. You have referred to 50, I think, as the number of those who have had success in music attending them, who have been trained in your institution since its commencement. Are we to understand that the 45 you mentioned in 1869, 1876, and 1883 are not included in the 50?—The 45 were the numbers who were capable of music, who seemed to me capable of a musical education, but I did not say that those 45 had been successful after they had left the school in a musical profession. I was judging of the capacities and abilities of the pupils.

11,454. In the 50 do you embrace these 45; I suppose not?—No, I do not.

11,455. The 50 that have been successful are in relation to 334?—Yes.

11,456. That is about 14½ per cent.?—Yes.

11,457. I think the basket makers during this period were 45 to 46?—Yes, 45.

11,458. Thirteen per cent.?—Yes.

11,459. So that the basket makers are not so successful as those who have been trained to music?—That would not follow; that was the number who had succeeded; it was not a per-centage.

11,460. But I have converted it into a per-centage, and it shows that the basket makers are not so successful as the musical pupils?—No, it shows that so many have not followed basket making as have followed music. It is not a proportion of success; it is the number of those who have been educated in basket making.

11,461. I understood your evidence to mean that you were desirous of conveying to us that out of those who have been trained 50 succeeded in music, and 45 in basket making. You did not say how many had actually been trained as basket makers, but that 45 were the successes?—Yes.

11,462. Then perhaps you will be able to state how many were sent to basket making as well as to music?—That I cannot do; at least, I have not the figure at hand to do that.

11,463. You recommend that there should not be much expense incurred in musical education. Supposing that a blind person is handicapped because he has lost one faculty, is not that a reason why he should be more thoroughly trained to make up as much as possible for the disadvantage he labours under?—I think in any case the blind would require a more costly education than the seeing.

11,464. Still you recommend not a costly education?—No; I do not think the case requires a costly one; but that it would be more expensive than the seeing I admit.

11,465. You do not feel disposed to allow that it is necessary that the blind should be more thoroughly educated than the sighted?—Do you mean as to the general education of the blind?

11,466. No; for any special branches they may desire to pursue?—I think if you have the opportunity you ought to do the very best that you possibly can to produce success.

11,467. You say that your institution is conducted on the same lines as Norwood as far as you can. But one master seems in your case to control the whole of the musical training and teaching; are you aware that at Norwood there are masters for special branches, for the organ, for singing, for the piano, and for harmony?—Yes, I say that is the difference, that is, that where we employ one, Norwood employs three or four; but I am not aware that Norwood has any special system of teaching the blind music beyond what is pursued in ordinary institutions. You may have a larger number of teachers, instead of having one teacher taking three branches, you may have three teachers, each one to take one branch; but it seems to me that it is not a difference of system, but a difference in the number of teachers.

11,468. I suppose specialists are more likely to turn out good pupils than one man undertaking to look after several branches?—Yes, I should think so.

11,469. (*Admiral Sir E. Sotheby.*) Your receipts from brushes in 1882 are 1,400*l.*; is that entirely from brushes made by the pupils?—No.

11,470. How is it received.—We purchase some brushes, for instance tooth brushes are only made in London; no one in the country makes them.

11,471. Are those the only ones you purchase?—A few other varieties. Our brush trade is worked in this way: we sell floor cloth, we sell sponges.

11,472. Is that all included in brushes?—Yes, it belongs to the brush department.

11,473. It is "brushes" here; could you say what proportion of the 1,400*l.* in the brush department is made by the pupils?—I could work it out.

11,474. Do you think one half are?—Certainly, one half are not made by the seeing.

11,475. Then perhaps three-fourths are made by the blind?—I should think at least three-fourths.

11,476. There are 769*l.* which you receive for baskets; were they made by pupils and outmates together?—Pupils and outmates together.

11,477. And you have a ready sale for baskets?—Tolerably ready sale.

11,478. Will you say what religious education you give your pupils?—They have a portion of Scripture, say the book of Genesis, which they have instruction in during the half year, and one book of the New Testament. They commit to memory four or five Psalms, prayer book Psalms (we all go to church,) and we have a short religious service in the school every Sunday evening in the winter. In the summer they go to church both morning and evening.

11,479. Then they are brought up on the Church system?—Yes, with the proviso that if the parents wish to take them to any other place on the Sundays, they can do so if they will make provision for it.

11,480. And do you think it most essential for your children to have a religious education?—Certainly, I do not believe in education at all that is not religious.

11,481. (*Chairman.*) I presume from the name it is distinctly a Church of England school; it is called the Wilberforce School?—Yes.

11,482. (*Admiral Sir E. Sotheby.*) Do you find your female pupils well adapted to make hair brushes, to draw the bristles of the hair brushes?—We have taught a few from time to time the finer sort of hair-brush work, but we have given it up since we began to teach them the re-seating of chairs.

11,483. You do not make hair brushes at all?—Yes, the boys do, not the girls. The handicraft that the girls are employed in is the re-seating of chairs and the ordinary wool work and knitting, and things of that sort.

11,484. Have you sufficient employment with regard to the re-seating of chairs?—Yes, we have a large quantity of chairs to re-seat.

11,485. If you had Government aid would not that very likely lessen private assistance?—Well, it is a difficult point to express an opinion upon.

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11,486. Have you got open dormitories for your children; large dormitories for your children to sleep in?—Yes, our largest room, perhaps, 30 pupils sleep in, each in one bed.

11,487. And you consider that a better system than having two or three or four in small rooms. I suppose you have adopted those large dormitories for some cause or other?—Simply that our place is an old place; we had large rooms and we put the beds in; and I do not know that the committee think that any benefit would accrue by dividing them up into threes or fours.

11,488. Is there any benefit in that large dormitory system?—They can be better overlooked by anyone at night.

11,489. (*Chairman.*) Does anyone sleep in the ward with them?—No, but some one passes through it on his way to bed.

11,490. (*Admiral Sir E. Sotheby.*) You have no instructor to overlook them from a window?—No.

11,491. Would not that be a good plan?—It might be, but we have not found any inconvenience from the present system.

11,492. We have had it in evidence that there is a great deal of juvenile crime amongst the blind; have you found that to be the case?—You mean self-abuse? not more than amongst the seeing I should say.

11,493. You say you consider that not more than 25 per cent. of the pupils that are brought up under musical influences at the institution are suited to learn music?—That is my experience.

11,494. And do you consider that the other 75 per cent. are suited to learn handicrafts?—Yes, more or less. But I ought to say that with regard to those that are capable of learning a handicraft, you have always a certain number that from weak physical health or from weak intellect will never be able to earn the whole of their livelihood.

11,495. What proportion of that 75 per cent. do you think would be able to earn a livelihood?—At the same time that I was getting the statistics for the music, I got out the statistics of those that I thought were physically incapable of earning a whole livelihood, and of those who were mentally incapable; and I found that for the three years the total came to 39 out of 229 physically incapable, and 19 out of 229 mentally incapable; making in one case 17 per cent. and in the other case 8 per cent., or about 25 per cent. altogether. That is to say, they could do something towards earning a livelihood, but you never would expect them to earn the whole of their livelihood.

11,496. Then I see that your expenditure in the year 1882 is 510*l.* for the blind outmates; how is that expended?—That is paid in wages.

11,497. What is your stipend as superintendent?—My own stipend is 300*l.* a year.

11,498. And has Mrs. Buckle got a stipend also?—Mrs. Buckle I am sorry to say is dead. She had when she was living a stipend also. We have a matron now, who receives 40*l.* a year.

11,499. And all your masters are put together; can you tell me what the teachers are paid. There is a blind teacher, an assistant, you say; therefore I presume all the rest are sighted?—Yes.

11,500. (*Chairman.*) I think you told us you paid your teacher 50*l.* a year and board and lodging?—Yes. At the present time he is married and living out, and has 100*l.* a year.

11,501. (*Admiral Sir E. Sotheby.*) That is the schoolmaster?—Yes, I can tell you them all. The trade instructors there, whose salaries are put down as 175*l.*, would consist of these, I think: 80*l.* for the brush manager; one of them had 35*s.* a week and the other 32*s.* 6*d.* a week; the basket manager. Then Mr. Strickland has 1*l.* a week, and Mr. Barnby has 50*l.* a year. The reader, for the time that he spends, has 15*l.* a year. Mr. Strickland has an additional sum for each tuning pupil; we pay him two guineas for each pupil that he has.

11,502. (*Mr. Johnson.*) A capitation payment?—Yes. Then the matron has 40*l.* and board and lodging. The schoolmistress has 30*l.* and board and lodging; and then we have office people, a clerk in the office; they are included in the salaries there.

11,503. (*Admiral Sir E. Sotheby.*) Do you consider that sighted teachers are better than blind to teach the

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making of baskets and brushes and such like?—We have a blind assistant teacher in the basket room, but you ought to have a seeing one to overlook and overhaul. Every department I think ought to have a seeing head in it or a seeing person intimately connected with it.

11,504. (*Rev. W. B. Sleight.*) I see that you admit your pupils at 10 years of age?—Yes.

11,505. Would it not be much better to admit them earlier, not merely from an educational point of view, but also with regard to their morality; would not seven be a much more suitable age to admit children?—I think the age was fixed on this view: So very little could be done with children from seven up to 10 years of age. The idea of the committee was that the children would be taught something at home, or in a seeing school a little preparatory, and that it was really a better age to begin with than seven; and I think you will find that age for admission prevalent throughout the country. For instance, at seven years of age you have to begin to teach them to dress themselves and wash themselves. That would be a serious thing for us to undertake it in an institution like ours where we have all the other teaching work besides. It would be a very good thing if you had a preparatory school, if you could get the children at seven and begin then it would be an excellent plan.

11,506. Do not you think that between the ages of seven and 10 they contract a good many bad habits?—Yes.

11,507. That might be avoided perhaps if they were put into a primary school?—Yes, I think it would be very valuable.

11,508. With regard to inspection, would you not have a great many pupils that would have to be excused for mental incapacity. In our school inspections now we are allowed to have certain children excused?—You would have a larger per-centage among the blind than among the seeing, undoubtedly.

11,509. The religious teaching is given in accordance with the doctrines of the Church of England, I understand?—Yes.

11,510. I notice you have a clause here that parents are allowed to withdraw their children on a Sunday. You would allow them to take them to a Nonconformist place of worship?—Yes.

11,511. Do you find any do so?—We have one boy whose parents are Wesleyans and they come for him to the school; and we have had one Roman Catholic in the school who has been taken to church. Those are all the cases within my experience in the 17 years.

11,512. Only two cases?—Yes. The only difference I find in the pupils is in the matter of confirmation: the pupils of dissenting parents are not confirmed; the pupils of church people are confirmed.

11,513. Do you employ the girls at all in house work?—In making the beds, nothing else.

11,514. Not cleaning or washing?—No. I think something more might be done, but we go upon this principle: that household work is a sort of thing you might fairly expect them to learn at home when they have left the school, and that their time could be better employed while with us in mental or industrial work.

11,515. (*Chairman.*) But do they learn the household work at home?—I find they do. It is surprising to me in the case of some of our own pupils how very helpful they are at home.

11,516. Do you teach your blind to cut up their own food?—They do very generally; they use their knife and fork.

11,517. I am not asking whether they cut the slice off the joint, but whether they cut up their own meat on their plates?—They do; I was going to say that, for instance, on two days a week they have meat and potato pie. The pupil gets a fair piece of crust with a certain amount of meat and potatoes, and has it to cut up.

11,518. The rest of the week when there is a joint, what is done?—The roast beef is cut into pieces perhaps the size of one's thumb.

11,519. But do they use a knife and fork?—They use a knife and fork.

11,520. (*Rev. W. B. Sleight.*) Do you think it at all necessary to train them or that any after good comes from training them in the higher branches of education, such as natural philosophy, or French, or botany, or geology?—Not to make it a part of a system of the school, I think not.

11,521. Do you teach any of those things in your school?—I have two or three pupils at the present time who are the best in handicraft and the best in music in the school, and I have been teaching some of them German for instance. They came to me and said, "We "should like to learn something to fill up our time." One of them, our best music pupil, has got on very nicely in Gezman.

11,522. How old is that pupil?—About 16. I do not think there is any necessity for making it a system in the school. I think the chief education required for the bulk of the blind who must be employed in handicraft is a good elementary education similar to what you give to the seeing.

11,523. After the children leave the school do you think it better that they should be congregated together in one workshop to work, or that they should be separated and do their work in their own homes?—If they are likely to succeed separated, certainly they should be separated; but I wish to convey the impression that there are a certain number for whom workshops seem to me to be absolutely necessary.

11,524. Then it becomes almost a charity?—To start workshops? Yes, and that is one direction I think in which charity could work in the future.

11,525. But where they are able to earn a sufficient livelihood you would recommend their working at home and taking their work to and from the shop?—Yes, certainly.

11,526. (*Chairman.*) May I ask do you allow any beer or intoxicating drink to be used in the school?—None by the pupils unless ordered by the medical officer. I do not believe it is at all necessary for young people in good health.

The witness withdrew.

Miss MARY V. MORSE called in and examined.

Miss M. V. Morse.

11,527. (*Chairman.*) You have been a teacher in the Royal Normal College for now about four years; have you not?—Yes.

11,528. When you first came to teach did you begin with the lower classes, or did you take charge at once of the same class as you do now?—They have been changed each year. I have some that I had then.

11,529. But you have gone through the whole curriculum of the school; that is to say, you have taught in all the classes, have you?—No, I have not. I have had almost all the pupils under my charge at one time or another.

11,530. But you have confined yourself to particular departments?—I take the classes which are assigned me.

11,531. But what I want to know is whether when you first entered the school you began teaching the smallest children?—No.

11,532. Will you tell me what you began to teach when you first entered the school?—I had geometry, algebra, physiology, arithmetic, gymnastics, a Bible class. Those are all I think for the first year.

11,533. Those you still continue to teach?—No, I do not have geometry or algebra now.

11,534. You take grammar?—Yes; I had grammar the first year. I take physiology now; I have literature and composition, and I have gymnastics.

11,535. Do you still teach the youngest pupils?—I never have taught the youngest pupils; I always have had the older ones.

11,536. The classes you speak of are those not in the primary school?—No; I only had for a few weeks a primary class; that is my only connexion with the primary school.

11,537. What age do you begin teaching physiology; is there any particular age?—No; after they are prepared for it; when they are competent to take it in and appreciate it, Dr. Campbell gives it to me and I teach it.

11,538. But from what age generally are the girls?—The class that I have now are from 14; the eldest in the class is 26, I think, but she is an exceptional case.

11,539. I suppose you learnt physiology at some school abroad, did you not, or in America?—Yes, in America. I was educated at the Bridgwater Normal School.

11,540. Was the instruction in physiology there given by a man or by a woman?—By a woman.

11,541. And you have always learnt physiology from a woman teacher?—Yes.

11,542. There are no men professors of physiology you learnt from?—No men professors.

11,543. That I suppose was a school not for the blind specially?—No; I never taught the blind till I came here.

11,544. Then you have had some experience in teaching the seeing?—Yes; I taught the sighted three years.

11,545. Do you find that you are able to teach the blind as readily as the seeing?—Yes.

11,546. After, I suppose, some difficulties are got over?—I find that they take in ideas as readily as the sighted, but I find that I have to re-adapt what I learnt before.

11,547. Of course teaching physiology to seeing people must be rather different from teaching it to the blind?—My method is the same.

11,548. You have to make them feel everything instead of see everything?—Yes; and it takes longer.

11,549. Do you think that that knowledge is valuable to the blind, the knowledge of the actual structure of things, and the structure of the human frame as far as possible?—Yes.

11,550. I do not mean merely as a means of education generally, but you think it specially useful to the blind?—Useful to them because it is useful to everyone.

11,551. Only in that way; not specially useful to them?—Not more useful to them than to a sighted person, but equally with a sighted person.

11,552. And the same thing, I suppose, with regard to athletic exercises; it is equally good for everyone?—I think that special exercise is more necessary for the blind even than for a sighted person.

11,553. Do you find that those under your charge improve in physical health and in mental capacity under that training?—Yes.

11,554. You do not teach music at all?—No.

11,555. Do all those who are under your training learn music as well?—Yes.

11,556. Do you find that those who are most intelligent in your classes also do best in music?—No, it does not always follow.

11,557. You say you have taught mathematics?—Yes.

11,558. Have you found that those who are good at mathematics are good at music or not?—Not necessarily the best performers, but they more readily take in the principles of music.

11,559. Have you a decided opinion of the desirability of training all the blind in music as well as other things?—Yes; but I am not an authority in regard to the music.

11,560. On general grounds, or do you think that music is more especially suited for them?—I do not think the blind are naturally more musical than other people; but I think music a good business for the blind.

11,561. Do you think that music is as useful to them as physiology, or more so?—It is the way that more of them can earn bread and butter. But then physiology has so much to do with their taking care of themselves, and helps to make them generally intelligent.

11,562. Do you often see any of your own pupils who have passed through the college?—Yes, they frequently return.

11,563. Have you anything special to say with reference to the teaching of children in blind schools; from your experience, is there anything you would suggest?—As regards the method of teaching, do you mean?

11,564. Yes. Do you think they ought to be taught the same as seeing children?—I believe they ought to be taught just as much as seeing children ought to be taught.

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11,565. And in the same way, as far as they can?—Yes; I think they need the education as much, and are as capable of taking it.

11,566. Do you find those who come from the workhouse schools equally intelligent with the others?—As intelligent, but not as well trained.

11,567. You find no difference in the intelligence of the pupils as to where they come from?—I do not know where they all come from. I do know where many of them come from, but I never think of it, whether they are from the workhouse or where they are from. I know some special instances from the workhouse that have done well since they came.

11,568. Do you find that the earlier they are brought under your care the more easy they are to teach?—Very much; because so many times when they have reached an advanced age they have already formed so many habits which one has to break up before one can give them what it is best they should have, that it takes time which it does not take if we have them under our care when they are young.

11,569. But you say those who first come into the school have to pass through other hands before they come to you?—They are very young when they come to me, or when I know about them. Little girls 10 years old I know about, but they have already been to the primary school, and I have to go right on and teach them what has been begun. When I have a young man, say, 16 years old, come to me, sometimes I have to begin at the very bottom with him.

11,570. You teach the boys as well?—Yes; I have taught both boys and girls.

11,571. How old do you teach the boys?—My boys I have now are only about 14 years old; I should think some of them are younger than that.

11,572. They are the more difficult to teach the older they are?—The older they are when they begin, the more difficult they are to teach.

11,573. (*Mr. Arroll.*) Can you give the Commission any information as to whether the children who have been taught in board schools prior to coming to the college are more intelligent than those who have been in the ordinary blind schools?—Yes, I think they are; they are more wide awake, more capable, more ready to take in things.

11,574. Do you think in their deportment they are more independent and self-reliant?—Yes.

11,575. I suppose you would be inclined to recommend that children should be so trained if they cannot be sent to a primary class?—Yes, by all means.

11,576. (*Mr. St. John Ackers.*) How long have you been teaching the blind?—For the four years that I have been at the college.

11,577. You say that you were educated at the Bridgwater Normal School in America; is that normal college or school in America the same as our training college of teachers in this country?—As nearly like it as it is like anything you have here.

11,578. In what essential points does it differ?—I can more readily tell you what that is like than how it differs from a training college. Usually girls or young men go after they have graduated from the highest standard from the public schools; they then pass an examination, whatever is required; and having obtained admittance, go through a regular course of training for teachers. There the work consists, first, in having a lesson presented, and then in the pupil teaching that lesson.

11,579. Do you consider that it is desirable that teachers of the blind should have any special training with regard to the blind, or that any well educated teacher placed in a school for the blind can efficiently teach?—I think that a teacher can teach.

11,580. That, in fact, it is more necessary that a person should be trained to be a teacher than that he should go through any special training in regard to the blind?—Yes. There are some things, such as reading and writing, that must be specially learned.

11,581. You say that it is not always the best mathematical pupils who are the best musical pupils; but have you ever known one of the best mathematical pupils unable to learn music?—Almost all of our pupils learn music to a certain extent.

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11,582. Unable, I mean, to make their music a successful profession. Perhaps your experience is hardly long enough to answer that?—No, I do not think it is.

11,583. (*Dr. Campbell.*) In regard to our teachers at Norwood, who are concerned in the school, they give very little thought or attention to the music, do they not; in other words, they are not expected to know much about it. That is a distinct department, is it not?—Yes, it is.

11,584. You were speaking of pupils that come to you in regard to the ages in any class. Unfortunately, I suppose it is the case with blind schools that we get them at all ages; you have to begin some at 11, and your work will be as advanced as taking some at 16 and 17, and we have to put the young and old in the same class?—Yes, I have one girl 26 years old in my class.

11,585. She has been in a blind school, and is anxious to become a teacher for that purpose?—Yes.

11,586. I suppose if there is a school that desires particularly to have some teacher trained, some talented blind girl or young man, we often take them at Norwood, and prepare them for them, such as this one you speak of, and some others that have gone out to teach?—Yes.

11,587. They are taken expressly for training as literary teachers, not for music teachers?—Yes.

11,588. You were speaking of your Bible class. On the Sunday we have first prayers; then what do we have immediately after?—Bible classes.

11,589. The whole school almost is divided into classes and each teacher has a class?—Yes.

11,590. Afterwards do the teachers have duties in connection with the pupils going to church?—Yes, each teacher has an allotted section with whom she goes to church.

11,591. (*Chairman.*) Are teachers told off themselves to go to any particular churches, or do they go to the church of the denomination to which they belong?—The teacher goes with the pupils irrespective of her own belief.

11,592. Suppose you were a Presbyterian, and were told to go to a Roman Catholic church, you would go?—Yes.

11,593. (*Dr. Campbell.*) In other words, it depends upon the management. I suppose if the management was arranging it, and they knew that they could give the teacher a choice, if certain sections go to the Church of England and some to a Presbyterian place, they would give the teacher the preference?—I have always had the preference.

11,594. (*Mr. Johnson.*) What is the nature of the religious instruction given, the Bible lesson; do you follow any particular system?—At the present time I am reading to my class, taking it with the Scripture, Canon Farrar's Life of Christ. I read the scriptural portion to which the story as he tells it refers.

11,595. Is there any actual religious instruction given on any system, or is it merely that you select what book you like and give a lecture on it?—I do not give a lecture.

11,596. You give an explanation, do not you?—I read the Scriptures.

11,597. (*Chairman.*) Do you select books, or are they selected for you?—They are selected for me.

11,598. (*Mr. Johnson.*) By the management or by any clergymen?—By the management.

11,599. Does any clergymen visit the classes you teach?—No.

11,600. Of no denomination?—No.

11,601. Your pupils, I see, are from 14 to 26 years of age; how long would pupils remain under your special training?—It varies. From the time they come to the time they go they are all directly or indirectly under my training.

11,602. But how long do they generally remain?—I have many who have been there the four years that I have been continually passing from a lower to a higher grade of work.

11,603. Do you know the received time, the settled time, for which the pupils remain?—No.

11,604. Do you think that every poor blind child throughout the length and breadth of the land should be as highly educated as those children who are under your care at Norwood?—Yes, for they are of that kind.

11,605. You think they ought to be as well educated as the sighted children.—Yes.

11,606. Do you know that the sighted children are not educated in geology and algebra and physiology at the board schools?—I know they are not in some of those other branches.

11,607. Are they where you were educated yourself?—Yes.

11,608. You were trained in a training college, were you not?—Yes, but I learnt them before I ever went to the training college; at the training college I learnt to teach them.

11,609. The training college is a superior institution altogether as in England?—Yes.

11,610. And you think that any one of your ladies who was trained with you there and took a good certificate would be able to instruct almost any blind pupils?—Yes.

11,611. Do you think that sighted supervision is very necessary?—Yes, there ought to be some sighted people about.

11,612. You are not averse to employing pupil teachers who might be blind under sighted people?—We have blind teachers at the college who are under supervision.

11,613. Your idea is this, that the blind can help the sighted teachers, but that the blind in the school require sighted supervision?—Yes.

11,614. Can you tell us a little about the children have come from the workhouse and done well; is it a large per-centage of your pupils that have done well?—I do not know exactly who has come from the workhouse. Occasionally I hear some one say, "That pupil came from the workhouse."

11,615 You gave in evidence just now that some of the workhouse pupils had done well?—Yes.

11,616. All I wanted to ask you was whether you can tell us the sort of proportion?—I cannot.

11,617. How many blind teachers have you got under you. You say that you teach boys and girls; have you blind help in both classes?—Not at all in my own classes.

11,618. Neither for the boys nor the girls?—No.

11,619. Your instruction is more, I suppose, with these elder ones in the shape of lectures?—I teach all of those who are there as I would teach a little child, provided it is such a subject that I am teaching. They are old because they did not come when they were young.

11,620. Have you any experience of blind schools in America?—No.

11,621. You never saw any blind school there?—I have visited the South Boston School, but I never saw any of the work.

11,622. Then you learnt entirely your admirable proficiency (which we witnessed the other day when we visited Norwood as regards the education of the blind at Norwood?—Yes, I never saw a blind child until I came here.

11,623. Have you any sighted assistant associated with you in your class?—No. They are all under Dr. Campbell just as I am.

11,624. Is there any fixed period for a pupil's remaining in the college; do you know of any fixed period?—No.

11,625. That is according to the committee's direction and the management, is it not?—Partly, and partly according to the capability of those who send them to keep them there.

11,626. There is no fixed rule; it is subject to the opinion of the committee?—Yes.

11,627. (*Chairman.*) With reference to religious teaching, have you any personal knowledge of any other religious teaching being given to pupils who are under your charge besides what you give yourself. You spoke of some being taught by the clergy of the parish?—Not to be taught; it is only when they have gone for confirmation.

11,628. Who has prepared them; have they been prepared by you?—No.

11,629. Have you any personal knowledge of who prepares them?—Yes; some of them have been prepared by a pupil teacher who is there, who teaches them the Catechism. For instance, on Sundays she has a class of English Church girls only, and teaches them the Catechism.

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11,630. And is the person who teaches them herself confirmed?—Yes.

11,631. And she teaches them what she has been taught herself?—I expect so.

11,632. But you do not give any religious instruction; you merely take a text book like Canon Farrar's Life of Christ and read it to the children?—That is what I am doing now.

11,633. Do you do more that that?—I do not now; I take the Bible with it, but I do not give any remarks of my own. I have, since I have been there.

11,634. Then do you take the Bible and comment upon it yourself; you have been in the habit you say of taking the Bible and commenting?—I will tell you just what I did. I took the Gospel of St. Matthew; they read it aloud, and as they read it I asked them at each verse what they thought it meant, and what good they could get from it. That was the way I went through the Gospel. If there was anything which I knew outside which threw any light on the subject I brought it in and read it to them. At the same time I had them learn parts which seemed especially beautiful.

11,635. You say you told them what you knew on the subject yourself; may I ask did you receive in America religious teaching under any denomination?—No.

11,636. Do you belong to any denomination?—I am not a member of any church.

11,637. Then of course you have not taught them an doctrines particularly?—The college is entirely unsectarian as regards the religious instruction.

The witness withdrew.

Mr. Arthur Wilmot called in and examined.

Mr. A. Wilmot.

11,638. (*Chairman.*) You were brought up at the Norwood College, were you not?—Yes.

11,639. What age were you when you went to it?—I was 17 when I went there.

11,640. You were there seven years?—Yes, about that.

11,641. When you left it did you obtain some position as a teacher of music at once?—Yes, I got pupils at once. Of course in a profession you do not get on at once, you have got to work your way; one pupil has got to recommend another, and so on.

11,642. But you were able at the end of the first year to earn your own livelihood?—Yes.

11,643. And you have done so ever since?—Yes; and I have brought you my ledger, where all my work is booked up, and I have made a balance sheet out for a week.

11,644. Is your time pretty fully occupied in teaching throughout the year?—Yes.

11,645. And you are willing to show the Royal Commission a detailed account of a week in the year for their information?—Yes. (*The witness did so.*)

11,646. (*Dr. Campbell.*) You have a good many engagements, and although they bring you considerable payment, I suppose the great value of your singing engagements is that it makes you known, so that it increases your teaching connexion?—Yes; I use my singing more as an advertisement to make myself known.

11,647. And you get, for fulfilling engagements in singing, according to circumstances, one to four or five guineas?—Yes.

11,648. Now, for instance, taking to-day, I asked you if you would come up to-day, but otherwise you would have been engaged in teaching from about 9 in the morning until 9 in the evening?—Yes. If you look at the names for Wednesday on my paper you will see that.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Thursday, 20th May 1886.

Present:

LORD EGERTON OF TATTON in the Chair.

The Right Hon. Sir H. Selwin-Ibbetson, Bart., M.P.	F. J. Campbell, Esq., Ll.D.
W. Tindal Robertson, Esq., M.D.	E. C. Johnson, Esq.
B. St. John Ackers, Esq.	The Rev. W. Blomfield Sleight, M.A.
T. R. Armitage, Esq., M.D.	Charles Few, Esq.
W. Auchincloss Arrol, Esq.	

Charles E. D. Black, Esq., *Secretary.*

Lieutenant-Colonel Mansfield Turner, examined.

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11,649. (*Chairman.*) You have been for a long time interested in the cause of the blind, I believe?—Yes, since 1859.

11,650. Was it at Leicester that you first took up the question?—At Leicester.

11,651. What was the institution at Leicester with which you were connected?—It was called an Association for Assisting the Blind. It was in connexion at that time with the Euston Road Institution which was under Mr. Hanks Levi.

11,652. Was the Leicester Institution a branch of the London Institution?—It was almost a branch. Mr. Hanks Levi sent down the gentleman who had charge of it, a Mr. Mackley, a blind gentleman, and he was one of the pupils of that institution.

11,653. Is there anything that you wish to point out as a comparison between what existed then and what exists now?—The state of things then was extremely unsatisfactory. There were a few workmen working under this blind manager gaining very small wages, and doing very unsatisfactory work, which could not be sold. They were obliged to resort to all sorts of expedients to get money to carry it on. For instance one of the women used to be put into the window in order to attract passers by to see her sew and thread her needle; it was an object of attraction to the people in the street. At last the thing got so bad that under my auspices a

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large bazaar was got up, and 1,300*l.* was made, showing the sympathy of the public, and on that the institution lived for four or five years dragging on a miserable existence and spending about 400*l.* or 500*l.* a year more than their income out of the proceeds of this bazaar; until at last I was met in the street by the secretary and treasurer and told, "We are going to shut up," I said, "That is a great pity; I do not think there is any "necessity for it, and if the committee will allow me I "will undertake to set the institution on such a footing "that I think it can support itself." To make a long story short I was permitted to do so. I got rid of all of what I may call the charitable part of the business; I entirely eliminated the business part from the charity part. I said, "This is a charity fund and this is a business fund." We supplement the wages of the blind by giving them twopence in the shilling; we considered that they were handicapped in the race of life, and we said therefore, "For every shilling that a sighted man earns you shall have one shilling and twopence." That twopence came out of the charity fund, and the one shilling was paid out of the business fund. That was the principle upon which we went altogether. The charity was entirely confined to charity, and business to business. After the first year of this process that was carried out completely, that is to say, after having got rid of the manager, who was very difficult to get rid of, and who was a block in the way (he was a sighted manager, and there was a sighted teacher also), in the first year the thing turned out a fair experiment; it was made to pay its own expenses. There was a balance of 12*l.* against it, but I think you might fairly say that that 12*l.* was more than covered by the fact that it was an institution which had to issue a report, for instance, and had to pay many expenses which it would not have had to pay if it had not been a public institution. So that the old state of things was unsuccessful, and the state of things when it was carried on as a business matter was successful, in so far that the institution paid its own way. I am bound to say that afterwards the old story of the surplusage of stock prevented that success continuing in the same degree. We never drew upon the subscriptions to the extent of more than 30*l.* or 40*l.*, but we were never so successful as we were in the first year, because the stock began to accumulate, which is the great difficulty, and has been ever since.

11,654. What was your experience of your visits to different institutions in 1866, the result of which you published in the book which I have now before me?—In consequence of our difficulties we went round to see what we could learn that might assist us; and although we did not visit quite all the institutions in England, we visited very nearly all of them. We were not able to get to Scotland. We found pretty much the same story wherever we went. Nobody seemed to know anything about what was going on elsewhere. We went to learn and they learnt from us; but every institution seemed to be entirely on its own hook, and without any relation or relative position to any other institution.

11,655. Did you not find that certain institutions were endowed institutions?—Yes.

11,656. Were they badly managed at that time?—I could not say that they were badly managed, but they were managed contrary to our notions. I will give you an instance of one case without mentioning the name. We went to one of those institutions where pupils are taken for seven years; we were not very cordially received. At the outside of that very institution as we went into it were two blind men singing and begging, who had been in the institution only the year before. They were begging outside the same institution in which they had been. That, to my mind, was an illustration that that institution had not done its work for those two men, at any rate.

11,657. Is it not also the case at the present time that the institutions do not take much care of those who have been in them after they have left?—It is so, but not to such an extent as it was.

11,658. Still you think that there should be watchful care over those who have left the institutions, and that there should be some provision to enable them to start in life and earn a livelihood?—I think that they should not be taken in for a certain number of years and then turned out. I am not prepared to go quite so far as they go at Birmingham, for instance, which I hold to be a model institution in its way and to be beyond all praise in one or two senses. For instance, there is a lady there who has devoted her whole life to the work, and who takes a personal interest in every pupil that goes there, and never leaves them alone. Perhaps a little too much is done for them, but I feel very doubtful how far I ought to say that, and I wish to speak in the highest terms of the Birmingham Institution.

11,659. Was the success of the institution at Birmingham the result of the conference that you held there?—No, it was very good then. We held the conference there because it was central. One of our objects in visiting these places was to try, amongst other things, to induce the institutions to meet in this conference. We managed to impress a good many with the idea that it was desirable.

11,660. That has been followed by other conferences which have led to the appointment of this Commission?—Exactly.

11,661. You do not speak of the present state of the Leicester Institution, do you?—No, I have left it. I go to see it constantly, and the thing goes on very much the same. Still there is a great difficulty as to stock. When we became prosperous at Leicester the subscriptions which we did not want for the business were all employed to assist the infirm blind who were unable to work. We found that at Leicester they amounted to as many as 70 per cent.; out of every 100 blind we calculate that there are 70 who are unable to earn their living in consequence of blindness, arising to a great extent from illness.

11,662. Those are in mature life?—Yes. There was great room for assistance; we found them leading most miserable lives. We immediately started a Bible woman to find out every blind person in Leicester and visit them and there was an immense deal of misery discovered. I do not think people have much idea of how much misery there is amongst the blind in the big towns.

11,663. Were not the cases of those persons in any way touched by the operations of the guardians?—They were all receiving relief. They generally give to blind persons about 1*s.* a week more than they give to sighted people. But the difficulty is this, that 1*s.* a week presents an object to their sighted relatives. We shall hear more of that presently, because I shall speak about a cottage home which we started, and the difficulties which arose from these sighted relatives.

11,664. They were, of course, living with their relations?—Yes.

11,665. Were they not well treated by their relations?—Many of them suffered greatly; very often they were left all day.

11,666. They were not cared for?—Many of them were not cared for.

11,667. What were the steps you took in consequence of that?—Every blind person was visited; a ladies' committee was formed who assisted them out of the funds given by the institution, a library was formed for the use of all who cared to read, and they were taught to read if they wished to. In fact, every blind person in Leicester became the subject of the attention of the institution.

11,668. Had you in the library books of more than one type?—The books were in Moon's type. That library is still going on, and the books are considerably used.

11,669. There are some institutions, as you know, where the deaf and dumb and the blind are brought up together; have you had your attention at all turned to those institutions?—Yes, there are some such institutions. Having given the subject my thought I have come to the conclusion that it is a most desirable thing that the work should be united. There is an amount of work in every institution which the blind cannot do as well as sighted people; but there is a great deal that they can do as well as sighted people. We have always gone on the theory that what a blind man can do well he should be allowed to do, and that what he cannot do well should be done for him. We want to turn out good work, and we say that it is quite as good and better for a blind man that he should be constantly employed. What does it matter if I employ two sighted men to keep one blind man going who would not otherwise be employed? I do not sell the work as being made by the blind. When I first went to the Leicester Institution every brush was marked "Made by the blind"; the consequence of that was that people would not buy them. The first thing that I did when I came in was to eliminate that mark altogether.

11,670. Do you think that it is good for both classes to be mixed together, so that they can have a sort of mutual interchange of help?—I do not see why the deaf and dumb people should not do the work of the sighted; they have eyes and they can do it. Mr. Martin, of Edinburgh, says, "The deaf and dumb are employed to "dress the bristles, to bore the holes, and to finish the "brushes." Those are things which the blind find it difficult to do.

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11,671. But would it not be rather a difficult thing to amalgamate all the institutions all over the country?—I do not know much about the deaf and dumb institutions, but I see no reason why we should not without any amalgamation employ adult deaf and dumb people. I should employ them in separate rooms, not in the same room.

11,672. You are contemplating a series of workshops in which to employ the blind; and as an assistance to them you would get deaf and dumb labour as being useful in many ways?—Yes, using that where we now use ordinary sighted labour. The reason I think so is this, because I should extend the sympathy of the public if I could say, that I am helping two classes of people instead of one; and I think I should extend my sales by that sympathy, because I at once interest a double *clientèle*.

11,673. Do you think that the institutions have got too much apart by themselves, and that there has been want of unity of action?—I conceive that the cause of all the want of success of the work has been what I may call separation, having separate interests.

11,674. Have you any special views with regard to the occupations for which the blind are more peculiarly fitted?—I have the largest views with regard to their capacity for work; I think there is very little that they cannot do. I have seen at York a hair bracelet beautifully made by a blind woman, and nothing can be finer than that. I contend that there is nothing that they cannot do if they get a fair chance, which I do not think they have had.

11,675. Then do you think that their physical education has been neglected?—Yes.

11,676. They ought to be taught, in your opinion, to do everything like other people, so far as they can?—Yes, so far as they can; but I do not think that they have ever had a chance, I will tell you what I mean. If I take a sighted boy to apprentice him to a trade I take him at 14 years of age and apprentice him for seven years. The habit has been that if a blind boy or man was to be taught a trade he should be taught two or three trades, and at the end of two or three years he was thought to be perfect; they are jacks of all trades. The consequence was that they have never had a fair chance of doing work well in my opinion.

11,677. You are speaking now of the existing institutions?—Yes, I speak of my own, what could we do? The guardians always assisted us by giving poor blind persons 2*s.* 6*d.* a week, or something of that sort, and we always while they were pupils gave them another 2*s.* 6*d.*, or 3*s.*, or something like that, making it up to about 6*s.* or 7*s.* per week. Of course for the first period of their pupilage they spoilt a great deal of material, and occupied a great deal of the teacher's time, and they were a dead loss. That was all charged to the charity. This poor man feels that he can do certain things, and the guardians begin to grumble, and we want to get him out of his pupilage; and as soon as he can do anything he is put to work. But that is very unfair to him, and to the institution, because the man is not at all fitted to make a good basket or any thing else. You say, Why did you do it? I say, We simply did it from the necessities of the case, and that to a certain extent has been the case all round. And so I do not think the blind have ever had a fair chance.

11,678. What extension or re-modelling of the existing industrial system with regard to the blind do you think is desirable?—That is a very large question. If I may be permitted to go to the very commencement I think we ought to begin with the blind at the very earliest age. I think that the resident schools ought to confine themselves to being schools, and ought to take the children from the earliest age at which they are capable of being taught to be useful at all; that is to say that there should be in the first instance a nursery where they should learn to be handy, to dress themselves, to play, to gain confidence, and to be ready in fact to begin their school work.

11,679. Then you would begin in infancy?—At three or four years of age.

11,680. They would be troublesome at that age, but you think it is better to begin early?—Yes, for this reason, that you will have got rid of a great deal of difficulty by the time that they go to school, because they will have learnt a great deal that would otherwise have had to be taught with great labour afterwards.

11,681. In fact they get into bad habits by constantly running wild at home?—Yes, and the parents are very injudicious. Then I would eliminate the question of resident schools altogether. I would let the blind children go to the board school, still remaining at the resident school as their home. As soon as they come to the age, say of 14, having learnt what is necessary, and what is usual at the board school, I should then apprentice them to one trade for seven years, either to a workshop attached to the institution, if it is rich enough to have one, or if not to some other workshop.

11,682. Would you find any difficulty in apprenticing them out?—I do not think we should find the least difficulty; but of course it is a matter that has not been tried.

11,683. Would you apprentice them either to a workshop or to an ordinary tradesman?—I do not say that I would apprentice them to an ordinary tradesman unless it were general. The Americans do that, I believe, speaking under correction; but I have here a report of the Indian Institute where they absolutely let out their blind men to sighted people.

11,684. What sort of masters would you find willing to take blind apprentices?—I think that the factory institutions would be only too glad to do so, if there was an adequate compensation made to them. Of course they could not be taken for nothing, but I think the factories would be only too glad to take them as apprentices.

11,685. What factories are you speaking of?—Of blind factories. I am going step by step. I hope to see some day factories for the blind really what they are called. They are called workshops now, but I do not like the name; I want it to be a factory just the same as a sighted factory.

11,686. On a large scale?—On a large scale. I want to confine them to the making one article just as we do in sighted business. If I want to make an article well I must not go and make half a dozen things in the same place with the same people, because they will be slow, and they do not become masters of it, and never attain excellence because they are never working altogether at one thing. What I want is that every institution shall take its own branch; that Leicester, for instance, shall make hair brushes, that Nottingham shall make pan brushes, that Sheffield shall make scrubbing brushes; each one having its own work to do, and that they shall supply the shops of the various institutions throughout England. For instance, we have shops in nearly all the big towns now, and I should like to see such an agreement between them that they should draw all their supplies of hair brushes, say from Leicester, and that Leicester should draw all its supplies of everything else from the other places. You will then make the factories of such importance that they will be able to take in these apprentices.

11,687. How would you get rid of the competition of the sighted workmen?—I am quite prepared to meet it.

11,688. Even foreign competition?—I do not say that I should make German baskets, but I should sell them in the shops. When we started the shop in Leicester we made a thoroughly good shop of it, selling goods that the blind could not make, and during the time that I was there that shop never subscribed less to the charitable work of the institution than 100*l.* a year.

11,689. Did that represent the profit made?—That was the profit made, which went to the work of the institution.

11,690. Then do you think that there might be some combination amongst the different institutions in order to get those markets and to supply those shops?—Certainly.

11,691. If one institution is to do one thing and another another, the articles produced must not be all sold at separate shops, but they must be sold in one shop, and you combine all the various products made at different factories?—That is my plan. I go further, and I say that there is no necessity to confine ourselves to places where there are institutions. I think that we might fairly call upon the friends of the blind (and I feel

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sure that they would answer to it, because it would be a very good speculation) to set up shops for the sale of these goods in all large towns. In Derby there is no institution, nor in Torquay. I mention places far apart, where there is of course an opening for shops, and where a good profit might be made, which all might go to the benefit of the blind under a scheme which might be detailed.

11,692. Do you think it would be more economical to the ratepayers if good schools were provided which would prevent blind persons being a burden upon the rates in after life?—It is a fact that at present, supposing my statement to be correct, there are about 70 per cent. of the blind unable to work. I take the number of the blind in the United Kingdom to be about 30,000, that is in round numbers what it has always been estimated at. I find that out of the total number of blind in the United Kingdom, there were only 2,700 in 1883 being employed in any way whatever.

11,693. Where do you take that from?—I take that from the returns of the various institutions made to me when I published this book.

11,694. Not from any official returns?—They were official in so far as they came officially from each institution. Out of 30,000 30 per cent. would be about 9,000. Therefore that gives in round numbers 6,000 able bodied blind unemployed who ought to be employed and who would gladly be employed. If we take those 6,000 at the lowest rate at 2*s.* 6*d.* a week, though they generally get more, it comes in round numbers to rather more than 40,000*l.* a year, which I calculate would be saved to the ratepayers if a large scheme were devised for the employment of all the able bodied blind who were willing to work.

11,695. Do you think that as a rule the guardians subsidise existing institutions sufficiently?—They have great difficulties. I have known guardians subsidise the institutions by sending pupils to them, and a very good investment it is if the pupils are returned capable of earning their living; but if they come back again, as I have known them do on several occasions, and go on the rates again, it is a very bad investment.

11,696. And naturally there is a prejudice against that system?—Yes. We have never found any difficulty in getting them to pay for the pupils while in pupilage, because we have always taken them off the rates after they have become skilled workmen.

11,697. That has been the case with those who have passed through your institution at Leicester?—Yes, always; they are now working there, and are off the rates.

11,698. Was that invariably so?—Invariably so.

11,699. In the case of all those who could work?—Yes.

11,700. Have you no difficulty at all in Leicester with incompetent, or idle, or stupid men?—We have had difficulties of course. I cannot remember ever having to send a man away for incompetency; it may have been so, but it is very rare.

11,701. Of course one can understand that great difficulty has arisen from the want of early training of the blind, and their getting into idle habits?—Yes, a great deal.

11,702. But that would be obviated under a better system of instruction, beginning at an earlier age?—Of course they would be better workmen. The gratitude of an adult blind person at being taken in and taught, in fact being given an object in life, is very touching. There was an old soldier in my own village whom I got into the institution. He used to walk in four miles every day and four miles back again to earn 6*s.* a week; and he said to me, "Sir, it has been the life of me; it has "given me something to live for." That really is it. These poor people, when they first feel blindness coming upon them, are utterly crushed, and if you did not pay them at all, to have given them something to do is a real kindness to them; and when they begin to feel that they can earn their own living it has a wonderful effect in raising them. This man afterwards went on for two or three years getting his parish pay of about 3*s.* 6*d.* a week, the institution making it up to about 6*s.* or 7*s.* a week; and at the end of that time he was able to earn his 12*s.* a week.

11,703. Has he continued to do that?—Poor fellow, he died shortly afterwards.

11,704. What alteration of the present system do you think desirable with regard to those who, either from infirmity or from age, cannot work and have become blind when they are old?—I have said that there is a large amount of suffering, so far as my experience has gone, amongst that class, much more as I have said than I think is understood. The plan that we have adopted was tried in 1874, I think, or 1875. We took a cottage, and we engaged a poor sighted woman of good character to whom it was also a charity. We went to the guardians and said, "Now we want to do something "for these poor blind people, but in doing so we do "not want to assist the rates; we want to assist the "blind. Therefore, unless you will promise us "to give them the same pay as they now have we "will not do anything." They acceded at once. I have never had any difficulty with the guardians; they have always been most reasonable. Then we took a cottage and furnished it, and got the ladies' committee at the institution to look after it, and we endeavoured to get four aged blind women to go and live there, and the sighted woman and the blind people all had their incomes made up to 5*s.* a week each, which, to them, although it does not sound much, was riches. They had been used to live upon 3*s.* 6*d.* a week in a very wretched way; they were now put into a very comfortable cottage with a sighted person, who had nothing else to do but to look after them, and they had 5*s.* a week instead of 3*s.* 6*d.*

11,705. Were those in batches of four?—They were. We never arrived at more than one batch, because we could never get the people to give money to start another cottage. I managed to get the first one up.

11,706. You had no difficulty in making the 25*s.* a week amongst the five keep them comfortably?—They could do it perfectly well; we had no difficulty about getting it, because the institution undertook out of its charitable funds to assure it.

11,707. It did not add to the 5*s.*?—No, we did not wish to do it; we considered that 5*s.* was the right thing. You will be surprised to hear the difficulty that occurred. The difficulty that occurred was to get the people to come into it, not because those who came were not comfortable, they were very comfortable, but because the sighted people would not let them come. The sighted people cling so to the extra shilling a week which the blind relatives get from the parish, that it is with the greatest difficulty that you can ever get the blind people away from them. We did get it done, but however much the blind wish to come themselves, there is always a great difficulty in getting the sighted people to let them come. Still those who are there are exceedingly comfortable, there is no rule so long as they behave themselves, they may mess with one another or they may mess alone; they are living as in their own homes.

11,708. Did you give those old women anything to do in the way of knitting?—Nothing at all, and they were for the most part not able to do it. I do not say that all pensions ought to be employed in that way, but I think that some of the money which is spent upon pensions would be exceedingly well spent in setting up such homes as these for infirm blind people.

11,709. Are you aware of any of the evils of the pension system, such, for instance, as giving certain amounts of money in lump sums once a quarter?—I have not become aware of that evil. The evil that I feel about it is, that so much of it goes to the benefit of the sighted. The blind person gets the pension and the sighted man spends it.

11,710. What would you do with regard to the occupation of blind women generally, because we have been speaking hitherto only of men?—I have been speaking of women too.

11,711. Are you able to employ them in the same way?—Exactly in the same way. They are paid twopence in the shilling more than sighted people; they draw brushes, they cane chairs, but they do not do any knitting.

11,712. Or any fancy work?—No, it does not pay at all.

11,713. Crochet work pays better than knitting, does it not?—They are both very unremunerative indeed. The great difficulty is to find capital. Brush making, for instance, is a very expensive trade, and I may mention, with regard to brushes, that the bristles which are required for brushes are a very expensive material indeed, and it requires a great deal of capital to keep a brush trade going.

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11,714. How did you meet it?—We met it by putting the money which came from donations, in the first instance partly into that work. Finding that it was very difficult to make ends meet we brought down from London a first class brush-maker, and paid him to come down and look through our brush making work, and tell us where the blot was, in order that we might remedy it. He came down and looked through it, and said, "You are making your brushes all right, there is "nothing that I can recommend; perhaps you are "paying a little too much for your material, but there "is one thing that you do, and that is the reason why "you cannot make money, you make your brushes too "good, and you lose because you cannot use up a "great deal of the material which sighted people do "use up." If they are going to draw a brush, there is a piece of bristle that doubles over, and it is drawn through by a piece of wire. If that piece of bristle is not long enough to double over the sighted man makes a little loop, but the blind person cannot do that, and he is obliged to throw it away, so that there is a great deal of material wasted. That is one of the difficulties which has to be contended with.

11,715. Is mat making of any use as an occupation for the blind?—The gaols put that entirely out of the question as regards any profits. When we made mats we did not know where to put them; they increased to that degree that the whole house was full of mats.

11,716. Is there any other point with regard to the education or the condition of the blind that you would like to call attention to?—I should like to say a little about the institutions themselves. One of the things which I should urge upon the Commission is that the accounts of the institutions should all be kept upon a form which should be supplied to them. I do not think that should be confined to blind institutions, but that it should apply to all charities; however we have only now to do with the blind.

11,717. Would you have it done under the supervision of the Charity Commissioners?—Yes, I want to see all the accounts of the blind institutions put in such a form that we can compare them. At present it is a perfect impossibility to compare one institution with another.

11,718. You mean as to the cost of the inmates?—Yes. I believe, in fact I know, that there are some institutions in England where the blind inmates cost 70*l.* a year; there are others in England where they do not cost 40*l.* a year.

11,719. Do you think that that arises from the necessary expenses in regard to the education, or from want of economy?—I am not able to answer that question, because I have not the accounts which would tell me. If I had clear accounts I could say at once, but the accounts give me no clue whatever; and I look upon it that, as regards the amelioration and reform (if there is reform needed) of the institutions for the blind, and of all charities, there is nothing so needful as uniformity in their accounts.

11,720. That you apply to the deaf and dumb institutions and other charities as well?—Yes, I do not wish to say anything about any other institutions except those for the blind on this occasion. I could say something about some others, but I have nothing to do with them here. I do not know anything about the deaf and dumb institutions.

11,721. If the same state of things exists in the accounts of other charitable institutions you would apply the same rule to them?—I would, certainly.

11,722. Is there any other point which you would like to speak upon?—Yes. There is a point which I should like to mention with regard to trade. I look upon the industrial part of the work of the blind as the foundation of all other work, because if it is properly carried out I believe that it will provide all the funds to do everything else. I believe that there is an amount of money to be made out of the industrial work of the blind of which people have no idea at present, because it has never been fairly tried or put before the world. As regards the institution at Sheffield, for three or four or five years a gentleman named Carter (whom I hope you will have before you, as one of the persons who knows about trade), worked it himself pretty much as I did without a manager. They managed to pay all their expenses and had a fairly handsome profit for three or four years, even with all the difficulties which they had to contend with, and they were very great indeed. In 1870 the sales of the shops then existing in England amounted to 33,500*l.* Those figures I take from my own book. I may say, perhaps, with some little pride in the matter, that these accounts have all been thoroughly investigated by a first-rate accountant, who has checked the results, so that the figures that I give you can be thoroughly relied upon. There were, as I say, 33,500*l.* from sales. At that time the shops were generally speaking of a very inferior class, and many of them only sold things made by the blind. They were generally in dull dark streets, and they could not expect to do much business. Between 1870 and 1883, a considerable change took place; people began to find that that would not do, and the shops were made better, and they sold other things which were not made by the blind; there was a great deal more done. In 1883, the 33,500*l.* had increased to 72,865*l.*, so that there was a very considerable stride in the returns from the things sold in the shops. You must not understand that all those things were made by the blind. In Scotland the result was perhaps not quite so striking, because the amount was not quite double, though it was nearly so. In 1870, in Scotland, the sales amounted to 21,900*l.*, and in 1883 they amount to 39,500*l.* That was only in five institutions.

11,723. (*Mr Arrol.*) There are only five institutions in Scotland —Only five, and that is a very remarkable result. If we could only manage that that 39,500*l.* should give a fair profit, as it ought to do, then I say that there is an unbounded source of wealth open to us. And why should it not? People say, "Oh, because they are "blind people." That has nothing to do with it at all. It is true that my blind man does not work as fast as sighted men, but then he gets less money. If he only earns a shilling he only gets a shilling. What I give him over and above has nothing to do with my trade; that comes out of the charity, or ought to come out of the charity. I hold as a fundamental point, that the charity should be separate from the business; if you muddle the two things up together you never know where you are. Why is not my blind worker to make me a profit as large as sighted workers. I believe that this 112,000*l.* of sales ought to have produced a profit and a very handsome profit, which I think ought to be employed by the institutions on behalf of the infirm and aged, and the blind who cannot work. It would be a very handsome amount, and I believe it will be done, because I calculate that the 112,000*l.* ought to become 500,000*l.* if it is properly worked; and I venture to say before the Commission that the blind work only wants developing with that common sense which is used in sighted work and in sighted factories to be quite as self supporting and quite as profitable as sighted work; and so far as money is concerned we do not want anything if it is properly done. We want a great deal of moral help and moral support, but so far as money is concerned I believe there it is before us. I told them at Leicester, "We do not want any assistance as regards "the trade; all we want is a little help towards these "poor people."

11,724. I suppose you have not had any experience with regard to music as a source of profitable occupation for the blind?—The experience which I have had in that respect amongst the lower orders has not been very satisfactory; there have been two or three instances in which I think music has been to them rather a difficulty than a help.

11,725. I suppose a little music is a dangerous thing?—Certainly; but in those cases of which I am thinking it was more than a little music. The persons I have in my mind had sufficient music to be organists of churches; but it was dangerous to them, and certainly did not tend to their happiness or to their good.

11,726. Do you mean that they took to playing in the streets and frequenting public houses?—That really was so.

11,727. But have you had any experience of sending persons from your institution to any first-class institution where they have been taught music thoroughly?—No, I personally have not.

11,728. (*Sir Henry Selwin-Ibbetson.*) I understand that the system which you suggest in order to attain these results financially would be almost a recasting of our present institutions throughout the country, so as to unite them together?—Yes.

11,729. With workshops attached to those institutions where the men could be apprenticed after leaving the institutions?—Yes.

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11,730. The first object then is to get the institutions to unite together for this purpose?—Yes.

11,731. And you believe that the 6,000 blind who you say ought to be employed and wish to be employed would all prefer to follow an industry to leading the roving life that many of them lead?—A very large percentage of them would. A blind beggar can by simply going and holding his hat out earn 5*s.* a day at any time; and it really has come to this, that even in the place where I live only the other day a blind beggar who had made his fortune sold his berth to another blind man.

11,732. Like a street crossing?—Yes. But you must remember that the blind are tremendously handicapped. A man who can earn money so easily as that, and has been in the habit of doing so, is not often apt to take to labour.

11,733. At the same time, supposing your idea to be carried out, and an opening to be offered for all the blind, or practically all the blind, the public would not object to blind beggars being a little more stringently dealt with than they are at present?—No, I look forward to a day when you shall say to a blind able-bodied beggar, just as you say now to a sighted one, "Why "do you not work."

11,734. If workshops existed where the blind man would earn his living he would be practically forced out of the street begging to which he is now attracted?—Yes.

11,735. With the object of bringing about this result how would you suggest that the first step should be taken to get over the separatism that exists?—It is there that I think that the Royal Commission will be so useful by bringing its moral influence, and perhaps a little more than moral influence, to bear.

11,736. That centralisation of the system is the foundation of your suggestions?—Yes, certainly. There is one point which I have not mentioned which was brought forward at York, and which I ought to have mentioned, that is to say, the idea of a central bureau; by that I mean a focus in which all these associations should be, if I may so say, gathered together.

11,737. A sort of register of their work?—A register of everything. In 1866 that notion was not only set afloat at Birmingham, but it was started, and three institutions actually joined to do such a thing. Of course that number was not sufficient to enable the idea to be carried out, but it was so far accepted then that three institutions declared that they would join, and actually did join as far as they could. The idea was put forward at York, and it met with a considerable amount of approval, that all intelligence concerning blind institutions should be registered, and that there should be a ledger for every institution, which should contain all the information that is possible about that institution, as regards its trade, its stock, and everything else.

11,738. And the shops connected with it?—Yes. Even as regards the condition of things now, here is a case which did happen: An order was given at a seaport town to a blind institution for 5,000 baskets; that was more than the institution could tackle, and they were obliged to refuse it. Had there been this central bureau the work would have been saved for the blind. There was another institution, say at Leicester, where most likely they were dying for work, being overstocked, and did not know what to do. If there had been a central bureau the people in the first town would have telegraphed up to the central bureau, "We have an order "for 5,000 of such baskets, who can make them?" and the reply might have been, "Leicester can make "them for you." In that case the order would have been saved for the blind.

11,739. But the system contemplates not only that the institutions should be absolutely for the blind, but that the factories, as you call them, should also be factories purely and simply for the blind, or for the blind and deaf and dumb?—Yes.

11,740. You would not attempt what you say the Americans have attempted to apprentice the blind to open factories?—It is a very large question. I should not like to say that I would not do it, because I have never seen the system at work. It is a very grand idea, but I have never known but one blind man who could go into a sighted workshop and work and earn his living, because they are so heavily weighted. That man was a basket maker, and he could go into a sighted basket shop and earn his wages with a sighted man any day.

11,741. But you see no difficulty where the blind are kept separate, and working at one single trade, in their being able to earn a living just as well as the sighted?—Certainly not, I think that they require sighted help of some sort.

11,742. Sighted superintendence?—Sighted help. The idea of superintendence means that they want keeping up to it, and I do not mean that. A man gets into a difficulty, and he says, "Will you be good "enough to tell me what is the matter?"

11,743. There must be a sighted foreman of the works?—Yes.

11,744. (*Rev. W. B. Sleight.*) You stated that with regard to the blind you think it is advisable to have, I suppose you mean, primary schools for them?—I would rather call them nurseries.

11,745. And in those nurseries you would take them as early as three or four years of age?—Yes.

11,746. Would there not be a difficulty in getting the parents to part with the children at so early an age as that?—If necessary that is where the Commission should come in, I think. I do not think there would be a difficulty, because the advantage to them would be so very great. These poor blind children are a tremendous incubus to the parents.

11,747. Then how are those children to be paid for?—Out of the present funds of the resident schools. My proposition is that the resident schools should do very little else but keep these children; they will be spared all the cost of education.

11,748. Then up to the age of 14 you would have the blind children educated at board schools?—That is in my notion.

11,749. With the other children?—Yes.

11,750. In the same classes?—Yes.

11,751. Then up to the age of 14 they would have learnt no trade of any kind?—No trade of any kind. I would much rather they did not.

11,752. Would it not require a separate staff of teachers for the blind children to be taught with the other children in a board school?—Yes, provision is made for that in the Act, and they do so now.

11,753. But you would have the blind children taught separately?—Partly separately and partly together. In many board schools now there are classes in which the blind children are taught with the sighted.

11,754. (*Sir Henry Selwin-Ibbetson.*) The question really is whether there should not be compulsion. At present there is permission in the Act, but where the guardians find that they have only a small number of blind children they declined to exercise their power because of the cost of the teaching?—Yes, I think that they should be compelled to exercise it.

11,755. (*Rev. W. B. Sleight.*) Then at the age of 14 you would have them admitted into factories?—Yes, I would have them apprenticed.

11,756. Would you have the deaf and dumb working in those factories with the blind?—I do not feel quite competent to speak about the deaf and dumb, because I do not know their peculiarities, if they have any. Whether it would suit them or not I cannot say, but I certainly would do so if it were found suitable. I would not put a deaf and dumb child into a blind school. Whether it might be advisable to make the same factory the place where the deaf and dumb should be apprenticed as well as the blind, I have not experience enough to say.

11,757. But your proposal to have special factories for the blind arises from the fact that there is a difficulty in getting the blind apprenticed with sighted people?—I do not think that I said so. I do not know any instance of any blind lad ever having been apprenticed to a sighted person in England.

11,758. But the deaf and dumb are frequently apprenticed, are they not?—I know nothing about the deaf and dumb. I do not know any instance in England of any blind youth ever having been apprenticed to an ordinary sighted workman, but I do not say that it has not happened.

11,759. Then your proposal that deaf and dumb labour should be employed in connexion with the blind was for the purpose of assisting the blind?—Yes, for the purpose of assisting the blind and the deaf and dumb. I read in the Census of 1881 that there is great difficulty in finding

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employment for the male deaf and dumb. I find that where it has been tried it has been attended with success, that the deaf and dumb should do that sighted work which the blind require for help; and I ask why should not the deaf and dumb do this sighted work?

11,760. My experience is that there is no difficulty in obtaining places for the deaf and dumb, but that the tradesmen very willingly accept them; therefore, there would not be the same need for factories for the deaf and dumb as there is for factories for the blind; but your proposal would be to enlist the deaf and dumb labour rather for the purpose of helping the blind?—Yes, and I have thought rather for the purpose of helping themselves. If you say that it will not help them I must bow to your superior knowledge. I know nothing about them, except what I am told in the Census Book.

11,761. You mentioned 70*l.* as a high figure and 40*l.* as a low figure as the annual cost of the maintenance and education of blind children; do you think that 40*l.* per head per annum is the lowest figure that the blind can be educated for?—I was speaking of it as exemplifying the great difference between various institutions, and the difficulty of ascertaining the reasons. It is possible that the 70*l.* education may be really quite as cheap as the 40*l.* education; we have no means of finding that out. At Leicester each blind person in the institution does cost altogether as the charity part of it about 6*l.* a year, or it was so when I had to do with it. But that is only a workplace.

11,762. You do not educate at Leicester at all?—No.

11,763. (*Mr. Arrol.*) In recommending homes, as you might term it, for children, you are not disposed to make any charge for board?—I have not thought of it, or I have not given it any great consideration whether the parents should be charged. I think as a matter of principle it is desirable to charge the parents where they have sufficient means; but my experience of industrial schools is that the greatest difficulty that the magistrates have to contend with is to get even 1*s.* a week out of the parents of the children who are sent to industrial schools. It is an invariable fact that they hardly ever pay unless they are compelled to do so by being brought up under a warrant for not paying. Therefore I think you must be quite sure of their ability to pay before you charged them.

11,764. Do you not think that it is injurious to a child to be removed from the control of its parents?—I should not think that under these circumstances it was at all injurious.

11,765. What are your principal reasons for recommending that blind children should be educated at board schools along with the sighted?—Because I think it is an advantage in every way to a blind child. It puts him alongside his fellows; it gives him confidence; it makes him feel that he is on an equality with them; and I think it brings out much of his power, which probably would not be brought out if he was educated solely amongst the blind.

11,766. Your institution I apprehend is entirely for work; there are no dormitories in connexion with it?—No, they live in their own houses.

11,767. You pay the workers by piece work, do you not?—Yes, list price it is called.

11,768. You think that you may pass into the charity fund a portion of the profits that have been earned after you have paid the full amount of wages?—Yes, if there is any, but that has not often been the case. The shop paid into the funds 100*l.* in one year, but I told you that one year we paid our expenses all but 12*l.*; that included the 100*l.* that was paid by the shop.

11,769. Then you paid that 100*l.* that was made in the shop to the fund?—The shop accounts are kept quite separate from what we call the warehouse accounts, and the charity accounts again are kept quite separate from both.

11,770. In the charity do you give the workers any clothing or any dinners?—No.

11,771. Should you consider that the reason why most of the institutions are not profitable is that they are good berths for a number of sighted persons?—I should not like to put it quite in that way. Of course we know that in all these institutions a vast amount of money necessarily goes to establishment charges; it is one of the inevitable disadvantages of them. Perhaps you are rather putting it as if the institutions were made for the sake of the berths.

11,772. Perhaps some of the institutions may be over weighted with sighted supervision?—I think that is quite possible.

11,773. And of course sighted supervision is more costly?—That I am not quite so sure of.

11,774. (*Chairman.*) Do you mean in the first instance, or in the long run?—In the first instance I am not quite so sure of that.

11,775. (*Mr. Arrol.*) When you were getting information as to the number of blind employed throughout the kingdom did you ascertain through the Home Teaching Society how many were employed as well as ascertaining through the blind asylums?—No, we sent a form to every institution and workshop in which we asked these questions: "What number of male and "female inmates? What industrial trades? If out-"door pupils, how many of them? How many blind "are employed in the workshops?"

11,776. Are you not aware that the blind asylums have little or no interest in the home mission societies and cannot give any information of what is being done by them?—I am not speaking of the home missions, but of the work.

11,777. It may not be so in England, but in Scotland the home mission societies get the blind employed?—Yes, but that is not in the institutions.

11,778. No, it is quite separate from the institutions?—We were not aware of that, and if there is any number employed in that way they are not included in this list.

11,779. I think your returns show that about 3,000 blind persons are employed throughout the kingdom?—2,700.

11,780. Are you aware that fully one third of that number are employed in Scotland?—The information that I have here is that there are 491 blind persons employed in the workshops of Scotland.

11,781. Then that does not refer to those employed in public works?—It does not refer to those whom you have been speaking of who are employed by the home missions.

11,782. You were good enough to mention that the Scotch sales in 1883 amounted to 39,000*l.*?—Yes.

11,783. If I inform you that it was 52,000*l.* last year, would that confirm your argument?—Certainly.

11,784. (*Mr. St. John Ackers.*) In reply to a previous question that was asked you by one of the Commissioners, I understood you to say that you think that school authorities ought to have a special teacher for the blind, even when there are very few blind pupils?—Yes.

11,785. Supposing that there were only one or two blind pupils, do you think that the Government would insist upon a special teacher; do you not think that the better way to get over the difficulty would be to enable board schools to pay for the education of those blind children elsewhere?—You are putting an extreme case. Of course extreme cases must be met by extreme means, and in such a case it would very likely be desirable to do as you suggest.

11,786. If the law were so altered that school authorities were compelled to find blind teachers for blind children when there was any considerable number of them, but not when there were very few, then those few children over a large number of areas would, of course, be uneducated; would it not, therefore, in your opinion, be necessary to supplement that alteration of the law by a further one, namely, giving school authorities power to pay for the education of blind children elsewhere when there are only very few in any one centre?—Yes, if the scheme that I propose were carried out the blind would, generally speaking, be massed in those resident schools, therefore there would always be a sufficient number to form a class of the blind.

11,787. Then it is your opinion that it would be well that isolated cases of blind children should be removed from country districts, and so forth, and congregated together, as I think you have already said, in a nursery, and that from that nursery they should go to the board school, or other public elementary school of that particular locality?—Yes, that is my idea.

11,788. You say that 70 per cent. of the blind have been unable to earn their living at Leicester; would

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hat have been so if the blind had formerly been as well aught as they are now?—Yes, I think so.

11,789. You spoke of separatism as being a great evil; it might be understood in your reply to the Chairman's question that you meant separatism with regard to the societies for the blind and for the deaf. I understood you to mean, however, societies only for the blind?—Yes, I did.

11,790. You have not yet spoken about Government inspection; are you inclined to welcome Government inspection or to insist upon it?—No, except so far as education goes I think it would be an unmitigated evil.

11,791. Then you accept it so far as education is concerned, but not so far as industrial occupation is concerned?—Certainly.

11,792. Then it would stop at the age of 14?—It would stop when the education stopped.

11,793. You have said that you desired the education to stop at the age of 14?—Yes, I simply desire inspection as regards schools.

11,794. (*Chairman.*) But, of course, if there were factories they would be under an inspector of factories?—Yes, they would necessarily be so.

11,795. But you would have no special inspection?—No special inspection.

11,796. (*Mr. St. John Ackers.*) With regard to the statistics of the causes of blindness, do you consider it desirable that that should be one of the things that should be filled up in all the different schools for the blind?—I believe that the paper that was read at York by Mr. Neale on the causes of blindness, and the paper by Dr. Roath on the physical education of the blind, were most valuable, and I think those matters require to be much more thought about and attended to than they ever have been. I think that a uniform register as to the causes of the blindness of those with whom they are dealing should be considered by the committee of every institution and society for the blind, and that the subject ought to engage their sympathy and co-operation.

11,797. You spoke of the sales of work made by the blind; do you find in practice, or do you know whether other institutions find in practice a difficulty in selling their goods to ordinary traders or firms?—Do you mean in selling, or in selling all they make?

11,798. In selling?—I think not. I think that the public have now become pretty well satisfied that the goods made by the blind are generally good.

11,799. You do not, therefore, attribute the large amount of stock that is unfortunately in hand in many of the institutions to the fact that the public have not the same confidence in the work of the blind as they have in the work of the sighted?—By the public I mean the retail public. There is a great difficulty amongst the wholesale public, because there is great jealousy.

11,800. And that militates considerably against success?—Yes, very greatly. At Leicester there is an enormous demand at a particular season of the year for cheese hampers. The trade will not come to the blind institution to get them, except when they are driven. They sell immense quantities, but still they want dozens more than we can make. If we only know where they could and would make them we could supply another two institutions with work during the Stilton cheese time.

11,801. Then co-operation is your remedy for the present difficulty?—Entirely.

11,802. (*Dr. Campbell.*) In reply to a previous question in regard to how this idea of co-operation was to be carried out, you responded that you thought that was where the Royal Commission should come in; but cannot you give us some practical suggestion as to how we are to bring about this co-operation?—In point of fact you have asked me to do what your united talents are to do.

11,803. But this is the crucial point. We have been dreaming of it these many years, and I want to know what your ideas on the subject are?—My opinion is that the Royal Commission should simply say, "You "ask for help; we tell you you do not want it, and "that if you will co-operate you can do it yourselves." That is how I should say practically the Royal Commission will bring it about.

11,804. But is it not a fact that, taking one charitable institution with another, the committee and managers, and so forth, of one institution fight shy of co-operating with another institution of the same kind?—Certainly it is.

11,805. Is it not absolutely necessary that there should be some law on the subject if we are to have uniform action; and do you think there is any possible way of having a law which should set up one uniform control?—I think it would be very difficult to frame a law for that purpose. Just as it is very difficult to make people moral by Act of Parliament, so it is very difficult to make them act together by Act of Parliament.

11,806. In order to carry on our government we have to raise large sums of money, and we do that by taxation; might not the Goverment step in and say that any institution which makes use of charitable money must come under a central control?—You are now coming upon a very serious question which has, as you know, been brought forward in the House, and shelved from its very difficulty. I do not feel competent to give an opinion upon so serious a question, that is to say, upon dealing by law with charitable money. The only suggestion that I have to make I have made, and I think the Government would be perfectly justified in insisting that those charities and all charities should present to it an account of their doings on one form, so that they might be at any time inspected and compared.

11,807. Do you not think that it would improve matters if we had a central commission which should be an official board for the whole country, and that all others should be only branches of that central control?—You know that the moment you make a thing compulsory you put people's backs up as a rule; and therefore I do not think it would be desirable. I see what you mean. The central bureau might be a Government bureau, to which everybody should be bound to give the information which I say ought to be given; but I do not think it would be a good way of setting about it, because the moment you say "you shall" that moment every institution says "I would rather not."

11,808. You leave us just where we have been always?—I am afraid I do.

11,809. (*Dr. Armitage.*) You said that co-operation was tried on a small scale by three Institutions after that conference in Birmingham; was Birmingham one of them?—Yes, I think so. I speak under correction, but my impression is that Birmingham was one, Manchester another, and Leicester the third.

11,810. Are you aware that the lady at Birmingham to whom you referred in such high terms was very much dissatisfied with the working of that system?—It did not work; it never got to work.

11,811. Did she never express her dissatisfaction to you?—Never. In expressing my high opinion of her I was not speaking of her as a trade manager, and as having any knowledge of the trade.

11,812. I know her well, and she has done everything for the Birmingham Institution, and no praise can be too high for her. Could you refer to your book as to the sales in 1883 in Glasgow?—There were sales to the amount of 3,114*l.* from the warehouse and retail shops in 1883.

11,813. Was that statement sent to the Glasgow people for reference and correction?—Yes.

11,814. Are you aware that it was not correct?—No, or else it should not be there.

11,815. You are not aware that there is a very serious error in it?—I think I can show you the figures in their own writing, though I cannot do so at this moment. If there is an error it is their error and not ours.

GLASGOW.

Title and address of the charity—*Glasgow Asylum for the Blind*, 102, *Castle Street, Glasgow. Hon. Sec., Robt. Jameson, Esq.*

1. Number of blind in the town?—About 500.
2. Objects of the institution; if school, nature of education?—To provide instruction in ordinary branches of education, with music, for blind women and boys in a resident school; also to provide instruction in trades for resident and non-resident pupils.
3. When founded?—1827.
4. What system of reading in use?—Alston and Braille type.
5. What number of male and female inmates, and amount charged (if any) for each?—34 males, 38 females. 12*l.* 12*s* per annum.
6. Age of admission, and how long they may remain?—Eight to 14 years, until education and apprenticeship are completed, say, average seven years.
7. Qualification of candidates for admission?—Good character and sound constitution.
8. What industrial occupations and trades are carried on—by males, and by females?—By males, sack weaving, twine spinning, basket making, mat making, mattress and bedding, brush making, and riddle making. Females, knitting, crocheting, and mattress sewing.
9. Are pupils received for instruction in trades, and up to what age?—Yes. No fixed age, but, as a rule, not above 25.
10. How many blind employed in the workshops?—76.
11. Blind or sighted teachers? Are sighted workmen employed to assist in finishing blind work, or as journeymen?—Both. Yes.
12. Is there a retail shop?—Yes, two shops.
13. If so, are goods not made by the blind sold in it?—Yes.
14. What amount of goods were sold from the warehouse and retail shop last year, 1883?—3,114*l.* 14*s.* 9*d.*
15. When do the managing committee meet?—Second Tuesday of each month.
16. What were the subscriptions last year, 1883?—1,368*l.* 16*s.*
17. What were donations and legacies last year, 1883?—2,337*l.* 4*s.* 8*d.*
18. What income from endowments or trust funds?—539*l.* 19*s.*
19. Please give any particulars about the institution you may think interesting or useful?

11,816. Was it upon the basis of this 3,114*l.* at Glasgow that you founded your statement that the sales in Scotland were 39,000*l.*?—Yes, that would be included, certainly. Perhaps there may be a printer's error here which may have escaped notice. I am inclined to think that the sales at Glasgow did amount to more than 3,000*l.*

11,817. Are you aware that it is not the only case in which an error of that sort occurs?—It is possible that it may be a clerical error. All I know about it is that we have it in their figures, and that if this is not correct according to their figures it is a clerical error which has escaped detection in the proof.

11,818. Are you aware that the sales at Glasgow in 1885 amounted to 16,235*l.*?—I have not the figures with me.

11,819. Are you aware that a very considerable number of blind people are working at their own homes unconnected with any institutions in England?—No, I am not aware of that; it is not so in our part of the world.

11,820. I do not vouch for this figure, but as nearly as we could ascertain the old pupils in the normal college, of whose earnings you have not any return, in 1884 were making upwards of 8,000*l.* a year. All those pupils would be included in the 6,000 who are doing nothing?—I am very glad to hear that so many have been employed, but I think that we were not very far wrong in 1883.

11,821. Are you aware that those numbers that you give only apply to those who are working in connexion with institutions?—No, I am not aware of that.

11,822. Do you know that in many countries, in Germany for instance, the great majority of the blind when they leave institutions work at home unconnected with any workshops?—Yes, I know that.

11,823. Do you think that if that could be introduced into England it would be a desirable system?—No, I think it would be very undesirable.

11,824. That the blind should earn their living unconnected with an institution?—I think it would be very undesirable.

11,825. Why?—Because it is perfectly impossible, in my judgment, for any blind man working mechanically (I am not speaking of higher employments) in making baskets and brushes and such things as that to turn out good work, working at his cottage.

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11,826. (*Chairman.*) You mean without some sighted assistance?—No, I will leave that out for the moment; but I say that with the environment of his cottage it is not possible to turn out good work.

11,827. (*Dr. Armitage.*) Can you explain then to us the fact that in Germany it is done?—I have not seen the work. I cannot believe that it is possible that good work can be turned out from anybody's cottage. I am not saying that I am right, I am only saying that in my opinion it is impossible.

11,828. You were speaking of hair work for the blind; do you know that it has been tried at several institutions?—I do not know about several; I think I know about two.

11,829. And do you know that it has been given up as unprofitable?—I know it has been given up. I did not speak of it as profitable work; I was merely speaking of it as showing what the blind can do.

11,830. You spoke of the Indiana Institution and of the system introduced at Indianapolis for employing the blind in sighted workshops; do you know at all how that has been going on lately?—No, I do not.

11,831. Does it not occur to you that there might be a very serious drawback to such a system from the seeing manufacturer employing the blind only in those branches of trade in which their labour would be the most remunerative to himself?—I do not know why that would be a loss to the blind man; I should have thought it would have been a gain.

11,832. It would be a gain to the manufacturer, but it would be a loss to the blind man?—It would be a gain to the blind man, I should have thought.

11,833. Take basket work for instance; a blind apprentice will very soon learn to make the bottoms of baskets, and it may pay the manufacturer much better to keep the blind man constantly making the bottoms of baskets, and letting them be built up by others, than to let the blind man finish the baskets; do you think it a desirable thing for the blind man that that should be done?—I certainly do not, but I purposely and carefully avoided saying that I thought that that system should be applied to England; perhaps I may be permitted to remark that there is an inspector specially appointed at Indianapolis by the Government on purpose to see that the blind man is fairly dealt with by the employer. That meets the case that you put.

11,834. I am afraid that the difficulty that I have mentioned has already occurred at Indianapolis?—When Mr. Harris comes home he will be able to tell you all about it, because he has just gone there on purpose to see.

11,835. (*Dr. Tindal Robertson.*) Is there any institution at Leicester for the education of blind children?—No, not specially.

11,836. Is there any one nearer than Nottingham?—No, Nottingham is the nearest.

11,837. Are you acquainted with the Nottingham Institution?—Yes, a little.

11,838. Are you aware that there they not only educate, but also instruct in trades more or less?—Yes, I was aware of that.

11,839. And we have had it in evidence before us from some witnesses that they approve of that system, and that they think it an advantage; did I correctly gather that you did not think so?—I do not think it is an advantage, on the contrary I think it is a disadvantage.

11,840. Will you give us the reasons why you think it is a disadvantage, because this is a point which has been put strongly by some other witnesses that we have had before us?—I do not think it is advisable either in the case of sighted children, or in the case of blind children, to take them and partially teach them anything. I think it is much better that they should be educated up to a certain age, and that you should then begin to educate them in a trade, they being in the meantime, in the case of the blind, made handy, as they will be by the time that they are 14, and much more easily taught than if they began to learn a trade at an earlier age, when they bungle and have to be got out of the bungle.

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11,841. It has been hinted that there are disadvantages also of a moral nature in the association of young blind people with older people who may teach them things that they had better not know?—I have heard of it amongst the pupils, but I have never heard of what you speak of.

11,842. We have been told that that is a disadvantage; it has not occurred to you that it would be a disadvantage?—No, it would not occur to me.

11,843. Do you know whether they educate blind children at the board school at Leicester?—I think they do at present, but I am now out of it.

11,844. May I ask where your experience of board school education for children has been derived?—Only from inquiry.

11,845. From what you have heard of it do you think that it may be equally efficient or more efficient than the education of children who are taught in an institution?—Yes, I do.

11,846. With regard to the system of cottage homes of which you spoke, you said that you employed a missionary or a Bible woman to go round to those poor people; does she, in addition to reading to them, give them any alms of any kind?—Under the control of a ladies' committee, yes. They visit them.

11,847. Do you think that that is altogether the best plan?—No, I should not say that it was. It was the only expedient one.

11,848. What do you think would be the best plan of providing for the old and infirm blind without sending them into the workhouse which they so much object to?—I think something like the idea of the cottage home is the real way of helping them, making them comfortable without pauperizing them, or interfering with their independence, and having them in the place where their friends are and where they can see them.

11,849. Dr. Campbell has asked you with regard to the establishment of a central bureau, whether you would think it advisable to put that under Government inspection, and you said no; do you think that if this Commission were to recommend to the different institutions that such a course would be greatly advantageous to them, such a recommendation would very likely induce them to adopt some plan of that kind?—I am afraid I cannot answer for what they might think about it.

11,850. I am trying also to find a way out of the difficulty?—I do not feel that I could say that they would, and yet I should not like to say that they would not.

11,851. Could you tell us about the feeling of the institution with which you have been connected?—I am quite sure that they would be in favour of it, and that they would gladly join because it is what, for years, they have been wanting.

11,852. Do you know any other institutions in the country which you have reason to think would join?—Yes, I think I do.

11,853. Do you think that would be a possible solution of the difficulty?—I am inclined to think that if a sufficient number joined the thing to work it its advantages would be so manifest that all others would join eventually. Whether such a sufficient number might be obtained, and whether they might be able and willing to guarantee sufficient funds for carrying it out is another question. I have no doubt myself that the system as advocated by Dr. Campbell himself, and by Mr. Buckle, at the York conference, would be very much to the advantage of all the institutions as regards the purchase of material, as regards the sale of goods, and as regards the employment of workmen For instance supposing that a dishonest man is discharged from Leicester, Leicester sends up and says: "Such a man is dis- "charged." Nottingham wants a man and writes up and says: "Do you know anything about so and so?" "Yes, he was discharged from Leicester for dishonesty." But whether they might be inclined to see that just at once, and whether the Commission could bring pressure to bear upon them, is a matter upon which I cannot give an opinion.

11,854. Do you think that the different institutions might be inclined themselves to select the central board by which these matters might be controlled?—I think so. At the Birmingham conference the principle was accepted positively, and there three institutions joined together; but that was not enough to carry it on, and it had to be given up. A secretary was appointed, and the thing actually began its existence, but it failed because only three institutions joined.

11,855. Did those three institutions send their own representatives, and were they supposed to control those three only?—They were supposed to control those three only. At the committee of the Charity Organization Society the principle was accepted generally, and at the conference at York the principle was certainly accepted by the institutions there as a solution of the difficulty. Our friend, Dr. Campbell, was one of those who supported it. Therefore, I think it is reasonable to hope that a good many institutions would join and would assist it.

11,856. The question has been raised here whether it would be advisable that in each of the large districts in the country you might have a central place where the names of blind people could be registered, and where the raw material might be brought to them, and where the things would afterwards be exposed for sale if the people themselves could not get a ready sale for them; do you think it would be an advantage to have such centres in the principal districts of the country apart from all institutions, either the institutions themselves, or any blind people who might find it an advantage joining for the purpose?—That is really the bureau over again.

11,857. Only divided. It would be simply a central bureau for a large district in the country?—I do not think it would answer for individual persons to go and bring a lot of work there and say, "I want this sold."

11,858. Take the case of a man living in a village for instance and who could not get about to hawk his goods; would it not be an advantage to such a man that there should be a central place in the district in which he lived to which he might take them?—I do not think so, because I do not see how it could possibly be done to pay him. Look at the carriage; then the place that sells it must have something out of it to pay them; and what would be left for the worker, supposing that the thing is fit for sale, which I should first of all say was impossible? I think that possibly a central shop (though I should not like to commit myself to that) where institutions might send things for sale might answer; but it requires a good deal of thought, and I have never thought of it.

11,859. Taking the case of a man living in a country district, who is not able to go about and sell his things, how do you suggest that that man is to make his living?—I suggest that he should not live in the country at all, but that he should come to the factory and work there, where he could work properly. Why can he not bring his home to the town or place where the factory is? We do not want him to come to the institution and live there.

11,860. There is a good deal of nostalgia amongst blind people which would I am afraid prevent that?—With regard to their working at home, not only is it an impossibility as regards the making of the work, but it is an impossibility as regards payment. How is this poor man working at home to give up the time to go and hawk his goods? Half of his time would be taken up in selling his things. Then how is he to get his material? He must come and fetch it, or the carrier must take it out, and that costs so much more money. Then if he is not to go and hawk it and sell it it must come to the institution, and they must look at it very jealously to see that it is very good work or else they cannot take it. It is also a very convenient form of fraud. We had to stop it. There was a time when we used to allow our blind people to sell the goods of the institution; but we found that instead of selling the goods of the institution they used to buy cheap goods made by sighted people and go round and sell them as goods made by the blind; and they discredited our work by selling bad goods, and they put the difference in their own pockets. We were obliged to stop it altogether. I do not say that they would do it, but I say that it would be a very serious temptation to these men when they found that they could not sell their own work, to buy these goods and sell them as their own work.

11,861. Then I presume that, taking it altogether, you would prefer to have both the nurseries for the children and the places where they would live afterwards when they were getting their education, and also those factories which you describe under voluntary inspection and supported to a certain extent by charitable means?—Yes, certainly. I think that we might take

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the provident dispensaries as they exist in England as a very fair example. There the money taken from the people goes for the medicines, and the doctors, and the establishment charges, that is to say the building and repairs, and the salaries of the secretaries are paid by the subscriptions of the charitable. If it were necessary that would be my idea.

11,862. (*Mr. Johnson.*) Speaking about outworkers, people working in their own homes, do any outworkers at Leicester take their orders from the Leicester institution and complete the orders in their own homes?—It was not done so, but of course now I am out of it.

11,863. I suppose you are aware that in a great number of the institutions there are a number of outworkers who live in the neighbourhood and take the work home, the institution selling it for them?—Yes, I know that that has happened, but it is not general.

11,864. That has not been the practice at Leicester?—No.

11,865. With regard to a central administration, if it was a representative one, if it took, for instance, the model of the Metropolitan Board of Works, to which each of the vestries sends a representative, do you not think it would be possible for a central committee to carry out your views, that central committee being formed of representatives from each institution?—Yes, but there would be the difficulty of getting them together.

11,866. And that would be a means of doing away with jealousy?—Possibly.

11,867. Was your Leicester Institution in any connexion with any society for teaching the blind to read, such as the Home Society or the Moon Society?—There is a Home Teaching Society, I believe, connected with it.

11,868. Have you any experience as to the number of people who read upon the different systems, whether Moon, or Braille, or the Roman type?—No, latterly I have been a good deal out of actual contact with the blind; my work has been more picking up the threads from all sorts of sources.

11,869. You have no experience with regard to the educational training and teaching of the blind?—No.

11,870. You speak more especially with regard to the tradal training?—Yes.

11,871. You have told the Commission that there is some difficulty with regard to the disposal of the goods manufactured by the blind, and that there is a little feeling in the manufacturing trade against the buying of the products of the blind; do you think that that has anything to do with trade commissions?—There was and is great difficulty in that respect. In consequence of our being a charity we are precluded from doing that which all traders do. It has constantly happened that we have gone to a hosier and said, "Why will you not "employ us and take some of our baskets?" He has said, "Oh, well I will try them, and I will send "my man down and see." The man comes down, and, perhaps, a dozen are ordered as a sample of the baskets, and they are sent up to the hosiery factory. In the course of a few days or weeks, as the case may be, we meet the hosier again, and he says, "Well I am very "sorry; we have tried your baskets, but my man says "they will not do." That is simply because we could not give him the sovereign which he would have got from an ordinary factory. On introducing the work he would receive a gratuity of a sovereign or whatever it was. It has constantly happened to myself to know instances where I have said to ladies, "Why will "you not come and buy some of our brushes? I will "guarantee that they are as good as, and they certainly "are not dearer, than other people's. Come and give "them a trial, and if they are not good we shall be only "too glad to hear your complaints and try and remedy "them." After a time I have said, "You have not "been to buy any brushes lately," and the answer which has been made has been, "No, the fact is that "my cook says they are not so good as those she gets "at Clark's." Clark gives the cook half-a-crown at Christmas; we cannot. That is a very serious drawback. I think that if once we really separated the charity from the business we must conduct our business as other businesses are conducted, and we shall have to give those gratuities. Such payments cannot appear in the charity accounts, but if we are going to undertake a business we must do it thoroughly.

11,872. Then I judge from what you say that, looking at this as a trade, we should get more trade if commissions were permissible?—Certainly.

11,873. And that is one of the great drawbacks you think to a large trade being done by the blind?—Yes, that is one of the great drawbacks.

11,874. I quite understood you to say that, in your opinion, it was not necessary to have any Government grant?—Only for educational purposes and not for trade purposes. My experience is that it will support itself, and I am borne out by others in saying so.

11,875. (*Mr. Arrol.*) I suppose I may take it that you were not aware that, for instance, in Scotland between 600 and 700 blind persons whom you assume to be unemployed have been employed on out-door work outside those institutions?—I had not heard that people are employed by the home missions and such societies; if there are any they are not included in the returns.

11,876. As I understand the contention is only that you have left out of the calculation a certain number who ought to be included as being at work?—I quite understand that in consequence of our ignorance of this work we have not included them as workers, and it would be very interesting to know what is the work that they do.

The witness withdrew.

Mr. Alfred Hollins examined.

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11,877. (*Chairman.*) You are now a pupil of the Norwood College, are you not?—Yes.

11,878. For how many years have you been there?—I have been there 8½ years.

11,879. What have been the special studies to which you have devoted yourself most during that time?—I had first a general education, and now I am devoting myself entirely to music.

11,880. When did you begin your musical education?—When first I came to the college.

11,881. Had you had any musical training before?—I had some, but it really did not amount to anything; I had no practical knowledge of the technique in the slightest degree.

11,882. Where did you receive what education you had?—I had been three years at York.

11,883. Have you been out and given any lessons?—No, I do not think that I have had any sighted pupils at all.

11,884. You have not given any lessons then yet?—No, it is simply because I have not been obliged to do so; I have not been called upon to do so, as I want to devote myself more to the art of pianoforte playing, and to rise in that way.

11,885. Have you given any instruction to the pupils themselves at the institution?—Oh, yes.

11,886. In order to fit yourself for the position of a teacher of music, I presume?—Yes, to give me experience.

11,887. Do you propose to take up the teaching of music as your profession, or do you propose to apply for any post, such as that of organist?—I wish to be an organist, a teacher, and an artist, so that I can at any time accept concert engagements, or give pianoforte recitals. I wish to have sufficient music under my control to enable me to do that.

11,888. Have you learnt singing as well as instrumental music?—I have learnt the rudiments of singing; I do not sing myself because I have no voice, but I give instruction in singing.

11,889. Then have you done some work outside the institution?—I am organist of a church now.

11,890. Do you do no teaching in connexion with that?—I do not.

11,891. You are engaged entirely as a weekly organist?—Yes.

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11,892. Do your duties as organist occupy you on other days than Sundays?—Sometimes they do; sometimes I have Wednesday night services.

11,893. Where is the church at which you are organist?—It is at St. John's, Redhill.

11,894. Do you also besides that take engagements to play at concerts?—Yes, the college gives me opportunities of taking any engagement that presents itself.

11,895. You have no reason to suppose that you will not be able to earn your own livelihood when you leave the college?—If I have a good organ engagement, and can sufficiently qualify myself to be a thoroughly good musician, I am sure I shall have no difficulty whatever in doing so.

11,896. Have you an annual salary now as organist?—Yes.

11,897. Would you mind telling the Commission how much it is?—I have 60*l.* a year.

11,898. Do you out of that pay for your own education at the college?—Yes, I am paying for my own education now.

11,899. Do you pay the full sum?—Yes, at least I do some teaching, for which I get some little allowance made.

11,900. But how much do you actually pay in money to the college?—40*l.* a year.

11,901. And for the rest, if there is anything over and above that, you are supposed to give some of your teaching power to the college?—Yes, I teach at the college, and for that I get the extra fee taken off.

11,902. You receive no remuneration for teaching, but it is taken into consideration as a part of your payment to the college?—Yes, that is the agreement.

11,903. Had you much experience in playing upon the organ in churches when you got the appointment?—No, that was my first appointment.

11,904. Did you get that appointment in open competition?—No, I went down the first night to take a practice for my friend who had had the appointment before me, and the vicar was so satisfied that he offered me the appointment.

11,905. Did you succeed a seeing organist?—No, I did not, but my friend from the college, Mr. Turner, before me did succeed a seeing organist.

11,906. Did your friend leave that appointment for a better one?—Yes, he has an appointment now in Glasgow.

11,907. I suppose he gets more than 60*l.* a year?—Yes. I do not know exactly what he is getting now.

11,908. Do you know what the maximum payment amongst organists is?—It just depends. A cathedral organist will get in England as a rule about 300*l.* or 350*l.* a year. The average salary for an organist is about 100*l.* a year.

11,909. You would be quite prepared I suppose to teach a choir?—Certainly. I have a knowledge of chanting as well.

11,910. (*Mr. Johnson.*) How long were you at York?—I was there three years. During that time I had nominal musical instruction, but I had no knowledge at all of the pianoforte. They taught me to play the pianofore in a way, but I should never have made an artist if I had stayed there.

11,911. I suppose you assisted at some of the concerts at York?—Only about the last half year I was there.

11,912. Who was your master at York?—The one who is supposed to be the head master is Mr. Barnby.

11,913. Were you under Mr. Barnby's instruction there?—He used to hear me play for perhaps about a quarter of an hour once a week, which did not amount to anything, I was really under the instruction of a blind gentleman there who teaches, and he does not profess to teach the pianoforte at all. You learn a few scales and exercises, and then you are taught a few hymn tunes, and then you have to pick up what you can of the organ yourself.

11,914. Then I gather from what you say that the musical education at York is very inferior?—It certainly is. I will speak with all due deference of the school, but still it is not at all an artistic education, and a blind man who remained at York would never make a thorough artist. I should never have played with an orchestra if I had remained at York.

11,915. Have you heard of anybody having got situations as organists from York?—I have heard of some getting little situations, but I do not think that one has got a situation of any standing.

11,916. You would never have played with an orchestra unless you had been further instructed?—There is not a man at York who could teach a concerto, and they do not teach you the proper position of holding the hand in the slightest degree. They teach you to commit to memory, and if you have a musical ear and are talented you may get on; but they do not teach you the technical knowledge of the organ with regard to the stops, what are 8 feet or 4 feet stops, or anything with regard to that. That I learnt under Dr. Hopkins.

11,917. I suppose you were considered one of the most efficient pupils at York?—Yes, I was. Of course I was very young at the time I left, I was only 12 years old.

10,918. Then do I rightly understand that you live at the college at Norwood now?—Yes.

11,919. And you pay 40*l.* a year for your board, and you get 60*l.* a year as an organist, so that you get 20*l.* a year for yourself?—Yes.

11,920. May I ask whether you are making anything by your public engagements?—Yes, I am making a good deal.

11,921. Could you tell the Commission anything like what you get from your public engagements?—It is uncertain, but since last summer I suppose I have made about 90*l.* or a little more, including my organ salary. By playing in public I suppose I have made about 30*l.*

11,922. Have those been engagements which you have had otherwise than in connexion with the college?—Yes; those are engagements which I have taken entirely on my own responsibility.

11,923. The profession have offered you those engagements irrespective of any institution?—Yes, and of course Dr. Campbell lets me take those engagements.

11,924. You went to America, I believe, did you not?—Yes.

11,925. There you went with the college party, did you not?—Yes.

11,926. Did you receive any remuneration for that?—I got some private engagements out there.

11,927. To play alone?—Yes.

11,928. Not in company with the other two?—No, not in company with them.

11,929. Is it your opinion then that there is a good field for pianoforte soloists making a fair income?—I think that the musical profession is very much crammed up even with sighted people; they find it a difficulty, but if a blind man has a good training and can stand his fair chance with the sighted people, I do not think he ought to find any difficulty whatever. I have not found any so far.

11,930. You do not think that there has been any prejudice?—There is a lot of prejudice which must be overcome; but the more education a blind man can get the better he is able to overcome that prejudice.

11,931. You are a great example of success yourself. The Commission would be glad to know what you think of music as a profession for the blind?—I say that it may not be every blind man that can be sufficiently well trained to be able to be an artist, and to rise to the top of the profession; but still if a blind man has had good training, and he is an intelligent fellow, that is to say, if he can go about well, and is handy, then he ought to make a decent living with music. There is an example: a pupil of the York School, who was a friend of mine, Mr. Atkinson, came to the college and he had had no better instruction at York than I had. He was too old to become an artist, but still he was very musical. Now he has settled down in Huddersfield, and he wrote to me the other day saying that he has got a good teaching connexion, and has got a good tuning situation, so that when he is not employed in tuning he uses his full time in teaching; and there are many people who can do this kind of thing.

11,932. Do you think that there is a good field for the employment of blind vocalists as well as blind instrumentalists?—Yes, I do.

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11,933. As solo vocalists?—Yes, but what they must overcome is the difficulty of getting the public to recognise that blind people can do anything of the kind. They do not look upon them as artists.

11,934. Do you think that there would be a field of occupation for four or five blind musicians combined together, either in a choir, or as instrumentalists?—I am not prepared to say. I do not think that a blind man will ever succeed as an instrumentalist. He may succeed as a violinist, but it is no good at an institution of any kind teaching blind persons orchestral instruments, because they cannot use them when they leave the college, for they cannot play in an orchestra; it is impossible.

11,935. Have you never heard of any blind people playing in orchestras?—No, not at all. If there is a troupe of blind people who happen to live in the same town and who have been to the same school they might form a little orchestra for themselves; but they could not play in a sighted orchestra, because they could not read their parts, and they could only play works that they knew.

11,936. There are such things as blind men playing in orchestras, but I suppose it has not come under your knowledge?—No blind man could play in Mr. Mann's orchestra at the Palace, because when there is a new work presented to the orchestral players to play they play it at sight often at rehearsals, not ever having seen it before, and a blind man could not do that. A blind man can get a good place if he has got a good voice and can sing in a church choir. A blind man could have good employment in a cathedral.

11,937. As a solo performer, I suppose you think a blind man might succeed on the violin or the pianoforte?—Certainly, or the organ.

11,938. (*Dr. Tindal Robertson.*) You have played, I believe, with Joachim, have you not?—Yes.

11,939. Of course you would not have done that unless you had had a complete musical education; will you kindly describe as closely as you can the system on which you were taught music at Norwood?—It was not different from the way in which sighted people are taught music, except that the notes were first read to me, though not by the music teacher. That is where they make the mistake at York. There the musical teacher had to read the notes of the works, and then to give the lessons. But it is not so at Norwood; we have music readers there to read it to us, and then we take our music lesson just as a sighted person takes his with a teacher, and we are corrected on it, that is to say getting the teacher's ideas of phrasing and expression.

11,940. Do you work by any system of notation?—We have the Braille system of notation.

11,941. Then cannot you read the music yourself?—If the books are printed we do read it ourselves.

11,942. Then when you were speaking just now of music that was read to you you meant music which was not printed?—Yes.

11,943. Take the case of printed music; how do you proceed then?—For my own part I read it on the pianoforte with one hand, and commit with the other, and then I change hands and read with one hand and commit with the other. Some of our students can commit without the pianoforte at all, but simply by taking the book and studying it, and then will be able to go to the pianoforte and play it.

11,944. It is a question of memory then to a very great extent?—To the entire extent.

11,945. Is there any other system than the Braille system known to you under which blind people could possibly be taught music, scientifically, and to play as artists?—No, there certainly is not, unless, as I said before, you learn from having the sighted music read to you.

11,946. Do you think that any blind person would have attained complete success as an artist on the old system of teaching music, if it had not been for the introduction of that system?—What do you call the old system?

11,947. Teaching by ear.—I do not call that teaching music at all. They do not even now at York (I will give them credit for that) teach the blind music by ear, and now they are adopting the Braille music there. My success personally is not so much dependent upon the Braille music, because when I first came to the college the Braille music was then only in its infancy, and it is now. I am studying a lot of advanced music which is not printed in Braille; if it were printed in Braille of course that would help me a great deal. Braille music it seems to me is a boon that the blind cannot be too thankful for.

11,948. If the whole of the music which is generally written was printed in Braille, would a blind man be on equal terms with a sighted man?—Every bit.

11,949. (*Dr. Armitage.*) Do you attend the concerts at the Crystal Palace?—Yes.

11,950. Have you done so ever since you have been at the college?—Yes.

11,951. Do you attend the rehearsals?—Sometimes, not always.

11,952. Do you consider that an advantage?—It is one of the greatest advantages that we have at the college, and the one which we most enjoy. It is a great help in every way, because it enables you to converse with sighted people about the music which you have heard, and if you go out into society and you are asked, "Have you heard such and such a work; what do you "think of the first theme, or the second subject, or where "it modulates in such a place?" You are able to speak about it. As a blind man cannot manage to look over music for himself as a sighted man can the more music he can hear the better.

11,953. Do you think it desirable in training blind musicians that they should be in what is called a musical atmosphere, that is to say, that they should be surrounded with opportunities of hearing the very best music performed by the very best men?—Certainly.

11,954. Do you think that their having that at the Normal College is one of the principal reasons of the success of the college as a musical school?—Yes, I certainly do, and as regards my own personal success it has helped me enormously; it has helped me more than I can tell. There is another thing that I should like to mention with regard to that. If you go to hear, say a pianoforte or organ recital, and you hear something that is effective, and that you know will bring you success if you play it, then you can get that work and study it. It helps you to know more music and to know what to study.

11,955. Do you think it is an advantage to hear fine orchestral performances?—Certainly, the more the better. I am not speaking now from an enjoyable point of view as giving pleasure; that of course it always does; but I am taking it as you ask me as an advantage.

11,956. You consider that that part of the musical education of the blind is advantageous?—Certainly; it is just the same it seems to me as when persons are scientific men, and wish to acquire information upon any particular subject they read all the best works on that subject; if a man is a doctor he reads up all the best books and knows what is done at the present day by other men. It is just the same with us.

11,957. Had you any opportunity when you were at York of attending such concerts?—Very seldom; there are very few good concerts at York, and in the school they do not make the point of it that they do at Norwood.

11,958. Then do you think that it is a great drawback to a musical school for the blind not to have such musical opportunities?—It certainly is a great drawback.

11,959. Do you consider it an advantage in your case to have had the opportunity of being trained by such men as Dr. Hopkins, Mr. Hartvigson, Mr. Banister, and Mr. Cummings?—Yes, certainly; that is the great point of the college that it has such a good corps of professors.

11,960. But you must be aware that employing such men adds greatly to the expense of the training in the college?—Yes; but at the same time if you want to train the blind thoroughly it seems to me that that expense must be incurred. They employ the same men at the Royal Academy of Music, and why should they not employ them for the teaching of the blind? Why should not the same amount of training be given to the blind as is given to the sighted?

11,961. Do you think that the result at the college has justified the expenditure incurred in teaching?—Yes, I do, because many of the pupils now are able to

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go out, and have attained success in teaching and make good organists.

11,962. Have you ever considered whether it would be desirable to have an orchestra of blind pupils at the college?—Yes, and I think it would certainly not be desirable.

11,963. Why?—Because it would be such a tremendous waste of time. As I said before the pupils can never do any good by playing in an orchestra, and the time that they would have to give to learning the instruments and to learning the works that they could perform with that orchestra would be simply wasted.

11,964. Was there a band at York when you were there?—No.

11,965. Merely a choir?—That is all.

11,966. (*Dr. Campbell.*) In regard to reading music, and so forth, when you have an important work to learn do you find it advantageous to write it down in Braille before you learn it?—If I am in a hurry generally I can learn it quicker by having it read to me; but I always like to write it out, because then I have the work to refer to afterwards if I forget any little points.

11,967. In learning important works you transcribe them?—Yes, if I have time for it.

11,968. In realty then the musical notation then gives you a backbone for the whole of your professional work?—Certainly it does.

11,969. And within the last five years we have increased so enormously the production of music in Braille that it is really giving far greater facilities to the blind than were given formerly, is it not?—Certainly it is, for this reason, of course the number of readers at the college must be limited, and as, perhaps, a pupil can only get three or four readings a week the more music has printed in Braille the better, because he can use his spare time in learning it.

11,970. Among the recitals, and so forth, that you have given, I will take one example. During your holidays last summer you gave a recital in Belfast; would you mind telling us how much you cleared by it?—I gave a recital there entirely on my own responsibility. I have friends in Belfast.

11,971. The point is how much money you made by it?—I made 24*l.*

11,972. For yourself from the recital?—Yes.

11,973. You have also had two other recitals there, have you not?—Yes.

11,974. What did you get for each?—I had five guineas for each recital, and I also had two concert engagements there as well.

11,975. With the Concert Society there?—Yes, as solo organist.

11,976. Last summer at the "Inventions" there were a great many organists employed; were you employed also as other organists were employed there, to show off the organs?—I was.

11,977. Did you have such success there that you have had an application made now from some of the organ builders in Liverpool urging that you should go to Liverpool and show off the organs at the Exhibition there?—Yes, the builder that I played for at the "Inventions" was so pleased with my success there that he said I was the only one who had been able to get any really good effects out of the organ, and he is very anxious for me to go down to Liverpool.

11,978. Was it the case that one of the organs had no mechanical stops, and that several of the organists refused on that account to show it off, and that they telegraphed to you to come and do it?—Yes, the organist who was to play was not used to that kind of organ, and they asked me if I would come up again. They engaged me for the week. The other organist said he would not play.

11,979. And they got you to take his place?—Yes, for two recitals.

11,980. And the organist whose place you took was a sighted organist?—Yes, I was the only blind organist who played.

11,981. It was the fact, was it not, that when you came and took the situation at Redhill they only gave you 40*l.* and you asked advice on the subject, and you were advised that your time would be worth more than that, and that then they increased it by another 20*l.* to get you to come?—Yes.

11,982. So that they increased it to 60*l.*?—Yes, I had a rise of salary as soon as I accepted the appointment.

11,983. With regard to the young man you spoke of as coming from York, Mr. Atkinson, he is now, as you say, teaching and tuning?—Yes.

11,984. Has he also an organist's situation?—Yes, he has a very good one.

11,985. And he is acting also as choir master?—Yes, he is.

11,986. So that he is really combining teaching, tuning, and organ playing?—Yes.

11,987. Do you know what are the highest salaries that are being received by pupils of the college at this moment?—The highest I think is 100*l.* a year.

11,988. There are others varying from 60*l.* to 70*l.* and 80*l.* are there not?—Yes.

11,989. You said that you did not sing; you were trained carefully, were you not, as a choir boy until your voice began to change?—Yes.

11,990. And the reason why you have not been singing recently is I suppose because it is not best for your voice?—Yes.

11,991. In regard to the musical instruction that you had at York, I suppose from a professional point of view all you did was simply to play in order to produce a certain amount of effect, but as to training you for an artist or a teacher you did not have any foundation for that?—No, none whatever.

11,992. When you first entered the college you were restricted and not allowed to play pieces that you had learnt, but you were simply required to confine yourself most closely to the development of your hands to get you out of the bad habits you had formed?—Yes, or else I should have never got on in the slightest degree.

11,993. Did it require at least a year to overcome those habits before you began the positive instruction?—I had to work at exercises for more than a year.

11,994. It was at least a year before you could have a clear course of instruction?—Yes.

11,995. Therefore you do not owe to the instruction that you had before coming to the college any of your present power as an artist?—No, none.

11,996. You have now played in Germany, and in America, and under various circumstances; when you were in Boston were you welcomed there by the first artists of the city?—Yes, I was certainly.

11,997. Did you and other artists from the college have various receptions from the most eminent men of the country?—Yes, for example, Mr. Lang, the best conductor in Boston is an organist, and he invited the most eminent men in the profession in Boston to come and hear me give an organ recital on the last Sunday before we left. That was in one of the principal churches.

11,998. Did you have such success in America that various leading musical societies in America are prepared to engage you to come and play?—Yes.

11,999. Such as the Peabody Institute in Baltimore and the celebrated Higgins Musical Association at Boston and others?—Yes.

12,000. Were you engaged as an independent artist to play with Theodore Thomas's celebrated orchestra in New York?—Yes.

12,001. Did you play the great Liszt concerto in E flat?—Yes.

12,002. In the course of the instruction at the college now, as it has now developed, is there more promise of music in the future than there has been hitherto?—Yes, a great deal more because we are getting a better library altogether, and there is a better course of pianoforte music printed now from the beginning.

12,003. But as the college now has a department even for young children, and as those young children are brought under the very best instruction at a very early age, will that give rise to great improvement and to the blind making music a profession?—Certainly.

12,004. So that you look forward to the pupils who will come out five years hence having very much greater advantages than those who have come out hitherto?—We have more advantages now at the college for musical training than we had when I first came, because, first of all, they have increased the number of professors, and

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then they have a better library altogether, and there are better chances of teaching; and they begin young, and they have a primary school in which the children are put under musical training when they are young, so that there will be far more chances in the future than there have been in the past.

12,005. (*Mr. St. John Ackers.*) Who trains the choir where you are organist?—I and the vicar together; he is musical.

12,006. I understood you, in answer to a former question, to say that you did not train the choir?—I train it in conjunction with the vicar.

12,007. I understood you to say that if the same amount of music were printed in Braille as is printed in the ordinary type, the blind would be upon an equal footing with the seeing?—Certainly they would.

12,008. But would that enable them to play at sight in an orchestra?—No, but then they have their music that they can work at in private.

12,009. It would, in fact, put them on an equality with the sighted except for playing music at sight?—Exactly; a blind man can never play at sight.

12,010. But in every other way it would put them on an equality with the sighted?—Yes.

12,011. (*Mr. Arrol.*) Were you trained at any school before you went to York?—No.

12,012. How many years were you at York?—Three.

12,013. During that time did you study music for the whole three years?—Yes.

12,014. Are we to understand that the amount of knowledge that you acquired there, and the teaching that you got there, had to be undone when you went to Norwood?—So far as my pianoforte playing went it had to be all undone. To tell you the truth, I had not learned anything worth speaking about. I had learnt hardly any pianoforte music. I had a lot of bad habits; for instance, the habit of holding my hands badly, which I had to overcome.

12,015. What is the reason why the vicar at Redhill takes any part in the training of the choir?—One reason is, firstly, because he is very musical, and likes it for itself; and then another reason is that unfortunately my organ is very far off from the choir, and therefore I cannot have them under my control at all.

12,016. Then, owing to the position of the organ a sighted organist would be at the same disadvantage as you are?—Certainly. They always had a choir master there when the sighted organist was there.

12,017. So I suppose that when you get some one to preside at the organ you conduct the choir?—Yes, I take them sometimes. Mr. Turner has been down from Glasgow and then he takes the organ and I conduct the choir.

12,018. Are you aware that he conducts his choir himself?—Yes, he does.

12,019. Have you found any difficulty when you have been playing at subscription concerts with orchestras?—Not at all.

12,020. (*Rev. W. B. Sleight.*) You were three years at York, I understand; what was the religious training that you received there; was it given in connexion with the Church of England?—Yes, we were all obliged to go to the Church of England, to one church.

12,021. You attended the Church of England at York?—Yes.

12,022. When you came to Norwood did you continue to do so?—Yes; but we had the opportunity of attending any other church we liked.

12,023. But during the eight and a half years that you were under training at Norwood where did you usually attend?—For part of the time I attended the Church of England; but it happened that I did not care for the service at the church that I attended, and therefore I changed; but now I am a church member.

12,024. Where did you attend the other half of the time?—I attended a Congregational church.

12,025. Was that the latter half or the first half?—It was the latter half of my time before I accepted the Redhill appointment.

12,026. Have you been confirmed in the Church of England?—No, I am going to be confirmed though at our next confirmation.

12,027. Is the service of the church that you are now playing at a choral service?—Throughout; we chant the psalms; we have everything choral except choral communion.

12,028. I suppose you know the psalms throughout?—Yes, and we have the cathedral psalter printed in Braille, so that I always take my psalter down and look the psalms over before service so that I am sure of them.

12,029. Do you find any difficulty in dealing with the boys of the choir from the fact of your being blind?—The first thing in that respect is to get one of the older and more influential members of the choir, one of the basses or tenors, to keep an eye on the boys. Of course boys will always be mischievous, and a sighted man always has the same trouble with them; but I have no trouble in that regard as the vicar looks after them.

12,030. But in case of the absence of the vicar would you find a difficulty in training the choir?—No, not the slightest.

The witness withdrew.

Adjourned.

32, Abingdon Street, Westminster.

Monday, 13th September 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
WILLIAM WOODALL, ESQ., M.P.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
REV. CHAS. MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. HINMON L. HALL examined.

Mr. H. L. Hall.

13 Sept. 1886.

12,031. (*Chairman.*) You have been for a great part of your life connected with various institutions in America for the teaching of the blind?—Since 1863, when I became blind.

12,032. You are the superintendent of the Pennsylvania Working Home for Blind Men in Lancaster Avenue, Philadelphia?—Yes. I organised it, and raised the funds for it, and have been the superintendent of it ever since.

12,033. Are there any other institutions in Philadelphia with which you are connected?—I am the financial agent of the Retreat for Blind Deaf Mutes, and Aged and Infirm Blind Persons, all matters are referred to me by the board with power to act. I also organised, and am now the financial agent of the Society for Providing Evangelical Religious Literature for the Free Use of the Blind, and I am also general agent of the American Printing House for the Blind.

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12,034. Have you, in connexion with your Working Home for Blind Men, an industrial home for blind females?—No; our institution is exclusively for males. In Philadelphia there is an industrial home for blind women, but I am in no way connected with that institution, although I am in perfect sympathy with it.

12,035. What was the first work which you undertook in connexion with the blind in America?—I organised and obtained a charter for what was called the National Printing House for the Blind; and I was one of the board and the sole agent, and raised the funds for it. After a time we united with the American Printing House for the Blind, which had never accomplished very much, and it had in fact been idle from the time that our war broke out. I then became general agent of both, and there is really now only the American Printing House for the Blind, the National Printing House for the Blind, which was a separate organisation, being now merged in the American Printing House for the Blind. That provides school books, text books, and appliances, while the Society for Providing Evangelical Literature for the Blind is a separate corporation entirely, and deals exclusively with nonsectarian religious works.

12,036. Does the American Printing House for the Blind print works for the Society for Providing Evangelical Literature for the Blind?—Yes, by contract.

12,037. Have you come to any conclusion in America with regard to what is the best type for the blind?—I hardly know how to answer that question without making a little explanation. We have now every two years what we call a convention of the educators of the blind, and formerly we were almost exclusively in favour of what we call the line letters, but latterly the point has been gaining ground very much.

12,038. Do you think that eventually it will be adopted as the general type?—In my opinion it will, and perhaps I may be allowed to state why I think so. In my Society for Providing Evangelical Religious Literature for the Free Use of the Blind, when we put a book to press we ask every institution in the United States what kind of type they will have their quota in, and as I pay the bills I get the accounts, and I find that whereas formerly when I had editions of 500 printed there would be 300 in line and 200 in point, that proportion is now reversed, that is to say, the institutions which formerly would order all line now order half point, and some of them all point. Personally I am quite sure that in a very short time it will all be point.

12,039. Do you think that the blind who become blind after a certain age are able to read the point as well as the line; we have heard that in England he aged read the Roman type, and that it is only the young who can successfully read the Braille type, what is your experience in America with regard to that point?—I would prefer to give my own personal experience. My own experience is this: I learnt to read the Moon type, which is a line type, several years ago. I am 54 years of age, and two years ago, I learnt to read the point and read it satisfactorily to myself, and I believe that there is no one, old or young, that can read the line, but can read the point very much better; and I know this to be the experience of very many of my blind friends.

12,040. Then you think though there may be a certain prejudice in favour of the line, that prejudice ought to be and will be overcome by blind persons?—I think so, and my experience goes a little further. Since 1863 I have occasionally tried to read the line letters and have failed. I do not like to have to say that, but I cannot read the line type, except the Moon type, but I can read the point.

12,041. You speak of line type; other than Moon type in what respect does that differ from Moon's?—Moon's consists of arbitrary characters; our line letter is the capital and lower case Roman letter with capitals commencing every sentence like your newspaper prints.

12,042. Dr. Armitage speaks of Philadelphia Roman; is that what you call line type?—Yes.

12,043. Will you tell us how many men are employed at Lancaster Avenue?—We have on our list 134, but as there are always some absentees the number will average something over 100.

12,044. Are they all boarded and lodged in the institution?—We have three classes, a class that board at the house, a class that live around us and who come in the morning and bring their dinner with them and go home at night, and a class to whom we send work and who do the work at their homes.

12,045. How many board with you?—I think, out of the 134, 84 would be called inmates.

12,046. How many work in their own homes?—There are six that we send work to at their own homes, and the remainder of the 50 would be those that come to us to work.

12,047. Forty-four work by day with you but live in their own homes?—Yes.

12,048. Can you tell the Commission anything about the history of those men; have they been brought up in your institution, and then left it and then worked at home, or do they come from outside altogether?—They come from outside altogether; our institution is for adults exclusively.

12,049. Where have they been taught?—I will not say the larger proportion of them, but quite a good proportion of them are from the outside world, our mines and machine shops, and quite a large proportion of them have been educated in different institutions, principally in the Philadelphia Institution for the Instruction of the Blind.

12,050. At what age do they leave that institution?—At their graduation after a term of not exceeding eight years. Within the last two years, or within the last year, they have concluded to take only young people; there are still some adults at the institution, but they are gradually shutting their doors to them, and they now come to us from the age of 23 up to 35.

12,051. Will you tell us the age to which they kept them formerly at that institution, and the age to which they keep them now?—They were allowed to use their own judgment. I myself was a pupil there, and at that time they admitted them at almost any age. The young people were kept eight years, and sometimes longer. That period has now been reduced to six years, and they are now taking them from six years of age. and they propose to ask the legislature to allow them to keep these children till they are pleased to discharge them. So there has been no rule as to age; they preferred to take them at the age of from 12 to 15.

12,052. From your own experience how long do you think it takes to teach trades to the blind. Speaking generally, how long do you think they ought to be kept in school, and at industrial work in order to get educated and to learn some occupation by which they may earn their livelihood, beginning at the age of six, which you say is the normal age at Philadelphia?—It depends so much upon the capacity of the child, and also the way the child is taught. I do not think the blind as a class are more backward than sighted children. I think they would learn ordinarily as quickly as sighted children, though they labour under a great disadvantage of course. The trade to which they should be put should be adapted to their peculiar condition.

12,053. Before a child receives industrial education, I suppose it first of all receives a general education; that is to say in reading and so on?—In our country the education of the blind consists of music, literature, and handicrafts; they are supposed to learn a trade without interfering with their studies, and when their time is up they are supposed to have some trade. That is the case in most of our schools.

12,054. What are the trades that are taught in the blind schools, and which are those in which they most excel?—We have 33 blind schools in America, they differ very much. In Boston they differ from those in New York, and those in New York differ from those in Philadelphia. In our State (I am speaking of Pennsylvania) the schools have taught brush making up to last year, but they have abandoned it as worthless, they taught mat making for many years, perhaps 40 years, and they abandoned that as worthless. They now teach broom making, carpet weaving, cane seating, and mattress making. Those are the trades which they teach the boys. The girls are taught bead work, knitting, crocheting, and hand machine sewing.

12,055. Taking the school at Philadelphia as an example, will you tell us what proportion of those who are taught in that school take to industrial occupations, and what proportion take to a musical career?—A very large proportion follow handicraft, although nearly all study music. I should say that half of them aspire to become music teachers or performers.

12,056. Fifty per cent. of the whole school?—Yes, I would think so.

12,057-8. Can you tell us what proportion of those who aspire to become teachers of music gain a livelihood by it in after life?—A very small proportion.

12,059. What becomes of those who fail to gain a livelihood by music; do they fall back upon any other trade, and come to you to work in your workshops?—Many of them do.

12,060. Is your experience with regard to those who have failed to get a livelihood by music derived from those who come to your institution; or do you speak from general knowledge?—I speak from all the information I can get, from one end of the continent to the other.

12,061. I suppose you are prepared to admit that there must always be great difficulty in finding profitable occupation for the blind?—Undoubtedly.

12,062. And from your experience in America do you think broom making, carpet weaving, cane seating, and mattress making are those occupations in which the blind are most likely to succeed?—Yes.

12,063. Those branches of industry are carried on at your institution?—Those we are carrying on, including brush making.

12,064. At your institution you have not given up brush making?—No.

12,065. Does your institution pay its way, or does it depend on the generosity of the public?—My institution is a peculiar one, we are exclusively industrial, and every man after he is a journeyman must pay for what he gets and receive pay for what he does. Last year in round numbers my blind men earned 15,000 dollars, and our deficiency was in round numbers 6,000 dollars, and we have ever so many apprentices.

12,066. Will you be good enough to furnish us with the balance sheets of your institution for some years past?—I shall be very glad to forward to the Commissioners balance sheets for a number of years past.

12,067. Do the men who work outside your institution earn enough to get their living without any extraneous help?—Very many of them do; some of them do not.

12,068. What provision is there in America for the blind who are unable to earn their own livelihood by work?—None whatever, except our almshouses.

12,069. Does the State subsidise your institution in any way?—Our institution is a close corporation. I raised some 120,000 dollars and established the concern, and two years' ago I asked the legislature for an appropriation, and they granted 5,000 dollars; the last legislature granted us 10,000 dollars. They do not call us to an account for this, they simply appropriate the money to our board of managers.

12,070. As a gift, not as an annual grant?—No, not as an annual grant. Our legislature is changed every two years, and our appropriations have to be made every two years.

12,071. Are there any pensions for the blind in America?—No.

12,072. Are the blind treated considerately in the almshouses; are they kept apart from the other inmates?—They are treated better; they have what they call a blind ward; they are treated better than the ordinary outdoor paupers as they call them, they have better diet.

12,073. Do you know what per-centage of the blind in America are in those blind wards?—About 2½ of population.

12,074. Would it be a large or a small per-centage?—In the State of Pennsylvania there are over 4,000 blind people, and in the Philadelphia Almshouse there are to-day 23 blind persons. In the various almshouses throughout the States the proportion of blind would be a small one.

12,075. If I rightly understand you, if blind persons receive any aid from the State they must go into the almshouse, they cannot receive aid out of doors?—No; the school for the instruction of the blind, not the workshop, but the school for the instruction of the blind, is simply a school, and the State give them a grant of 300 dollars *per capite*. At the same time it is not a State institution because it is a close corporation.

12,076. They get a grant from the State of 300 dollars per head?—Yes, for a certain number, 155. With regard to the Working Home for Blind Men, which is my own institution, I ask the legislature for 5,000 or 10,000 dollars and they grant it, and on these grounds I take men out of the almshouses and I teach them a trade and give them employment; but while they are learning a trade they must have food and clothing, and I ask the legislature for an appropriation, and they grant it.

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12,077. In fact you relieve the almshouses of the blind by taking them and teaching them a trade, and on that ground the State gives you assistance?—Yes, we stand between the blind and the almshouse. Probably a large proportion of my people would be in the almshouse if it were not for my institution. I have a great number who have never been in an almshouse.

12,078. How do you teach your blind to work; are they instructed by sighted persons or by blind persons?—By both. Every man in my institution is a broom maker, they are all taught broom making by blind instructors. Then as regards carpet weaving, if a man who has a wife and family meets with an accident in one of our mines and wants to learn carpet weaving he is admitted and we teach him that trade. The teacher in that department is totally blind. A blind man on being taken into that department is taught to weave carpets and he does his work at home, and with his wife and family will make his own living. Then as regards the cane seating department the teacher is totally blind also; and in the mattress making department the teacher is totally blind also. As regards brush making, I should prefer not to teach brush making, because it does not pay at all. As to broom making, as I said before, all can make brooms.

12,079. Without sighted assistance?—Yes; they could do it without sighted assistance, but it would not be economical. I have a foreman, and that foreman has an assistant, and I have a sighted man to sort the corn; no blind man could tell red corn from yellow corn, and I am obliged to have a sighted man to do that, and I have in addition a janitor and watchman; but with reference to the trade there are altogether four sighted men and two boys, one to run the machine; a blind person could run it, but he would do it too slowly to be profitable, and it might be dangerous also. If I have a large order, which I have sometimes, for the re-caning of 50 or 100 chairs, I can put a large force upon it and execute the order quickly, and then the men can go back to the broom factory again.

12,080. Do you find that you have to contend against outside competition?—Tremendous competition, machinery and all that, and the broom business is like any other business; at certain seasons of the year trade is brisk, at certain other seasons trade is dull, but in the dull season I make up a large stock to be ready for the time when trade revives.

12,081. Are those American brooms exported to this country?—To some extent; not to any large extent.

12,082. Do you consider that they are better than the English brooms?—We think so.

12,083. Have we any material in this country which corresponds to your broom corn?—I think not; but I noticed some brooms in a blind institution in Glasgow the other day made of broom corn, which I was informed were made in Italy, for which they were paying 15*s*. I should be glad to furnish a better broom for less money. I said to the superintendent of the institution (Mr. Stoddart) "Why not import the raw material and "let your men make these goods." I do not know what the duty on the raw material would be, but it strikes me that the raw material could be imported as well as the made up article.

12,084. When contracts are offered for public competition in America, is any preference shown to blind institutions?—No, the government could not show such preference if they felt disposed to do so. I never put forward the work produced by the blind as being blind work at all. I sell it upon its own merits.

12,085. Do you think it is advantageous for the blind to work in industrial institutions like yours rather than work in their own homes?—Most assuredly I do. Let us take broom making as an illustration, the success of every institution depends very much upon its management in the way of buying and selling. I will go west and I will buy say 300 tons of material, that would be about what I would use in a year, a car will carry from six to seven tons, and when you have 300 tons it takes a good many cars. I go to the headquarters of the railway and I get a rebate. On the other hand if a blind man buys only one car-load he has to pay the full

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railway rate, and by buying a small quantity he does not buy it so cheaply as if he bought it in a large quantity. I can sell my ready made goods for less than the raw material would cost a man who bought his material in small quantities. The month before I sailed I had 5,000 dozen in stock, and we were making 125 dozen every day, when I sailed I had less than 500 dozen, and they were engaged. You will ask me if that pays, I answer, in one sense, yes. In my opinion a blind industrial institution can never be self-sustaining on general principles, because we have to compete not only with skilled sighted labour, but with all sorts of steam machinery. Now from my experience of 13 years at the working home, while there has been a balance against us of from 3,000 to 6,000 dollars (which is not half what it would cost to take care of these blind people in any other way), I believe that I could make the institution self-sustaining and throw the balance on the other side, but in order to do so I would have to employ some sighted labour, I would require to have what I would style a finisher's gang of skilled sighted labour to overhaul and finish the work. I would let the main part of the work be done by the blind, and let the skilled sighted men do the finishing, because when these goods go into the market of course they are compared with the same class of goods made by the sighted, and a buyer while he will give me money in charity will not pay me any more for any goods because they were made by blind men.

12,086. You think it an advantage for the blind to be units of a large institution, and you are of opinion that in that way greater economy in the purchase of material and greater profits on their labour can be obtained than in any other way?—Yes. Then there is this further advantage in taking the blind into institutions, a penny saved is worth one earned. There are two classes of blind. If you take a man who has been blind from his cradle, he is quite a different man from one who has become blind at the age of 25 or 30, one is what you may call a sighted man in the dark, and the other is a blind man. The man who has always been blind, unless he has been properly tutored, or has the right kind of parents and so on, is not economical, he is improvident, and does not know what it is to get a living. Now if by taking such a man into an institution like mine you can save the man 50 per cent. upon his living and clothing expenses, it is equivalent to giving him a chance to earn that amount of money.

12,087. You have great experience of these industrial institutions for the blind in America; can you tell us whether your institution is a fair sample of the rest?—Mine is the only one of the kind in the United States.

12,088. But the training institutions teach trades?—Yes. When I say that our institution is the only one of the kind in the States, I should add this. About a year ago the legislature of California appropriated 40,000 dollars for the establishment of an institution similar to mine; last winter the State of Ohio appropriated 10,000 dollars to do likewise, other States are moving in the same direction. Those Institutions are not old enough to have issued a report yet. The State of Illinois is moving in the same direction.

12,089. What becomes of those who are taught at the training institutions in States where there is no such institution as yours?—Their time expires, and they must leave to make room for others, and if they have no home their lot is a very sad one.

12,090. When blind lads leave the institutions in which they have been educated and trained, is it your idea that they should enter institutions such as yours, or in what way would you deal with them?—We have in the State of Pennsylvania a population of some 4,000,000, and we have some 4,000 blind people. When the census of 1880 was taken, I employed a man to go over the returns carefully, and I have the names and ages and addresses of 3,911 blind persons in my office. I find that over half of the total are 50 years of age and upwards; the number of school age, leaving out those incapacitated physically and mentally, is really smaller than the number of the class that would be fitted for an industrial institution. From that fact I believe that a very large proportion of blind people, if they earn their living at all, must do it by some handicraft. Now from my experience I believe that quite a large proportion of the adult blind could be made self-sustaining; there would be a proportion equally worthy working industriously and faithfully, but who would be naturally so very slow that try their best they could not earn their living, but they could earn so near it that it would be more economical to supply the deficiency than it would be to take care of them in any other way.

12,091. Can you tell us what is the cost per head per annum of the boarders in your institution?—130 dollars per annum.

12,092. I gather from what you have said that you think that those who pass through the institutions instead of being thrown adrift into the world to look after themselves, or to work in their own homes, ought if possible to be gathered together in some institution like yours where they would get an industrial training, which would enable them to earn their own livelihood?—I think that would be far better for them.

12,093. That want is being supplied in different States by the States themselves, providing such institutions to the extent that you have mentioned?—Yes, to that extent. I think that such institutions will be established generally eventually.

12,094. Will you state what provision you make for the aged blind?—I will tell you what we have and what I would have instead. We have in Philadelphia a school, we have a working home for blind men, we have an industrial home for blind women, and we have a retreat for blind deaf mutes, and aged blind, so that there are really four institutions for the blind. In my judgment there should be but two. I do not believe in mixing the males and females and having them working together in an industrial establishment, but I believe they might work under the supervision of one corporation, that the females could do the light work of the industrial establishment while the males might do the heavy work. Then when we take young men or young women who have no friends and no home from an institution or otherwise, and we wear them right out and they become aged and infirm, we must have an outlet for them, otherwise we would very soon become an old blind men's home. After they have worked with us a term of years and have become old or infirm, we cannot send them out on to the street or into the almshouse, we must provide for them. No old people take kindly to changes, old blind people take less kindly to them than old sighted people; if we send them away from their homes to a retreat, however nice it may be, it is not their home; and the difficulty that we find in our retreat is to know what to do with the old people from day to day, they want employment. Now if we had an annex to our industrial home to which we could retire an old man, who would thereby have the means of doing a little work in the industrial department if he liked, it would be a great improvement, he would not have to get up so early as those who were working in the industrial home, but if he liked to work for a couple of hours it would be a clear gain to him and a clear gain to us.

12,095. Do you think you could get your State to carry out that idea by giving you the funds to do so?—I am not clear that it would be politic to ask the State to do it. The retreat is a local charity, and in my judgment, judging the future by the past, in the course of 20 years it will be rich from endowments, we have already had some. When we become attached to the treasury of the State philanthropists forget us in their wills and their money runs to other institutions, but if I were going to build again I would have an annex for the old people. There are three separate institutions which should be but one, and they could be managed more economically in my judgment if they were one. I would have the annex simply a local charity, while the other department should draw its money from government. If we take these blind persons off the streets and furnish them employment instead of their being cared for in the almshouse at the expense of the different counties of the State, and if there is a deficiency after deducting what is received from the produce of the labour of the blind, the deficiency should be met by our State legislature because the tax is then *pro rata*.

12,096. With regard to the cases of those who become blind say after 50, of which there is a very large number, blind persons who have not been brought up in an institution, and who do not come under the conditions you have mentioned, who have not been taught trades when they were young, and who would probably in many cases be too old or too infirm to learn a trade, you would be still obliged to have a retreat for such as those, independently of the cases which might be met by that annex to your industrial institution which you have suggested should be provided; you would not mix those with the class for whom you would provide the annex, would you?—I see not the slightest objection;

we provide for such cases in our retreat now. I have already sent two men there from my institution, the requisites for admission are simply blindness, good character, and age, and our board selects candidates according to their discretion. Some people are older at 60 than others would be at 30.

12,097. I have been asking you as to your own Institution; can you give us any information with regard to the condition of the blind generally in the United States, and with regard to the provision made for them; you say that training schools for the young exist in every State, or are being established in every State?—We hope they will be.

12,098. They are not yet?—No, not yet.

12,099. Every blind child in America is bound to be sent to some place of instruction?—They are the wards of the State in which they live; they are entitled to education at the expense of the State, but when they are educated they are thrown upon their own resources.

12,100. What happens to them in those States where there are not training schools for them?—I attended the meetings of the organised charity in New York several times last year, and their outdoor agent made this statement, based upon facts and figures which he held in his hand, that there were 1,500 blind people in New York, 678 were receiving charity from this organisation, 300 were in the almshouse, 130 were professional beggars, and the remainder of the cases had not been properly investigated. In the city of New York the blind go to the Eye Infirmary and are there examined by the oculist, and that oculist was present at the meeting and made his statement, the blind get a certificate from this oculist, and then they go with this certificate to the party in New York who distributes the charity, and the sum thus distributed in charity to the blind amounted in the aggregate to 20,000 dollars, the amount *per capita* being 38 dollars. I do not think other cities are quite like that, New York is our London; Boston, Philadelphia, and Chicago differ. I constantly find blind men begging and playing the hand organ, the accordion, and the violin in the streets.

12,101. All over the States?—All over the States, one day a blind man, a Frenchman, who was playing the violin, was taken up, and the newspapers were on that occasion rather severe on our organised charity, which was established for the purpose of taking beggars off the streets. for when the matter was investigated it was found that that blind Frenchman had 18,000 dollars in the bank, and was waiting until he got 2,000 dollars more, when he was going to Paris. There is one fact which I may state here: that I have never had any success with any blind person that I found begging; they seem to prefer begging; they seem to have lost their manhood. I cannot get anything out of them, I cannot make them work.

12,102. (*Dr. Tindal Robertson.*) By what machinery was that information which you have just given us obtained?—It was given at a formal meeting of the organised charity, the presiding officer being Senator Robb, a member of our State legislature, and this statement was made to the meeting by the outdoor agent of the society, whoever he may be.

12,103. (*Chairman.*) Dr. Armitage says that there are two asylums for the adult blind in New York; do you know anything of them?—There is in New York City "The Home for the Aged and Destitute Blind," a private corporation; also, under the Department of Charities and Correction, what is known as the Blind Asylum, on Blackwell's Island; also the New York Institution for the Blind, a corporate school for the blind, to which the State makes appropriations; and also at Batavia, "The New York State Institution for the Blind," a State establishment and a school.

12,104. Does the town of New York give a subsidy of 20,000 dollars a year to the blind of the city?—They have been doing so.

12,105. That is what you described to us as amounting to 38 dollars each?—Yes.

12,106. Not to any institution but to the blind themselves?—Yes, the adult blind in the city.

12,107. They receive 38 dollars each in one sum?—Yes.

12,108. Is it the case, as we have been told is the case sometimes with pensions in this country, that when the recipients receive a large sum of that kind they waste it in drinking and in good living for a short time, and then there is nothing left?—Yes, it goes to an improper place, it is damaging to them.

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12,109. You think that it is a misfortune to them to receive such large sums in a lump?—Yes, it has a tendency to pauperise them, and it debauches them in many cases.

12,110. Dr. Armitage mentions certain facts with regard to your institution; I should like to get from you the figures, or perhaps you will furnish the Commission with the figures if they differ from what Dr. Armitage states. Dr. Armitage is speaking of 1884; if you have anything later perhaps you will furnish it. We should like to know how many brushes, how many yards of carpet, and how many mattresses were made, how many chairs were seated, and how many brooms were made last year, 1885?—9,504 brushes; 4,185 yards carpet; 161 mattresses; 438 chairs re-caned; 361,733 brooms made.

12,111. With regard to the marriage of the blind, in your institution have you blind married men, or do they marry in your institution?—Both.

12,112. What happens when they marry, what becomes of their children?—We have had since the organisation of our institution quite a large number of marriages where blind men were chased down by sighted women unfortunately, I have had to order sighted women away from my place.

12,113. They wanted to marry blind men?—Yes, and they have done so.

12,114. Suppose a man in your institution gets married to a sighted woman, and she is not able to support him, what becomes of him?—I do not know that we could make it a rule that our blind men should not marry sighted women, but such marriages have been unfortunate in several cases because the parties were dissipated. We have several cases of a totally blind man with a totally blind wife, who are doing splendidly and are earning their living.

12,115. In your institution?—Yes.

12,116. Have they any children?—Yes, and beautiful children, and they are taking care of their families.

12,117. Are they boarding in your institution?—No, they live outside.

12,118. What provision is there for the married blind outside your institution?—If I were compelled to reduce production I should not cut down the earnings of married men. I discriminate in favour of married men.

12,119. Can you tell us what are the earnings of each individual in your institution, and what are the earnings of a man and wife together?—We have men who will earn a dollar and a half a day without any difficulty at all. No blind women are employed in our institution.

12,120. What do they pay you for their board and lodging?—Speaking of the class that board with us, whom we call inmates, two dollars and a half a week (10*s.* British money) covers and more than covers everything, board, washing, mending and medical attendance. The medical attendance costs us nothing, we have allopathists and homœopathists giving their services. As regards the class that live and board outside their cost of living depends upon themselves. We have those that live in two rooms respectably and comfortably, and save money, on their earnings; we have others who are always in debt, people who want to live in a little better style. Then in some cases where a man is married, his wife perhaps will sew or take in washing or do lots of other things that she can do. Then we have other blind men who supplement their earnings at the institution by blowing the organ on Sundays and at rehearsals, and at evening practice, though in some cases a man may earn by blowing an organ only 25 dollars annually. I have known a man to earn 150 dollars. That work does not interfere with the work in our factory at all.

12,121. With regard to the Industrial Home for Blind Women what work do the women at that institution do, do they take in washing for instance?—No, they do cane seating and make baskets, and do knitting and crochet and sewing.

12,122. What do they earn a week?—No individual account is taken, they work in common.

12,123. You say that seeing women run after some of your blind men; is there any practical objection to a blind man marrying a seeing woman?—I think it the most desirable thing in the world if the woman is made of the right kind of stuff, if a blind man can better his

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condition by marry a good seeing woman I see no reason why he should not do so.

12,124. (*Mr. Woodall.*) You said just now that there are case of blind men marrying blind women, which marriages are happy and successful. I rather gathered from the way in which you made the statement that you preferred that both parties to the marriage should be blind?—No, not at all.

12,125. Why do you discourage sighted women coming to make love to your blind men?—I only spoke from what had come under my own observation in particular cases. I have cases where blind couples get on very comfortably. In one case the man is a weaver and the blind woman is a cane senter, they are both energetic and they pay their way and live comfortably. In another case the man blows an organ and works in my factory, and the woman, who is totally blind, teaches music and they support their family splendidly. When a blind man is chased down by a blind woman I take it for granted she is not quite what she ought to be.

12,126. Can you tell us anything about the American Printing House at Louisville; is it managed by any one particular State?—Before the war there was a printing house established there, and several States were pledged to give so much *per capita* to its support, a press was bought and one or two little books were printed; then the war came on and the thing died and remained dead until it was united with the National Printing Association of Philadephia, and then I became its general agent and raised a good deal of money for it and got an Act through New Jersey Delaware, and other States assisting in its support. Then it was thought proper to carry the matter to our general government on general principles. The blind necessarily must have maps and globes and books, and assistance was asked, not as alms but as our right; it was conceded by Congress and they appropriated, with only six dissenting voices in the Senate, 250,000 dollars, that money was invested in 4 per cent. bonds, the interest of which is 10,000 dollars which is paid annually on receipt of vouchers from the different States that they have received their quota. The educators of the blind control the thing, the books are printed by the American Printing House, and the general government pays for them.

12,127. Are any blind persons employed in doing any of the work of the establishment?—I think in some of the departments some who are half blind are employed, but as a general thing I think the blind are not employed. There are many things that the blind can do well, but it does not pay them to do it because they can earn so little at it. We have in Philadelphia a blind printer who can do the whole thing himself, but the progress is so slow as compared with the steam press-work that it is not worth while employing him in the work.

12,128. Have you ever in the States tried the system of combining the deaf and dumb and the blind together in an industrial institution?—Such a combination is a great drawback to both in my judgment, and that has been the opinion expressed by our educators at three different conventions.

12,129. The deaf and dumb could be employed, for instance, in printing, and in fact there are many things which the deaf and dumb could do in industrial work with the assistance of the blind?—I may say that we have three deaf and dumb and blind in my institution, and they are all splendid workers.

12,130. You have told us that you have a retreat for aged blind and for blind deaf mutes; how are they admitted?—Perhaps I may be allowed to give a little history of the formation of the institution. A certain deaf and dumb and blind boy whom I knew was taken out of the almshouse and taken to a school for the blind, where he was kept for a long while; then they found that they could not keep him any longer and some benevolent ladies raised a fund and hired a lady to take care of him; that lady died and he was transferred to another lady; that lady died and he was transferred to a third; that lady broke up keeping house and the boy had to be sent back to these benevolent ladies; they endeavoured to find a home for him in various institutions but failed, and finally they tried our institution; our managers were equally divided about admitting him. I think our institution was the proper place for him; but on one occasion he had got into a temper and drew a case knife from up his sleeve, which looked a little suspicious, and that went against him and he was refused admittance into our institution; then there was no other place for him but the almshouse, into which he was admitted and where he died. There was a sum of 4,000 dollars in the hands of these ladies, and I went immediately to one of these ladies to see if she would not let us have that money if we started a retreat, and she consulted the Honourable John Welsh, a relative, who said yes, that would be splendid; and they put that money in the bank to be drawn when the corporation was formed. I formed that corporation, and it was on one condition alone that we could get the money, namely, that blind deaf mutes must be admitted; that is what our charter says. It was named "The Retreat for Blind Deaf Mutes," and blind deaf mutes are to be admitted without reference to age, sex, or colour. Then in addition to being a retreat for blind deaf mutes it is a retreat for aged and infirm blind persons.

12,131. I assume that you do not know anything about the deaf and dumb generally in America, your only experience of them is derived from those who are admitted into this retreat, who are not only deaf and dumb but also blind?—So far as I know the deaf and dumb are taught trades. I know a clergyman who is a deaf mute. But if they were blind as well as deaf and dumb our place would be the place for them.

12,132. Dr. Armitage mentions a blind institution at St. Louis; have you personally visited it?—Yes, I may say with regard to our blind institutions generally, they are not all alike, in fact I know of no two alike. If the principal of any institution to-day should die, there would be a revolution throughout the whole concern, that is to say, the institutions are governed and ruled according to the notions of the principal; there is no general system as there is in respect to general education for the sighted.

12,133. Is it, in your opinion, a misfortune that the heads of those institutions are changed from time to time as the government changes?—In the case of a State institution proper, the State appoints the officers and foots the Bill, one party may be in power and the institution goes on prosperously for a time, and when that party goes out of power and the other party comes in, there is a general change and it is disastrous.

12,134. With each change of government there is liable to be an entire change of system of working in each institution, which may be disastrous?—Yes, it depends on who is appointed.

12,135. Are the best men generally appointed, or are they appointed on what I may call party or political grounds?—In many cases I should not say that those appointments were proper appointments, of course every one should be fitted for his business, and it requires a peculiar fitness for the position, and the men who are appointed are not always fitted for it in my judgment.

12,136. Do you know Mr. Churchman at Indianopolis?—I did know him, he is dead.

12,137. Was he the principal of an institution which he had to leave on a change of government?—Yes, he was discharged without cause and died broken hearted.

12,138. Is the Braille system generally known throughout the United States?—Yes, it is generally known.

12,139. Is it used for musical purposes?—It is used by several of the institutions.

12,140. It is not universally used for musical purposes in the States?—No, no system is universally used.

12,141. I gathered from what you said that the Braille or point system is coming into use?—Yes, but unfortunately for the blind people there are two point systems.

12,142. Which is the point system which is used for music?—Both are used for music.

12,143. Would not it be very desirable, if possible, that there should be one system for all the world?—It is a thing greatly to be desired, I know nothing more so, among the blind.

12,144. One or even two systems would be better than a multiplicity of systems?—Yes, we have four, two line and two points.

12,145. Do you know the Perkins' institution at Boston?—Yes.

12,146. Is that a private institution?—Yes.

12,147. Would that be a case where the principal would be appointed by the government?—No.

12,148. Is that a good musical school as far as you know?—It has that reputation, it has a blind professor at the head of its musical department.

12,149. Are there many blind teachers of music in the United States now?—Yes, and no.

12,150. Not many compared with the number of blind?—Not as many as there should be.

12,151. Have you visited many institutions in England?—Several of them.

12,152. Have you any suggestions which you would wish to make to the Commission with respect to them?—No. I may say I am pleased with the institutions that I have visited. I have already visited five, I believe. I might make this suggestion, that the industrial establishments should take to importing broom corn, and making the brooms instead of importing the ready made broom from Italy as they do in Glasgow. I should think they could import the raw material as well as the ready made goods.

12,153. At what price do you sell your brooms retail in the States?—We are making 18 different kinds, and they vary in price.

12,154. What is the difference between your wholesale price, and the retail price?—At my store we sell retail as well as wholesale, but the retail business does not amount to very much. I send brooms to Barbadoes, Martinique, Demerara, and South Africa, and they bring a very good price, but for the brooms that I would sell in Philadelphia, I would get a dollar and a half; for the brooms exported I have to pay a duty of a dollar per dozen plus the transportation. In your British ports the duties are very much lower.

12,155. Do you ever sell your brooms at a loss?—Yes, very frequently. Last year I bought broom corn for 60 and 70 dollars a ton delivered in Philadelphia, since then the price has been 240 dollars a ton, if you buy wrong it makes a great differencce, it is the cost of the material that makes the price fluctuate. In carrying on my trade I am governed by three business principles; in the first place I buy as cheaply as I can; in the next place I keep my men at work 10 hours a day all through the year under all circumstances; and in the third place I sell for the best price possible. The making of brooms involves selling them, and the deficiency between the cost and the sum realised on the sale of the articles is what my charity costs; but my deficiency is greater than it should be. We are working out the problem, and the end is not yet. Now let me speculate a little. I told you I believed I could throw the balance on the other side, and I say that from the experience I have derived in the past 13 years. I could double the number of my blind men without changing my fixed expenses a single cent. I could buy my material to better advantage, because I would buy larger quantities; but in addition to that I could cut down my deficiency by availing myself of the assistance of sighted finishers. The legislature has promised me 75,000 dollars for building a new factory for 250 men. Now I hold it to be perfectly legitimate to employ whatever number of sighted men it may be necessary to employ to bring this blind work up to the proper selling point; I will call them a finishing gang.

12,156. You think that an advantage would result from the employment of a certain amount of seeing superintendents?—Not so much superintendents.

12,157. For finishing certain parts of the work?—Yes; for instance, in the case of brooms, the addition of a little ornament, for which sighted assistance would be required but which would cost very little, would greatly enhance the value of the broom, and open up a greater market for the article.

12,158. Supposing the men in your industrial institution become incapacitated from illness, what becomes of them; have you any hospital in connexion with the institution?—No; if any are taken ill we are so full that we cannot isolate them, but I have only to telephone to the Episcopal, the Presbyterian, or the General Hospital, and they send down an ambulance and take away the patient free of expense; but we should have, and we propose to have, an infirmary for our sick.

12,159. You told us that you yourself became blind after you had grown up?—In 1863.

12,160. You had already gone through your own educational training; were you engaged in any business at that time?—I have been blind twice; the first time I was partially blind for 2½ years, and for 3½ years I was totally blind; then I recovered my sight by a surgical operation, and afterwards I became blind again, I was in business on the frontier when I first became blind, I was then a young man.

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12,161. You told us that when you became blind you went into one of these institutions to learn what there was to be taught in them?—I applied to the institution of my native State, New York, and they refused to admit adults under any circumstances, (I brought the matter before prominent men and it was afterwards opened to adults with the restriction that they must board outside,) and I made a bargain with the Philadelphia Institution to be admitted for 300 dollars a year. While I was there the teaching was all oral; they read the Bible, but the teaching of mathematics and everything else was oral, there were no text books that I saw or knew of there, I was aiming at becoming an organist, and in the theoretical music class we had not any books. I said, "How is this, that we have no books?" The answer was, "We have no money," and when I asked whether the State did not furnish money for books the answer was "No." I knew something of the world, and I knew I could find generous hearted men who would come forward with money to supply blind people with books, and I in conjunction with others started an organisation for the purpose. I was the first president of the board, and then afterwards the agent of it.

12,162. It was your experience at Philadelphia of the want of books for the blind and also the want of any properly organised industrial training for the blind which led you to take an interest in the establishment of the American Printing House for the Blind and the Pennsylvania Working Home for Blind Men?—While begging money from one side of the country to the other for the purpose of providing books for the blind I would meet a great many blind persons and they were as much a curiosity to me as anybody. My instructions to my guide were, "If you see a blind man take me to him immediately," and I would question those blind men to get at their condition and mode of living. I found them holding their hats with a card on their breasts selling pencils, songs, and every imaginable thing. This is the sort of conversation that would take place between me and one of these blind men, "Are you blind?" "Yes," "Why do not you go to an institution; why not go to the Philadelphia Institution?" "I did go." "What did you learn?" "I learnt to make brooms," or "cane seat chairs." "Why do not you work at it?" "I tried and failed." "May be you drink whiskey?" "No, I do not." One would tell me his troubles; he would say he tried to make goods and sell them, but he found trouble in selling his goods, he had no money and no place to board, and no shop to work in, and perhaps he would say he had an account owing for his machinery. They would tell me all sorts of stories of this kind, not in one case, not in a dozen cases, but in hundreds of cases. Then I said to myself, What can be done for these men of all nationalities; some have been in institutions, some have not, some are too old for the existing institutions, some of them are men who do not drink; what can we do with these poor fellows? I find that the idea of workshops was not new, and the idea of retreats was not new. 30 years ago one of our educators in one of his reports spoke of the advisability of establishing such institutions, but to me the idea was new. I thought I would try the thing in a small way. I wanted to rent a room in the first instance, and a gentleman in Philadelphia to whom I went, and who undertook to assist me, said, "First raise your money and then go ahead." I drew up a book in which it was stated that no money was to be paid till sufficient money had been subscribed to warrant a success, and that gentleman said, "I will "head this with 500 dollars," and in a single day I got ever so many contributors of 500 dollars each. From that we bought our place and paid for it, and the result has been most satisfactory in raising the status of the blind who have been admitted into the institution. A blind man with nothing to do is of all men the most miserable, give him employment and he is happy. If you had seen these men formerly you would be surprised at the change that has taken place in them. You would touch their dignity now if you offered them anything in the way of charity. Some of my men have sittings in their churches which they attend regularly.

12,163. Have you ever had to dismiss any of your men for bad conduct or hopeless indolence or idleness?—Very frequently.

12,164. What religious instruction were the blind receiving at the time you started the society for the

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spreading of Evangelical literature amongst the blind; were there any books for the religious training of the blind at that time?—Not that I am aware of, except one book in raised type; that was a Swedenborgian book printed by means of a fund left by a lady who died in Boston. On the board of this society there are three bishops, and all the rest are D.Ds., and clergy of every denomination, and no book can be published without receiving the unanimous approval of the board. The first book that we printed was the "Dairyman's Daughter," by Leigh Richmond.

12,165. Is the Bible printed and circulated by you?—No, but we propose to print it in point, I think.

12,166. The English version of the Bible is circulated in America now?—Yes; our American Bible Society has printed it in what we call the Boston letter.

12,167. (*Mr. Johnson.*) With regard to the question of type, does the American Printing House for the Blind now print in both systems?—Yes.

12,168. Does it print in the Moon type as well as in the other line type?—No; the Printing House is simply a machine in the hands of the educators, and it would print in Hottentot if a particular quota were required in that language.

12,169. Were all those large books printed on Dr. Howes' system in the Roman character, which are used to some extent in England, printed at the Printing House?—A very small proportion only. Dr. Howse printed those books for a number of years; his son-in-law, the present principal, raised a fund of 106,000 dollars, with the interest of which he set up a steam press. He prints altogether in the line letters.

12,170. Until very lately I believe the blind at Boston, Philadelphia, and New York, have had their literature printed entirely in Dr. Howes' system or in the Philadelphian system?—Altogether.

12,171. How recently has the point system been introduced into general use?—I cannot say that it would be considered in general use even now, it has been making its way for perhaps 10 years.

12,172. Are all the books printed on what you call the point system printed in Braille?—I know of no books printed in Braille in the United States except what are done by hand. In Philadelphia; hey use the Braille to teach music, but they have also within the last few months introduced what we call the New York point.

12,173. The New York point being a modification, I believe, of the Braille system?—Yes.

12,174. Then the present generation of blind people read by either the Boston type or the Philadelphia type as a rule?—Yes, as a rule, there are exceptions. There are four schools where they read nothing but point.

12,175. What books are printed in the New York point system?—Quite a long list.*

12,176. Those are the books used now for educational purposes?—In many schools.

12,177. But not in all?—Not in all.

12,178. I suppose the majority of the schools use the Roman type of some kind or other?—Yes, the majority of them.

12,179. Do any of them use the Moon system at all?—Not that I am aware of. I know several schools that have Moon but not as part of their education at all.

12,180. As I understand you, the point system, or as we call it the Braille system, is one which has only lately been brought into use for educational purposes?—Yes.

12,181. And it is not very generally employed throughout the States?—Probably one-third of them are using it; the use of it is growing.

12,182. With regard to the 10,000 dollars, the interest of the 250,000 dollars, which was appropriated by Congress for printing books, can any school that likes to ask for a certain number of printed books get them?—It is for the blind of the United States and territories; it is divided *pro rata* among the schools, and if one school wants its quota in line, if another school wants its quota in New York point, and if another school wants its quota half and half they get it.

12,183. The system in which the books are printed depends on the school from which the demand comes?—It depends very largely upon the notion of the superintendent of the particular school.

12,184. One school might employ one type and another school might employ adother type?—Yes.

12,185. And each of those schools would be supplied with the type which they might require from that

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*BOOKS IN WAIT'S POINT.

Wait's System of Point Musical Notation, revised edition, duplicate in line and point.
Wait's System of Point Musical Notation, revised edition, in line letters.
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Puss in Boots, Cinderella, Sleeping Beauty.
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Point Reader No. 1.
" " No. 2.
" " No. 3.
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Organ School, John Stainer.

printing establishment?—Yes. Perhaps I may be allowed to add here that at the last Convention of the Board of Superintendence held on the 6th, 7th, and 8th of July last it was resolved that 20 per cent. of this 10,000 dollars may be used for purchasing works in Braille or any other system elsewhere, that is to say that the superintendent of any institution may to the extent of 20 per cent. of his quota order books not printed by the American Printing House for the Blind but printed say in Paris, and the American Printing House is bound to furnish them.

12,186. Suppose one of the institutions required a certain quantity of books in Moon type it could demand that that quantity should be supplied it?—Yes.

12,187. The books being ordered through the American Printing House?—Yes, the American Printing House would have to pay for them.

12,188. The American Printing House being really the representative of the State?—Yes.

12,189. You gave us an interesting account of your Lancaster Avenue Institution and you told us that you have 134 on the list of whom 84 are inmates; what are the ordinary earnings of those 84?—We have a good many apprentices, sometimes more and sometimes less, 822, and I would have to take the year's make in order to answer that question.

12,190. Apprentices are included in the 84?—Yes, taking the workmen altogether they earned in round numbers last year 15,000 dollars, and there was a deficiency of 6,000 dollars, in other words it cost us 6,000 dollars to give those men a chance to earn 15,000 dollars, and to develop the skill of the apprentices.

12,191. A great proportion of the 84 who board with you are earning wages?—Yes.

12,192. Does any part of their wages go towards the payment of their board?—Yes.

12,193. Does their work, as a rule, cover the expenses of their board, and is there any profit to themselves?—No, the institution is not self-sustaining.

12,194. Do you find carpet weaving a profitable thing?—Carpet weaving is a splendid trade, and the blind can make good wages at it.

12,195. What sort of carpet do you weave?—It is made of rags, and there is a wool stripe in it.

12,196. It is not the same sort of carpet that we use in England to cover our floors?—No, my rag carpet business is very small, I only keep two weavers going, but it shows a profit. I only charge 25 cents a yard, and yet I make a profit. When there are no custom orders coming in I weave stock carpet on which there may be 30 or 40 per cent. loss, but the margin of gain in the one case covers the loss in the other. At the same time it would be a perfect farce to keep 150 men at work at it, it is a small business. As a general business for any considerable number of blind it would not pay at all.

12,197. How do you pay those who weave carpets, do you pay them by piece-work?—I send the beam to the firm who makes the warp, and then it is brought up and put into the loom and a blind man weaves the carpet.

12,198. The loom is furnished by a sighted man?—Yes, it is put in order by a sighted man and the weaving is done by a blind man.

12,199. What can blind men earn a week at that?—If it is custom work I pay them 10 cents a yard for weaving, a man will weave 10, 15, or 20 yards in the day and do it easily, that is custom work, a man will earn from a dollar a day and upwards at that work. I have been speaking hitherto of custom carpet work exclusively. Now let me take what we call stock carpet, I go and buy half a ton of rags, and I pay the man seven cents for weaving a stock carpet, and this stock carpet costs (I am speaking now of last year) within a fraction 32 cents a yard, and I send it to the auction store and get only 19 to 21 cents. nett, so that you see there is a loss there. My carpet department on the whole shows a profit because the margin on the custom work covers up the loss on the stock carpet.

12,200. Have you sufficient custom work to keep a certain number of men always employed?—About three-fourths of their time, and it is increasing.

12,201. And for one quarter of their time they are engaged in what you call stock work?—Yes, about that.

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12,202. With regard to mattresses, what can a man earn at mattress making?—My prices are precisely the same as outside prices.

12,203. You follow the trade price outside as a rule?—Sometimes when my men think they are getting too little I will advertise in the daily papers, "Wanted, "carpet weavers or sowers. Address" so and so; they do not know who is advertising, and I will get, perhaps, 50 answers, and I take the medium of the extreme prices, and so get at the price I pay for the work. I take not the lowest and not the highest, but half way between. Now as to mattress work, it is a delicate subject with me because I differ from many of our American institutions with regard to employing the blind at mattress making; blind men can make splendid wages, probably better wages at making mattresses than at anything else that I know of, but it is utterly worthless for any considerable number of blind to work 10 hours a day at and for this reason, that all our first-class hotels keep upholsterers constantly employed. I solicit orders for mattresses, and we execute the orders to the perfect satisfaction of those who give the orders, and the men make good wages at the work, but two mattress makers will do all the custom work that I can get in our big city, and will not be employed all the time. To keep a large number of men at mattress making requires a large capital and a big store room.

12,204. I gather from you that you do not think that mattress making is a trade that should be very much pushed amongst blind people?—If you are teaching a blind person who will hereafter go to his country home, I think he should learn all he can be taught, and then if he gets a mattress to overhaul he will be able to do the work, andif he gets a chair to cane he will be able to do it. I am speaking of a large manufacturing establishment in which the branch of industry of which we are speaking is carried on as a trade. Then there is another thing to be borne in mind; sighted establishments have machinery for dealing with the material of which the mattress is made, and they will do more in an hour by machinery than any blind man in the kingdom could do in a week. Then as regards sewing up the cases, a sighted girl will do it so much quicker than a blind person.

12,205. Have you any difficulty in finding customers for your work?—My main trade is in brooms.

12,206. You have no difficulty in that?—Yes, and no. I can sell at any time any quantity of corn brooms if they are good; the price is not always so satisfactory as it might be, it depends upon whether the market is glutted or not. As to cane seating chairs, I know that in the New York institution they recommend cane seating as well as mattress making. I asked them why they recommended that the blind should be employed in cane seating, knowing as I did that it was not profitable, and the answer I received was that they recommended it as a means of education. I know that in the largest concern in Baltimore their trade has been solicited this year at 3 cents per chair; that is to say, an ordinary dining-room chair, and I have never yet known a blind man that could cane over three a day, and that would be 9 cents of our money. I am speaking of new work. The reason why orders for cane seating are executed at so low a rate is that our houses of refuge and our gaols, and so on, do the work. I would teach the blind to re-cane old chairs, and a blind man could make a living at caning old chairs, provided he could get all that he could do at it.

12,207. I understood you to say that 6s. a day was easily earned by your men; that is 36s. a week; at what trade do you think they can earn 36s. a week?—We have men that could earn a dollar and a half a day, that is 6s. of your money, but I do not say that, taking the average, they would earn that.

12,208. What would the average earnings of your men be?—About 400 dollars per week.

12,209. What is the ordinary age at which they are admitted to your institution?—We have men from 20 to 60 years of age.

12,210. You do not have many younger than 20?—I do not know that we ever have had any younger than 20.

12,211. Do not you think it would be a desirable thing to have them at a much earlier age if you could get them?—In my judgment there should be two institutions, one which should be purely educational and they should take blind children under a certain age, and there should be another institution purely industrial

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which should take all others of suitable age, one man may be able to earn his living at 60 while another may be entirely used up at 40.

12,212. With regard to the retreat for the aged blind, has any similar institution been established in any other State but yours?—No.

12,213. What is the number of aged blind persons that have been received in your retreat?—The retreat is a small affair, we have 12, less three that have died. We have a great number of applications from candidates for admission, but though there are a great number of applications we find that a great number of the candidates are not qualified, our institution is not a hospital, and a person of 75 who would seem to be in every way suited for the retreat when he comes to be examined by our physician is found to have some disease about him; then there is another class who are ineligible, we have applications to admit their old father or aunt, from parties who are abundantly able to take care of their father or aunt themselves, we do not take such cases as those. Our institution was organised to receive the blind after they get too old to work in these industrial institutions.

12,214. For how many have you accommodation?—For only 15, in the home that we have at present.

12,215. Do the friends pay anything towards their maintenance?—As a rule, no.

12,216. Does the State pay anything towards their maintenance?—No; it is a local charity.

12,217. One question with regard to music; do you think the profession of music is at all a successful one amongst the blind in the United States generally?—I think it ought to be.

12,218. Can you tell me whether there are many blind people in America who are making a good income as professors of music or as teachers of music or as tuners of the piano?—Tuning is considered to be a first class business. The best organist in Philadelphia is a totally blind man with a totally blind wife, Mr. D. D. Wood.

12,219. Of course there may be very talented men as musicians, blind or sighted, but what I ask you is whether the profession of music and the teaching of music among the blind is considered a great success commercially in America?—I do not know what proportion of them may be said to succeed in the profession of music, everything being equal the blind man must go to the wall, he must be superior to the sighted teacher to succeed. I do know a great many who are teaching music and making a good living at it. I know a great many others that have failed. I have in my institution a dozen educated musicians who have tried to get a living at music and failed, and they are now working at broom making.

12,220. (*Dr. Tindal Robertson.*) With reference to the type question, you said that there are two kinds of type in line in America and two kinds of point type; which of the two kinds of point type do you use personally?—I use the New York point.

12,221. Is that the one generally used?—I think up to quite lately the other was more used, I am speaking of the Braille; but the reason of that was that it was energetically pushed, and there are even now all sorts of musical works in Braille, and they are being multiplied rapidly and pushed in every direction. I have formed no opinion of the comparative merits of the two point systems. My oracle among blind musicians is this Mr. D D. Wood, and he gives the preference to Braille, and is using it in the Pennsylvania Institution for the Instruction of the Blind.

12,222. Do you think the New York or the Braille is making the more progress in the country at present?—I think the New York point is.

12,223. With regard to music, do you think it would be possible to teach music successfully by any other plan than by one of those systems at any rate?—No, it is not attempted in any other system.

12,224. With regard to State aid, did I rightly understand you to say that the institution in your State where the young blind are taught is not aided?—No; the State pays 300 dollars for 155 of them. The Working Home for Blind Men is aided to the extent I have mentioned, and the Industrial Home for Blind Women receives 3,000 dollars, but the Retreat is purely a local charity.

12,225. Why is basket work left out of your trade system?—It has been most thoroughly tried by some of our institutions and given up. I visited the institution at Brantford in Canada, and found it working very successfully, and I came home very much inclined to introduce it, but I went into the market and found I could get ready made baskets imported for about what the raw material would cost us.

12,226. Was it the pecuniary reason only which made the training school abandon the brush making and mat making?—The brush making in our country is largely done by machinery, and by the prisons and by the houses of refuge and so on, and they could not compete with the work so done. The New York institution issued a pamphlet showing a list of those trades which they had tried and abandoned, and broom making is included in that list.

12,227. Is mat making included in the list?—Everything I ever heard of as being worked at by the blind is given as worthless, and yet they recommend in the same book mattress making and cane seating, the most worthless of them all.

12,228. I understood you to say that you thought broom making was about the most remunerative thing, and you suggested that it was possible that the raw material might be imported into this country and manufactured here?—I do not know what the duty on the raw material may be as compared with that on the manufactured article, but I should suppose that the duty on the raw material would not be more than that on the ready made goods; but if they are coming into general use (and they are selling them largely in Glasgow), I think it would answer the purpose of the institutions here to buy the raw material and make the brooms. Those Italian brooms which I saw at Glasgow have painted handles, and they pay 15s. for them, British money. They have to import those brooms from the continent; why not import the raw material, and manufacture them instead of importing the ready made goods.

12,229. It has been suggested to this Commission that it would be a good thing to establish large central depôts in the provinces of this country for the sale of articles made by the blind; do you think such a depôt as yours would meet that kind of requirement?—I have not the slightest doubt that by the establishment of such depôts the blind themselves would be 1,000 per cent. ahead of where they are now, and the tax-payers would be a long way ahead, it would be better in every way in which you could look at it in my judgment.

12,230. Suppose such an establishment was founded at each of the large provincial centres of this country, do you think it would be a benefit if the State was to subsidise it to a certain extent?—In my judgment, yes, and for this reason, the State will meet you with this objection, If we take care of this defective class we shall have all the defective classes calling upon us to help them and there will be no end to it. But the blind are a little different from the deaf mutes, for instance, the blind have to be cared for in some way, and I see no reason why with the help of the State they should not almost have the monopoly in some trades, it is not much assistance that the blind want. A blind man is content with less earnings than if he could see, his expenses are less. A man is led into expense through his eyes many times, and he would be clear of that if blind.

12,231. Are you aware that in the training schools of this country for the blind, technical instruction is given at the same time as general education?—Yes.

12,232. Do you approve of that system or would you confine the education of blind persons entirely to general education in the first instance, up to a certain age, and then teach them the trades they have to follow afterwards?—Speaking of my own country I would rather take a man who never saw an institution. I will tell you why: Take a man who has become blind in a machine shop, he has always been used to earning his living, he is now blind, he comes to my place and has a chance to make his living, he devotes all his energy to the work, and succeeds in 99 cases out of 100. On the other hand take a boy who has been brought up in an institution, he plays the piano a little, he has received a certain amount of general education, and he has been employed half an hour now and then in the shop; it is harder to teach such a person to do some industrial work by which he may earn his living than one who had become blind late in life, but who had been accustomed to some sort of work. I would prefer to take them without any instruction at all than to take them half taught.

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12,233. You prefer that up to a certain age they should be restricted to purely educational matters, and that afterwards they should receive their instruction in industrial work?—Yes.

12,234. Do you think it advisable to bring up blind children by themselves, or do you think that they should be educated amongst sighted children; suppose you had a child of your own that was blind, would you prefer that it should be taught in a school confined to the blind, or in a public school where there were sighted children as well?—I would not send it to a school where there were sighted children.

12,235. Why?—For several reasons; the blind require peculiar training, a different training from the sighted, they receive their impressions very differently. In teaching the blind you must have appliances addressed to the sense of touch, which they could not have in a sighted school.

12,236. I am supposing those appliances were provided?—If you could have a class of blind children tacked on to a class of sighted children with proper instructors, even then the blind would be likely to be neglected.

12,237. You have very large experience amongst the blind; have you formed any idea as to the comparative causes of blindness?—A very large proportion of our institutions which issue annual reports give the causes of blindness. Taking the case of children I think the proportion of those that are born blind is very small, less than three per cent., and in a large proportion of cases the blindness is due to ignorance and neglect among adults blindness has been caused in a very great proportion of cases by accident.

12,238 Is here any part of the country in which there is any special cause for blindness?—In those counties that have the most rolling mills, and machine shops or coal mines there is a far larger proportion of blindness in comparison to the population than in the agricultural counties.

12,239. Is there any general plan in the country by which preventive treatment is practised at an early age for those diseases that affect childhood?—I have never heard of any.

12,240. Do you think it would be a great advantage if some general system were adopted for the prevention of blindness in infancy caused by the neglect of the mothers to take the proper means of preventing it?—I think it would.

12,241. (*Dr. Campbell.*) With regard to evangelical literature you stated that at the time you started the society for providing evangelical literature for the blind, you only knew of one religious book being printed in America; are you familiar with all the books printed by Howes' press previous to the time you referred to?—I have read list after list, catalogue after catalogue of those issued by him; there was Milton's Paradise Lost, Bunyan's Pilgrim's Progress, and the Prayer Book, but the editions were exhausted, consequently there were not any to be had at the time that the society for providing evangelical literature for the blind was started.

12,242. From what you said one would have gathered that at the time that society was started only one book had been printed adapted for the religious education of the blind?—I should have said for the free use of the blind.

12,243-4. A very large number of books had been printed which could be had by the poor blind in various ways; such books for instance as Baxter's Call to the Unconverted?—I was referring to books for the free use of the blind.

12,245. Have you examined carefully the results at the institutions where music has been thoroughly taught, and can you give us the per-centages of successes in those institutions?—I know nothing about such statistics. I have no confidence in such statistics. I have seen statistics which I know to be faulty, and I have no confidence in statistics. I speak from information that I have received in different parts of America in which I have travelled, and I know that but a small percentage of those that have studied music are earning their living by it.

12,246. You spoke of the blind learning music as an amusement; you were not including them in your percentage, but I take it you were referring to those who had had proper musical instruction?—Yes, I was speaking of those who thoroughly studied music in the Philadelphia Institution.

12,247. Of those who receive what you call a thorough training in music, how many begin at the proper age when music can be studied successfully?—I think most of the institutions take them quite young, at all events quite young enough ordinarily, if they have the capacity to begin with six or eight years musical instruction ought to make fair musicians of them.

12,248. Is it not the fact that every State school for the blind in the United States is compelled to take blind persons up to the age of 21?—I think not, if a blind person is taken in at that age it must be because a senator, or a member of the legislature, or some strong man comes and asks as a favour that the school will take the blind person in; I know they do not admit persons of the age of 21 at several schools.

12,249. Do not they take them up to 21 at most of the schools?—They have heretofore, even to the age of 56, I know they do not take them of the age of 21 in New York city, nor will they in Philadelphia, unless it is a special case where a member of the legislature wants them to admit such a person.

12,250. As a general rule in the United States do not they take them at the age of 21?—That has been the general rule hitherto.

12,251. Up to recently, at all events, it has been the rule in Philadelphia, consequently our per-centages must be founded upon that; whatever change has been made within the last year or two does not affect the per-centages?—No.

12,252. Therefore, if in Philadelphia they have taken pupils up to that age, whatever musical instruction they may receive, they are not all of the proper age to study music successfully?—No, they are too old.

12,253. What per-centage of those who have been trained in handicrafts at the Philadelphia School have gone out and become self-sustaining by handicrafts; I am not speaking now of those who have come to your institution?—It would not be anything worth speaking about.

12,254. That is to say, the per-centage would be so small that you could not estimate it?—Yes.

12,255. I suppose you will admit that the instruction in Philadelphia in music is not what it ought to be if the person undergoing the instruction intends to follow music as a profession?—I would not say that.

12,256. You tell us that the per-centage of success from the teaching of handicrafts in the Philadelphia School is so small that you could not estimate it; is there any reason to believe that the musical education in that institution is better than the teaching of handicrafts?—I do not wish to be misunderstood. I have studied music and taught music there, and I know something about the teaching of handicrafts there. If a man does not succeed in handicraft after he has left the institution, it is not so much the fault of the institution. I do not wish to be understood as criticising any institution. It would be utterly impossible for any man, blind or sighted, to set up and carry on successfully and without money, without friends and without credit, a broom business or any other business against a large establishment like mine, or against the other large concerns in Philadelphia. The want of success in the cases we are speaking of is not due to the institution; it is simply out of the question for any man to compete with those large establishments.

12,257. Still I understood you to say that the technical instruction given in the Philadelphia institution was such that when those who had been taught there came to your institution you were obliged to re-teach them the trade which they were supposed to have been taught at the other institution before they could earn their living?—I wish to be understood in this way; a man may remain at the Philadelphia institution, or any other institution, for a term of years; he may then go out into the world, and he may try one handicraft after another and fail, and perhaps it will be some time after he leaves the institution that he will come to mine; sometimes the interval between the time he has left the other institution and the time that he comes to mine is so long, that practically he has, not to learn his trade over again, but something in that direction.

12,258. You stated that you yourself had been taught music, and had been a teacher of music in the Philadelphia institution?—Yes.

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12,259. How old were you when you began to study music in the Philadelphia institution?—I was 32.

12,260. Do you believe that even a sighted person, with all the advantages that he must have as compared with a blind person, can begin to study music at 32, and then acquire such a proficiency in it as to get a living at it by following it as a profession?—No, perhaps not; but as regards teaching music, I knew a little music perhaps before I was blind, but suppose I have no knowledge of music whatever, and a skilled professor teaches me the rudiments of music, and I am told to take a class of children and teach them, I myself would be learning while I was teaching. I would transfer to them what I had been taught myself.

12,261. Is not it the fact that much of the musical instruction in the institutions in America is given by people who have been put into the position of teachers for the sake of giving them something to do rather than because they were best suited for it?—I am bound to say that I think our American institutions lack in not employing the best talent. I believe the best talent is the cheapest in the end.

12,262. (*Chairman.*) You stated that you yourself taught music in the Philadelphia institution; I take it that you did not profess to be an accomplished musician, but you only professed to teach to children the rudiments of music which you had yourself been taught?—I simply transferred to them what I had myself learnt.

12,263. (*Dr. Campbell.*) Much of the instruction in the Philadelphia institution for instance is given by people who are not capable musicians?—By proper teachers.

12,264. Not by capable musicians?—No.

12,265. Do not you think if a proper technical musical instruction was given from the earliest age in those institutions it would entirely change the per-centage of success?—I firmly believe it, my belief being based upon a large experience, that a child of ordinary intellectual calibre, brought up in the right atmosphere and properly taught, could be made a first class musician.

12,266. If those in the Philadelphia institution were so taught it would entirely change the per-centage of success, would it not?—Yes, probably the number of those who succeeded would be larger.

12,267. The failure hitherto in music, not only in Philadelphia but elsewhere, has been for the want of superior instruction, has not it?—Superior instruction and application on the part of the pupil, both.

12,268. In answer to Dr. Robertson you said you would not recommend that the children while they were in school should be taught any handicraft; do you not think it would be well, while the children were at school, not to allow them to become indolent and lazy, but to teach them how to use their hands so as to enable them to use tools properly though the special training might be left till afterwards?—I see no objection to that.

12,269. With regard to the amount given in charity to the blind in New York, New York being a great port of emigration is peculiarly circumstanced?—Yes.

12,270. There being so many foreigners brought in, blind among others, New York is an exceptional country?—Yes.

12,271. With regard to workshops there have been many efforts made in the United States to establish worshops, have there not?—Yes.

12,272. And some of them are still in existence, for instance the one at Boston?—That is not like mine.

12,273. But are there other workshops in the United States?—In connection with the Workmen's Institution governed by the workmen in almost every State.

12,274. Is not the one at Boston entirely independent of the Workmen's Institution?—They claim to be a part of the organization.

12,275. There is a workshop in Boston where they employ 25 to 40 men are there not?—They have a small number there when they have work for them.

12,276. Your working home is an institution which has my greatest admiration, but is it not the fact that great efforts have been made in Boston, New York, and other places in America to establish workshops, most of which have failed?—The one in Baltimore was run awhile and given up. One in New York was run awhile and given up, and they are now building a great home where they propose to accommodate 100 inmates.

12,277. At all events is not it the fact that workshops of a somewhat different type to yours have been established in America and that some have failed while some are still in existence?—Yes.

12,278. Returning for a moment to music, you will, I suppose, admit that where the instruction is all that it ought to be the per-centage of success must be very much higher than where the instruction is not what it ought to be?—Certainly.

12,279. Can you give me the per-centage of success following on the tuition in the musical department in the Boston Institution between 1860 and 1869?—No.

12,280. Would you be surprised to learn that they claim so high a per-centage as 75 per cent.?—I would not believe it.

12,281. That appears in Dr. Howes' Report?—I would not believe it if you ask me my opinion.

12,282. You would not be inclined to accept my figures if I showed you that there were more than 50 per cent. of successes?—I would not doubt the truth of your figures if you assured me that they were correct, but when I am asked my opinion I give it. Admitting for a moment that the Boston figures show that they turn out 50 per cent. of successes, I speak of the blind as I have found them from Boston to New Orleans. I have graduates of the Boston School making brooms in my working home to day.

12,283. (*Rev. C. M. Owen.*) You stated that the legislature votes an appropriation to your working home; what would be the sort of representation made by you on which they would vote that appropriation?—At first our deficiency was 6,000 dollars. I went personally before the appropriation committee and made a statement of facts, showing my balance sheet and showing that we had so many men and that they had done so much work and that we wanted so much.

12,284. Was no text of efficiency applied before you got the appropriation?—There is a board of State charity appointed by the legislature, and they must visit State aided institutions periodically and report. I notice in their reports from time to time that they recommend that some institutions should have the grant asked, and in some cases they cut down the amount asked for.

12,285. Before the State gave a grant to your working home was any test of efficiency applied?—Yes; the board of State charity visit the institutions that receive State aid, and they make a written report which is printed, and they visit the institutions periodically, and give the date when they visit, and state what is being done, and how many are present, and so on.

12,286. You suffer from the competition of prisons?—Yes.

12,287. Have any steps been taken to counteract it?—The government has done away with convict labour to a great extent.

12,288. Is the prison competition in mat making more than in anything else?—In all sorts of work which convicts do; work is done by the convicts in some of our gaols.

12,289. To what classes as a rule do the adult blind belong?—I should say 90 per cent. to the very poor classes.

12,290. You said that a large proportion of your men can almost earn their living, and they need only a small supplementary aid; on what principle would you estimate what aid they should have?—It would be governed by our deficiency. We need so much money, and our deficiency is according to the number of men we have and the number of apprentices we have. We encourage every man to work for himself outside.

12,291. The supplementary aid is not given on the application of a test of each man's efficiency?—No, that has nothing with it.

12,292. When your men leave your institution to carry on their work at their own homes how do you keep up your connexion with them individually?—We do not keep up any connexion with them.

12,293. How could State aid be brought to bear upon those who have lost their sight when they are too old to learn a trade to any degree of efficiency?—That would have to be left to pure charity.

12,294. How do you communicate with the blind who are also deaf and dumb?—We have one man who is called deaf and dumb and blind, he is perfectly deaf and perfectly blind but he can talk a little, you can understand him when you get used to him, one can see a little, and we communicate with him by the finger alphabet.

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12,295. You say blind children are admitted into schools when they are about six years old, we find in our blind schools that they cannot dress themselves at that age. Do you have sighted labour to help them to wash and dress?—Yes.

12,296. We find it increases the expense if we take them in so young, and therefore we do not admit them till they can wash and dress themselves?—Sometimes when they come at 11 or 22 they are helpless. At one institution there are 65 paid employés. Blind children come to our schools who have parents that have not taught them to dress themselves at the age of six, and the sooner we get them away from such parents the better for the children.

12,297. (*Rev. W. B. Sleight.*) You stated that blind children in every State are entitled to education; is this education compulsory?—No.

12,298. Do you know whether the same is the case with the deaf and dumb children?—I believe it is. I was at a meeting where the representatives of the defective classes made statements; the defective classes are called wards of the State in our country, and I believe they are entitled to education at the expense of the State. I know the blind are, I know the insane are, and I think the deaf and dumb are.

12,299. You say you have 84 inmates in your industrial home; they live in the institution?—Yes.

12,300. You state that they sometimes earn as much as nine dollars a week?—Yes.

12,301. And they require 2½ dollars for their board; what do they do with the balance?—When I said they will earn as much as nine dollars a week I was giving you the outside figure; their earnings do not average that.

12,302. What do they do with the money they earn over and above what is required for their keep?—I have a savings bank, and one old Irishman has a real handsome bank account, and some of them keep their money with their friends; some squander all they can get.

12,303. Will you give us the daily routine of the industrial home?—The bell rings at 6 o'clock, when everybody gets up; they have breakfast at half-past 6, at 7 o'clock the bell rings for work which is carried on till 12; at 12 the bell rings to quit work, at 10 minutes past they have dinner, at 1 o'clock the bell rings to go to work and at 6 o'clock to stop; the bell rings 10 minutes after for supper, then comes our evening prayers, and I have a man whom I hire to read the newspapers to them, and we have books in raised type, and they read among themselves, and they play chequers and chess and dominoes, and some of them play the piano, the organ, and all sorts of musical instruments.

12,304. They spend their evenings in amusements?—We have lectures from time to time, they retire to the smoking room and smoke, and so forth, which they are at perfect liberty to do.

12,305. Is there a library provided in the institution?—In raised type, and in all kinds of type. We have the Bible in Moon's type, and in the Boston letter, and we are also getting it in the point letter.

12,306. (*Mr. Arrol.*) You stated that the population of Pennsylvania is 4,000,000, and that there are 4,000 blind, that is one per 1,000; do you know if the number of blind is increasing or diminishing in the States?—I think diminishing.

12,307. Is Pennsylvania one of the States with the greatest number of blind?—New York has the largest number of blind.

12,308. Suppose the number of blind children of school age in Pennsylvania, that is to say, between the ages of 6 and 15, to be 300, how many are attending school?—I should think about 110 or 115.

12,309. How is it that the grant which the Government gives on each child does not induce the blind institutions to get at those children?—The school has been full to overflowing for years; they have hitherto received adults, and they have a home department. The home department is gradually being done away with, and the adults are being gradually done away with, so that there will be more room. Now the idea seems to be in our State, that the adults should come to me, that will leave more room for children in the institution; and they are building another institution in our State, somebody having left a legacy of 20,000 dollars for a blind school. I understand they propose to ask the legislature for an appropriation, and that will also be an opening for them.

12,310. Do you not suppose that it would be better for the blind to be educated along with the sighted if there were the appliances necessary; do not you think that mixing the blind with the sighted in an ordinary school gives the blind greater self-reliance, and more aptitude to mix with the world?—A great many people on the other side are advocating the blind being educated with their sighted brothers.

12,311. As to apprentices who are learning trades in your working home, are their friends called on to pay anything for their board?—No; on the contrary, if there were two parties making application and one had no friends and no money at all, and the other was willing to pay any amount you might ask, the one with no friends would be taken in preference to the other.

12,312. You said that there were six of the 134 that you send material to; can you give the Commission any information as to their success?—They are old brush makers that did not learn their trade at my institution, they had learnt their trade at the other institution. As I have stated, we have never taught brush making and never shall probably, and we only carry it on in order to furnish work to these old outside people who cannot do anything else When they die and drop out that trade will probably cease with us.

12,313. I gathered from what you said when you were asked about pensions that you are generally disposed to discountenance pensions or doles, perhaps your view in that respect is founded upon what you have told us with regard to the distribution of the charity in New York, you said that in New York a blind person who wanted to receive a share of the charity had to go to the oculist and receive a certificate, but if in addition to that a certificate were required to show that the man's character was good you would probably not see so much objection to a blind man receiving such assistance, seeing how he is handicapped compared with a seeing person?—The certificate of the oculist simply vouches for the man's being blind beyond recovery, as to character I could not object to giving an old worthy man or woman 38 dollars, but taking the recipients of that charity as a class I know that a good many of them are intemperate. As a principle the giving of charity in that way tends to pauperise the recipients. One case will illustrate what I mean, I knew a strong young fellow who had some little proficiency in literature and music and I found him begging in the street with a big card round his deck. I said to him "would not you like to come into my institution and go to work"? He answered "No." I said "Surely that would be more respectable," but his answer was "I prefer begging. I make more money at it." I could not coax him there. After a man's self respect is gone you cannot get him back to an industrious life.

12,314. If they are of proper character do not you think it would be advisable to give them some assistance to enable them to cope with the disadvantages they are labouring under?—Circumstances alter cases. I am speaking as a rule. If you take any considerable number of blind, or sighted men either, in any community and you commence giving those men money without their earning it, what do you do? You ruin them, in my judgment. Instead of distributing money in that way I would build a factory and give those men a chance to earn 300 dollars instead of 38, and the men would be all the better for it and the country would reap the advantage of it also.

12,315. (*Chairman.*) Has your institution received any circular from Dr. Campbell asking you to give information with regard to your institution for the benefit of this Commission?—If I received such a circular I must have mislaid it.

12,316. Do you think if a paper of questions was sent round by this Commission to the different institutions in the United States, the managers of those institutions would be willing to furnish replies to those questions for the use of this Commission?—Yes, I think they would.

The witness withdrew.

Adjourned.

32, Abingdon Street, Westminster.

Thursday, 4th November 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
CHARLES FEW, ESQ.
THE REV. CHARLES MANSFIELD OWEN.
CHARLES E. D. BLACK, ESQ., *Secretary*.

Mr. JAMES MCCORMICK examined.

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12,317. (*Chairman.*) You are master of Henshaw's Blind School, at Old Trafford, near Manchester?—Yes.

12,318. How long have you been connected with that Institution?—Ten years.

12,319. Have you also the management of the out-door department of the Institution?—No.

12,320. The evidence you will give will have reference to the Educational Department?—Yes, but I can give the Commission some particulars of the out-door department.

12,321. You can speak more particularly with reference to the Educational Department than as to the Industrial Department?—More particularly with reference to the education and the training for the workshops.

12,322. Industrial training is not carried on in Henshaw's Blind School, except to a limited extent?—Only to the extent of preparing pupils for the workshops; they are all pupils, whether they are old or young, at Old Trafford.

12,323 When we visited your school, you said that you thought that it might be desirable to lower the age of admission to the school; have any steps been taken, by applying to the Charity Commissioners or to the Court of Chancery, to get the age lowered?—Not yet; my Board have not come to any determination upon that point.

12,324. But you think it desirable that the limit of age should be relaxed?—I do.

12,325. And that the education of blind children should begin as early as possible?—Yes.

12,326. Would you say at six years of age?—Quite as early as six years of age, because they are so apt to get into bad habits at home.

12,327. Do you think it would be possible that blind children could be taught in the ordinary board schools?—I do not think it possible, unless they could be congregated in sufficient numbers to admit of the board schools employing teachers specially for them. Unless the teacher could devote a great deal of attention to the education of the blind children, I should think it would be almost impossible for blind children to be taught in an ordinary board school.

12,328. Do you think there would always be a great number of blind children who from physical infirmity would not be able to go into an ordinary board school?—I should think that those that would be unable on account of physical infirmity to go into board schools would be ineligible for admittance into our institution.

12,329. Do you refuse any who are delicate, that is to say, any who require care?—If they are suffering from any sickness that requires constant nursing, we do not take them. We do not take any who are subject to fits, for instance, or those who are imbecile.

12,330. Is there any medical examination before you admit children into your institution?—Yes. They are examined by their own medical man, and his certificate is sent to my board.

12,331. With regard to instruction in music, I see from your published regulations that the music master attends from 9 o'clock a.m. to 12.30 p.m., and from 2 p.m. to 5 p.m. every day; has that always been so?—No.

12,332. When was the change made?—Three or four years ago. The music master wanted more money, but the Board gave him time instead, so that he only came half a day for about two years; then we found it necessary that he should give us more of his time, and since then he has given the time named in the regulations.

12,333. During the time that he only attended half the day, did the musical education fall off?—We had not so many pupils; we had altogether about 80 then, whereas in the last four or five years we have gradually increased up to 150.

12,334. Have any of your pupils gone to Norwood?—Yes.

12,335. How many have gone to Norwood?—I think six altogether. We have only sent three direct from our institution.

12,336. Do you think music is the best possible means of employment for the blind?—No.

12,337. Perhaps you will be good enough to give the Commission your reasons for that opinion?—First of all, I think it is not advisable to teach so much music in our schools, because so few of the children possess sufficient ability and energy to make anything of it. A good many of them have ability, but they have not energy enough to follow it up. Then, again, after they are educated, the difficulty is in their procuring employment.

12,338. Do you know of your own knowledge cases in which they have failed to obtain employment in music?—I know that they cannot get a living at it.

12,339. Do you know cases where blind persons who have had a good musical training have tried to get a living by music, and being unable to do so, have fallen back upon industrial employment?—No; I think they continue at music in some shape or other, either in the streets or in public-houses. I do not think they go to trade.

12,340. You think that for the general mass of the blind industrial employment is the best?—I think for the general mass it is the best employment, certainly.

12,341. Have you ever turned out any good scholars in general literature from your institution?—Those who have shown themselves proficient in general literature we are employing ourselves.

12,342. As teachers?—As teachers. I think there are greater openings for the blind in literary occupations than in music.

12,343. What literary occupations do you consider are specially fitted for the blind?—They could be employed as scripture readers, and also as readers to the blind who are engaged in daily occupations in their workshops, and if they have sufficient ability and energy, there is the Church and the Law open to them.

12,344. You think, in fact, that they should be trained to undertake the occupations of seeing people as much as possible?—Yes, I think they should be educated on the lines of the education of seeing people as far as possible, and be fitted for the occupations which they would have been fitted for if they had their sight.

12,345. Would not intercourse with children of their own age in seeing schools be the best way of fitting them for those occupations rather than putting them in a special institution?—I do not think so.

12,346. Do not you find that blind children are rather, so to speak, at sea when turned out into the world from a blind institution?—No; I may say that the blind do not like to work with seeing people in workshops; they prefer working by themselves.

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12,347. Is that because they think the seeing workmen are taking the bread out of their mouths?—I do not know that it is entirely that; they think, perhaps, they are taking advantage of them in some respects.

12,348. What number of those whom you educate industrially in your school pass to the out-door institution in Bloom Street, Salford, and earn a livelihood for themselves?—We have 44 people learning basket-making in our basket shops.

12,349. Do you follow the career of those who go and work outside either for themselves or in the adult workshop that you have in Bloom Street?—We do so as much as we can, but we find great difficulty in doing it.

12,350. Do you think there is a want of thoroughness in the education of the boys in handicraft? Do they remain sufficiently long with you to become good workmen?—No, that is the great difficulty that we have to contend with. As soon as a youth has been in the workshop, say, a year or two, and is able to make a bottom of a basket pretty fairly, his friends begin to think he is bringing an immense amount of money to the institution which they think should go into their own exchequer, and they bring that to bear upon the lad, and of course the lad has the same desire as a seeing lad to get from under control if he possibly can, and he goes away; and the consequence is that he is an inefficient workman, and cannot get his living.

12,351. What is the average age at which they leave you?—They do not as a rule remain more than two years in the workshops. Of 130 pupils in the Blind Asylum, between 1876 and 1886, 22 were in the institution six months, 24 were in one year, 30 were in two years, 17 were in three years, 12 were in four years, five were in five years, four were in six years, eight were in seven years, one was in eight years, four were in nine years, two were in for 10 years, and one for 37 years. The one who was in for 37 years was a basket maker. He was 37 years on the old asylum foundation; that is still in existence. The difficulty that we experience in keeping the pupils with us arises from the expense to which the parents are put. Say their child comes in at nine years of age, and he is at school till he is 16, and he then goes into the workshop for another six or seven years, they find it a long time to be bearing the expenses of that child. That is the cause of their trying so much to get him away from us.

12,352. What happens to him after they take him away?—I fear he is not an efficient workman, and he fails to get a living.

12,353. Parents, by experience, have not found that out?—No. Last year I had occasion to write to the secretary of Gardners' Trust, and I brought this point before him with this result, that they have given to my Board so much a year, on purpose to retain these young fellows a longer time.

12,354. In order to relieve the parents from the payment?—Yes, so as to induce the young men to remain.

12,355. (*Mr. Johnson.*) A sort of scholarship, in fact?—They call the grants helps in aid.

12,356. (*Chairman.*) They are of the nature of maintenance grants?—Something of that sort.

12,357. In your rules I see that the music master is to determine the propriety of admitting to or excluding any of the inmates from the practice of music; can you tell the Commission what is the number selected for tuition and practice in music out of your average number of inmates?—Some may fail on the first trial or the second trial, then some are put on as probationers, and from those probationers are selected the permanent ones.

12,358. How many have you now under instruction in music?—33.

12,359. Do you think it would be desirable in large towns to establish and support workshops in which the blind could practice their handicraft trades?—Decidedly, I think it is one of the things required more than almost anything else.

12,360. Do you find that your out-door department is successful?—It is successful so far as the place will allow; it is a very poor place. I do not see any reason why it should not be a success. The blind cannot compete with the seeing world. A great many basket makers will not employ them, and under the Trades Union Laws seeing workmen will not work in the shops with them; then if they get work they cannot do it at home. Everything is against them; they have to buy the material at a loss, and so on.

12,361. You think what is most wanted for the improvement of the condition of the blind after they leave school is that there should be some place where work should be found for them, and where they should be able to work with materials supplied to them at the cheapest rate?—With materials found for them, and where they could work on piece-work

12,362. Under some management which would provide the raw material to the blind workmen at the cheapest cost?—No; the place should find the material and employ the workmen and then take the produce and sell it. It should not sell the material to the workmen but should employ the workmen to work up the material and then sell the articles produced.

12,363. Would you think it necessary that the wages of the workmen should be subsidised?—No.

12,364. You would give them exactly what they earned?—I would give them exactly what they earned. We do not give any subsidy at all. What I think should be done in the case of the blind, so as to put them more nearly on equal terms with seeing people is that they should work longer hours than seeing workmen. If seeing men worked eight hours they should work 10 hours. That is what our men are doing now at their own request.

12,365. Are they under the control of the Trades Union in that respect?—No, the Trades Union cannot interfere with us. We can do what we like. By working longer hours they are able to earn good wages.

12,366. Do you think it is desirable to have boarding houses connected with these workshops?—Yes, for young men. I do not mean for married men.

12,367. Married men would live outside?—Yes; but there should be boarding houses either in the same establishment or somewhere near, so that young men would have somewhere where they could board and lodge by payment.

12,368. Some place that would be a home for them when they left the educational institution?—Yes, they would have somewhere to go. In large places like Manchester it is very bad for them not to know where to go.

12,369. Do you think that in the technical instruction of the blind there is a want of some guide book specially for the blind?—Yes. There is what we know by the name of a trade book among the seeing workmen, but it is not a good one; and each county has its own trade book. What is wanted is a good one in Braille. In fact we are writing out one in Braille ourselves—the workmen are writing it out at nights—they spend one hour in the evening writing it out. If it could be published in Braille it would be a great advantage.

12,370. Is there a guide book also wanted for the instruction of the blind as music teachers and tuners?—There is for the earlier stages of instruction on piano and organ.

12,371. Is there any deficiency in the school books and apparatus for educational purposes?—We want a larger supply.

12,372. Who is to give it?—I do not know. I think Dr. Armitage ought to be relieved now. He has done a great deal, and it is a great expense, and will be greater. We want more school books and apparatus than he ought to be called on to provide.

12,373. Where are the funds to come from?—That I must leave to somebody else to say. I understand that educational books for seeing people are published at the expense of the State.

12,374. Do you think that the State should give a grant for these blind schools?—Yes; because the books for the blind are so very expensive. Take the Bible as an instance. In Braille it costs 5*l.* (that is the cheapest Bible for the blind that we have; in Moon it costs 10*l.*) If you get a class of 12 the expense would be 60*l.* In a seeing school you would get the 12 Bibles for 10*s.*

12,375. It does not cost 5*l.* to print a Bible in Braille, does it?—That is what you have to pay for it. If you take Moon's type it costs 10*l.* Braille's is 5*l.*, and you buy a Bible for a seeing school for 10*d.* That gives you a very fair idea of the cost of our work.

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12,376. Have you ever applied to the Bible Society for Bibles?—Yes, we have applied to the Bible Society, but with no effect so far as the Henshaw Institution is concerned. We had some from them for some time, on the application of our chaplain for presentation to all blind persons who were leaving our institution, but they stopped it some time ago because we were rich, and they said we did not need it.

12,377. Do you think that the type for the blind should be limited to Braille and Moon?—Braille and Moon, certainly. I think by-and-bye we may almost entirely come to Braille. I think as our young children become educated in Braille they will retain the touch. We have not a large experience at present, but what experience we have is tending that way. Several of my pupils who were taught Braille ten years ago, and who have gone into the workshop, have not lost the touch after working for two or three years; but for the aged blind, Moon's is very useful.

12,378. Do you think that education for the blind should be as compulsory as for other children?—Yes.

12,379. You think that the blind should receive in some way or other a grant from the State for their education?—Yes. They get into such a bad state at home, and at present if the school board officer goes into a house where there are any blind, he leaves them there as he would a chair or a table, and he does not make any more inquiry about them.

12,380. I suppose your institution would have no objection to inspection by the Government in such a case?—It ought not to have; but that, of course, would be a matter for the board.

12,381. You have no reason to suppose that they would object?—I do not think they would object.

12,382. (*Dr. Tindal Robertson.*) You said you did not think that blind children could be taught equally well with sighted children in schools in which sighted children were. But supposing that blind children can be taught fairly well in schools with sighted children, do you still think that it would be advisable that there should be certain places where blind children could live under one roof, and could be kept together, instead of going to a dirty home after receiving instruction in a board school?—I think so. I think the children would succeed better in boarding institutions.

12,383. In that case you would let them be taught with sighted children, and simply boarded in those institutions?—I think their education would progress better if they were educated alone away from sighted children.

12,384. I am supposing it were proved to the Commission that they could be educated satisfactorily with sighted children, in that case you still think it would be an advantage that they should live under superintendence in boarding houses?—I do not know about that; if they were taught with sighted children in board schools near their own homes, I think the children should be left at home.

12,385. You were asked about inspection, I suppose you would take it for granted that if you had a Government grant it would be necessary to have Government inspection?—Quite so, if we took the grant we should expect the inspection.

12,386. With regard to the places where these depôts that you were speaking of should be established, do you think that they should be established in all the large districts of England?—I think they should be established in all large places where there are any large numbers of blind.

12,387. Do you mean in every large town, or that there should be a certain centre for each district?—I think they should be in every town where there are any number of blind people, say 20 or 30 blind people, who could go to work at those places; there ought to be some places where they could go and work.

12,388. In what way should they be managed?—In the same way as our workshops are now managed, by different societies who would take them up.

12,389. By a committee of charitable people in the district who took an interest in the matter?—Yes.

12,390. Do you think that any grants should be made to them by the State?—I think that they ought to be self-supporting after the buildings were established; if a grant could be made towards the building, then, I think, the institutions ought to be self-supporting.

12,391. When you talked about State aid, did you mean Imperial aid, or simply aid from the local rates?—I meant State aid.

12,392. You would have the buildings erected by Imperial funds?—Yes, or a grant made to assist in erecting the buildings. If the State would do it, so much the better.

12,393. (*Rev. W. Blomefield Sleight.*) Are any children admitted free into your institution?—No.

12,394. Why is it that some are retained for as short a time as six months?—They leave of their own accord. They are taken away by their friends at the vacations at Midsummer and Christmas. Some of those who go away for the holidays do not return, and though I write to inquire, I cannot get at the reason why they do not come back. Some make one excuse, and some another.

12,395. Are they removed from the institution because their friends are not able to find the means to keep them in it?—No; they are not sent back in most cases, because they are not considered sufficiently talented for music. That is the chief reason.

12,396. Of those who have left the institution, and who follow the profession of music, can you tell us whether many are doing well or are able to earn their own living?—The 18 who have gone out of the institution since 1868 have been earning the whole or a portion of their livelihood as music teachers.

12,397. You said that you would give no subsidies to workshops; what is to be done with those who are not able to earn enough money to keep themselves?—I would prefer paying them so much a week not to do anything.

12,398. You would not employ them in piece-work?—No, I would keep those who were not able to earn a sufficient living to keep themselves, those who were not able to earn 10*s.* a week, say, or who were not able to do any work that was saleable, and only spoiled what they attempted to do. I think that a subsidy tends to pauperise; it takes away the self-reliance of the blind.

12,399. Do you think that the blind generally would be willing to work the longer time than you spoke of. We found some cases where they not only came very irregularly, but where they apparently worked short hours?—In the case of the blind people working in our workshop, it was their suggestion that they should be allowed to work longer hours.

12,400. Would you have boarding houses for young women as well as for young men?—Yes, if they are working in out-shops.

12,401. (*Mr. Few.*) Is it your opinion that blind boys should be continuously maintained in boarding houses, although they were earning nothing?—They should get a living somewhere. There is the workhouse for those who are not able to get a living.

12,402. You would not keep them if they earned nothing?—As I say, I think those who are not capable of earning 10*s.* a week are not capable of doing any kind of work that would be profitable to the institution; they would be only spoiling the work. Therefore they would be adding to the expense of the institution by the destruction of the material.

12,403. I rather gathered from a previous answer of yours that you proposed to keep them?—I said I would prefer paying them a certain amount of money merely to keep them from work, so that they should not come to work at all.

12,404. Would not that be a sort of premium to those who were lazy?—It might have a tendency that way. I only threw it out as a suggestion. I would rather not have them in the shop. We have had several instances in which people, on the withdrawal of a supplement to their earnings, have got good wages. One, for example, had his earnings supplemented for some time, because he did not make 10*s.* a week, and at last the Board decided not to supplement his earnings any longer, and he then made 12*s.* or 14*s.* a week very quickly.

12,405. At what age do you put a child first into the workshop?—16.

12,406. What is your reason for waiting so long?—To enable his literary education to be completed. We do not get them until they are nine years old.

12,407. Could not a child of nine or ten years of age do an hour or two hours' work every day?—In my experience it is better not to put a child to industrial training too early, but to treat a child as a child as long as he is a child, and then when he becomes a man put him to work; they make better scholars by not being put to work too early, and the better scholars they are the better men they are in the workshop.

12,408. Does not that work rather hardly upon poor parents who want to see their child earning something for the bread and cheese at home?—I do not think it does in the long run, because the child becomes a better workman hereafter.

12,409. (*Mr. B. St. John Ackers.*) Do you keep up a knowledge of those who have left your institution?—As far as I can I do.

12,410. About what proportion of them have you any knowledge of?—From 1876 to 1886, out of 130 there are 27 that I cannot account for.

12,411. You know what the others are doing?—I know what has become of them.

12,412. You spoke of all those who are at Old Trafford being pupils, you do not call those who are upon the old asylum foundation pupils, do you?—They are all called pupils.

12,413. Even those women who are there for life?—Yes.

12,414. What was your own previous occupation before you came to Manchester?—Immediately before I came there I was master of a workhouse, and for 20 years I was a national schoolmaster.

12,415. Had you any previous special knowledge of the blind?—No.

12,416. Is there any association of blind workmen in Lancashire?—I think so.

12,417. Do you know where their headquarters are?—At Oldham. I do not know anything about it. I think our men are in it.

12,418. You think that those who are working for you at Salford are in that association?—Yes; it is a mutual benefit society formed amongst the men.

12,419. Do you know whether it in any way regulates the hours of work, and so on?—So far as I understand it has nothing to do with their work; it is simply a benefit society, so far as I know.

12,420. Is it limited to blind persons?—I think so.

12,421. Why do not you apprentice your children when they leave school and enter the workshops, if you find they leave so soon?—The board have never brought themselves to think that it was necessary to do so, or that any benefit would be gained thereby.

12,422. Has it never been tried?—It has never been tried.

12,423. And yet at the same time you say that a very large number leave at present before they become skilled workmen?—Yes, the majority.

12,424. You said that in your opinion it would be desirable that the State should grant a subsidy for the purpose of providing books for the blind, as they do for seeing children; can you tell us in what way that grant for books for seeing children is given?—I do not know positively whether there is such a grant or not now, but I thought there was such a grant. We used to be able to get Government books through the Education Department, but I do not know whether that is going on still or not. I am speaking of national schools. When I was master of a national school we used to be able to get books at reduced cost.

12,425. You stated that in your opinion it is probable that Braille will eventually be universal, and that all blind workmen will have been taught it in school at an early age?—Yes.

12,426. That does not apply to those blind men of which there are a large number who have lost their sight in after life?—If they are young men under 30 they will learn Braille as quickly as Moon. We have an evening school for our men who have become blind in after life, and those men learn Braille in preference to Moon. They pick it up very quickly.

12,427. If any subsidy were granted by the Government for books, would you suggest that it should be for books in any one system or that it should be divided between two or more systems?—I should not like to shut Moon out.

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12,428. (*Mr. Arrol.*) In answer to a question put to you by the Chairman, you said that you had a medical examination of all the pupils before they entered the school; does the medical man who makes that examination give any advice in each case as to the adoption of means to ameliorate the blindness?—In the first instance, for the election we have a set of questions that are to be answered by a medical man who knows the child, then he is examined by our own oculist to see whether he is a fit subject for the institution.

12,429. Does he examine the child with a view to see if it is possible to do something for the amelioration of its blindness?—Yes, he takes a great interest in it.

12,430. By the regulations by which your school is governed, is it necessary that the parents of a candidate or the guardians should come under some obligation to continue to pay a certain amount as long as the child is in the institution?—Yes.

12,431. What rate may the parents have to pay?—We take them at as low a rate as 3*s.* a week.

12,432. What do the guardians pay?—6*s.* We only charge the unions in Manchester and in the neighbourhood 4*s.* a week; that is to say, the Manchester union, the Salford union, the Chorlton union, and the Oldham union. We take children from Oldham because we consider the charity belongs to Oldham.

12,433. You say experience causes you to believe that it is a mistake to train all the pupils in music, and prior to their coming under a special course of training you have them thoroughly examined. Those 33 that you mentioned are in the meantime studying?—Yes.

12,434. Do you expect that they will become proficient?—Yes, they are all doing well at present; of course they may fall off; some of them are very young, and they may fall away and not be able to follow it up, but we expect they will turn out successes.

12,435. Have you any assurance that the guardians or the parents will continue them at the institution so long as they require musical training?—No; we do not find the same difficulty with regard to musical training as we do with the workshops; parents are more ready to contribute towards education in music than for industrial training.

12,436. They are more ready to continue the payment for the child who is being taught music?—Yes.

12,437. Do you certificate the pupils when they leave your institution?—No.

12,438. You have a workshop in connexion with your institution?—Yes.

12,439. What wages do you pay those who work in the workshop?—There are two departments of our institution, one is out-door and the other is in-door; mine is the school where we teach trades; we do not pay those who work in that school any wages, we put against the work of each worker what he would get for the work as a journeyman, and then at the end of each half year we give them 2*d.* per shilling on what their earnings would have been.

12,440. You give them that as a bounty?—Yes.

12,441. You said that rather than subsidise the wages of the blind you would increase their hours of labour?—Yes.

12,442. In the case of the inmates of your institution, which is a charitable one, do you not consider that rather a hardship?—No, our men work the extra hours voluntarily.

12,443. (*Rev. C. Mansfield Owen.*) You said just now that you thought Braille would become practically the universal system; do not you think it advisable that blind persons should be furnished with the means of communicating easily with sighted people?—I do not think that is necessary, because Braille is so easily learnt that a great number of the children's acquaintances learn it and correspond with them in it.

12,444. That may be the case with the friends of the child, but take the case of a blind person wanting to communicate with an ordinary tradesman, for instance?—In those cases they would get their writing done for them. One of my teachers, named Godwin, who became blind after he was 21, and who had been well educated up to that time, writes scarcely anything but in Braille.

12,445. He has practically given up the old system for Braille?—Yes, and all his friends learn Braille.

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12,446. (*Chairman.*) Would you know that that was written by a blind person (*handing a letter to the witness*)?—Yes, I should judge so, with a wire frame, I should think.

12,447. It is well written, is it not?—Very well, but that person would have learnt to write, I should say, before he is blind. As a rule, our blind do not know the alphabet. The only alphabet we bring before the blind in the seeing type is the Worcester one, and they would not be able to write in that to any advantage.

12,448. That is written by a person who was born blind (*handing another letter to the witness*)?—That is written very nicely.

12,449. (*Rev. C. Mansfield Owen.*) Is not it an advantage to a blind person to be able to write like that?—A great advantage; to enable a blind person to do this you would have to teach him the seeing type.

12,450. (*Mr. Johnson.*) As we are on the question of type, I will ask you this question, do not you think it is a desirable thing that the blind should be so educated as to approach as near as possible to the sighted?—Yes.

12,451. And do you not think, admitting all the advantages of Braille for educational purposes, that it would be a very desirable thing to teach the blind to write in the same characters as the seeing, as an adjunct to their education?—Yes, it would, if you had time to do it; it would take a great deal of time.

12,452. We have evidence before us that it does not take a very long time to instruct blind people, even those who are proficient in Braille, in writing the ordinary writing of the seeing. Would not it be an advantage if such a system could be taught, not in opposition to Braille, but as an adjunct to the education of the blind?—Yes, if there was time for it; my experience in my own institution leads me to say that there would not be time for it.

12,453. Suppose you could make time for it, would not it be a desirable thing?—Decidedly.

12,454. I see that since 1868 you have turned out 18 pupils from the institution who have been instructed in music?—Yes.

12,455. That is about one a year?—Yes.

12,456. Can you give the Commission any information with regard to what those 18 are now doing?—They are doing pretty well, as a rule. I should think not one of them is earning less than 1*l.* a week.

12,457. Do you know a person of the name of Woodhall, who was formerly in your school?—Yes.

12,458. What is he making a week now?—He told me himself that he was making about 12*s.* a week on the average.

12,459. That is one of your musical pupils?—Yes. I do not think we ought to claim him at all. I do not think he is getting his 12*s.* a week from anything that we taught him. He went to Norwood, and learnt tuning there. It is at tuning that he is getting 12*s.* a week.

12,460. Do you think that a fair remuneration for the education that he got either at your school or at Norwood?—No, I do not; but that is what he tells me he is earning.

12,461. Then there is another man of the name of Stewart, who was in your school?—I do not know him.

12,462. Do not you know that there was a pupil of that name educated in your school?—Not in my time.

12,463. We understood that he had been taught there, that he was living in Edinburgh, and that up to the present time he was not earning very much?—I do not remember the name in my time.

12,464. Do you know another pupil of yours of the name of Hollund?—He was at York.

12,465. You say you do not think music is a very good occupation for the blind on account of the want of energy in those who learn it, and because, when they have learnt it, there is a difficulty in their getting employment; can you give the Commission any instances of people trained in your institution who have not succeeded or who have succeeded in music?—No; because if they have not sufficient ability and energy to carry on their work as music pupils they fall back into the trades, or else leave us.

12,466. What I wanted to get from you is whether you have any account of those 18 who were instructed in music between 1868 and 1886?—Yes, we know what they are doing.

12,467. What is about the average that they earn?—I should not like to say that they earn more than 15*s.* a week on the average.

12,468. Do you know of any of them that earn more?—Yes, I know one, for instance, who is earning his 150*l.* or 200*l.* a year. Since he left us he has taken his musical degree.

12,469. Since he left you has he been to any other institution at which he has received any musical instruction?—No.

12,470. He was not at Norwood?—No.

12,471. Does he teach, or is he an organist?—He teaches and plays; he is at Wigan.

12,472. What is his name?—I forget his name.

12,473. (*Chairman.*) Is he employed as an organist?—Yes, either at a church or at a chapel.

12,474. (*Mr. Johnson.*) Do you remember a man of the name of Turner?—Yes.

12,475. Was he trained in your school?—Partly.

12,476. What is he doing now?—He left us to go to Norwood.

12,477. Is he a successful musician?—I think so.

12,478. Have you any evidence to show us that the blind do not like to work with the seeing?—Only the expressions of dislike on the part of my own people.

12,479. The blind dislike to work with the seeing?—Yes; and then in Manchester, when trade was good and they were working under the Trades Union laws, they were not allowed to work in seeing shops.

12,480. The blind would rather work among themselves than work with the seeing?—Much rather.

12,481. I see in your balance sheet for 1885, which is the last one we have had given us, the balance of loss for the half year on the outdoor workshop department was 105*l.*, so that we may take that at 210*l.* for the year?—Yes, that includes management and rent and taxes.

12,482. Does it include any loss upon the accumulated work?—Yes, if there is any.

12,483. Supplying these blind people with all these appliances, providing places where they can work, and supervision and material, do you believe that the workmen in that outdoor department can live upon the wages which you pay them?—Yes.

12,484. What is the average of those wages?—For the week ending October the 29th the average wages were 14*s.*

12,485. That is the basket-making shop?—That is the outdoor shop; the lowest wages earned that week were 12*s.*, and the highest 21*s.* 6*d.*

12,486. The average being 14*s.*?—Yes; one man who is deaf as well as blind earned 15*s.* 9*d.* that week. We do not pay exactly the same as they are paying outside. We are paying now 10 per cent. above the trade prices. On account of the depression, masters in seeing shops and paying on a reduced scale.

12,487. Do the workmen in the outdoor workshops get any subsidy?—No.

12,488. Do you employ only skilled workmen?—That is our rule, to employ only skilled workmen. If other than skilled workmen were employed in the workshops my school would be destroyed, because, if those in my school knew that they could get into the workshop and earn 2*s.* or 3*s.* a week, they would not stop long enough with me to become efficient workmen.

12,489. I find you manufacture potato hampers very largely?—Yes.

12,490. Is there much profit upon that work?—Not a great deal; a man can get a good living out of it, but since trade has been so very bad it has not been so profitable. The workmen at Warrington have reduced their prices so low that there is scarcely any profit to be got upon it.

12,491. Do you employ any of your pupils in making those potato hampers?—Yes.

12,492. You do not pay them wages?—No.

12,493. You produce them cheaply in one institution, and you debit them to the other?—No, the two institutions are kept quite distinct. A good many bad ones are made by the pupils, and I sell them at the best price I can get.

12,494. If you could make any good ones you would sell them to the trade department?—No, we should sell them ourselves; the accounts are kept quite distinct.

12,495. We were very much struck with the gymnasium at your institution. I should like to know if you could tell the Commission what was the expense of erecting and furnishing that gymnasium, and also what you pay your gymnastic instructor?—That building, with the workshop below it altogether cost us 2,000*l.*, the contract for fitting up the gymnasium was 170*l.*, it cost us more than that, say, 200*l.*; we pay the teacher 30*s.* a week; he is with us from 2 o'clock to 8 every day, except Saturday.

12,496. Does this man who is paid 30*s.* a week instruct the girls in gymnastics, as well as the boys?—Yes.

12,497. You have no boarding houses in connexion with your workshops?—No, our workshops are only just established.

12,498. Do you think that your Board would be disposed to entertain the question of the desirability of having boarding houses connected with them?—Yes, I think so.

12,499. What do you think is the average cost per pupil in your institution?—I think last year it was about 11*s.* a week, the whole cost of everything.

12,500. And you have 153 pupils now?—Yes.

12,501. I find last year your subscriptions were only 111*l.*, while the interest on your funded property was 2,225*l.*, and your expenditure was 5,976*l.*; do you find that your subscriptions have fallen off?—No, I do not think they have; if our subscriptions were larger the two years preceding it was on account of subscriptions being paid specially for the establishment of workshops; gentlemen undertook to give 50*l.* a year for three years.

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12,502. You are almost an endowed institution. You have only 111*l.* that you get by subscriptions?—I think there is rather an increase on our subscriptions. We have great difficulty in getting anybody to give us anything, because when we ask them to give us a subscription they say we are rich. We are poor at the end of it. We want 500*l.* a year more than we have got.

12,503. (*Mr. St. John Ackers.*) When you say the cost of a pupil is 11*s.* a week, do you spread the cost over 52 weeks, or 52 weeks less the time that they are away on their holidays?—The cost is reckoned on 52 weeks. We do not ask them to go away. We give six weeks at Midsummer and three weeks at Christmas, and those who like can go away for that time.

12,504. The average cost per pupil is 11*s.* per week for 52 weeks, though they may only remain in the institution 43 weeks?—Yes, we never get fewer than 30 stopping during the holidays, and some of those remaining in the holidays we send away to the sea side or country.

12,505. (*Mr. Johnson.*) There is no balance sheet with regard to the chapel?—The chapel belongs to two institutions—our institution and a deaf and dumb institution.

12,506. Does each institution pay *pro rata* the expenses of the chapel?—No, the chaplain is supported by the pew rents from the congregation, and we have the galleries.

12,507. You have one gallery and the other institution has the other gallery?—Yes.

12,508. (*Chairman.*) Does the chaplain give spiritual instruction to the inmates of the blind asylum?—Yes, and the deaf and dumb. He comes at least once a week to each institution.

12,509. What other religious instruction is given in the education of the blind?—Two and a half hours in school per week and two hours one evening in the week to adults, and there are Sunday classes.

The witness withdrew.

Mr. William Davis Hall examined.

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12,510. (*Chairman.*) You are teacher of music and organist at the Hardman Street School for the Indigent Blind, in Liverpool?—Yes.

12,511. How many years have you been there?—16 years last May.

12,512. Have you always given your whole time to it?—No, I am only occupied at the school two hours every day.

12,513. Do you teach all the children music?—Not personally; I have two assistants, one who is always one of my blind pupils, and another an outsider, a young lady, who comes two afternoons a week.

12,514. Does that represent the number of hours in which instruction is given in music?—It does not represent the number of hours during which instruction in music is given.

12,515. Will you tell us the number of hours per week that you and your assistants are engaged in teaching music in the institution?—I am engaged in teaching music two hours every day, and the lady who comes is employed there for three hours on two afternoons a week. Then my other assistant is occupied also two whole afternoons a week in teaching the junior pupils; that is the blind assistant.

12,516. If you find that your pupils have no taste for music, do you still go on teaching them?—No, not if we find they have no talent for it. We discontinue teaching them.

12,517. Out of the whole number of pupils how many are taught music?—I should think on an average about 40.

12,518. Out of what number?—Out of a little over 100 in the school now. There is room, I believe, for 120 in the institution. Of course the number of pupils that we have studying music will vary very much according to the condition and character of the pupils in the school; at times we have a greater number of young pupils in the school, and at other times we have a greater number of adults.

12,519. What number of adult pupils have you?—I could not tell you. I think the report gives their ages.

12,520. I have in my notes that there are three men and eight women who know and write music in Braille, would that be so?—There would be more than that. Many who would be able to write and read Braille have not done so for very long, because we have not had any very stringent rule as to the use of Braille. I have for several years requested in my annual report authority from my committee to make the study of Braille notation compulsory upon the music-pupils, but I have never received that authority yet. I have simply to act on my own individual wishes in the matter.

12,521. I gathered that they did not all write music in Braille?—Certainly, not all.

12,522. But you think it desirable that all should be taught to write Braille?—I think that every blind person ought to be taught Braille; I think it is the most useful thing that they could be taught, affording, as it does, facilities for assistance in education which nothing else can do—greater facilities certainly.

12,523. Your pupils do not go to hear music outside the institution, do they?—Yes, they do occasionally.

12,524. How often?—They are going now to hear all the Hallé concerts; they have been taken occasionally to the Philharmonic concerts. For their going to the Hallé concerts they are probably indebted to your visit.

12,525. It has not been always the case that they have been taken to concerts outside the institution?—No; they have gone occasionally, but it has been through the generosity of some individual.

12,526. I suppose you think it is desirable to teach music as an adjunct to the education of the blind generally, whether they make it a profession or not?—I do think so. I think so because I have seen so many instances in which it has had a beneficial result upon the pupil in refining him. We have in our school, of course, very various elements to deal with, some are of an extremely rough character when they first come among us. Many of our pupils come from the mining districts, and their early instincts and usages are not of the very pleasantest character, and I find if we can only get them under the influence of music, their general disposition and tone is improved.

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12,527. Do any of your pupils in music, when they go out of the institution, earn their livelihood by music?—Since your visit I have gone through a considerable number of names, and I find it difficult to trace some of them; but I have traced at least 20 who are earning a very fair living by music and tuning, or by music alone. Some are doing very well, others, I am sorry to say, after having been very good pupils and very promising have, for lack of assistance or lack of means on leaving the institution, earned their living as itinerant musicians, and some of them make very good livings too; I am sorry to say, very good livings indeed, but they would not have taken to that if they could have done anything else. I know 20 males and about four or five females who are doing very well, getting very fair livings.

12,528. You have also a blind tuning master?—Yes, one of our former pupils.

12,529. Has he been kept in the institution since the time he was brought up there?—No; he is not in the institution. He holds an organist's appointment in the City, and he attends two afternoons a week at our institution to teach tuning; he has three pupils on his list at a time; he gives lessons in tuning to three pupils till they are efficient, and then he takes three other pupils.

12,530. How many have you turned out who are earning their livelihood by tuning simply?—I do not think there are any earning their livelihood by tuning simply.

12,531. All those who have been taught tuning are earning a living by music as well?—Yes; tuning was introduced at my wish; three years ago I asked for it, because I considered it would be an additional aid to them. I found there was great difficulty in getting them organists' appointments, and I suggested to the Committee that if they could be taught tuning it would probably render them independent of these precarious appointments.

12,532. Have you any definite ideas about the education of the blind, as to the age at which it should begin, and whether it should be compulsory?—My opinion is that the education should be compulsory, and that it should begin at as early an age as possible.

12,533. Would you say at six years of age?—Yes, and that the education should be compulsory—either that the children should be at some blind school or that they should go to some school where they might be learning something, at any rate. My opinion is very strong upon that point, because sometimes, when they come to us, they do not know anything at all; they will be poor, neglected children who have been sitting in the chimney corner all their lives before they come to us, and it takes a long time to develop any intelligence in them at all before their education can begin. You may probably not be aware that in connexion with our school we have a chapel—St. Mary's Chapel—at which we have a choral service twice every Sunday, and on Good Friday and Christmas Day, and Saints days. This is not a chapel simply for the blind; they sit in the gallery; but it is a chapel attended by a somewhat fashionable congregation, and we have to provide for this chapel a choral service, as I say, twice every Sunday, and at which we do two Anthems.

12,534. Is the clergyman who officiates at St. Mary's Chapel called the warden, or what is his title?—Chaplain.

12,535. Does he look after the religious instruction of the pupils at all besides officiating in the service at the chapel?—I believe his duties are to read one afternoon a week. I do not know what other duties he has in connexion with the school. Our music is of a somewhat diversified character. We do not confine ourselves to teaching the pianoforte and organ, but we have to supply the service at the chapel, also music for fortnightly concerts.

12,536. What sort of choral service is it?—It is a full choral service, in which Psalms are chanted, Litany sung, service setting of Canticles twice a month, and an Anthem at each service. We had 103 different anthems in the course of last year, without repetitions. I think we only repeated one anthem in the whole course of the year; and besides that we have been engaged some little time lately in learning a considerable number of hymns, ancient and modern, which have been introduced in the last three years in the chapel. That has been all new work to the pupils. They write those down themselves in Braille. Of course we have the tunes as they are published by the society.

12,537. Do you think that after the blind have left the school, satisfactory provision is made for their training in after life?—Not by us. I do not suppose there is any provision whatever.

12,538. Are you aware what happens to those who have been under your teaching, after they leave?—Yes, some of them get into various workshops; if they have friends they are enabled to take up a musical career. They cannot do that without somebody to help them, and sometimes, unhappily, when they have no friends, they drift to the workhouse.

12,539. Do you think it is one of the wants of the blind that there should be some place where, after they have been educated, they could find a home where they could have industrial training, or live together?—I do not think that is a want. I think the want is rather an organization which should assist them to be self dependent after leaving the educational institution.

12,540. How are they to be made self dependent?—By earning their own livings, which they can do by having opportunities afforded to them.

12,541. What organization would you have to enable them to earn their own livings?—I am supposing that some kindly interest might be taken in those who were musical, in assisting them to get organists' appointments, and in others who were not so educated, in assisting them to get work in workshops for the blind; but I do not think that the workshops, so far as I have been able to learn, afford sufficient subsistence to pupils who would be able to earn their livings if they had the work to do. The workshops generally have such a large number of hands working, that there are always some who cannot get work.

12,542. Do you think the educational books for the blind are sufficient?—No.

12,543. With regard to pianoforte instruction, is there a sufficient number of embossed books?—I think there is a lack of good elementary works for instruction in pianoforte music.

12,544. Exercises?—Yes, exercises, scales, and elementary instruction books; elementary books on the theory of music, for instance, are very much wanted. If the blind are enabled to help themselves, I find they do try to help themselves very much. The education of blind pupils is not a matter of very great difficulty; they are usually, according to my experience, very easy to educate; if you rouse their interest they try to educate themselves, and since Braille has been brought within their reach, they have improved very much indeed; and I think they only require more facilities. Then, when they are educated, the difficulty is to make their way in the world outside. Unfortunately in a school such as ours, we simply wish them a happy future and there is an end of it. Our work seems to me to finish where it ought to begin.

12,545. Pupils are not kept in your school more than six years?—Five years now; it used to be six years, but I am told it is now five. In the case of pupils who have shown exceptional musical talent, who are useful in the chapel, or in the concert room, they are simply re-entered at the expiration of the term, that is to say, the committee extend their term. I have known many cases in which we have had very nice pupils indeed—pupils who have been brought from exceedingly poor surroundings—who, after receiving the advantages of the institution, and acquiring a certain degree of refinement, have had no possible chance when they have been passed out of the school, but to go back to the workhouse.

12,546. Are you able to give us any information with regard to the marriage of blind persons?—I have been spoken to more than once by blind people with reference to the undesirability of it. I have been asked whether it would be within the province of surgical skill to say whether the offspring of such a marriage would be likely to be blind also. I know some cases in which two blind persons have got married, where the children have been sighted. I have known cases where one has been blind and the other sighted, where the children have been born blind.

12,547. I suppose you have not turned your attention to the question whether consanguinity has anything to do with producing blind children?—No, I have not. On this matter I have been questioned several times by pupils, and it would sometimes be, according to my own opinion, a very desirable thing that they should not marry.

12,548. Do you know whether their domestic happiness is always as great as that of sighted people?—I think, in many cases, quite so. I have known cases where blind couples have been exceedingly happy.

12,549. Have you known of attachments formed at the school which have resulted afterwards in marriages?—Yes, several. I have known such cases in our own school.

12,550. Do you think it advantageous that blind children should be all brought together in one institution, rather than that they should be taught with seeing children?—I think there would be a considerable difficulty in teaching them with sighted children.

12,551. Supposing that that difficulty was got over, do you think there would be any advantages in teaching them with sighted children?—I am not able to see any at present. I have not thought much about that phase of the question.

I may mention that we also have concerts at our institution once a fortnight, and I have brought with me a number of programmes of the music that we do in the concert room (*handing them in*).

12,552. (*Mr. Johnson.*) Have you had any experience in the education of the blind apart from music?—Only so far as my interest in the school is concerned. I go about among the pupils a good deal.

12,553. But you have never taken any part in their education otherwise than in music?—No, except in reading to them myself sometimes.

12,554. You stated just now that there was a difficulty in teaching blind people with the sighted; what has been your experience which leads you to that opinion?—I say I should think there would be a difficulty. I do not know that there would be a difficulty.

12,555. You are not aware that in some of the board schools blind children are trained together with sighted ones?—I have heard of such cases. I have heard of blind children being sent to a school with their sighted brothers and sisters, and, no doubt, the child in such cases gains some information, almost unwittingly. It imbibes instruction along with the others without having it actually imparted to it.

12,556. I understand that all your pupils are taught music indiscriminately?—Not all of them. We have a rule which limits the age at which they may begin music to 16 or 17.

12,557. I will put my question in another way. You attempt to teach music to those who have arrived at the age of 16?—No, those under that age, and then above that age I take it at my discretion whether they are taught or not; but I generally find that the more intelligent of them, whatever they are learning in the school, do try to learn music, and I generally find that it has a very beneficial effect upon them.

12,558. Do you think the arrangements made in the various institutions similar to your own are sufficient to give instruction to the blind in music so as to enable them to get their living when they leave the institution?—Certainly.

12,559. Do you think it is necessary that there should be a special institution for the higher cultivation of music?—I do not think so; not in the slightest degree.

12,560. Your institution, you think, is capable of instructing music pupils to the highest proficiency of their art?—Quite so.

12,561. As I understood, when I was at Liverpool, the exceptionally clever ones can get a living?—Yes.

12,562. The majority of them cannot get a living?—The majority cannot get a living.

12,563. Could you tell me about the percentage of your good pupils that can earn a respectable living at music?—I made a memorandum of that. I have all the names and all the particulars I could collect. This was taken out for me with the intention of putting it in a tabulated form to send up to the Commission; but I may say that the 20 male pupils and the five females of whom I spoke just now are taken from this list. The list contains the names of those pupils who have been studying music at our institution, some of whom were members of the choir, and some of whom were not members of the choir.

12,564. Were they instructed entirely in your institution?—Yes; I find that some of them, when they do not get a living at music (not any of those 20 males and five females, but some of the others), are getting a partial living by music, that is to say, they have got married and have a shop, to which the wife attends, and they teach as well, or they tune as well. In the case of females, I find that they also earn a living by music and by knitting combined; but the 20 males and five females of whom I spoke are, to the best of my knowledge and according to my inquiries, getting their living entirely by music. Those are out of a list of about 60 or 70.

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12,565. Out of 60 or 70 pupils instructed 25 are getting their own living?—Yes.

12,566. You say that those 25 are getting their living entirely by music?—Entirely by music.

12,567. With regard to the other 40, what do you suppose they do?—Most of them are in workshops.

12,568. They go back to work?—Yes.

12,569. Have you any experience of their going as itinerant musicians?—Yes; outside of these four or five and twenty I have been able to identify three—one other I am doubtful about—but three I know who are getting very good livings in the street.

12,570. As itinerant musicians?—Yes, having been unable to obtain organists' appointments.

12,571. With regard to those 25 who are getting their living by music, do they owe in any respect the position they occupy and the living they get to the interest of the institution, or have they depended entirely upon their own resources?—Entirely upon their own resources.

12,572. The institution does not trouble itself about what becomes of the pupils after they leave?—Not to my knowledge.

12,573. I understand you train three of your pupils as tuners?—Yes.

12,574. Are any of those who have been so trained getting a decent living?—Some of those pupils whom I have referred to as getting a living by music are also tuners.

12,575. They would come under the phrase "partially getting their living by music"?—I call that getting a living by music. When I speak of getting a living partially by music, I mean a pupil getting his living partly by music and partly by trading.

12,576. Amongst those who are getting their living by music you include those three who are getting their living by tuning?—Yes; there are more than three getting their living by tuning—there are three always being taught tuning in the school, and when one of those three is taught another takes his place—there are always three under instruction in tuning.

12,577. I understood you to say that you teach the clever ones music, but what is to be done with those who are not clever?—There are some pupils whom you can never teach music; it is a mistaken idea that people have that blind people are all musical, because there is not a larger per cent. of blind people who are musical than of sighted people, only their memories become very much stronger, and they have a greater amount of application; when they want to learn a thing they try very hard to learn it, but there is not a larger percentage of musical people amongst the blind than there is amongst sighted people.

12,578. To those that are not apt you teach music as an elevating amusement and employment?—Yes; when their work is done every day (they cease work at 6 o'clock) it furnishes them with a pleasant mode of passing their evening hours, and I think it does them a great deal of good.

12,579. I understand that you have seven men and 12 girls in the choir?—13 girls.

12,580. And this choir, as I understand, takes part in the service at St. Mary's Chapel?—Yes.

12,581. Is the religious service carried on at St. Mary's Chapel the only service that the pupils attend—in other words, do they all go to church at St. Mary's every Sunday, or is there any service in the school for them?—There is no service in the school, only prayers, morning and evening.

12,582. The whole school goes to St. Mary's Chapel and finds the choir for it?—Yes.

12,583. Do they get any remuneration for singing in the choir?—Yes, some of the more proficient members of the choir get 10*l.* a year, others much less.

12,584. While they are pupils of the school?—Yes.

12,585. Does that go to the pupils themselves or to the funds of the institution?—To the pupils themselves,

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but in one or two cases where the time had arrived at which they would be removed from the school, they have elected to pay for their own keep rather than be removed.

12,586. I see there is an offertory of 112*l.*, "Proceeds "of collection on Founder's day"?—That is once a year.

12,587. That goes to the school and does not go the pupils?—To the school. There was a rigid rule in force some years ago, that directly a pupil left the institution his connexion with the institution ceased, no matter how valuable his or her services had been in the chapel choir. I was enabled to overcome that little difficulty some few years ago, and we have now three pupils in the choir who are outside the institution.

12,588. And those three pupils are your best pupils, I suppose?—Not necessarily.

12,589. They act as a nucleus, as it were, for your choir?—Yes, they help to render sighted assistance unnecessary.

12,590. Do you think it a necessary thing in all choirs that there should be a nucleus?—In a case such as ours where the pupils remain such a short time, we could not carry on the services without such a nucleus.

12,591. (*Chairman.*) Do you make use of those outsiders as teachers of the choir?—No, they do not take any part in teaching the choir. Two of them are engaged in musical occupations outside, and they come to us to sing on Sundays.

12,592. (*Mr. Johnson.*) You are a great advocate of the Braille system, which is an admirable one, no doubt, for the purposes of music, but are you of opinion that that should be the only system, I do not mean for music only, but generally, for the blind to communicate by?—It seems to me the best. But in cases of blindness late in life, I find they often cannot learn Braille, when Dr. Moon's, or some other type is necessary.

12,593. Do not you think that it would be a desirable thing that the blind should be taught some system of writing by which they would be able to communicate with the sighted?—Yes, I do think so very strongly, and I have tried hard to get many of our pupils to write the ordinary writing.

12,594. You think it a desirable thing?—Yes.

12,595. We have a bundle of letters here, written by blind people, in ordinary writing?—I think it very desirable that they should be taught ordinary writing. I feel very strongly upon that point.

12,596. With regard to other systems than Braille, I take it you are not so conversant with general school work as you are with the work of teaching music, but for your own purposes you consider Braille the best?—I am speaking from my own point of view entirely.

12,597. (*Rev. C. Mansfield Owen.*) With regard to those pupils who leave your institution, and who attempt to make a livelihood by music, are there any who fail entirely, and have to fall back upon some other employment?—Yes, some are in industrial occupations.

12,598. Have you turned out any really good organists?—Yes; I have one blind pupil who always takes my services when I am away.

12,599. Do you know any blind man who not only plays the organ, but trains his choir?—Yes, I know one in the Isle of Man, one of our own pupils.

12,600. He is choir master as well as organist?—Yes, I know three or four such cases. There is another of my old pupils in Staffordshire, who plays the organ and trains the choir also.

12,601. Have you taken any steps to ascertain what proportion of blind persons are born blind, and what proportion of them become blind through illness, and so forth?—No.

12,602. (*Mr. Arrol.*) Who is the organist at St. Mary's?—I am the organist at St. Mary's. I am also choir master.

12,603. You said that three of your pupils failed to obtain organists' situations, and went to the street to earn their living as itinerent musicians; do you infer that of the 24 or 25 of whom you spoke, a considerable number are organists?—No, the three felt themselves specially qualified as organists, but failing to obtain situations as organists, they bought harmoniums and wheeled them about the streets.

12,604. Can you give me any reason why those three did not succeed in obtaining organists' situations?—I think it was probably because they had no supporters at all; they wanted to earn a living, and they took the first means that presented itself to them.

12,605. They had opportunities, but they were not considered qualified?—No, they had not opportunities; that is where they failed. That difficulty always exists, and always has existed, of obtaining employment for blind organists. There seems to be a prejudice against them generally.

12,606. Does your institution endeavour to obtain situations for your pupils who are qualified to be organists?—As far as I know, I am not aware that the institution does anything for them at all. I have written many letters myself for different pupils to clergymen when I have noticed advertisements for organists, but, so far as the institution is concerned, I do not think that they receive any assistance in that way from it.

12,607. Do you certificate your pupils when they leave, so as to give them a recommendation when they are applying for any situation?—No, I do not think there is any certificate. I have within the last six months entered a number of pupils in the examinations of the Society of Professional Musicians which is now examining in different parts of the country. I did that with a view to their obtaining certificates which might be of assistance to them as being certificates awarded by a body of professional men, and all the pupils whom I entered passed but one. I entered 16 this year; six for practical examination and 10 for theory, and they all passed, except one, in the theoretical examination. All the six practical pupils passed with second class honours, and of the theory pupils, five passed with first class honours, and the others with second class honours. One of the examiners at the theoretical examination was Mr. Ebenezer Prout, and I should think that it would be a very good thing for those pupils to have a certificate signed by such a man as that. That is the first time that that has been done, but I think it will not be the last.

12,608. You have 40 pupils under tuition just now?—As a rule; they vary according to the ages of the pupils in the institution; sometimes we have a larger number of junior pupils, and at other times we have a larger number of senior pupils. In cases where the adult pupils have been rendered blind by accidents in mines, we cannot teach them music; and so, necessarily, the number of pupils under musical tuition will vary a little; but, generally speaking, it is somewhere about 40.

12,609. Have they all been educated in the institution exclusively, or have you any cases of children who have been partially educated at a sighted school?—I do not think we have one instance of that kind in the school. It seems to me a very desirable thing that they should go to some school as early as possible. I find there is a great deal of time wasted very often when they have not been to school at an early age, in arousing their intelligence and rendering them receptive of instruction to start with.

12,610. (*Mr. St. John Ackers.*) Are the industrial pupils in your institution apprenticed?—No.

12,611. Can they leave when they like?—Yes, on giving notice a month beforehand.

12,612. If they have been there only six months or a year?—Yes.

13,613. What is their average stay in the industrial department, so far as you know?—I fancy most of them remain their full time.

12,614. Five years?—Yes; some of them may leave before that time.

12,615. Do the pupils have five years first in the school, and then five years in the industrial department?—No, the term of residence in the school is inclusive.

12,616. You spoke of marriages of two blind persons being happy, in your experience; can you tell us whether the marriages of one blind and one seeing person are generally happy?—So far as I have seen, they are. I have seen one or two such cases. I have never seen or heard of such marriages being unhappy, and I think I should have heard if they were.

12,617. Are the characters of those who have left your school and have been unable to obtain positions as organists, and have become itinerant musicians, good?—Very good indeed.

12,618. If their characters are good, and they have music only to lean on for a livelihood, what is your objection to their gaining a living as street musicians?—I think it is an occupation which is not quite good enough for them. I think it is a pity for them to have to fall back upon that, because, as a rule, I think that kind of life rather conduces to pauperise them.

12,619. You would not consider it asking charity if they were to perform in the street any more than you would in the case of a German band, or any other band?—I think it is a mode of life that is rather degrading to them. I think it would have a degrading tendency in time.

12,620. Your experience is that in time it has a degrading tendency?—Yes; those pupils that I speak of have only been engaged in this for six or eight months or so.

12,621. Are you aware of the existence of any associations of adult blind in your neighbourhood or in Lancashire?—No.

12,622. (*Dr. Tindal Robertson.*) How long have you been at this institution?—16 years last May.

12,623. How long have you taught music by the Braille system?—I think about five years.

12,624. On what system did you educate your musical pupils before?—Orally by reading to them.

12,625. Is the present system very superior indeed to the system of oral teaching?—It is a great help to it; you can do a great deal more work and do a great deal more good; the pupils are rendered more self-dependent and they save you a good deal of time in reading their lessons for themselves. When they have arrived at the condition of being able to read, they can do a great deal more work in the day.

12,626. Do they get a better knowledge of notation?—They have to get a knowledge of sighted notation quite irrespective of the other system. One of the wants of the Braille system is that it is insufficient in its provision for elementary tuition.

12,627. Insufficient so far as books are concerned?—Yes.

12,628. I presume the system itself is not insufficient?—It might be quite sufficient if there were sufficient materials.

12,629. The method of instruction is right, but the books which convey the instruction are not sufficient in number?—Yes; no system would enable them to acquire that which they must necessarily acquire orally, as far as I have been able to gather, a definite idea of the sighted characters of music, which of course they must understand before they can teach. That requires a considerable amount of oral instruction always. Some acquire this knowledge much more readily than others.

12,630. You said that you thought the system of education with regard to blind children ought to be compulsory as well as in the case of sighted children?—Yes.

12,631. Is your institution supported by voluntary contributions alone, or by voluntary contributions and by any capitalised fund?—It has invested moneys, but it has also voluntary contributions, subscriptions and donations, and so on.

12,632. If the education of blind children is to be compulsory, do you think there ought to be any system of grants, either by the Government or by the local authorities, for the education of those blind children?—I do not think that is a point upon which I am qualified to give an opinion. I have not thought much about that.

12,633. (*Dr. Armitage.*) You say that it would be very desirable for blind children to receive some kind of instruction before they enter your school; have you had any of the pupils who have been trained in the day school which Miss Wainwright has established?—We have had, I think, two.

12,634. Can you account for your having had so few?—No.

12,635. There are about 20 children in her class?—I do not know why we have had so few; I do not know anything about her class.

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12,636. May we take it as the fact that you have only had two from Miss Wainwright's school?—That is simply my impression.

12,637. Were those two satisfactorily trained?—I could not say. I have no experience of Miss Wainwright's work at all.

12,638. When pupils are admitted into your school, is there an entry made of what their previous education has been?—I should think so; I cannot tell you with certainty. I have simply to do with the pupils that come to me; all the pupils who enter the school do not come to me, so that anything that I know about the others I simply know by passing amongst them.

12,639. How many hours a day pianoforte practice do the pianoforte pupils have?—They have an hour a day when they begin; as they become more advanced, and it is necessary for them to have more, they have facilities for more.

12,640. Is that about the length of time that a professional musician would devote to practice, an hour a day?—No, nor is it so short as that when they become more proficient, but I should say, in consideration of the other work in the school, it is probably as much as they can get.

12,641. How many hours a day do you think, on the average, you require your seeing pupils to practice?—Three hours, if I can get them to do it.

12,642. That is three times as long you give the blind?—Yes.

12,643. You say you consider the musical instruction satisfactory; do you think the blind are so talented that they can do with two hours a day less practice than the seeing?—No, I do not think so; but when they become more advanced, facilities are given them to have more practice. When the pupils first come among us, and they are put upon music, a single hour a day is allowed for practising, but when they become more advanced, and show some real talent for music, and that there is any likelihood of their working at music satisfactorily, so as to make a professional livelihood out of it, they are allowed to have more practice, and then probably, they get sometimes two hours a day.

12,644. Still they do not practice as long as seeing musicians?—No.

12,645. Do you think that is a desirable arrangement?—No; if they could have more practice it would be very much better for them.

12,646. Do not you think it possible that part of the failure that you told us of, of your musical pupils, arises from their not having the same advantages as the seeing?—No, I am quite certain of it, because I think that many of them have been fully qualified to take very good positions, to earn very good livings, and to acquit themselves as good musicians, but they have not had the opportunities when they left the institution. Their failure was not due to the fact that they were not qualified or in a condition to take good positions.

12,647. But you have told us that you do not consider that the blind have an exceptional talent for music?—I do not think that there is a larger percentage amongst blind people who are musical than there is amongst sighted people; that is what I wished to convey. As I said before, there is an impression in many people's minds that all blind people are musical. In speaking as I did of it being desirable to afford facilities for the pupils to learn music, even if they are not going to qualify for the profession of music, I said I did not think there was a larger percentage of blind people who were qualified to become professional musicians than there is among the sighted.

12,648. How many hours a day do those who practice on the organ get?—They only get about an hour a day.

12,649. Is that about what seeing organists take?—A great deal more. A great many professional organists never practice more than twice a week.

12,650. Then they get more advantages than seeing organists do?—Yes, they get more because they get a musical atmosphere. It is not merely the mechanical practice they get which makes the musician, but it is the general musical instruction they are receiving, so many hours a day in the music room, theoretical instruction and oral instruction in music generally, vocal music as well as instrumental, so that the hour a day that they get for practice does not at all represent

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the amount of musical practice which they get in the school.

12,651. You say there is a great dearth of elementary books in music in Braille?—Yes, they complain of that themselves.

12,652. What elementary music books have you in use?—We have Burgmüller's Studies, and we have Czerny's 101 exercises, and that sort of thing, but they do not supply what is wanted; what we want is more scales. I am not aware that there is a copy of scales in Braille, fingered.

12,653. Those books that you have mentioned are not books for elementary instruction?—No.

12,654. You are aware that a great many elementary books have been published in Braille, are you not?—I am not aware. I have never seen anything in the list of an elementary character.

12,655. Does not Hunten's Instruction Book contain what you want?—I think that is rather an obsolete book.

12,656. Have you any objection to make to what has been published?—Some of it is very old fashioned.

12,657. Is Hunten old fashioned?—Hunten is extremely old fashioned. I think Hunten very unsuitable for the requirements of modern tuition.

12,658. You told us that there were 25 pupils who were self-supporting; can you tell us what the amount is that they earn, because different people mean different things by "self-supporting;" how much a year do they earn?—I do not know that, but I know that some of them present a very well-to-do appearance when one sees them. I do not think I should like to ask them what they earn a year.

12,659. (*Rev. W. Blomefield Sleight.*) Have any of your pupils received the Gardner Scholarships?—No, they have not. One of them has received a grant recently from the Gardner Trust towards supplying herself with a piano in the exercise of her profession. I think that is the only instance. Colonel and Mrs. Richardson-Gardner visited our school in 1879, and they were so very much interested in it that they came two or three successive days and heard our choir practice; and on the last day Colonel Richardson-Gardner expressed his intention of having the choir up to town, but for some reason or another it fell through; I have always wondered why, but he appeared to be quite delighted with us at the time. I do not know whether there were any difficulties with our committee or not.

12,660. How many of your pupils have been passed on to Norwood?—I do not think any have been passed on to Norwood.

12,661. Have any gone to Norwood?—Two, I think. One is now at Birkenhead, and one is dead.

12,662. How has the money been found to pay for their instruction at Norwood. I suppose by their friends; not by our institution.

12,663. None of them have received any grant from the Gardner Trust?—I am not aware that they have. I do not think so.

12,664. Did they have to pass through an examination before they were admitted to Norwood?—That I do not know.

12,665. Can you tell me whether any of your pupils have taken part in other choirs beside the choir of the church where you are the organist?—Not as a body; but many of them have sung with sighted choirs—some do so now—with success. I should here like to mention that at the close of the Liverpool Festival week in 1874, various competitions were held in St. George's Hall, when our blind choir took the first prize (which was doubled in the room) in competitions for church choirs, their opponents being sighted. The judges were Sir Geo. Macfarren, J. L. Hatton, Brinley Richards, &c.

12,666. (*Chairman.*) Have you visited Norwood and studied the course of instruction there?—I have not.

12,667. You cannot offer any opinion as to the method of musical instruction there, as compared with your method?—No.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

32, Abingdon Street, Westminster.

Friday, 5th November 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.

E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Miss BYERS examined.

Miss Byers.

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12,668. (*Chairman.*) You are honorary secretary of the Sunderland and Durham County Institute for the Blind?—Yes.

12,669. Have you taken an active part in the education of the blind for some time?—In their education since it was started in Sunderland. I have been for some time interested in the question of their education, but I had not taken part in this branch of the work before we took up the education of blind children.

12,670. Which, as I understand, was nine years ago?—No, the educational part of our work we only started, I think, four years ago. Exact date December 18, 1882. For two years the education was only given in the morning.

12,671. That education is conducted by the school board, is it not?—Yes.

12,672. The school board rent a room in your institute for the purpose?—Yes.

12,673. And a blind teacher is employed to teach the blind children?—Yes.

12,674. And has been from the commencement?—Yes, the same teacher.

12,675. Do you think that that part of the work is thoroughly satisfactory?—I think thoroughly so, and I think quite to the satisfaction of the school board.

12,676. Do you think that a blind teacher is fully as competent as a seeing one to teach blind children?—I think more so. I think he understands their needs better, and knows the whole system of instruction better, being himself blind, I think that he has more patience than a sighted teacher would have, and I think the result of the whole education would be quite as efficient. I know that thoroughly competent teachers have visited the school and they have been exceedingly satisfied with the progress of the children as compared with sighted children.

12,677. Do you think it would be possible, in a town like Sunderland, to educate blind children together with sighted children in school board schools?—I think not so efficiently.

12,678. Have you ever heard it said, as we heard in Scotland, that the education of blind children separately is a great evil for those blind children, and that it would be far better for them if they could be brought in contact as early as possible with seeing children?—There would be that objection in the case of a school where the pupils were boarded and lodged, but in the case of a board school I do not think that objection holds good. I certainly think it holds good in the case of schools conducted on the asylum system.

12,679. Can you tell us what the expense of this school is?—I can give you one or two items approximately; the teacher has 17*s.* 6*d.* a week, and for the room they pay 10*l.* a year, and they provide the necessary books and apparatus as well. The entire cost is, I believe, under 60*l.* per annum.

12,680. The school board compel the children to attend the school?—Yes; there was a woman fined a short time ago for not sending her child to school.

12,681. Do you think that the law of compulsion should be carried out more strictly than it has hitherto been?—Yes.

12,682. And that no exception should be made in the case of blind children?—There should be no exception in their case, rather the reverse.

12,683. Do you think it desirable that blind children should begin their education at as early an age as other children, say six years of age?—I do, certainly.

12,684. There is an existing limitation with regard to compulsion called the two mile radius; do you think that in a town children should be compelled to come in even from a greater distance than at present?—Yes, as a matter of fact, two of our children do come three miles, but we could not compel them to come from that distance as the law now stands. The question is what is a reasonable distance to compel them to come, the school board have not defined what they think is the distance. I think they say a reasonable distance. I should say the radius should be extended; I would say at least two and a half miles.

12,685. How are the blind children brought to and from the school?—Some of ours are brought by seeing children who are going to another school in the neighbourhood; some of them are brought by guides who are paid for by friends.

12,686. What provision do you think should be made for the blind after they leave school in order to enable them to gain their livelihood?—I think they should be taken straight from school into an industrial institution such as ours, if they were considered suitable for it, and if the institution had work for them. We are taking one or two now, children who are at school during the daytime; after being at school they go into the institute and learn to cane chairs and to sew.

12,687. The difficulty seems to be that for the first two or three years generally their labour is unprofitable, and they therefore could not possibly be received into an establishment conducted on purely commercial principles?—For the first year, if they had parents who could afford to keep them, their parents should keep them during that time, just as the parents of a sighted child would keep him while he was apprenticed.

12,688. Suppose they had no friends?—Then the guardians would have to provide for them.

12,689. With regard to their board and lodging while they were in these workshops, would you lodge them in a lodging house in connexion with the workshops?—No; it was the greatest bore in my life when that scheme was tried for a year and a half. They will grumble, as any ordinary Englishman will, at what they get in the way of board and lodging.

12,690. How would you provide them with lodgings?—I would let them find their lodgings.

12,691. Would the amount that they would get from the guardians enable them to do that?—In one or two cases they have had no friends, and they have had 7*s.* a week from the guardians, and there are generally one or two charitably disposed persons in a town who will assist a case like that. We have in our town several charitable people who will give an extra 2*s.* or 3*s.* to help such cases; the main part of the cost must be provided by the guardians, and I think they will generally do it if it is a good case.

12,692. I am assuming that they are leaving school and have got to learn a trade; in the first year or two their labour is not profitable?—I should say even for three years their labour is not profitable; but I should say a sensible fellow in three years should be able to keep himself; if he was 15 when he left school, I should say he would be able, when he reached the age of 18, to earn his own livelihood.

12,693. They are not always kept at school till they are 14 or 15?—The children we have had to deal with have not yet arrived at an age at which they would earn their own living; therefore I am not competent to speak with experience upon the matter.

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12,694. Do you think that the trades that they are taught should be, as far as possible, those that other persons learn, or do you think they should be taught special trades only?—I would teach them anything I thought they could do; but I think there are only certain things that they can do, as far as my experience goes.

12,695. We find from time to time that there are many trades which the blind are proved to be able to work at, which before they were thought not to be able to work at?—I should certainly let them work in those trades, but I think a boy who has been thoroughly educated up to 14, stands a much better chance of making a good workman than the same boy would if he had not had the education.

12,696. Do you think that the Government should give an education grant for the blind, the same as they do in the case of other children, only larger in proportion to the additional cost of teaching the blind?—I think so.

12,697. And, of course, Government inspection would follow?—Yes; then the ordinary inspectors would require a little special training; they would have to learn Braille, or there might be one special inspector for the whole kingdom for the inspection of the blind. Perhaps this Commission might see fit to make that recommendation.

12,698. Have you any idea about how you would deal with those who become blind in middle age, or are not strong enough to earn their livelihood?—Those who have got to be 50 or 60 are practically of little use in an institution like ours. I think such people become suitable objects for some sort of charitable help. One of our men, almost blind, 60 years of age, earns from 11*s.* to 13*s.* per week at teazing hair, &c. We also give work to two or three others who are over middle age, but we could only employ a limited number of such.

12,699. Has it ever occurred to you that there might be a special ward in the workhouses or in almshouses, where the blind could be put together without being placed in the ordinary category of paupers in the common wards, to which the blind have a strong repugnance; do you think that there should be some more liberal provision made for the blind by the Poor Law authorities?—I think it would be better if the guardians would give a little more out relief to the blind; the blind can hardly get any out relief. I think it would be well if this subject of out-relief were brought more prominently before boards of guardians.

12,700. You think exception should be made in the case of the blind?—I think so.

12,701. Do you know any blind who are receiving annuities from any charities in London?—Eight receive pensions from London, three from "Hetherington's" four from "Painter's," one from "Day's." We have one girl to whom we give 3*s.* pension at our discretion; that is given by the Home Teaching and Relief Society; we can withdraw it at our discretion.

12,702. (*Mr. Johnson.*) That is not a pension society?—No.

12,703. (*Chairman.*) Are there any points that I have not touched upon that you would like to mention?—I think it would be a good thing if the Commission recommended that blind teachers should pass a certain Government standard, say in certain things. They cannot pass the ordinary standard at present, because there are certain subjects that they cannot take, such as drawing, but they might be required to pass a suitable standard before they could become teachers of the blind in board schools. I am speaking more of board schools than institutions.

12,704. Do you think the board schools would generally appoint blind teachers for the blind?—I cannot tell that.

12,705. Do you think there is any prejudice against it?—There was not in our case; but then Mr. Walker is exceedingly clever.

12,706. It is stated that he passed in honours; what was the examining body?—It was an examination in connexion with the Presbyterian Church of England.

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12,707. He has not submitted himself to any recognised board of examiners connected with education?—*

12,708. With regard to the workshops, have you had any difficulty at all in dealing with the workpeople themselves; have they been regular in their attendance, and have they earned their own livelihood satisfactorily?—Yes, they have been, I think, satisfactorily regular in their attendance, because, of course, their object is to come; they want the work. When the times in Sunderland were good, we had plenty of work for them, and they were making very good wages.

12,709. What number of hours do they work?—Now they are only working three-fourths time, from 8 o'clock to 5 or 6; but we cannot judge of the general state of things in Sunderland by the last two years, for during that time the trade has been dreadfully depressed There are thousands of workpeople out of work, therefore our blind people ought to be very thankful for the wages they have been able to earn during the last two years.

12,710. (*Mr. St. John Ackers.*) You have told the Chairman that the school board rent a room in your building, and employ a teacher to teach blind children; do you know whether the school board have a class for deaf and dumb children as well as for the blind?—No, they have not. Those interested in the deaf and dumb would be very glad if the school boards would take up the education of the deaf and dumb.

12,711. What induced the school board to take up the class for the blind?—One member of the school board, I found, was interested in the blind children and in their education, and he was willing to move in the matter. I knew I had a teacher suitable, and I backed him in the idea, and he pressed it on the committee. Two or three of them were willing to take it up, and the thing was eventually brought about.

12,712. Do you know whether a similar effort was made to induce the school board to start a school for the deaf and dumb?—They have been asked to do so, I believe.

12,713. Have they refused to start such a class?—At least it has not been started.

12,714. You have stated that the expenses of a class for the blind are very considerable. Are they very considerable even with the help which is given by having a room in your building at a cheap rate?—I do not consider them large, I consider them small.

12,715. Are they smaller than they would be for a class of seeing children?—They are larger in proportion than they would be for the same number of sighted children, I think.

12,716. The expense of books alone, if you had to purchase books at the full price, would be very considerable, would it not?—I suppose it would.

12,717. The expense is considerably more than it would be in the case of sighted children?—It would cost more to educate blind children than it would to educate sighted children, I may safely say.

12,718. (*Mr. Johnson.*) Would you say considerably more?—No, not considerably more.

12,719. (*Mr. St. John Ackers.*) Do you think there should be sighted foremen in the workshop?—Decidedly, except in some branches where a partially blind man might be able to do the work of the foreman perfectly well. We have a partially sighted man for the matting and mat department, and we have a man with partial sight who superintends the cork fenders and also the feather department, but we would have a sighted man for basket work.

12,720. There should be sighted foremen for the industrial department?—Or partially sighted.

12,721. But you think a blind teacher is better for the educational department?—I think so. We have no sighted foreman in our mattress room—blind people have taught the blind—except that our manager was an upholsterer, and I suppose was a practical foreman in the business, and he has superintended the work. The covers must be cut by a sighted person, so that you must have a certain amount of sighted superintendence there.

12,722. I wish you to explain two of your answers which seemed to me to be a little inconsistent with one another. You said in one answer that the guardians pay 7*s.* a week to some of the adult blind, and in another answer you said it was very difficult to get the guardians to pay anything at all for out-door relief?—They are very reluctant to give out-door relief, except in connexion with an institution. They will pay willingly where the money is being given in connection with an institution, because they know that it will be to their advantage to pay it. We had one man (not totally blind, but quite too blind to obtain employment in an ordinary way) who was 19 years in the workhouse. They paid for him for one year 7*s.* per week, and he earned 22*s.* 3*d.* per week on the average in 1885. He was a burden on the rates for 19 years. We are going to take another who would simply be in the workhouse if we did not have him.

12,723. You consider it a very good arrangement for them to pay a certain amount for a year or two with the object of getting a person trained to some industrial purpose?—I think so. I think it a good thing that the guardians should pay for two or three years a certain sum to enable a man to be trained to basket-making, for instance.

12,724. Would you advise that that payment should be compulsory upon the guardians if it were proved that the relations of the blind person were wholly unable to pay anything?—I think it would be a very good thing if it were compulsory; they do not very willingly pay anything for longer than a year.

12,725. You spoke of a blind lad being able to earn his own living after three years from the time he left school?—I am not able to speak authoritatively upon that. The educational part of our work has not been sufficiently long in operation for the children to have grown old enough to go out into the world to earn their living.

12,726. What is the length of term of apprenticeship for the sighted in Sunderland?—Different terms for different trades. The ordinary term of apprenticeship in the basket making, I have been told, is seven years in the case of the sighted.

12,727. Is it reasonable to suppose that a blind person would become proficient in a shorter time than a sighted person?—I do not think so; but we would not attempt to teach them so many branches of basket making as a sighted apprentice would be taught. I think it quite reasonable that the blind should have three years apprenticeship at basket making, but I am not competent to give an opinion upon that point authoritatively.

12,728. Is there any association of adult blind workmen in your neighbourhood?—Yes, they have an association which they formed entirely among themselves.

12,729. Do you know anything of its rules?—I can send you its rules. They formed an association two or three years ago among themselves, and got the blind in other towns to join them; that association is entirely worked by themselves.

12,730. (*Chairman.*) Is the blind teacher, Mr. Walker, secretary of it?—I think he is, or was.

12,731. (*Admiral Sotheby.*) Have your workmen any sick club?—The men have a sick club.

12,732. Does it answer?—I think so. They manage it themselves. It has been a great blessing to some of the men. There are 17 members. They pay 3*d.* a week, and receive 6*s.* per week the first 13 weeks of their illness, 3*s.* the next 13, and 1*s.* 6*d.* the remainder of illness.

*The following is a list of examinations passed by Mr. A. Walker, with the names of examiners:—

1881. University Extension Scheme, Cambridge and Durham. Subject: "English History, 1688—1832." Passed. First Class. Examiner appointed by Syndicate at Cambridge.

Examinations under the Sunday School Union International System for Sunday School Teachers:—

1. Subject: "Principles and Art of Teaching." Certificate gained in 1884. Examiner: J. C. Curtis, Esq., B.A. London.
2. Subject: "Evidences of Christianity." Certificate with honours gained in 1885. Examiner: Professor Bedford, M.A. LL.B. London.
3. Subject: "Scripture History and Doctrine." Certificate with honours gained in 1886. Examiner: Professor Goadby, President of Chilwell College.

Examinations under the auspices of the Presbyterian Church of England:—

1. Subject: "First Three Centuries of Christianity." Certificate, with distinction, gained in 1885. Examiner: Professor Macalister, M.D., F.R.S., Professor of Anatomy, Cambridge University.
2. Subject: "Life of Augustine," Church History. Certificate, with first medal, gained in . Full marks 300.285 gained. Examiner: Professor Macalister, M.D., F.R.S.

In all the above examinations, excepting the first, the examiners did not know that the candidate was blind.

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12,733. Do you assist it at all?—We have occasionally given small sums towards it—a few pounds derived from different sources.

12,734. You mentioned that sometimes the workmen are on half wages; does that make them very discontented?—Of course they do not like it, but they have had to accept it. We have not reduced the rate of wages, but we have put them on shorter time, which they like better.

12,735. Do you consider that a sighted teacher could teach the blind to read as well as a blind teacher?—I should say he could, but I think it advisable, if you can get a blind man to do the thing efficiently, to employ a blind man.

12,736. Does the mattress-making pay well?—It pays the men very well, and, taken as a whole, it pays the institution very well.

12,737. You referred to the case of a man (not totally blind), who had been 19 years in the workhouse and then was removed to your institution; how long was he in your institution?—He is there now. In 1883 he earned 14*s.* 10*d.* a week. I think that, perhaps, would be the first year after he left the guardians; the next year his earnings went up to 20*s.* 5*d.* a week, and then in 1885, when he had become more proficient, he earned 22*s.* 3*d.* a week.

12,738. On piece-work?—Yes.

12,739. In making baskets?—Yes, rough basket-making.

12,740. How many years do you consider it takes a blind man to make baskets well? I mean the rough baskets that the blind generally do make?—It greatly depends on the man himself.

12,741. It depends on the age of the man?—The age and capacity. I should say he would be able to make them in two to three years.

12,742. Do you mean that he could make baskets well enough after two or three years to earn a livelihood?—Yes. This man was able to do so in a year after he had come from the guardians.

12,743. Do you make brushes?—No.

12,744. Brush-making would not pay?—It would not pay, and we cannot afford to lose any more money on different branches of manufacture.

12,745. If you introduced brush-making you think you would lose by it?—We think so, and we have not the capital.

12,746. (*Rev. W. Blomefield Sleight.*) You employ one young woman who is sighted, and who is deaf and dumb; would you employ more deaf and dumb persons if they applied for work?—We would rather not. That girl is useful to us, because we want a certain amount of work done which only a sighted person can do; but we would not employ her unless we wanted that work done.

12,747. Is not there plenty of work in the institute that the deaf and dumb could do?—There is a certain amount, and therefore we employ this girl.

12,748. (*Dr. Armitage.*) Is the school under Government inspection at present?—Not at present.

12,749. You do not have a grant?—No, we could not have a grant.

12,750. Why cannot you have a grant?—We could get the attendance grant if the children were to go half a day to a sighted school, but that would greatly interfere with our educational arrangements; then our teacher is not a certificated teacher; he could not pass the present examination, because he could not draw, for one thing.

12,751. If Mr. Walker was certificated, you would be able to get a grant?—Quite so, and that is what we want, that he should be able to pass a Government examination on a modified standard adapted for the blind.

12,752. Have you formed any opinion as to what modification there ought to be in the examination for a certificated teacher of a blind school?—Perhaps that is more for such a body as yourselves to recommend; there are one or two things, of course, that the blind cannot do.

12,753. Have you formed any opinion as to what subjects blind candidates for the post of teacher should be required to pass in?—I do not think I can give any opinion upon that. I think I would rather leave the answering of that question to those who have thought the subject well over.

12,754. Have you had any experience as to kindergarten work in a school like yours?—No, I have no experience of it; but I think it would be very advantageous if it could be introduced.

12,755. A blind teacher would have a difficulty in teaching kindergarten, would not he?—I cannot say. I suppose he would. I think it would be a great help in our school if we could get a lady to teach it gratuitously, if the board would allow it. I think it would be a very beneficial thing to introduce. I do not think that the blind teacher could do it himself.

12,756. From your experience, how do you think his would work: to carry on the school very much as it is now, and have a kindergarten teacher for a certain number of hours in the week specially to teach kindergarten?—That would be very nice if it could be done. I do not know that they teach kindergarten at all in our board schools. I know they teach it in other schools.

12,757. I understand you to say that, from your experience in your own school, you think it would be desirable to have kindergarten introduced?—I think it would be very desirable. I have been wanting to have it introduced myself.

12,758. Are you connected with the home teaching part of your work?—I am on the committee.

12,759. What system do they teach in the home teaching?—Principally Moon, but also the Braille type; they are teaching that now to the younger men who are wishing to learn it, and I think with great benefit. I would like to see it much more widely introduced along with the Moon type in the home teaching.

12,760. Do you know any adults who have learnt or are learning Braille?—Yes, I think we have five who are learning Braille.

12,761. Do they themselves say that it is any advantage to them?—Yes, I think they are very pleased with it.

12,762. Do you think, from your experience, that intelligent adults who are anxious to improve themselves, could in general learn Braille?—I think so by what I have been told by experienced blind people about it. I do not myself teach it or thoroughly know it, but I know that the adult blind can, if they are intelligent, learn it.

12,763. Was there any difficulty in getting it introduced in your society?—No, I cannot say that there was. Mr. Backhouse, who takes a great interest in the school board, offered the Home Teaching Society a present of books in Braille if they would take them, and we were very glad to have them. That is the way it was introduced, and we are very glad it has been introduced. For old people the Moon type is the best, because they do not like to trouble themselves to learn the Braille, but young men, and adults with intelligence and capacity, should learn Braille, certainly.

12,764. Do your adult workmen practically read much?—No, I do not think they do. I think they like being read to.

12,765. The men who are basket makers whose hands are hardened by work generally, do not read, do they?—I do not think they do. I think they generally prefer to get some one to read a newspaper to them, that is to say, most of them; there are intelligent ones who will read themselves.

12,766. They are tired when they have left off work, and they prefer sitting in a chair to reading?—Yes, those who were not the most intelligent would not read, but the intelligent ones would read in their leisure hours.

12,767. (*Mr. Arrol.*) You have said that Mr. Walker is a very superior master?—Yes, I think so.

12,768. His salary, I think, is 17*s.* 6*d.* a week?—Yes.

12,769. Is that for the number of weeks he is employed in teaching, or for the 52 weeks of the year?—I think for the 52 weeks of the year. I think he gets paid while he is away on his holiday.

12,770. As he is a very superior teacher, do you not consider 45*l.* 10*s.* is a very small salary for him?—Yes, I do.

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12,771. Is is from want of funds that he is not paid more?—I have asked one or two members of the school board to see if they cannot raise his salary a little, but they have not yet done so. It was rather a struggle to get them to undertake the education of the blind in the first place, and I am rather careful in asking them to spend more for fear they should give it up altogether, looking at the comparatively small number of blind children receiving instruction.

12,772. Do not you think that it would be advisable to have some sighted assistant with him, so as to enable any defect in deportment in the children to be corrected?—I think Mr. Walker makes them deport themselves very well.

12,773. You disapprove of children being educated and boarded in blind institutions?—I do not think it a good thing to congregate blind people together the whole of their time, as is done in blind asylums. Instead of building an asylum for the blind, I would say let them be educated by the school board in a class together, and then let them go home to their own homes and mix with their sighted friends and relatives.

12,774. Would you recommend that their education in a class together should be in a sighted school?—I do not think it would be so good as separating them.

12,775. Might not you give them the same blind tuition as you would give them if you were educating them in a school by themselves, and allow the children to associate with their sighted companions in the ordinary play-ground?—To give the same tuition as they are getting now efficiently by a blind person, our school board would have to supply an efficient teacher to each of its schools, or they might get an ordinary teacher with a slight knowledge of the Braille system, who one could hardly expect would give that extra attention to the blind children, necessary to make their education equal to that of the sighted. I think the blind children would not get proper attention if they were educated with the sighted.

12,776. You would recommend that the whole of the blind children should be congregated in one school or two schools, if there were a sufficient number of children?—Yes, if they could have a room in a board school I should say it would be a very good arrangement. I quite think that our method might be adopted with advantage in other places.

12,777. On the question of wages, I find in your report for 1885, that your wages to your blind workmen are 730*l.* odd, and the amount that you give for sighted supervision is somewhere about 650*l.* Is not that very large in proportion to the money given to the blind?—Yes, and we are reducing it considerably; we are doing without a manager, and we are putting more work on to the others; we are trying to reduce the expenditure for supervision in every way possible compatible with efficiency. At the same time I should add that upwards of 100*l.* of this amount is not for supervision but is paid to sighted workmen, whose work is profitable to the institute, and is such as blind people cannot possibly do.

12,778. You said that you were a member of the Committee of the Home Teaching Society; is it one of the objects of the Home Teaching Society to find employment for the blind?—No, the object of the Home Teaching Society is a teaching object—a missionary object—and to afford relief.

12,779. I suppose one of the best forms of giving relief to the blind is to obtain work for them?—I call that giving them employment.

12,780. Do you endeavour to obtain employment for them?—We endeavour to do that at the institution so far as we can.

12,781. Can your institution give employment to all?—To almost all in this town who are respectable, and who we think will be capable of earning a livelihood. The missionary would try and help them in all ways that he could, in temporary ways as well as permanently. He tells me of cases suitable for the institution, and if he thought he could find any work suitable for them especially, he would try and get it.

12,782. Have you any employed in public works?—One blind man is employed as a tuner in a music shop.

12,783. Are any employed in ship building yards?—One is employed as a polisher in a shipbuilding yard.

12,784. (*Chairman.*) Have you ever tried to introduce what we heard of in Glasgow, cleaning bolts?—I did apply for employment for them at cleaning bolts, but unsuccessfully at the time. I think if I had time to work it up I could succeed in it.

12,785. (*Rev. C. Mansfield Owen.*) What religious instruction is given to your blind children?—The Home Teaching agent visits them at the institution.

12,786. Have you certain hours for religious instruction?—Yes, from 9 to 10 a.m. The school board prescribe that there is to be prayer, and a certain portion of Scripture taught daily.*

12,787. Are any blind children withdrawn from the religious instruction?—No, none have been withdrawn.

12,788. (*Dr. Tindal Robertson.*) You are not yourself a member of the school board?—No.

12,789. This scheme for educating the blind in Sunderland was initiated by the school board at your suggestion, I understand?—It was initiated by a member of the school board; Mr. Backhouse, who is a member of the school board, was very anxious about the education of the blind.

12,790. Do you know whether a similar system has been adopted in any other part of the country?—I think Leeds has followed us; they are in communication with our school board.

12,791. I mean the system of hiring a room in which to teach the blind by themselves?—I am not sure how they do it in Leeds. As we had the room, it was considered to be a convenient arrangement that the blind children should be gathered together in it.

12,792. Is that room in a central part of the town?—Yes.

12,793. How far would it be from the extreme limit of the town to your institution?—The longest distance that they come is three miles.

12,794. Is there any part of the town which is beyond that distance?—I cannot answer that question.

12,795. Are you aware that in London the blind children are educated at different centres in different parts?—Yes.

12,796. What I am leading you to is this, whether you would think it advisable to have one centre in a large town such as yours, or several different centres?—I think it would be a matter for each town to decide according to the distance that the children would have to come.

12,797. With regard to pensions, do you know the persons who are in receipt of pensions in your town?—No, not all of them.

12,798. You know some who are in receipt of pensions?—Yes, I know one or two of them.

12,799. You said you thought that the masters or mistresses of these schools should be certificated; do you think that it would be an advantage if there were a special training institution for the education of schoolmasters and schoolmistresses for the blind, in London, for instance, where persons who wished to become teachers of the blind in London or in the country might be properly certificated?—I think that so long as you can get people who have been properly educated, that is not a necessity. Our teacher, Mr. Walker, was only two months at Norwood to learn the type; that is all the education he has had at a blind school.

12,800. He is not certificated?—No, he is not certificated; but I am sure that he would pass in anything that he would be required to pass, if a standard were adopted which was adapted for the blind.

* The following is a copy of the time table for the class of blind children, held in the school room of the Sunderland Institute for the blind, under the school board hours:—

9 to 10 a.m.	-	Prayer and Bible lessons.
10 to 10.5 a.m.	-	Registers marked.
10.0 to 13.30 a.m.	-	Reading.
10.30 to 11 a.m.	-	Grammar, Monday, Wednesday, Friday. Geography, Tuesday, Thursday.
11 to 11.15 a.m.	-	Recess.
11.15 to 12 a.m.	-	Arithmetic.
12 to 2 p.m.	-	Dinner Hours.
2 to 2.30 p.m.	-	Writing.
2.30 to 3 p.m.	-	Reading.
3 to 4 p.m.	-	Arithmetic.

A lady kindly attends the school once a week to give the elder children a dictation lesson for half an hour.

During the year a portion of the Old and New Testments is to be taught (the selection of the part is left to the teacher), two psalms and two hymns are to be learnt by heart. The blind teacher has chosen for this year: The Life of Samuel, four miracles, and four parables.

The same rule holds good in the schools under the Sunderland school board, which is unsectarian.

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12,801. You seem to think that it would be an advantage that you should have a blind teacher, who was certificated; then would it not be of advantage to have a special training institution for the education of such teachers?—I think at Norwood they have that. I think it is a splendid education that they give at Norwood.

12,802. (*Mr. Johnson.*) Now that we are on the question of teachers, I should like to ask you whether you do not think that it would take an ordinary sighted teacher in an ordinary board school a very little time to acquire the mode of teaching blind children?—I have heard that it has been acquired in a very little time.

12,803. You think it is possible to acquire it in a little time?—From what I have heard, I think it is. I do not consider myself very competent to speak upon that point.

12,804. I take it that you think that a sighted person who was well versed in the methods of teaching the blind, would make a better teacher than a totally blind person?—I should not like to say that.

12,805. Do you think that a blind person is able to see to the deportment of blind children equally well with a sighted person?—I think a blind person could see to the education of the children equally well with a sighted person; and, as regards deportment, I think that could bevery well left to the parents. I think a blind teacher soon knows whether his pupils are getting into bad habits.

12,806. Is it your experience that the parents do teach their children deportment?—Poor parents do not, perhaps.

12,807. Your experience is derived from this school, the average attendance at which is 10?—Yes.

12,808. Before this school was established, who took the educational part of your establishment?—Nobody.

12,809. Did not the Home Teaching Society for the Blind do it?—They taught the children to read a little; it was not regular education.

12,810. They were the persons who initiated the education of the blind in Sunderland, were they not?—The question of the taking up of the education of the blind was initiated by the Home Teaching Society for the Blind. Their secretary visited Sunderland 14 years ago, when a branch of the society was established there.

12,811. They established a branch of their society at Sunderland, and supplied a certain number of books to read in Moon's system, did they not?—Yes. All that the society did was just teaching people to read; it was not an educational society.

12,812. But that was the only education given to the blind in any way before this school was started?—Before this school was started, the only education that the blind children could get in the town was the little instruction in reading that they got from the Home Teaching Society for the Blind.

12,813. Before your advent no blind persons in Sunderland, according to your knowledge, read by any other system than Moon?—I think not; any blind children whose parents wanted them to be educated were sent to Newcastle.

12,814. What initiative did the school board take with regard to educational appliances for teaching the blind. Did they at once decide to adopt the Braille system in preference to Moon?—They took the Braille system to begin with on our recommendation.

12,815. You have had no experience in other schools of the modes of teaching the blind to read or write?—No.

12,816. Then what led you to consider that the Braille system was the best system to be adopted?—Practically we found it to be the best.

12,817. You initiated it, as I understand you. What was your experience in regard to it?—I had the experience of those who had had to do with it, and were learning it. I found for writing it was invaluable.

12,818. Had you had any experience with regard to the Braille system amongst the blind themselves, or was the opinion you formed of it derived from information that you got from the societies?—I think I got to know all about it through the societies at first, and then through blind people.

12,819. Before you initiated it at Sunderland, was what you knew about it derived from any practical experience, or only what you had learned from societies. Had you seen, say, a dozen blind persons reading and writing in Braille, and were you so struck with it that you introduced it?—We had experience of the superiority of the system before we introduced it; the experience, for instance, of Mr. Walker himself; we sent him up to Norwood to learn it.

12,820. But you initiated it before you sent Mr. Walker up to Norwood to learn it?—Yes.

12,821. You had had no experience in any schools of it before you initinted it at Sunderland?—No.

12,822. You were told it was a good system, and you made a trial of it?—I got what information I could as to the best modes of teaching.

12,823. Would you adopt Braille as the one system to the exclusion of all others?—In school work I would.

12,824. What is your opinion of the Moon type?—I think it is very good for old people and those who are not very intelligent.

12,825. What is your opinion with regard to the system by which the blind should communicate with the sighted?—I should say that they should write their letters in Braille, and that sighted people, if they wanted to read them, should learn Braille.

12,826. Those who want to decipher Braille must learn the key?—Yes.

12,827. But if blind persons wrote in the ordinary writing of a sighted person, then, of course, they would be able to communicate with the sighted world?—I think it would be an advantage for them to be able to communicate with their friends. I think it would be a very good thing if they could be taught both Braille and ordinary writing.

12,828. Do the school board ever remit the fees of your blind children?—Yes, as in the case of sighted children; if the board considered that the parents were too poor to be able to pay the fees, they would remit the fees.

12,829. When we were at Sunderland you told me that you considered that all the blind children in Sunderland that you knew of were brought into the board school?—Yes, except one child, who is sent to Norwood.

12,830. That means 12 or 14?—Yes.

12,831. Is there any difficulty in getting those 12 or 14 brought to the school?—Yes, there is rather a difficulty; there is a little difficulty in sending them, but that is generally got over. The difficulty of getting them to attend is generally due to lack of interest in the parents.

12,832. Does your institution or the school board pay anything for guides to bring the children to the school?—No; that must be done by philanthropy.

12,833. Perhaps if each blind child were allowed a certain amount of guide money it would be an inducement to the parents to send the children to school?—It might be an inducement. I am not very much in favour of giving guide money, though in case of necessity I have no doubt it would be a good thing.

12,834. In London guide money is given to a great extent?—Yes, but London is very different to a provincial town; it would hardly be safe for a blind child to go about London by itself; in a provincial town a guide is not so necessary as in London. I think in some cases it might be very desirable if the board would allow guide money.

12,835. In special cases?—Yes, only in special cases.

12,836. One of the reasons why they do not come to school is because no allowance is made for a guide?—I do not think that that is the reason why they do not come to school; I think in our case people would pay for guide money if the mothers would send the children, and if that system of giving guide money were adopted, the parents would send the brother of the blind child as its guide, and get 3*d.* a week.

12,837. You have told us that you thought it would take three years to perfect a boy as a workman after he left school at, say, 13 or 14 years of age; what would you suggest with regard to providing for those boys for those three years after leaving school?—I do not think I am capable of giving any opinion about how boys of that age should be dealt with.

12,838. You gave short wages during a portion of these two consecutive years; how did you reduce those

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wages; was it by time?—By time, and the piece-work naturally reduces itself.

12,839. Do you pay most of your workmen by time or by piece-work?—Most of them are on piece-work, but some are on time at fixed wages, the foreman, who is partially blind, is paid so much a week, and he superintends the bedding department, the feather part of it, and the teasing, the making of cork fenders, and the matting department.

12,840. His wages are not assessed upon what he earns; he is, as it were, a supervisor; he is what is called a foreman?—Yes.

12,841. Do you pay any fixed wages to any blind workmen?—Yes, two blind workmen in that very department are paid by time, because we find it most difficult to pay them by piece-work.

12,842. Do you in any way subsidise any of the labour of your blind people?—We do pay higher rates than the ordinary market rate in one or two cases, and we must reduce them, though, no doubt, the men will kick very much if we do. We began by paying a shilling a pair for mattress making, which was the market rate; after we had gone on for two or three years we made a profit, our expenditure was small, the manager was working late and early, he was working till 10 o'clock at night, and we paid him no more for it, besides which we had a great deal of unpaid labour, and we thought if we could do this, we would pay the workmen a little more, so we raised the rate for these mattresses 3*d.* a pair, bringing the payment to 1*s.* 3*d.*, but we did that because we were making money, and since we have been losing by making the mattresses, we have not reduced the rate.

12,843. You subsidise that particular portion of the trade 25 per cent.?—Yes; I believe as a matter of fact the former market rate of 1*s.* now stands at 10*d.*, but we are still paying 1*s.* 3*d.*

12,844. Practically, you subsidise that particular branch to the extent of 25 per cent. over what they would earn outside?—Yes. We do not subsidise the basket department.

12,845. Those who work in that department are paid wages according to the price that the workmen outside are paid?—Yes.

12,846. (*Chairman.*) There has been a reduction of 10 per cent. below the trade prices in consequence of the depression of trade?—Yes, I think there has been; I think we are paying the ordinary trade price. I do not think we are paying the reduced trade price.

12,847. (*Mr. Johnson.*) What I want to get from you is whether, on your general work, you pay your workmen something more than sighted workmen would be paid for the same work?—In some cases we do, and in some we do not.

12,848. To the extent of 25 per cent.?—Certainly, for the reasons given. We do not like to reduce the rates of pay for work unless we are obliged, but if there was a chance of our being driven out of the market if we did not reduce them, we should reduce them as a matter of business.

12,849. Is there any difficulty in getting rid of your manufactured goods?—There is a difficulty. If we were to let them work full time, there would be very great difficulty in getting rid of the goods. We have a great surplus stock of mats.

12,850. Would you work less time when you had got a very large amount of stock in hand?—Yes; we have not any charitable fund to fall back on.

12,851. Do you consider that your trade has been a loss or a gain in the last two years?—There has been a considerable loss in the last three years. We have adopted stringent measures to reduce our expenses in every way we can compatibly with efficiency.

12,852. If workshops were established through the length and breadth of the land, in which the blind could produce articles from materials supplied to them at trade price, and at which those articles could be sold, do you suppose that there would be sufficient trade to enable a large number of the blind to be self-supporting?—I cannot say, but think a considerable number might be. If it were only the work of the blind that was sold, institutions could not possibly be self-supporting; but we sell a great deal that is not made by the blind. I think that this is an absolute necessity, if such establishments are to be carried on as a business. If we do not sell articles not made by the blind, we must resort to charity, which goes entirely against the grain with me. I want the blind to be assisted as far as possible without charity.

12,853. (*Chairman.*) You like them to keep their independence?—I would rather that such institutions were self-supporting.

12,854. (*Mr. Johnson.*) 3,243*l.* was received last year for goods sold; would a large proportion of that be received for articles made by sighted people outside?—Yes.

12,855. The profit on which went to the benefit of the institution?—Yes.

12,856. Including bedsteads, and things of that kind?—Yes; and the finer kinds of baskets.

12,857. You largely deal in articles made by sighted people?—Yes, and we consider it a necessity if we are to be a business.

12,858. If the sale of articles made by sighted people was cut off from any blind workshop or any blind depôt, there would not be a sufficient demand for work produced by the blind for them to earn their living?—There would not be sufficient profit to enable the thing to be carried on as a commercial business.

12,859. One of the difficulties, as I understand, is the accumulation of stock?—It is a difficulty; that is to say, it would be if we were to keep on full time.

12,860. You are obliged to work less time because you are afraid to increase your stock?—At present.

12,861. What would you recommend the great institutions to do with their surplus stock?—That urgent efforts should be made to get people to buy it.

12,862. You would sell it at a very much reduced price?—I would sell it even at cost price rather than keep it.

12,863. Or at a loss?—I do not know whether I would sell it at a loss.

12,864. Can you explain to the Commission how it is that you pay so large a sum as 650*l.* to sighted people?—We were obliged to have a certain staff to work the place, as we thought, efficiently; but we now think that we will be able to cut down the expenses by reducing the staff, and we are doing without a nominal manager. We are giving the man who was the foreman greater responsibility in the manufacture, and we are giving the clerk more responsibility in taking care of the cash and attending to the correspondence, which the manager used to attend to. We are paying more to those two men, and we are letting the girl who superintended the girls also manage a branch shop where we expect to get more orders. With the same sighted staff, I think we could do almost double the work, and the comparative amount paid in wages to the blind would be much greater than at present.

12,865. (*Chairman.*) Do you think that there should be greater communication between the blind institutions as to the sale of their goods and the manufacture of their goods, so that they should not compete with each other in the market?—I think that that would be a good thing. I do not know that it is a good thing to stop competition.

12,866. You have plenty of competition with sighted people already?—Yes. I do not think we at Sunderland should try and get orders in a town where there is already an institution.

12,867. You would not manufacture the same things as the blind do at Newcastle?—Yes, we would manufacture the same things, but we should not go into Newcastle to sell them.

12,868. Could not blind institutions agree to manufacture certain things, and then agree each to sell the goods of the other as there might be a demand for them?—No, I think we should each manufacture according to the demands of our own neighbourhood, and supply articles to each other if we can sell them as cheaply as they could be got elsewhere.

12,869. Do the blind children who are taught in this school at Sunderland have any gymnastic training?—Yes, gymnastic training has lately been introduced.

12,870. They have to walk two or three miles?—Yes.

12,871. They get that exercise?—Yes; they play about in our institution yard, and they are very happy.

12,872. So far as you know, are there any blind children left outside the school?—So far as we know, there are not. We would inform the school board immediately we heard of one, and the school board would look the child up.

12,873. Is there any regular machinery by which the school board find out whether there are any blind children that do not go to school?—Suppose we came across a blind child, we would let them know. The same machinery exists for the blind as for the sighted.

12,874. Do you know anything about the United Kingdom Association of the Blind?—All I know about it is that some of the men got it up among themselves. They thought it would be a valuable thing if amongst the blind themselves they could have intercommunication, and thus get to know what was going on in different towns with regard to the blind, and if they could have the means of consulting each other as to the best means of furthering their own welfare. I think the blind people themselves, perhaps, know their wants best. My information with regard to the blind was got a good deal from the blind themselves.

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12,875. Do you know whether the association has received any great amount of support over the whole kingdom?—I think a very considerable amount. If carried on on a right basis it might do a very great deal of good, whereas, if wrongly conducted, it might not be beneficial.

12,876. I suppose you find that your selling goods made by sighted people leads people to buy goods made by the blind themselves?—I quite think so. If a person buys one thing at the shop, he is very likely to buy another.

The witness withdrew.

Mrs. Jane Chambers examined.

12,877. (*Chairman.*) You are one of the committee of the Home Teaching Society and Workshops for the Blind, in Cornwallis Street, Liverpool?—Yes, and have been since its commencement. My husband was the first secretary, and the first promoter of the institution with Miss Wainwright, the aunt of the lady who is our present honorary secretary.

12,878. What is the special object of the work outside the institution?—To visit the blind.

12,879. We understand that you have also a class for blind children?—We have a school for blind children. We assemble all the blind children that we can get together twice a week in our board room at the workshops. It is difficult to get them together more than twice a week, because there is a difficulty about the guides. We have a very competent and clever teacher, with an assistant, who teach the children in that room twice a week. Then on other days in the week our teachers, of whom there are four, call upon the children and carry on the lessons so far as they can, and the grown up blind people, who cannot read, they teach to read. The town is divided into sections, and three of our teachers are always out reading to the old blind persons, teaching those who do not know how to read, and supplying them with books.

12,880. What are the ages of the children?—From three years upwards, some of them being 18 or 19.

12,881. Do not you think that blind children should be sent to school in the same way as other children?—Yes, if they could be protected, and if they could have a special teacher; but they require more care in teaching. If you ask a child after a lesson to explain what it has been taught, you find, unless it has had some object lesson with it, that nothing has been conveyed to the child's mind. There ought to be a great deal more object-lesson teaching for blind children.

12,882. Do you think that infants, say from three years upwards, should be formed into a class, and taught as soon as possible?—Yes, in cottage homes for young children; nothing else will do in the case of poor people, because they neglect the children so much.

12,883. Do you think that such cottage homes should be, like infant schools, under the general education of the country?—Yes, if the system could be carefully carried out. Very young blind children, I think, should be maintained and educated in cottage homes, because they require protecting so much. We find from our experience that all our teaching is thrown away where the child returns to its home and the parents are careless or incapable of teaching them anything.

12,884. You are speaking of the poor parts of Liverpool especially, are you not?—Yes.

12,885. Not of the country districts?—No.

12,886. Their maintenance would be a matter for private charity?—We find very little difficulty with regard to that. Miss Wainwright has some cottage homes in which the children get on remarkably well, and we find that those children, when they are brought into the workshop to be taught a trade, learn their trade in half the time that others would, because they have been taught to use their fingers.

12,887. You think that they ought to be taught from an early age to use their fingers?—Yes; the immense trouble that we have in teaching blind children is because they have been neglected; there is scarcely one in a undred who will teach a blind child anything; they are kept entirely untaught. I could tell you of many such cases.

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12,888. Of course, in the case of poor children, the earlier they can be taught to earn their own livelihood the better for themselves and for the rates?—Yes. We have some boys and girls who were educated in Miss Wainwright's homes who are now earning their living. The girls are earning up to 10*s.* a week at brush making in our workshops. The moment they are competent to learn a trade we draft them into the workshops. We pay them a small sum while they are learning their trade, and then they work by piece-work after that.

12,889. What number do your cottage homes hold?—14, or 16, or 18; there are two little cottages. Twelve would be quite as many as it would be well to have in a cottage home.

12,890. Are they full?—No, I do not think they are quite full at present.

12,891. Do you think that in Liverpool every blind child is known by the school authorities?—As far as they are able to get to know.

12,892. Do you apply for assistance from the school board or from the guardians?—Guides are paid for in some special cases by the Home Teaching Society. The guardians have in one or two instances paid for maintenance of very poor children in the cottage home at the rate of 5*s.* per week each. Parents pay part when they can and will, and kind friends also help.

12,893. Has it ever been urged upon the Liverpool School Board to provide classes for the blind children?—We have not asked them to do so.

12,894. Why have you not asked them to do so?—I do not know why we have not asked them. We have had many blind children taught with the other children in the national schools, and only one or two have succeeded; they do not succeed there because they get so knocked about, and they become so nervous that we have had to take them away. One boy, who was at the national school, is at Norwood, he was a clever, intelligent, bright boy, not a nervous boy, therefore he got on well, and he has earned himself a scholarship; but we have had to remove many others from the national schools.

12,895. Would not dissociating them from their seeing schoolfellows tend to make them still more nervous?—Yes, I think so, except in the case of the very young. I think Miss Wainwright and I agree that the national school system would be good, provided they could have suitable teachers; a young pupil teacher would be very unfit to teach blind children.

12,896. If you could imagine that a pupil teacher would take the trouble to learn Braille, in order to teach blind children a class, that would show an amount of interest in the blind from which it might be inferred that she would be able to deal with, and teach blind children, as has been found to be the case in Glasgow?—We find from experience that the older teachers are more patient and considerate with the blind, and that they bring them on better. A certain training is necessary to understand the minute teaching needful for blind children.

12,897. Of course if the Government were to give a grant for the blind children, it would have to be a larger grant than for the sighted, in order to pay for the

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extra expense; I presume you would recommend that?—Yes. Then also the blind need a playground very much; blind children do not get any exercise; all our young blind children are stunted.

12,898. They take no exercise?—No; if a separate playground could be arranged for them, it would be a great help to them.

12,899. That would rather lead, would it not, to a separate institution for the blind?—I do not think it need necessarily.

12,900. You could not have all the apparatus for gymnastics for a few children?—There might be a room arranged in a national school.

12,901. That would have to be for a certain number of children?—Yes.

12,902. You would have to collect blind children under the school board in a common centre, or in one or two centres, in a place like Liverpool?—Yes, in one or two centres, and then if they are examined they should not be expected to pass in the standards applicable to sighted children; they are so very different to sighted children.

12,903. I suppose blind children vary in capacity as sighted children do?—Yes.

12,904. But allowance would have to be made for their infirmity?—Yes, and for the way in which they have been brought up, many of them only beginning to learn at an advanced age.

12,905. Have you any acquaintance with the deaf and dumb as well?—Yes, I have had a little.

12,906. Do you ever take any deaf and dumb and blind children?—Yes, we had one who was found by our blind teacher; she was about 14 years old when she was found, and she had not had an idea conveyed to her for seven years; she was left in bed by her mother, and treated, in fact, as if she was an imbecile. Our teacher found her and taught her the deaf and dumb alphabet, and communicated with her. She became quite an intelligent young woman, and came to our workshop and earned her own living for some years. Many of our blind children are rather deaf.

12,907. What do you think should be done with blind children after they have left school?—They should be taught trades. While they were in school they should be taught to use their hands. We have a large class of boys and girls whom we teach in our workshops; we put them as soon as we can with our men or women in the workshops.

12,908. Are they kept in the institution, or do they go to their own homes?—They go to their own homes; it is very much better for them to do so.

12,909. How do you deal with boys with no friends, or with vicious homes?—We get lodgings for them with decent people, and if we can we get the guardians to pay so much; if not, we get some lady to help them. The institution will often pay 1*s.* or 1*s.* 6*d.* a week to help them, and in that way they live. Many boys we are obliged to take away from their homes, girls also, and place them, not two together, but singly, in nice cottage homes where we know something about the people.

12,910. How do they manage to come to the workshops—who leads them?—They generally get to know some one who will guide them.

12,911. Do they get some one to guide them as an act of kindness?—They always have to pay; that is the difficulty with the blind. Children who would be guides are at school, therefore it is difficult to get guides; there are very few of them who are independent enough to walk alone. We think, if they were properly trained when young, they would be more able to go about by themselves.

12,912. With regard to people who became blind late in life, what do you think should be done with them?—We have talked that over. We find if they do work it is very inferior work—we cannot sell it; it is all loss. Small annuities are best for them, and then they would eke out their living in other ways; they would go about selling things; many of them sell papers in the street.

12,913. Do you think they should be treated in a more liberal way by the guardians than other poor people?—I am sure they ought.

12,914. Would you suggest that they should have a more liberal grant of outdoor relief, or that they should be put in a special ward by themselves?—They are very much happier at home, where they can live with a son or a married daughter. I know several cases now of old people, husband and wife, who have lived happily together all their lives; they do not want to go into the workhouse, and it would be very hard for them if they were obliged to do so; but if the guardians would give them a little more, perhaps, than 4*s.* or 5*s.* a week, they would manage to live what they would call comfortably; but the guardians require them to come into the workhouse.

12,915. They impose the test, in fact?—Yes.

12,916. The blind would rather starve than go into the workhouse in many cases?—Yes, in many cases. Our teachers know them well, because they visit all the blind people in Liverpool, of whatever denomination.

12,917. Do they give them assistance?—We do, as much as we can. Our funds do not admit of our giving them very much assistance; still, we never allow them to starve if we know it. The adult blind who are in the workshops are really well off in comparison with other workpeople, remarkably well off now, because they are never dismissed. We always keep them, whether trade is good or bad; and just now, if we could enlarge our institution, we could take in a very great number. There are always a number on our books that we cannot admit, and we find, from applications, that we have had, both from the School for the Blind in Hardman Street, and the Roman Catholic one, that a number of them would be glad to come, because they can live at home with their friends—they look upon that as a great boon.

12,918. Is there nothing that the blind can do in the shipping trade in Liverpool?—Yes; we get a great many orders from the large steamship companies. We also have orders from the Corporation for the brushes that they use, and from the railway also. They make cork fenders remarkably well, I believe, in our workshops, and we used to do rather a large trade in mattress making.

12,919. We heard of the blind being employed in drawing bolts from the old plates of steamers, are any blind engaged in that work in Liverpool?—No, not that I know of. My late husband got the shipbuilders to take an interest in the blind, and in his lifetime they employed the blind to a much greater extent than at present. I suppose all people think workshops are the best for the adult blind.

12,920. (*Mr. Johnson.*) Is your society associated with the Home Teaching Society for the Blind in London?—It is not connected with it at all. It may be on the same principle.

12,921. Is it not connected with the society in New Bridge Street, Blackfriars?—No. We use Dr. Moon's books for the adult blind.

12,922. I see your society is in the list of London and Provincial Home Teaching Societies for the Blind in the Report of the Home Teaching Society for the Blind. Do you get any books from that society?—We get books from Dr. Moon direct.

12,923. Do you have to pay for them?—We pay for them generally. Sometimes we have a small grant.

12,924. Have you had any grant from any other institution for books?—Not that I am aware of.

12,925. You advocate the use of Moon's type principally?—We do for our workpeople. Our young people learn Braille; but when men or women begin to work, their hands get hard, and they cannot feel the Braille characters, so that it would be no use putting Braille before our workpeople; but for the young, and those with delicate hands, of course, Braille is very nice.

12,926. Do you advocate any other system of embossed printing?—No.

12,927. Do you advocate any system of writing by which the blind would be able to communicate with the sighted?—Only Braille.

12,928. You do not teach them writing by the ordinary system?—We do not.

12,929. When I was at Liverpool, I think Miss Wainwright said that one child attended a sighted school; can you give us any evidence about that child?—That is the boy I was speaking about just now, who is now at the Norwood School. Another boy mentioned, eight years of age, attends a national school now, but does not seem to learn anything but poetry.

12,930. If he is at Norwood, he is at a blind school?—Yes, he was at a sighted school, Higher Grade School, Park Hill Road, and he showed himself to be so clever, that a special arrangement was made that the boy next

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to him should help him, and a special arrangement was made with the teachers also that they should push him forward from class to class, and in that way he became very well educated, and he obtained a scholarship.

12,931. While he was at that school, was he taught Braille, or to cypher by the ordinary appliances by which they teach the blind arithmetic?—No; he had learnt Braille in the home, and was allowed to write his lessons in Braille at the school, dictation, essays, &c., correcting them with the other boys. The school work was always supplemented by teaching at the home, and Cornwallis Street classes, for which he was allowed to absent himself from the seeing school two days in the week. This boy was a very quick and intelligent boy; he was not nervous, and he got on well with sighted children.

12,932. With regard to boys who have left school, you say in some cases you take them away from their vicious homes and lodge them out. How do you manage that?—We should look out for some respectable person as near as possible to our workshop, and pay so much a week for the boy, 5*s.* a week. The poor are very kind, and they will take a blind boy for that, and give him his bed and his food. We should know something about the people with whom we placed the boy through some lady district visitor, or some of our friends. Possibly we might get the parish to pay so much, and some lady would pay the remainder.

12,933. Is there any objection on the part of boards of guardians to find the money for lodging them out at that age?—Yes, there is a great difficulty in getting them to do it.

12,934. What is the maximum that they pay when you do get them to pay anything?—I should think 2*s.*

12,935. Not more?—No, 1*s.* 6*d.* or 2*s.*

12,936. The principal expense of lodging them out is borne by private benevolence?—Yes.

12,937. Do you think that it would be an advantage to have a large boarding house for the elder workmen—for those who are working in the workshops?—No, we think that they are better in their own homes, because their people take an interest in them, and they can easily get some one in the family to act as guide, and they get taken to places of amusement and to church, and they get help in a variety of ways. We did think of starting a home for our women, but we thought it better that they should lodge in their own homes. We had thought of taking a house that would accommodate eight or ten; but the blind get tired of living together, and they are glad to get with sighted people.

12,938. You have found these cottage homes answer, and you think they would answer if they were more fully developed?—Yes, we should like more cottage homes; they answer remarkably well.

12,939. Do you give all the children a dinner on Tuesdays and Thursdays?—Yes; lobscouse is given merely through the private benevolence of a lady through the winter months, as some of the children are so very poor.

12,940. I suppose that is to a great extent an inducement to persons to send their children?—It would make no difference in their attendance, as most of the children enjoy coming to school so much, that they give their parents no rest till they bring them or send them.

12,941. You give them no guide money?—No, we never give guide money. When I say never, in some case we do, where the blind child or the blind person could not get to the institution without arranging with someone.

12,942. (*Dr. Tindal Robertson.*) With reference to the condition of the children in the cottage home that you have spoken of, is their mental condition equal to that of sighted children?—Yes, after they have been trained.

12,943. Taking them as a rule?—Yes, quite.

12,944. Do you think that their physical condition is inferior?—Yes, I think it is.

12,945. I mean after they have been at the home for some time?—They are very healthy, as a rule, at the home, but they do not develop as they ought.

12,946. Before they come to the home, do you think that their physical condition is equal to that of sighted children?—Not as a rule; they are always pale and small.

12,947. Is there any system of physical training of any kind at the cottage home?—Every day; also a walk with a young teacher, partially blind, who, under the guidance of the head teacher, superintends their home lessons; and in summer time they go to play in the park.

12,948. Are you of opinion that a very important part of the education of blind children is the development of their physical condition?—It would help them very considerably.

12,949. Therefore you would think it advisable, in such homes as you have been speaking of, that some proper system of gymnastics should be adopted?—Yes, that is what they want very much.

12,950. What is the difficulty in introducing gymnastics at the cottage home?—The want of room. The cottage home consists of two little cottages, with a door of communication between.

12,951. Is there any kind of playground?—There is a sort of backyard. The cottages are in a very nice, healthy locality, and are such as our children would or ought to live in if they were with their parents. We think it would be very unwise to take them into anything better. We find, when they go from this home, with everything refining about them, to their own, they feel the difference very much.

12,952. (*Rev. C. Mansfield Owen.*) Have you ever interested yourself in the question as to the comparative causes of blindness?—Yes, it is generally from sickness, neglect in infancy, or accident; very few are born blind. We have only had one in our institution who was born blind.

12,953. Do you know of any preventive treatment being resorted to?—No.

12,954. Do you find that the blind belong to the poorer classes as a rule?—Yes, they go blind, many of them, from neglect after fevers and things of that sort.

12,955. (*Mr. Arrol.*) You give the children dinners free; I suppose you give them education also free?—Yes.

12,956. How many children may you have under tuition?—Between 30 and 40, that is, who come to school, there would be more at home that we cannot get to come to school because they have no guides.

12,957. You have expressed an opinion that it is very difficult to impart to the mind of the blind a proper estimate of the subject that is being taught; what appliances have you for giving the blind a definite idea of the subjects you are giving them lessons in?—Suppose a thing that was round was described, the word "round" would convey nothing to their mind, you must put something round into their hands.

12,958. Once they have ascertained what roundness signifies by putting a round object into their hands, they do not require to have that object brought before them again?—No, they are very quick in remembering.

12,959. The mind of the blind is, in a sense, a blank?—As to shape.

12,960. The want of knowledge on the part of these blind children is due to the failure of their parents to impart any instruction to them at home?—Yes, they do not teach them; there is not one in a hundred that will take any trouble with their blind children; they have not time for one thing, and if they had, they have not either the knowledge nor the energy to teach them themselves.

12,961. In Liverpool, apparently, among the poorer classes, the parents of blind children are very careless and indifferent with regard to their children?—Yes, sometimes through a mistaken idea of kindness.

12,962. Might not that difficulty be got over by making it compulsory to send all children, whether blind or sighted, to school, to a national school or to a board school?—It might be, but we have not been able to get over the difficulty; we have been trying in every way we could to induce parents to send their children to school.

12,963. Has your society ever approached the school board with a view to endeavour to get them to take blind children into the sighted schools?—I do not think so. We have placed them in the school in Prince's Park because we knew that we could get special attention for them there that they would not get in any other places.

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12,964. It being the fact that in London the school board educate a large number of blind children, would you be disposed to recommend your society to try to get the school board to take the same action with regard to the education of blind children in Liverpool?—There are so many things to be considered in connexion with the blind, that I would rather not say off hand that I would be prepared to make such a recommendation.

12,965. Admitting that it is a great evil that parents should neglect their blind children, do not you think, that in providing these cottage homes, and relieving the parents of their parental duties by taking charge of the children, you are perpetuating that evil?—Yes, we think that it has done harm in that way, but if we are to help the blind, we are obliged to do it. We do not think it a good thing to take children away from their parents, but we find that they neglect their children.

12,966. If any means could be adopted by which parents could be got to recognise their responsibility, and train their children properly at home, you would dispense with the cottage homes?—Yes; if you saw some of the homes of these blind children you would see that it was impossible to deal with them, except by taking them away from those homes.

12,967. You are connected with the Home Teaching Society for the Blind?—Yes.

12,968. In respect to the adult blind, who are not engaged in the workshop, does the Home Teaching Society for the Blind endeavour to find those adults occupation?—No, our Home Teaching Society for the Blind is a sort of handmaid to the workshops. Wherever we find a blind person capable of learning a trade, we take him into the workshops, and we endeavour to teach him a trade.

12,969. If there is no room, or if they are too old to be taught a trade, do you endeavour to find them occupation?—We endeavour to help them in every way we can, but they always work at a great disadvantage.

12,970. (*Dr. Armitage.*) Are the children in your school drilled at all?—Yes, there is a room in our workshop where we assemble them twice a week to go through a little drill.

12,971. Do they use the gymnastic exercises?—Just the ordinary gymnastic exercises.

12,972. What kind of drilling do they go through?—They do not use poles.

12,973. You put them through different movements of the body?—Yes.

12,974. Does your teacher conduct those exercises?—She does at present.

12,975. Is she certificated?—Yes; she is a very able teacher.

12,976. Have you any Government grant for your school?—No.

12,977. Have you thought at all of applying for a grant, and putting your school under inspection?—No, we have not.

12,978. Is there any objection to that that you can see?—I do not know; that is a point that I have not thought about at all.

12,979. Have you any kindergarten teaching?—Only in a very small way; the children are taught to plait and do things of that kind.

12,980. Have you a collection of objects?—Yes, some.

12,981. Stuffed animals?—Yes, but only small ones, just a few. We have not room for them in the little cottage home; we are always rather cramped for money. We want all our money for books and our teachers really.

12,982. You have not a collection of objects in the school?—No, only just a few ordinary things.

12,983. Do your children learn modelling in clay?—No.

12,984. Do you think it would be desirable to teach them to model in clay?—I should think it would.

12,985. You say that Braille and Moon are taught in the school?—Yes.

12,986. In what way?—The young children are taught both; they can feel the Braille letters very well when they are young, but we find when they come into our workshops they are not so well able to feel the letters, and as they are all going to learn a trade after they leave school, we teach them both Braille and Moon, because we find when they begin to work, that they cannot keep up the Braille system.

12,987. Do they both read and write in Braille?—Yes; they write it very quickly.

12,988. Have you any school books in Braille?—I think not; I think our books are all Moon's.

12,989. How can they read it if they have no books?—They have things written for them.

12,990. They have no books for reading?—In the cottage home they have various Braille books, and in the classes, Braille as a writing lesson, and read afterwards,

12,991. Is there any reason why Braille books are excluded from the school?—I am not quite so well able to speak to this as our teacher would be, but as far as my knowledge goes it would be because our children are poor. We know they will have to earn their own livelihood, and we know from experience that they are obliged to use Moon after they begin to work; their hands get hard, and they cannot feel the Braille. Many of the adults write and read it, but they are people who are not employed in basket making and brush making.

12,992. I did not quite understand whether it is part of the work of your home teachers to find employment for the blind outside of the workshops?—They bring their reports to us, and they tell us about the people who are not doing any work; then if we can in any way help them by procuring them work, we do so, or if they are sick, we endeavour to give them help.

12,993. Do you find that in fact the blind people cannot get any work outside your workshops?—Yes, that is the case, unless we put them into some business.

12,994. They do not do manual work outside the workshops?—No, they cannot do it, except in a few cases of brush mat-making and plaiting for chain mats.

12,995. Are your home teachers blind or seeing?—Seeing. When the Home Teaching Society began, we had blind teachers, and blind overlookers in the workshop, but it was found to fail entirely. We find we get on very much better with sighted teachers.

12,996. You used to have a blind teacher, Miss Stout?—Yes. The difference in our classes now that we have a sighted teacher is remarkable. A blind teacher could not possibly see the habits that the blind children acquire. They get on much better with a sighted teacher.

12,997. (*Mr. St. John Ackers.*) You were asked just now whether you had ever applied for a Government grant for your school; your children only come twice a week to the school?—Yes.

12,998. It would be, of course, impossible to get a grant with such irregular attendance?—Yes; we cannot get them oftener because of the difficulty in getting parents to send their children. They find a difficulty in supplying guides, I suppose.

12,999. You spoke of a deaf and dumb blind girl; was she so from birth?—From nine years of age.

13,000. You spoke of her having been seven years without having had any knowledge conveyed to her?—Without a new idea being conveyed to her.

13,001. From that I gather that up to the age of seven she had had all her faculties and had received some amount of education?—Without referring to an old report, I should not like to say positively whether that was so.

13,002. You do not know how far she was indebted to previous training for her success in after life?—No, it was the blind teacher that Dr. Armitage mentioned, Miss Stout, who found her and taught her.

The witness withdrew.

Mr. George Goodwin examined.

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13,003. (*Chairman.*) You are schoolmaster at Henshaw's Blind Asylum, Old Trafford, near Manchester?—I am.

13,004. How long have you been there?—Seven years last May.

13,005. What had been your previous training?—I was not trained to be a teacher, I was trained to be an engineer. Previous to teaching at Henshaw's I was assisting my sister at a young ladies' school in certain subjects.

13,006. You became blind after you had been for some time in practice as an engineer?—Yes, I was practising as a mining engineer.

13,007. Have you taken much interest in the industrial training of the blind?—Not so much as in their education. Of course I take an interest in anything connected with the blind, being blind myself.

13,008. Have you any strong views about the education of the blind, with regard to its being compulsory?—Yes, I certainly think that the same compulsion ought to be exercised in the case of blind children as in the case of sighted children; in fact it is more necessary. If it is necessary in the case of sighted children, it is more necessary for the blind, because they are really useless if they are not educated.

13,009. You think the State should give a grant in the case of blind children as it does for other children?—Yes.

13,010. And that the grant should be proportionate to the extra cost of their education, I presume?—Yes. We find when they come to us that they are very helpless, they are not admitted into our institution till they are nine years of age.

13,011. Do you think that too late?—Very much too late. When they come to us they are very helpless, and it is some time before we can do anything with them.

13,012. You would say that they ought to go to school at six years of age at least?—Yes.

13,013. Do you think that they should go to an infant school first?—Yes, an infant school in an institution, where the children could get the benefit of some light kind of teaching, such as kindergarten, so as to make them more helpful.

13,014. Do you think that teachers of the blind should have a special education, or do you think that they should be taken from the ordinary class of schoolmasters?—I do not think it necessary that they need be specially educated. A sighted teacher can soon pick up the use of the different appliances.

13,015. Do you think it advantageous for the blind that they should be taught by a sighted teacher?—I should prefer a blind teacher.

13,016. On what grounds?—To begin with, being blind himself, he has sympathy with his pupils, they place more confidence in him. Besides that, he has gone through the difficulties himself, and he knows what they are. If he has been blind from childhood he has had to be educated himself on the blind system, and he knows what the difficulties are, and he can better help the blind children that he is teaching to overcome them.

13,017. Do you think that he is able to detect and correct the faults of manner and tricks of the children in the same way as a sighted person would be?—Of course he could not see, for instance, any grimace that a boy was making; he would not be able to detect it as a sighted person would.

13,018. Do you think that the discipline of the school can be kept up as well by a blind teacher as by a sighted teacher?—From personal experience I can say that it certainly can. I do not think that you would find any better discipline than in my own first and second classes at Henshaw's; the discipline in them is perfect.

13,019. After the boys have left school, how would you propose that they should be dealt with?—It depends on the capacity of the boy. I do not approve of teaching every boy that comes into the school music, whether he has a talent for it or not. I think in the case of some boys who are taught music it does them harm rather than good; after they have been learning music a year or two, perhaps it is found that they have not sufficient talent to enable them to become proficient in that particular branch, and they are taken off music, then their parents take them away from the institution, and they are running wild in the streets, or perhaps they have picked up enough music to enable them to go and play at public-houses and such places. I think it does very great harm to teach boys music when they have not any talent for it; and I think it should only be taught to those who have a decided talent for it, and who are likely to make a living by it.

13,020. Do you think that the blind should be helped in the direction of enlarging the number of trades which they can work in?—Yes, I do. I think there are a number of talented blind boys who are not musical who ought to have a wider field open to them; there are boys who are capable of going to colleges, or to a university, and taking degrees, and becoming lecturers or ministers of different denominations, or solicitors. We have blind men in each of those professions. Such boys have a decided taste for literature, and they have become clever as assistant teachers, and I think that institutions ought to open their doors to them and accept them as teachers instead of sighted teachers. I do not agree with keeping a boy on as an assistant teacher in the same institution that he has been brought up in. He has not the same authority over the boys as he would have in another school. I have found that myself from personal experience with our own pupil teachers.

13,021. With regard to the industrial training of a good number of the blind who have no talent either for music or for literature, what system do you think is the best for them? do you approve of a system of workshops in all the large towns?—Yes, I do. I think that a blind workman has a much better chance in a workshop than he has either by beginning himself and trying to get sufficient work, or going into shops with sighted workpeople. In many cases they will not admit blind workmen there at all.

13,022. Do you think that the blind workmen employed in those workshops should receive any more than they earn?—That depends upon circumstances. At first it would be rather hard work for them to earn enough to maintain themselves.

13,023. At first it would be necessary to give them more than they earned?—They might not be able to earn enough at first to live on, but afterwards it would stimulate a man more if you let him feel that he must earn enough to live on. He would become a better workman necessarily, and none but efficient workmen should be admitted in out-door shops. In the first place, if they know that they will not be paid more than what they earn, they will remain in the school long enough to become efficient. In many cases they have left institutions before their trade teacher has believed them to be sufficiently well educated to begin for themselves; and in the second place, they are more likely to gain a reputation for the work turned out, and to keep up that reputation.

13,024. With regard to pensions or annuities for the blind, do you think they are utilised in the best manner possible?—I do not know very much about them. I think it is necessary if a person becomes unable to work through illness, that he should have an annuity. It is not pleasant for a man after he has been striving to gain a livelihood to feel that he must go to the workhouse. I think that help is necessary in such a case, and also in the case of aged people.

13,025. You think that the system of annuities is a good one, by which the blind are relieved in their own homes, rather than in an institution or almshouse?—Yes, I do.

13,026. You are no doubt aware that where annuities are paid quarterly, for instance, there is a danger of the money being misspent?—Yes. At the same time, I think perhaps the blind would feel happier amongst their own friends at home, than they would in an institution. They have the same feeling as the sighted, that there is no place like home.

13,027. With regard to lads after they leave an institution, do you think that if they have no friends, some provision should be made for their being lodged with respectable people, near the workshop?—Yes, if lodgings could be provided at a moderate rate, and with some person to keep their rooms in order for them. I

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think it would be an advantage for them to be close to their work.

13,028. Have you any suggestions to make as to the type for the blind; as to whether it should be uniform?—Yes, I believe Braille is the one type for the blind of all others. I have found it so in my teaching. There is no type equal to it in my opinion. A boy after he has learnt Braille, if he has become thoroughly master of it, will drop the others; that is to say, if he is able to write it as well as to read it. And I believe in the Braille with many contractions, for several reasons. I think the contractions save time, save labour, save paper, and save room. It is a consideration to us where to put our books when we get them, and the expense of printing is a very great consideration. I believe in one type, and I think it would be better for our literature to be confined to one type. There are objections made, with very little ground, with regard to the workmen not being able to read Braille. I have not found that to be the case. Boys who pass from my school into the workshop let the other systems go altogether. Where I give out one of Moon's books, I give out 20 of Braille's every week to readers. I find that they read nearly as well after they have been in the workshops for several years, as they did when they left school. The only reason why they do not read quite so well is that they have not the same practice as the boys in the schools have; and I believe that when they get old they will still be able to read Braille as well as they would any other system.

13,029. Those who become blind late in life, find it difficult to read Braille, do they not?—No, I do not know that they do. They might have a difficulty in reading it with contractions, but the simple Braille I do not think they find any difficulty in reading, if it is sufficiently largely embossed. I certainly prefer it to any other. I can say that all the boys that I have ever educated prefer it. I do not know of a single exception. I believe they would read it as well after they have been in the workshop for some time, after their hands have got hard, as they could in school, only they do not get so much practice.

13,030. There is a great need of Government assistance in the way of giving books?—In printing books for us. We want the price reduced, and we want more good school literature than we have now. We have no good standard works, except for the lower branches; we have none for the advanced classes. Some of my boys learn Latin, Euclid, geometry, algebra, and arithmetic; the exercises in all those branches of education I have to write out in my own home. We have not a book of Latin exercises, and I have to dictate the exercise to the boys before they can translate it. And the same with geometry, I have to dictate the propositions, and they have to take them down. It takes up very much of our time; we have to dictate the exercise before they can use it; and so with arithmetic.

13,031. Have any of your boys shown themselves to be of a literary turn?—Yes.

13,032. Have any of those boys turned out successes?—Yes, two are teaching amongst us now.

13,033. Have you had any who have gone into any of the liberal professions?—No, there is no opening for them.

13,034. We have heard of one blind solicitor and several clergymen?—They were the sons of gentlemen who could afford to send them to Worcester College.

13,035. Without that you mean there is no opening?—No.

13,036. I do not know whether your teaching is of a sufficiently high class to enable them to take a degree?—Not to enable them to take a degree. I think there ought to be some place to send them to where they could be prepared to matriculate at the universities. There are some boys who are decidedly clever, and work their way up, who are not musical, and there is no opening for them. We know that we have nowhere to send them to. The only opening for them is the workshop if they are not musical.

13,037. (*Mr. St. John Ackers.*) Are you a graduate of the University of Cambridge?—No.

13,038. Were you at any university yourself?—No, I was at a collegiate school, not a university.

13,039. We have been told that the boys in your institution are not apprenticed, and that they leave very early, and many of them fail as workmen afterwards. Can you tell me whether there is any reason why the blind should not be apprenticed?—No, I do not know of any reason.

13,040. Would not it be a very great advantage if the stay of the blind children in the institution in which they were being taught a trade was such as to enable them to learn the trade properly?—Yes; I believe they are taken away sometimes because their parents are offended at little things, and they run about the streets, or are sent to other institutions where they have to begin over again. I think as well as being compelled to send their children to such institutions the parents ought to be enabled and compelled to keep them there, and not be allowed to remove them for any trifling cause.

13,041. After they have gone through your school, and the time has arrived when they are to be trained as workmen, at present you have no hold upon them?—No, they can leave when they like, and they leave before the trade teacher considers they are efficient.

13,042. (*Dr. Armitage.*) Have you any special knowledge with regard to blind teaching. You say you were trained in a collegiate school; were you also trained at a blind school?—No, not before I came to Henshaw's school. I did a little teaching amongst the blind in my own neighbourhood, just teaching them to read a little.

13,043. The knowledge you have of the blind system of teaching you have acquired yourself?—Yes.

13,044. How long have you been at Henshaw's?—Between seven and eight years. Then I had a very good education before I commenced teaching. I was at a collegiate school near Cheltenham, a school connected with Oxford University, and then I went on with my education after I left there under the Cambridge lecturers.

13,045. Have you at Henshaw's any kindergarten?—No.

13,046. Do not you think that is a desirable thing to introduce?—For young children.

13,047. Is there any idea of establishing it?—It has been talked about a good deal lately, having a museum with models of different things to enable the blind to feel things that they cannot understand the shape of. I find they have the most absurd ideas about the relative proportions of things.

13,048. You say that your pupils after they enter the workshop continue to read Braille. Do the basket makers continue to read Braille?—Yes, it is chiefly the basket makers that I refer to.

13,049. Do they adopt a special plan to keep their fingers soft?—No, I do not think so.

13,050. We have heard it stated several times that one reason for teaching Moon to children who are poor is that they have to earn their living by hand work, and, therefore, that Braille would not be so well adapted for them in after life. Do you think that there is anything in that argument?—No, I do not. As far as I have experience I am certain that it has not any foundation. I believe they prefer the Braille; they drop the Moon when they go into the shops, and continue the Braille.

13,051. You complained of the small number of higher class books that are published, especially the Latin books; do you use the books that are printed at Worcester?—We use the grammar, and I have the First Book of Cæsar, from Worcester. Of course Cæsar is for more advanced pupils. What we want is exercise books and a comprehensive vocabulary.

13,052. Is there any objection to the Worcester books on account of the price?—No, I do not know that the price is much higher than the association books.

13,053. Do you use Nepos?—No; one reason is that it is in the ordinary Worcester type, and not in Braille.

13,054. Nepos is in Braille; we publish it; is there any reason why you do not use it?—No; that is more advanced than the books I am speaking of.

13,055. Would there be any considerable demand for such books as you speak of?—I think so, particularly in the education of music pupils, who ought to have a rather more advanced education than the boys who are going into the workshops, to place them on the same footing as sighted music teachers.

13,056. Can you give us any idea how many such books would be wanted by your pupils?—No; we hardly ever take less than a dozen of such books as we can obtain from you.

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13,057. You think that about a dozen would be wanted?—Yes; we require a geography. We have no advanced geography. Of course you have done a great deal for us, but if we had State help more could be done. We are very pleased with what you have done for us. We should be in a bad position if it were not for the work you have done for us. All blind people acknowledge that.

13,058. Do you know at all what number of blind people, whether educated at Henshaw's, or Worcester, or anywhere else, are earning their living by pure literary work as clergymen, or solicitors, or teachers, or in any other profession?—I could not tell you the number. I know of several, but I could not tell you what the number is. I think if a field were opened out for them many more would enter those professions. There are many intelligent blind boys who might become clergymen, or members of the professions, or might be trained to be good teachers.

13,059. Have you turned your attention at all to the question whether there is any opening for blind men and women as teachers of languages to the seeing?—No; I have heard a little about it, not much.

13,060. Is that an employment which you think you would recommend?—No.

13,061. (*Mr. Arrol.*) Would you be disposed to recommend that the blind should be educated along with the sighted, say from 7 to 14 years of age, supposing all the modern appliances for teaching the blind to be used in the school?—No, I prefer their being educated in a blind school, where there is every appliance for teaching the blind.

13,062. I am assuming that all the appliances were provided; would you not then be disposed to recommend that?—No; in a blind institution the teachers concentrate all their efforts on teaching the blind; they are not thinking about the sighted, and I think they are more likely to be successful in teaching the blind than teachers in a sighted school would be.

13,063. Do not you think it an advantage to the young blind to be associated with the sighted?—No.

13,064. So as to enable them to acquire habits of self-reliance?—No; in their own homes we find they are spoilt or neglected. In some cases, where everything has been done for them, they are not made self-reliant; they are made more self-reliant with us.

13,065. You have no experience of children who have come to you from a sighted school?—Yes; we have had many who have been to sighted schools, and they have always been neglected.

13,066. You think there is more sympathy felt by a blind man for those who are blind than by the sighted?—Certainly.

13,067. (*Rev. C. Mansfield Owen.*) Have you a regular system of religious instruction?—We have.

13,068. Each day?—Not each day. We take a regular course for the examinations. Every day in our institution the Scriptures are read by Mr. McCormick or my colleague in the school night and morning.

13,069. I am referring to religious instruction. How many days a week have you religious instruction?—We prefer long lessons to short ones. There are two Scripture lessons a week in the school and one on Sunday.

13,070. You say long lessons; what time do they occupy?—An hour and a quarter—a little over an hour. We find it more convenient to give long lessons than short ones; there is not so much time occupied in taking books out and putting them in.

13,071. (*Mr. Johnson.*) Yours is a Church of England school?—Yes.

13,072. And you have a chaplain attached to it?—Yes.

13,073. Does he take any portion of the religious instruction?—He holds a service once a week and gives an address.

13,074. So that a thoroughly religious education is given in the school?—Yes. I should be very sorry to teach in any school where such religious instruction was not given. I believe that the Bible is the groundwork of all education. I should always stand to that principle.

13,075. You were saying something just now about the higher education of blind people, and you mentioned the Worcester books; have you found any difficulty amongst your pupils of the higher class in reading those Worcester books?—Yes, in reading the Worcester type; the boys do not take to it at all.

13,076. Do you teach Latin by the Worcester books?—By the Worcester Braille.

13,077. Not by the Worcester type?—No.

13,078. Have you had any experience of any boys who have been to Worcester?—No.

13,079. You do not know the course of instruction which is carried on there?—No.

13,080. Are you aware that Worcester College has produced a good many clergymen and lawyers?—Yes; if that college were thrown open to the blind, if they would allow more scholarships, I believe it would be a very good thing.

13,081. From what you know of it, do you think it is well conducted?—I believe it is an excellent school. I believe Mr. Foster is doing splendid work. At the same time I do not believe in their special type.

13,082. You think the college might be more fully developed by its doors being thrown open for the admission of blind boys from other institutions who had shown themselves to possess intelligence and capacity?—If the college were thrown open so that boys at institutions might compete for scholarships there, and go on with their education there, it would be a very good thing. Mr. Foster prepares his pupils for matriculation for the universities.

13,083. You are aware that the blind generally know that there are open scholarships there?—Yes, just a few, and it has only been just lately.

13,084. You think that there would be an advantage in increasing number of scholarships?—Yes, and if the standard was not too high.

13,085. With regard to music, I understood you to say that you thought that music ought to be taught only to boys with a decided talent for music?—Yes.

13,086. Have you had any experience of the success of boys in after life who have been trained in music in your institution, do you know whether they get a good living by it?—Not a very great many have gone from our institution up to the present time; we have some very well advanced in music now who will be going out shortly, one named Turner, who went from us to Norwood College, has been doing well.

13,087. Several have gone to Norwood College from Henshaw's, have they not?—Yes.

13,088. What has been the result in the case of those who have been sent to Norwood College?—This boy, Turner, has done very well; another, named Crank, went in for tuning, and I believe he is likely to do well.

13,089. Do you know what Crank does now?—He is trying to establish a business as a tuner in Manchester.

13,090. Have you any idea what Woodhall, another of your pupils, is doing?—No.

13,091. I understood he earned about 10*s.* a week all the year round?—I have not heard that.

13,092. Do you know what Stewart is doing?—I do not know him.

13,093. Then you know very little about the result of the musical training in your school?—I do not know very much about it. I believe the teaching is very excellent, the music is of a very high class, and the training is very thorough.

13,094. You think that the master who now teaches music is capable of turning out very well qualified musicians?—Yes.

13,095. You do not think that it is an absolute necessity for the institutions to send their good pupils anywhere else?—Certainly not, because the second institution gets the credit for the hard work done by the first.

13,096. Therefore you are not in favour of sending them to Norwood, or to any other similar college?—No. With regard to the other pupils that we sent to Norwood they were decidedly failures; we sent them to Norwood to go on with their literary education, and we found that the literary education there was not better than our own; and those boys who are now acting as assistant teachers, when they came back were behind boys that were behind them when they went away from us.

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13,097. You think that the literary education of your school is as good as any that can be got in the country?—I believe it is, except that given at Worcester College. I am speaking now of a general literary education.

13,098. Do you include music in that?—Yes, I believe the musical education also is quite as good at our institution as it is at any institution.

13,099. (*Chairman.*) Are you a musical man yourself?—No, so that I am not prejudiced at all.

13,100. (*Mr. Johnson.*) How long have you been blind?—I have been blind a little over 20 years.

13,100*a*. You received your education while you had your sight?—Yes; I was assistant mining engineer at the Staveley Collieries, in Derbyshire.

The witness withdrew.

Adjourned to Tuesday next at 11 o'clock.

32, Abingdon Street, Westminster.

Tuesday, 9th November 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
CHARLES FEW, ESQ.
WILLIAM WOODALL, ESQ., M.P.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Dr. E. M. GALLAUDET examined.

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13,101. (*Chairman.*) You are president of the National Deaf Mute College at Washington?—That is my office. I am president of the corporation of that institution, as well as of the Faculty of Instruction, the corporation being the governing body.

13,102. You were recently at a convention in California of instructors of deaf mutes in America?—Yes; I have here a minute from the proceedings of that convention, which I beg leave to present as a credential from that convention, giving its views with reference to my coming to give evidence before this Commission, which will show the Commission what constituency I represent relating to institutions for the education of the deaf in America; and before I read this minute, I should like to say that at this convention there were actual instructors and principals from 43 of the 67 schools in our country. This convention met in California in July, and it may be taken as having been the largest and most representative convention that has ever been held in America, consisting, as it did, of members from schools of all the different methods in our country. The minute is as follows:—"Minute unanimously adopted by the Eleventh Convention of "American Instructors of the Deaf, at Berkeley, Cal., "July 21st, 1886.—The American Instructors of the "Deaf, assembled in Convention at Berkeley, Cal., "desire to congratulate their professional brethren in "Great Britain and Ireland upon the appointment of "the Royal Commission to inquire into the Education "of the Blind and of the Deaf, and beg leave to express "the hope that the labours of the Commission will "result in the recognition by the British Government of "the just claim of blind and deaf children to education "by the State. We learn with pleasure that the Royal "Commission has invited Dr. E. M. Gallaudet, Presi-"dent of the National Deaf-Mute College, and Chairman "of the executive committee of this Convention, to "appear before them; and we take this occasion to "commend President Gallaudet to the Commission "as one who possesses in the highest degree our con-"fidence and esteem." I hold the office of chairman of the standing executive committee of that convention, which is held quadriennially, and my office as chairman of the standing executive committee places me at the head of the organisation in the interim between its meetings.

13,103. You have had previous meetings?—Quite a number.

13,104. How long have these quadriennial meetings been held?—Since 1851.

13,105. Can you furnish us with any statistics of the number of deaf mutes in the United States; has there been any accurate census made of them?—I am prepared to furnish such statistics. I have a brief statement before me giving some comparative results of figures with references to extended statements, which I am prepared to leave with the Commission, in the form of documents. I may say that during the last 50 years the statistics of the deaf and dumb have been increasingly full in our country, and an interesting question with us has been the proportion of deaf to the general population, and whether or not that proportion was increasing or diminishing. In 1830, out of a white population of 10,532,060, there were 5,363 deaf mutes, giving a ratio of one in 1,964. Ten years later, in a population of 14,189,218 white people, there were 6,682 deaf mutes, giving a ratio of one in 2,123. In 1850, with a population of 19,630,738 white people, there were 9,469 deaf mutes, giving a ratio of one in 2,079. I have given the white population for the reason that it appeared, on an examination of these results, that the enumeration of blacks was very erroneous, so much so that to take the few millions of blacks in our country in those three decades and mass them with the whites, would give an entirely erroneous impression as to the proper proportion, so I leave them out up to 1850. In 1850 much more care was taken, and the total population being in that year 23,191,876, there were 9,803 deaf mutes, making the proportion one in 2,365, rather diminishing the ratio. In 1860 the proportion remained almost exactly the same, one in 2,452, the total population being 31,443,321, and the number of deaf mutes being 12,821. In 1870 the proportion remained still almost exactly the same, one in 2,379, the total population being 38,558,371, and the number of deaf mutes being 16,205. I would refer the Commissioners to our Annals, Vol. V., p. 9; Vol. XIX., p. 107; and Vol. XXVIII., p. 206., where very suggestive and valuable articles are to be found with regard to these statistics, and where conclusions are drawn which may be taken as quite authoritative. In 1880, our last census, the proportion increases to one in 1,480 (the population being 50,155,783, and the number of deaf mutes 33,878) which is quite a remarkable change, and the cause of this apparent great increase in the number of deaf mutes has been a subject of very considerable discussion among specialists in our country. There are those who have said that it has grown out of the intermarriage of deaf mutes; it is seriously doubted by others whether that has had an important influence on the result, for an examination of the actual reports made in the taking of this 1880 census shows that the officers in charge of this special branch of the census, in their great zeal to have a very full and perfect census of deaf mutes, erred on the other side, and in many cases enumerated the same person twice, and even three times. It is extremely difficult to arrive at an absolutely certain result with regard to the proportion of the deaf at the last census, but a sufficient number of errors of the character I have mentioned have been found in examining the reports to make it practically certain that the ratio of the deaf to the whole

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population has not materially increased over the figures of the previous censuses. It may be taken that the ratio before 1880 was too small, and it may be presumed that one in 1,800 would represent accurately the proportion; and this figure of one in 1,480, if it were corrected for error, would come to very nearly the same proportion of one in 1,800, and that may be taken as undoubtedly very nearly the proportion of our deaf mutes in our population in America to-day.

13,106. After all, the figures are not absolutely accurate?—In the volumes of the annals to which I make reference, articles will be found written by specialists, who have very carefully considered these figures, drawing certain conclusions from them.

13,107. But after all they are only specialists?—Yes, the figures cannot be taken as absolutely accurate. We have not been able to arrive at a result which we could say was absolutely accurate.

13,108. You say that according to the last census, the number of deaf and dumb in the United States was 33,878. In one paper that I was looking at, giving a report of the proceedings at one of the conventions, the number is stated to be not less than 35,000?—This figure is less than 34,000. The 35,000 may have been given as round numbers. This was six years ago. We have had no census since 1880.

13,109. Probably 35,000 would be the number at the present time?—It is quite possible. In connexion with the statistics of the deaf and dumb, I may mention that there are to be found in the Report of the Special Committee of the Fifth Conference of Principals (which is set out in the Annals, Vol. XXX., p. 52,), suggestions of forms for collecting and preserving statistics of the deaf admitted to schools. Those suggested forms were prepared by a special committee appointed by a conference of principals held in Minnesota two years ago. I draw attention to them for the reason that an earnest effort has been made in America to induce all the schools to adopt these forms, which are very full and clear, for collecting and preserving statistics relative to deaf mutes, and which forms might probably be found useful as suggesting something which might be adopted in England.

13,110. I observe in one of the reports, allusion is made to boards of charity, and boards of education; will you explain the respective functions of those two boards?—Boards of charity are organised and authorised by the legislatures of our States. There is a board of charity in the State of Massachusetts, for instance, and another in the State of Illinois, and they are in the nature of commissions; a certain number of men are appointed by the legislatures, or authority is given by the legislatures to the Governor to appoint a certain number of men to supervise all the charitable institutions, and sometimes institutions for correction are included in those commissions, and they make reports to the legislatures. They have in varying degrees authority conferred upon them to interfere even with the management of those institutions.

13,111. Are the organization and government of schools for the deaf under the general boards of education, or under the boards of charity?—The practice varies. When I come to my next head I will give some particulars with regard to the relation of the State to the schools. In connexion with my first head (Statistics of the Deaf in America), I may refer the Commissioners to an historical sketch of the schools for the deaf, in America, in an article in the Annals, Vol. XXXI, p. 130. reprinted from the American Supplement to the Encyclopedia Britannica, and also to an exceedingly valuable article by Professor Fay, of the College at Washington, in Buck's Reference Handbook of the Medical Sciences, published recently at New York, which article contains very valuable information with reference to statistics, and various other points. A copy of Professor Fay's article is submitted.

13,112. Will you now go to your second head, the exterior organisation of schools for the deaf in America?—In speaking of the exterior organisation of schools for the deaf, it may be said that we have three different forms in America. First, we have the corporate form, where a certain number of persons are erected by law into a body corporate and politic, who exercise control over the institutions which they are authorised to create and sustain. That form of government exists in New England, in New York State, in Pennsylvania, and at Washington, the institution at which place is sustained by the Federal Government. There is then another form, called the State Institution, where the legislature of the State creates a committee or board of directors, or trustees as they may be termed, into whose hands it places the care and government of the institution, and the property belonging to such institutions under this State organisation belongs absolutely to the State; the lands and buildings are vested in the State (in the other case the property it vested in the corporation, who hold it as corporations usually hold property). The State organisation exists in the south and west generally. We have then a third organisation in some of our cities of day schools for deaf mutes, which are organised and governed by school boards, and sustained out of the taxes paid in the cities for the support of public schools; so that we have this variety of organisation in our country, and variety also of method of support; the Washington institution being supported out of the general Treasury of the United States, and so is a burden on the whole country, the State institutions being sustained by taxes raised in the States, while in the cities the school organisation is sustained out of the city taxes.

13,113. Is there any education rate?—We have in most of our States a general education rate.

13,114. In other cases the schools are supported by the general taxes of the cities?—Yes.

13,115. In how many cities are there these day schools?—There are day schools in about six or seven. I should be glad to be allowed to say, in connexion with these various organisations, that the corporate organisation in our country seems to have been the one under which the very best results have been reached, for reasons which I conceive to be very well worthy of the consideration of the Commission.

13,116. Have they any endowments?—Some of them have endowments, two or three.

13,117. Do you think that important?—I think it is quite desirable, where they have endowments, that they should be allowed to use the income of them; not to have them interfered with by the State. But I was going to say, that in the cases of the State organisations, those which are under the legislatures of the States, where we have changes of political parties from time to time, very disastrous results have occurred from the interference of the State authorities in the management of these institutions, purely for the sake of party patronage, valued and experienced instructors, and even principals, being replaced by persons very little competent to manage such institutions, solely for the purpose of giving places to persons of the dominant political party for the time being.

13,118. Is that difficulty avoided in the case of the corporate institutions?—I think I am justified in saying, that in the case of the corporate institutions, that difficulty is absolutely avoided.

13,119. I see that the President of the United States is the head of the college of which you are the president?—Yes.

13,120. Is he head of the college *ex officio*?—Yes; the President in his office as patron has the duty of attaching his signature to the diplomas which attest the degrees which are conferred by our college at Washington, and it is usual for the President to be present and preside at the anniversaries of the college. Our present President takes an active interest in the college, and his predecessors in office have befriended the college since its organization.

13,121. The President is not the head of all these corporate bodies?—No; he is by law of Congress, the head of this institution.

13,122. Because it is situated in Washington?—Because it is situated in Washington, and because it is very largely sustained by appropriations by the general government. I ought to say, with reference to these corporations, that in several instances they have on them officers of the States which contribute to the support of those corporate institutions, that is to say, to the education and support of the pupils in them. In New England the institutions have several of the State officers of the different States of New England on their boards, and in the corporation of the institution at Washington, there are at present two senators and two members of the House of Representatives, who take part in the government of the institution. The institution may, in fact, be termed a mixed corporation.

13,123. Are those senators and members of the House of Representatives elected from time to time, or are they members of the corporation for life?—The mem-

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bers of the Senate and House are appointed at the beginning of each Congress. I should correct myself and say that one senator is appointed by the President of the Senate, the other senator happens to be a member of our board. Then as regards the two members of the House of Representatives appointed by the speaker, their term of office is for two years; they may be reappointed at the end of that term. All the other members of the corporation of our institution in Washington and these other corporate institutions are permanent. I ought to speak of the organisation of one institution in America, in the State of Maryland, which is quite peculiar, and in which some of the difficulties which attend the organisation of the other State schools seem to be done away with. The appointment of the board of visitors is vested in the Governor of the State, and he is authorised to make appointments which are permanent, that is to say, for life, or till resignation; so that the board is appointed under the authority of the State. It is a board that cannot be changed by the action of a political party. That has always seemed to me a very wise arrangement, assuming that the Governor selects men well fitted to govern the affairs of the institution. I ought also to add, to show the relations of these corporate institutions to the State, that the support of the pupils is in most cases provided for by an allowance from the State for each pupil. That allowance is paid on a statement given of the number of pupils in the institution. Pennsylvania pays the institution at Philadelphia 275 dollars per annum for each child received and cared for in the institution.

13,124. Are those institutions so receiving grants from the State subject to inspection, and are the grants subject to approval by Government inspectors?—The institutions so receiving grants are subject to inspection. The inspection is usually managed by a committee appointed by the legislature to visit, inspect, and report, and of course any irregularity would immediately affect the action of the State in reference to this *per capita* allowance.

13,125. How many institutions for the deaf and dumb are there in the United States?—That brings me to the third head in the programme of topics that I have taken the liberty of submitting to the Commission, viz., the interior organisation of the schools in the United States, their number, the cost of buildings and so forth. There are at present 67 schools for the deaf in the United States. Of those, 14 are corporate, but practically supported by the State in the manner I have mentioned, with the exception that two or three of them have rather large endowments, and therefore the contribution of the State is not for their entire support, but only for their partial support; it supplements the income from those endowments. While for the Philadelphia Institution the State of Pennsylvania pays 275 dollars per annum for each child, the States of New England pay about 175 dollars per annum, the other 100 dollars being provided out of the endowments of the institution. The endowment of the Hartford Institution grew out of a very large appropriation of public lands by Congress in the very early history of the institution. The lands were sold, and the funds invested in interest paying securities. 34 of the 67 are State institutions. There are eight day-schools, and 11 schools of a private and denominational character, which cannot be said to be public schools at all, making 67 as the entire number. Of those 67 schools, 38 are now carried on on the combined system of instruction, 14 on the manual method, 12 on the oral method, one is reported as experimental, and in two the methods pursued are not known. The number of pupils in those institutions last year was 7,801, the number of teachers was 540, 228 of them being male and 312 female; the proportion of teachers to children being as 1 to 14. The number of pupils taught speech and lip-reading amounted to 3,032. To give an idea of the amount expended upon these institutions in what we call the plant, I may say that the buildings and grounds have cost in sterling money 1,700,000*l.*, and for their annual support there is expended 280,000*l.* The plant per pupil, including the expense of building, grounds, and everything that is permanent, is estimated at 212*l.* 10*s.* *per capita*, and the average annual *per capita* cost of educating those pupils is 38*l.*; that is excluding the interest on plant. If that was taken into account, that amount would be a little increased; but that is more fully given in detail in the Annals, Volume 31, page 82.

13,126. To whom is the executive management of these institutions committed?—With reference to the interior organisation of these schools, I should mention that the institutions are usually governed by a principal or superintendent, who is the chief executive officer, and a committee, or board of directors as they are usually termed, or trustees, to act as the legislative body. In most instances they take no part in the interior government of the institution. They digest the regulations for its government, and draw out its general line of policy, the executive management being committed to the superintendent or principal who is subject to and responsible to the board. There are a few institutions where a condition of things exist which we call the double-headed system, where there are two executive officers, neither of whom is responsible to the other, but both of whom are responsible to the board of direction and by those who may perhaps be said to be best competent to judge as to the efficiency of such an arrangement, it is an arrangement very greatly to be deprecated.

13,127. Is one of those officers the head of the education department, while the other is at the head of the housekeeping?—Yes; where it is attempted to govern an institution in that way, a certain amount of friction is found to exist, and the results reached have not been found satisfactory at all; so that it is laid down as a principle that the best thing to be got in the interior organisation of such institutions is a man who is an experienced teacher, and who is capable of assuming the executive control of the entire institution. The reason for this may be briefly stated thus: that though the domestic department may be thought, on casual reflection, to be separate from the education department, yet the same individuals, the pupils, are under these two kinds of management, and very often there is friction if two heads are governing; and there are only a few institutions in our country where this arrangement exists. I should like to add, on this matter of the interior organisation of our schools, that, as a rule, the principal or superintendent who has charge of the institution is not required to teach; he is understood, with very few exceptions, to have been an experienced instructor, but is not required to devote hours each day to the teaching of a class; that is felt in the organisation of our institutions to be of very great importance, for the reason that it gives the head of the institution time to be present more or less in all the classes, and to superintend the work of those doing the actual work of teaching. In the case of two or three State institutions, there have been men appointed to take charge of them who have been absolutely ignorant of the method of teaching the deaf, and they have gone on with a principal teacher under them, that principal teacher conducting the operations of the school. Such an arrangement is thought to be a very unfortunate one. It places a man at the head of the institution who cannot in any way direct the work for the carrying out of which the institution has been established; but that has been the result of political interference. We have also in the interior organisation of our institutions one arrangement that I conceive to be of very great importance, viz., that the classes are taught in separate rooms. I have found in my visits to schools in England that a number of them have several classes in a large school-room, the classes being in various parts of the room. We think that an unfortunate arrangement, and great pains are taken in our institutions to avoid it. I do not know one where that arrangement exists. It is thought that separate class rooms should be made use of for separate classes, so that the teacher of one class should not be interfered with by the operations of other classes. Under this head of interior organisation I may say a word with regard to religious instruction. There are a few institutions (I think limited to the State of New York) which are of a denominational character, which receive aid from the State. That is not the usual rule in the United States. The general rule is that religious instruction of a very simple and undenominational character shall be given, the pupils being taught the general principles of religion, and religious services—prayers and other services—being conducted by instructors who may be members of different denominations. So that it is the policy of American institutions to give religious instruction, but to give it in a careful, guarded, undenominational manner, allowing, of course, free access to the institution to religious teachers who may be desired by the parents of the pupils to be present and give instruction from time to time to the pupils.

13,128. Is religious instruction given in all the ordinary schools?—It is the rule to give religious instruction to a very slight extent, hardly more than the reading of the Bible and a prayer, and in some schools

not even that is given. It depends on the action of the local school boards.

13,129. Do the day schools come under the same category?—I think most of them have a brief religious service; they would come under the same rule as an ordinary day-school.

13,130. Can you tell us what the private schools are, whether they are on the combined system, the oral system, or the manual system?—Of the private schools, 11 in number, five are oral schools, three are combined, one is experimental, and in two the method is not given. The number of pupils in those schools is, altogether, only 165.

13,131. For all practical purposes, the private schools are not worth considering?—Hardly.

13,132. Now, will you tell us something with regard to the methods of instruction, the duration of pupilage, and the courses of study?—A very brief reference is probably necessary to the early work of the schools for deaf mutes in America. The method introduced 70 years ago in our first schools was the manual method. The decision to adopt the manual method grew out of two considerations; one was that the founder of deaf-mute education in America received his instruction as to teaching from the Abbé Sicard, in Paris, who at that time, the year 1816, was practising mainly the manual method; he taught articulation, but not to any large number of pupils or to any great extent. Then it was thought by those who established the first institutions in America that, in view of the fact that the public purse, aided by private benevolence, would provide, perhaps, only for a term of instruction of four years, or at the utmost five years, the manual method would probably produce results of greater value to the pupils than if the other method, the oral method, were pursued, and for those two reasons the manual method was made use of in the institutions of America at the beginning, and for many years. In 1860, however, the question of teaching deaf mutes to speak was brought forward quite prominently in America in several directions, and not very long after, about 1867, oral schools were established on a small scale in New York and Northampton.

13,133. Was the oral method introduced from Germany?—The suggestion that it should be introduced originated, I think, mainly in a report made by Horace Mann, who visited the German schools some years before that, and reported very favourably with reference to the oral method. The accepted term of pupilage by that time had increased, and it was possible to secure the assistance of the State, and to make use of funds from private sources, so as to continue the term of pupilage to seven and eight, and sometimes even nine or 10 years, and it was felt that it was desirable to teach speech to deaf mutes; in fact, there were those who urged that that method should take precedence of the other. The older institutions, at least one of them, the one in Washington, in 1867, sent a representative to Europe to make an examination of the schools for deaf mutes in the various countries of Europe, and to ascertain the results of the different methods. The result of this examination was a report which recommended very strongly the introduction of the teaching of articulation in all schools for the deaf. These distinctively oral schools, which were established in the first instance at New York, and Northampton in Massachusetts, about the same time, 1867, went forward in their work in a manner that won the approval of the teachers of the older schools, and in 1868 a conference of principals was held at Washington, representing quite a large number of old schools for the deaf in America, at which conference a decided approval was expressed of the recommendations of the report made at the instance of the institution at Washington in 1867, that the teaching of articulation should be introduced into all the schools for deaf mutes in America. The introduction of that method was gradual; it was not possible to secure immediately the action of boards of direction favourable to that change, but from year to year more of the old schools have adopted the method of teaching to speak, and so now the method of teaching speech may be said to prevail in all the prominent institutions of America.

13,134. Are you speaking of the combined system or of the purely oral system?—I am speaking of teaching speech. I do not mean to say that these schools have become what may be termed pure oral schools, for we conceive that the term "pure oral" really does not convey a correct impression. To say that a school is a pure oral school is to say what is almost an impossibility.

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13,135. You mean signs will be used?—Signs will be used. It is not practicable to banish them any further than from actual use in the school room, which may be done with difficulty, but signs will be made use of at certain stages of the instruction, more or less, to assist in reaching the end desired. The number of schools where speech is taught is now 50 out of the 67. Only 14 remain on the purely manual method; of those some are known to be making arrangements to introduce the teaching of speech, and will probably do so within a short time.

13,136. You have told us that there are 34 State schools?—Yes; and then there are the 14 corporate schools.

13,137. Making together 48?—The 48 would be called public schools, not counting the day schools.

13,138. Will all those have either the combined system or the purely oral system?—Out of those 48 schools the oral method is more or less practised in 36.

13,139. The majority of the leading schools adopt the pure oral system, or the combined system?—A very large majority are carrying on the combined system. That means that in a large majority of the public schools speech is taught to as great a number of pupils as it is found possible to teach with success; that is the policy in these combined system schools. That would lead me to ask permission to read the resolutions passed at the Convention in California this last summer, which I conceive to be of very great importance, and they will be seen to cover very broad ground with reference to this conflict of methods, as it is frequently termed, which has existed for many years, but which now may be said to have come practically to an end. The report of this Convention is published in the "International "Record of Charities and Correction," a periodical not devoted specially to the interests of the deaf and dumb, but covering many subjects of an allied character. Before I read the resolution I will read what a writer in that periodical says in speaking of the Convention:—"The proceedings were marked by an unusual degree "of harmony. The conflict of theories and methods "which has occupied so much of the time and attention "of previous conventions was almost wholly absent. "It was unanimously agreed that, like other people, "the deaf differ widely in their mental and physical "conditions, and, therefore, methods of instructions "differing as widely, are necessary for the highest "development of the class. * * The war between "the two prominent systems of instruction—the "'manual' and the 'oral'—which has been carried on "so vigorously for many years, may be said to be "practically ended, not through the victory of one "side or the other, but through the better understanding of each others methods and results. Discussions between men actuated only by philanthropic "purposes, and upon matters in which selfish interest "does not enter, lead to cordial recognition of whatever "strength there may exist in each others position, and "the yielding of untenable points, until they find "themselves occupying common ground. Such has "been the outcome of the long controversy upon the "oral versus the manual method. The method of the "future is the 'combined' or 'American' method, in "which the best features of both systems are incorporated. This method is outlined in papers read at "the Berkeley Convention by Dr. G. O. Fay, of Hartford, and Professor A. L. E. Crouter, of Philadelphia, "and covered by resolutions introduced by Dr. E. M. "Gallaudet, of Washington, and adopted without a "dissenting voice."

13,140. You endorse all that is said there?—Yes. I commend the resolutions which I am about to read, to this Commission, as a representation of the ablest and most recent thought on the subject; the resolutions being the outcome of papers read by gentlemen who are both highly educated men; one of them, Dr. Fay, who was at the head of the Ohio Institution for many years, and who is now at Hartford, and the other, Professor Crouter, who is at the head of the Philadelphia Institution. In Philadelphia the oral school exists quite separate from the manual portion of the institution. The action of the Convention is stated as follows, and I will remind the Commission that representatives from the so-called oral schools, or, as they are termed in England, pure oral schools, of Northampton, New York, Pennsylvania, Portland, and Maine, were present at this Convention, and gave their votes for this action.

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I speak of that as a matter of very great importance, because it was really a burying of the hatchet.

13,141. The resolutions were passed by a unanimous vote?—By a unanimous vote; I introduced the resolutions, and they were seconded by the most prominent professor in the Institution for the improved Instruction of the Deaf at New York, which is our pure oral school *par excellence*. The resolutions which were unanimously adopted were as follows: "Whereas the "experience of many years in the instruction of the "deaf has plainly shown that among the members "of this class of persons great differences exist in "mental and physical condition, and in capacity for "improvement, making results easily possible in cer-"tain cases which are practically and sometimes "actually unattainable in others, these differences "suggesting very widely different treatment with "different individuals; it is, therefore, resolved, that "the system of instruction existing at present in "America commends itself to the world, for the reason "that its tendency is to include all known methods "and expedients which have been found to be of value "in the education of the deaf, while it allows diversity "and independence of action, working at the same "time harmoniously, and aiming at the attainment of "an object common to all. Resolved,—That earnest "and persistent endeavours should be made in every "school for the deaf to teach every pupil to speak and "read from the lips, and that such efforts should only "be abandoned when it is plainly evident that the "measure of success attainable is so small as not to "justify the necessary amount of labour." I think it will be evident to the Commission that these resolutions approve an effort in the direction of oral teaching which may be said to be absolutely going to the extreme; that is to say, that if practice proves that all can be taught to speak, then manualists would be very glad to have that result reached. I call attention to the fact that those who had schools in which the manual method alone was used voted for this resolution, that in all schools all the children ought to be taught to speak who can be taught to speak; and it is with a very great degree of satisfaction that I present this result to the Commission, for we conceive that we have arrived in America at a conclusion with regard to this long vexed question of methods, a conclusion which approves of every effort being made in the direction of the oral method, the importance of which we admit. When I say "we" I speak as representing perhaps those who favour the combined system, and I would draw a distinction between the words "method" and "system." In America we apply the term "method" to the oral mode of instruction of the deaf, to the manual mode, and to another method of which I have not yet spoken, but to which I shall allude presently. We call those methods of instructing the deaf, and the system of which we speak in America as the "combined system" is one which allows of the bringing together of all methods under varying conditions. For example, the Philadelphia Institution has a separate oral branch in which pupils who are found to succeed well in speech are taught on what would be termed here in England the pure oral method. This which was started as a manual school is now conducted under what is called the combined system. The same institution has in its larger establishment classes which are taught entirely without the use of signs or the manual alphabet; and, again, there are classes which are taught by means of the use of the manual alphabet and signs, finding that there are a certain number of pupils who will not succeed with speech. And on that point I may, perhaps, be allowed to say a word with a good deal of earnestness. Those of us who started in our work in America as manual teachers do claim, and we ask that the claim be recognised, that it is possible for us to take a disinterested view of the oral method and judge of its results with unprejudiced minds. We have watched the progress of the oral mode of teaching the deaf, both in our own country and in foreign countries, and we do not hesitate to say that where the attempt is made on the part of a certain locality, a province or state, to carry on a school for the instruction of the deaf, there will be a very large number of pupils who under the most favourable circumstances will not attain to a degree of success in speech and lip reading which would warrant the time and labour and money that is necessary to carry on a school on what is termed the pure oral method. I was in Paris a few days ago, and I was told that the expense *per capita* of the pupils in the institution there is, without counting the cost of plant, 1,500 francs, equal to 300 dollars, or 60*l*., which is very much larger than the average cost of educating the deaf and dumb in our country. The number of teachers they employ is very much greater, and the expense is very much larger; and we who have had long experience in this matter of the education of the deaf have come to the conclusion that there is too large a proportion of the whole number of pupils that do not succeed in speech to make it right to continue that method for all.

13,142. As you have mentioned Paris, do you know at what age the oral system is begun to be taught in the schools in France?—I think at about eight years of age.

13,143. I think not till 10?—I was not aware of that.

13,144. Is it your experience in America, that in order to teach language well you ought to begin to teach it at the age of six or seven?—Our experience is, that if we are to teach language well we should begin at about the age of seven. My own opinion is, that we should not begin to teach deaf and dumb children language at a younger age than seven. Some advocate beginning at four or five.

13,145. You would treat deaf and dumb children the same as you would other children, as far as possible?—Yes.

13,146. Has it ever struck you that if you delay the teaching of the oral system beyond a certain age the vocal chords will get still, and that there will be a want of flexibility about them which will prevent a proper development of the voice?—I should say that to defer it beyond the age of 12, 13, or 14, in boys especially, would be very unfortunate.

13,147. Many of their pupils in Paris are older?—Yes. A third method which we are now practising in America with some exceedingly interesting results may be spoken of as the aural or auricular method. A very considerable percentage of those who are classed in the community as deaf mutes have a degree of hearing which makes it entirely possible that they may be educated through the ear. The percentage is put variously at from 12 to 25 per cent., which even at the lowest figure is a large percentage of the whole number. The first movement in reference to the aural teaching of the deaf was made in Nebraska four years ago, and it was found in that institution that the percentage was quite large of those who were capable of being taught by the ear. I saw in that institution a little more than two years ago a class which was being taught entirely upon this method, and the process of teaching was an exceedingly interesting one. The class consisted, perhaps, of 11 or 12 pupils. There had been a careful examination of the amount of hearing possessed by each of those pupils, and that pupil who heard the least was placed at the teacher's right hand, the one who had a little more hearing was placed next, and the one who had a little more further on, while the one who had the greatest amount of hearing was furthest removed from the teacher. The teacher then in a voice elevated above the ordinary tone was able to dictate to those pupils, and they had all of them been actually taught to use that hearing which they possessed, which prior to the instruction was not supposed to have been sufficient to be made available at all as a means of instruction. In other words, those pupils were gradually ceasing to be deaf mutes; they were speaking very well, and they were hearing as well as persons whom we call hard of hearing persons. The result would be that, having come to the school under the legal appellation of "deaf mutes," they would go out of the school not deaf mutes at all.

13,148. How is that result attained?—The process I can describe a little more fully by reference to the result of a very interesting experiment which we tried in the primary school connected with our college at Washington. In that primary school we try a good many experiments, and we do what we can to develop various methods. The children come in at the age of seven, and they continue in the school for eight or nine years. We had a boy who entered before we began to teach articulation. He was credited to us a deaf mute from one year of age. He lost his hearing in infancy before he learnt to speak; he was absolutely dumb, and the degree of hearing that he possessed was not supposed to be of any account at all. He was registered as hearing slightly very loud noises. Not long after he entered we began teaching him speech, and he was taught to articulate. His progress was only moderate; his success was so imperfect that after a year's effort it was almost decided to give up attempting to teach him any further, but his teacher discovered, purely accidentally, that in uttering a word when the boy's face was turned away from him the boy reproduced the sound. With the use of the hearing tube it was presently discovered that the boy could repeat the vowel sounds and many of the consonant sounds without difficulty; he could repeat words the meaning of which he did not in the least degree understand. The teacher then at once began to educate his hearing. This degree of hearing which the boy possessed had never been enough for him to hold any conversation with members of his family or with any person at an ordinary distance from him.

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13,149. Was the speaking tube that was used an ordinary speaking tube?—Yes, a flexible speaking tube. Within two years after that time I exhibited this boy before the American Academy of Sciences at Washington, and talked with him through the tube without difficulty, and to-day he has advanced far enough to be a student in our college; he is a young man full of promise, and he hears well enough to be able to sit by the side of either of you gentlemen and carry on a conversation with you through the tube.

13,150. The fact is that his power of hearing had been overlooked?—Just so.

13,151. There was no extra mechanism in the tube?—No. The result in that case shows that a very small amount of hearing, untrained to be useful, has existed in hundreds of deaf persons who have gone on through life dumb and hard of hearing, and classed as deaf, whereas they might, under this aural or auricular method of instruction, have been taken entirely out of the category of deaf mutes.

13,152. Is there any medical inspection of these children before they enter school, and is any attempt made by the doctors to improve the hearing if the passages have become clogged by cold or disease?—Yes, in all our better schools there is a careful medical inspection of the children as they enter; it is usually the case that all means have been exhausted to benefit the hearing by the parents and friends of the children before they are brought to the institution. An examination by the medical man exhibits that fact. There are a few instances where the hearing by medical treatment has been improved, but they are very few. I commend this auricular method to all who are interested in the education of the deaf as one deserving of very great attention, because, if we take the number of the deaf who are capable of being taught aurally as amounting to 10 per cent. only, it is conferring upon them a great boon to teach them aurally; it is a greater boon even than giving them the power of imperfect speech.

13,153. With regard to the facility of giving and receiving instruction in such a case as that to which you have just referred, can the boy take his place with the others in the class, or does he require the teacher's individual attention?—In the class at Nebraska, of which I have just been speaking, I think the boys hear when the teacher's voice is raised to a certain *timbre*. When the teacher elevates his voice to a certain pitch they have no difficulty in hearing him.

13,154. Would the teacher use the tube?—Yes, at times, but she was able to make the pupils in her class hear without the use of the speaking tube; they were so arranged that the one that heard the least was placed nearest to her, and the one who had a little more hearing was placed next, and so on.

13,155. No mechanical contrivance is made use of for increasing the volume of sound?—Mr. Edison, who is himself very deaf, told me a few years ago that he was working very hard to bring out some appliance by which the volume of sound might be so increased that a deaf person might hear with great ease.

13,156. Has Professor Bell taken that question up?—To a certain extent, I think.

13,157. Is Professor Bell an advocate of the aural method?—Yes, as well as the oral method. Every one who has heard of the results of the aural method is in favour of it wherever subjects are found that are adapted for it.

13,158. I see it stated that in some of these schools where the sign system prevailed, or used to prevail principally, there was a great lack of knowledge of the English language; was that so, or is it so still?—It is a fact that in many schools for the deaf the pupils, even after a number of years teaching, are lacking in the ability to use language idiomatically; the number of such pupils is not found to be greater in manual schools than in oral schools. It goes without saying that there are manual schools and manual schools, and that there are oral schools and oral schools; there will come into the management of schools of any class carelessness in the appointment of teachers, or there may be incompetent teachers appointed through the absence of sufficient funds to secure competent teachers; and so, undoubtedly, in manual schools there may be found pupils who will not succeed well in the idiomatic use of language who might have succeeded better if they had had better teaching. But it is also true that, under the best teaching, in the oral method as well as in the manual method, there will be found a certain number of deaf mutes who seem to lack the ability to attain to an absolutely idiomatic use of language. That, I think, is a fact that cannot be disputed, that under the best auspices and the best teaching, with the full period of instruction, there will be found pupils whose mental capacity seems to be lacking in some respects, and who will never be able to attain to an idiomatic use of their vernacular.

13,159. Would not the use of the manual system, that is to say, finger language, as against the sign system, tend to a more accurate knowledge of language?—I do not know what you call the sign system.

13,160. In some of the schools in our country we have seen children taught entirely by signs, without any finger language?—I know of no school in America where any sign system is exclusively used.

13,161. But are signs used as an assistance to teaching?—Yes, as an assistance to manual spelling and writing. The use of signs is resorted to for the purpose of explanation, but in none of our schools are the children exclusively taught by any such system.

13,162. The use of the sign and manual system does not lead to an accurate knowledge of language, does it?—I can answer that question very readily by making this statement: that it is admitted, without question, that an injudicious and incompetent teacher may make such an improper and inordinate use of gestures in the work of teaching in the class-room as to militate very strongly against the best success on the part of the pupils in the attainment of idiomatic language. That, I might say, goes without saying, and that in some of the manual schools such teachers have been found is too true. It may be said, on the other hand, that in manual schools where thoroughly competent and judicious teachers are employed the use of signs is not only found to be no impediment in the acquisition of the power of using language idiomatically, but is found to be a great help in reaching that end; so that the whole question would turn on whether the use of gestures was one that was subject to criticism on general grounds, as being injudicious and undesirable, or whether a proper use was made of gestures by the teacher.

13,163. Do you think that under the oral system there is the same difficulty as to a limited vocabulary as in the manual system?—I do. I think there is the same difficulty.

13,164. Deaf mutes under both systems are able to make use of only a limited vocabulary?—Naturally. Very little reflection will show us that a hearing person is compelled, whether he will or no, to hear an amount of verbal language on all occasions, that is simply out of all proportion to anything that can possibly be conveyed to one who is deaf, even under the most favourable circumstances; so that the vocabulary of a hearing person is necessarily much larger than that of a deaf person. The vocabulary of a deaf person could not possibly be equal to that of a hearing person until after a very long period of education.

13,165. I have before me a report of the proceedings of a meeting held in July 1884, in the Senate Chamber, Madison, Wisconsin, in which you say:—"I urge most "earnestly that those persons that reject the manual "alphabet, and who reject signs for the deaf, while "they are giving them speech and lip-reading, are "doing them a cruel wrong, in this: that they are "dooming them to a greater social isolation than they "are compelled to submit to who have no speech, but "who still use the manual alphabet and signs"?—In my memorandum of the topics upon which, perhaps, you might desire me to give evidence, I have made a note of that very point, the comparative social isolation of persons who are taught on the oral method, and who are taught to reject the use of signs and the manual

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alphabet, comparing persons so taught with others who have the use of signs and the manual alphabet; and from a considerably extended experience of persons who have been taught in both ways, I do not hesitate to express the opinion, that one who has been taught orally, and who does not use the manual alphabet in his family or among his circle of friends, is far more isolated in society than one who has not the power of speech, but who uses freely the manual alphabet and the language of signs. I speak from an experience that extends over the period of my whole conscious life, beginning in my infancy with my mother (who was a mute, who never heard and who never spoke, with whom I communicated freely by signs from the earliest days of my infancy, and with whom I learnt to communicate before I learnt the use of my voice), and extending over all the years of my life, mingling as I have in my earlier years with deaf people who had not the power of speech, and in later years with people who had the power of speech which they had gained from having been instructed in oral schools, or under private tutelage, where a single person has had the advantage of the instruction of many teachers; and I could mention the names of persons (which I forbear to do) whose intelligence and education were of the highest order, but who have persistently rejected the use of the manual alphabet and signs and only used speech, who could make themselves understood to their friends pretty freely, and to strangers with greater or less freedom and facility, but whose social isolation I am certain has been greater than that of others, whom I could also name, who have not had the power of speech, but who have had the use of the finger alphabet, and who could use signs in holding communication with those who understand signs; and the emphasis of the opinion which I want to express lies just in this: speech made use of by a person who is totally deaf, and who depends on lip-reading for his answers from others, is, at the best, a means of communication which is often unsatisfactory, involving many repetitions, involving much guessing, involving frequent misunderstanding, involving a feeling of dislike on the part of the person conversing with the deaf mute to repeat so many times what he wants to convey to the deaf mute, and a doubt in his mind whether he has been understood, this leading to an embarrassment in communication which frequently results, in a greater or less degree, in the social isolation of the person so depending on speech and lip-reading for communication with the outer world. I could give the names of persons whom I know in the highest society in America, who are more or less socially isolated on account of the acknowledged and admitted difficulty on many occasions, and under many circumstances, of making that means of communication of speech and lip-reading available exactly and quickly, and without very much repetition. I know many persons in America who are acquainted with these educated deaf persons, and who say to me, I dread to meet so-and-so, for I am expected to speak, and that person is expected to understand my lip movements. It is not always that my lip movements are understood, and it is not always that I can understand his speech. That is the feeling which many people have who meet such a person in society, and, therefore, the deaf person is let alone and but little conversation is attempted because it is carried on with such difficulty. I myself have sometimes at dinner parties sat by the side of a highly educated deaf and dumb person who has been educated on the oral system and who rejects the use of the finger alphabet and signs, and I have spoken with him more or less on a limited range of topics and carried on a conversation that was agreeable so far as it went, but I have found it impossible to branch off on a totally different subject as with an ordinary person. I have felt that I would give anything if I could speak with my fingers with that person for five minutes. On the other hand, a person who depends on the finger alphabet entirely, and who has not the power of oral speech or the power to read lip movements, if he has the power of forming friendships, will have a circle of friends who will acquire, for his sake, the finger alphabet, and with the use of the finger alphabet conversation can be sustained as fluently, as readily, and as perfectly as if he had speech. In other words, a deaf person, who has the finger alphabet as a means of communication, will have in his own family those who will learn to use it freely and fluently for his sake, and he has a circle of friends who will also acquire the finger alphabet so as to be able to carry on a conversation with him easily, and his social isolation will be less absolute than the social isolation of a person who depends entirely upon speech and lip-reading and rejects the use of the manual alphabet. I speak from experience of a very great number of both classes of persons.

13,166. At the meeting at Madison, I see Dr. Bell quotes you as having said this: "I see, running through "it all" (that is to say, the paper which had been read), "the fact, which I am very glad to have acknowledged "here so plainly in this Convention, and which we have "all to look in the face, that the deaf and dumb in our "institution, as a class, do not master the English "language." Then Dr. Bell again quotes you as saying: "If we want the children of our institutions "for the deaf and dumb to master the English language, "what have we to do with the sign language? I answer, "As little as possible." As I understand, you say an over-use of the sign system is a dangerous thing?—Yes.

13,167. Is it the tendency in schools on the combined system in America, and in schools where the manual alphabet is taught, to depend more on the manual alphabet than on signs in order to get a more accurate knowledge of the English language?—Yes, the tendency in the American schools is to a diminishing use of the language of signs. At Indianapolis, where I made that statement which was quoted by Dr. Bell at Madison, the subject of the use of signs in class-rooms was under discussion. At that time, 16 years ago, there were in many of our schools in America teachers who were very careless, reckless, and unjustifiable in their use of gestures, and the result was a very unsatisfactory development of the power of idiomatic expression; so at the discussion at Indianapolis I said that I felt that there was such a thing as a very pernicious and dangerous use of the sign language in the instruction of the deaf.

13,168. When you speak of the sign language, you mean gestures—conventional signs?—Yes.

13,169. Those signs vary in different countries and in different schools?—Yes, in different countries, and, to a certain extent, in different schools. I raised my voice at Indianapolis to warn teachers against making too great a use of sign language, and insisted that in the instruction of the deaf the language of signs should be used as little as possible.

13,170. You say that that meeting at Indianapolis was 16 years ago?—Yes.

13,171. Therefore, what you said then does not accurately represent the danger to which schools are liable now?—No; we were fighting against certain evils then existing in schools. With regard to the comparative social isolation which results from oral teaching, I may refer to an incident which occurred this last summer. One of the professors of our college at Washington was spending some time in New England, and he himself being a great bicyclist attended a meeting of bicyclists at a town called Brattleboro'. He noticed at that meeting a young man of very prepossessing appearance with a bicycle, who had come to attend the meeting, and he observed that he spoke on his fingers to some one near him. This professor speaks very well, and has always spoken, but he lost his hearing after he had grown up. He noticed this young man speaking on his fingers, and he naturally sought to make his acquaintance, he himself being a deaf man. He found that the young man was well educated, that he used his fingers very freely, and that he used even the language of signs; and he found to his surprise that he had been wholly educated at a pure oral school. He was the son of wealthy parents, and had been a long time at school, and completed his education there, and he spoke very well and read from the lips very well; but he told this professor of our college at Washington that, while among his intimate friends, he always spoke and read from the lips, and did so very well in a certain limited range of subjects, yet he found that in general society he got on more satisfactorily and pleasantly by using the manual alphabet; and therefore he adopted the use of it, and his friends learnt it for his sake. He being a person who had never been in a manual school or a sign school, still found it was necessary for him to learn to converse with his fingers, in order to avoid a certain degree of social isolation to which he would have been subjected if he had confined himself to the oral method. Then I will refer to the case of a Wisconsin lady who became deaf at the age of 18, and who became an exceedingly good lip reader. She called at my house with a lady friend of my wife's, and we were made acquainted and entered into conversation. She read my lips very readily, and we talked together for a little time, and I marvelled at her success in carrying on the conversation. Presently she said, "I did not under-"stand that last sentence; will you spell it on your "fingers?"; so I spelt it on my fingers. I said, "How "is it that you resort to speaking by your fingers?" She replied, "Do you think I would be so foolish as to "reject a means of communication which is absolutely "certain and reliable for one which I often find myself "blundering in? Whenever my speech and lip-reading "fails I like to resort to my fingers; that is sure and "certain while the other is doubtful." Then, again, I have the acquaintance of a gentleman in Philadelphia who became deaf after he had grown up, who is a very good lithographer, and he told me not a great while ago that, while he could speak and read lip movements, and often passed as a person who heard, yet he invariably, when he entered into any business contract, resorted to writing; he did not dare to depend on the power of lip-reading, because in carrying on conversation by that means there was a liability to mistakes. I refer to these cases simply to show that while people advocate this teaching of speech and lip-reading, we know (to use a commercial phrase) there is a discount to be allowed upon it.

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13,172. You said that the age at which children should be sent to school was seven years; should they be taught writing before they go to school?—Most of our institutions in their circulars recommend to the parents and friends of deaf children where they are able to do so to teach them writing at home; to teach them the use of simple words. I do not think the majority come to the institutions having been so taught; that is urged, but I think the majority of them do not come to the institutions with any knowledge at all. I should like here to refer the Commission to a very careful comparison of results of teaching by the oral method and the combined system, which was made in the oldest school in America, Hartford, by its principal in the case of more than 30 pupils who came to that institution from the oral schools in New England after having been in those schools a longer or shorter time. The paper to which I refer in which that comparison was made was presented at the conference of principals held in Minnesota two years ago, and it is found in the record of the proceedings of that conference, pages 182, 186, 187, which I will leave with the Commission. The paper gives the results arrived at from a careful examination of those pupils, running over a period of eight or nine years. The results are tabulated, and a comparison of the results due to oral teaching and manual teaching, or teaching by the combined system, is given which is not found, I think, elsewhere.

13,173. Will you now favour the Commission with any observations that you have to make with reference to the duration of pupilage and the courses of study?—With reference to the duration of pupilage and courses of study, in our institutions in America we endeavour to have a course of study practically the same as that which is pursued in the schools for the hearing. We take up the elementary study of geography, arithmetic, and history, and some little study of physics, perhaps, and occasionally some study of physiology, which we deem of importance even in the case of those who go through a limited course of teaching; and in nearly all, I may say all, the larger institutions in America, quite an important feature is made of instruction in art. We develop as far as possible the power of drawing, and instruction is given in the branches of art of painting and sculpture. Wood carving has come into great prominence in the last few years, and many institutions are establishing departments for instruction in the art, carrying it forward to a very high degree of development. I may speak particularly of the institution at Illinois, which is the largest in America, where they have a department of art with a teacher at the head, and four or five assistants, who devote themselves entirely to the instruction of the pupils of the institution in art.

13,174. Do they turn out many artists?—A large number, and an increasingly large number. They turn out artists of various degrees of talent, but an artist who is able to work in decorative art, designing, and things of that kind may be very successful, though he may not be able to paint landscapes or portraits.

13,175. Do you know Mr. Moore?—Yes, I know him very well. He is one who was never taught to speak. He has not been orally taught. He was taught under the manual method.

13,176. Are you aware that he is able to get several hundred pounds for his pictures?—Yes; he set a very good example by patient and long study for a number of years before he began to sell any pictures.

13,177. (*Mr. Woodall.*) Is what is aimed at to make picture makers?—No, it is general instruction in art that is given. We do not encourage the pupils to be portrait painters or landscape painters. In many cases in our large cities in which these deaf persons who have been instructed in art come into competition with others they have done extremely well.

13,178. (*Chairman.*) The instructions they receive in art enables some of them to become draughtsmen for engineers and architects, and so on?—Yes. In making drawings for woodcuts for illustrated papers many of the pupils have succeeded extremely well.

13,179. (*Mr. Woodall.*) Is anything done in the way of kindergarten teaching with a view to leading up to their industrial art teaching. In your primary school which you spoke of at Washington have you any kindergarten teaching?—We have not in the primary school at Washington, but in several of the schools there are departments for kindergarten work, and at our conference in California considerable prominence was given to the matter of kindergarten instruction for the deaf, and I know one or two, perhaps three, institutions in America in which there are separate departments for kindergarten instruction, where the children who are put under the instruction which is given in that department are very young, and are kept quite separate from the older ones.

13,180. Do you recognise any useful relationship between the kindergarten teaching and the subsequent teaching in art?—I should say the one would naturally be a good preparation for the other.

13,181. (*Chairman.*) With regard to industrial training, have the boys any industrial training given them while at school, or does it begin after the education pure and simple is finished?—There are some schools in America into whose curriculum industrial training does not enter; they depend entirely upon the apprenticeship of their pupils after they leave the school to mechanics with whom they may learn trades, and so be prepared to become mechanics; but that is the practice of a small number of schools comparatively; by far the greater number have a larger or smaller number of shops in which trades are taught. In the whole number of our schools in the United States only 14 have no industrial department, and eight of these 14 are day schools, so that there are only six of those institutions which would be called public institutions in America which have no industrial departments; those that have an industrial department and those that have not are named in the table in the annals to which I have referred. The feeling is decided among the managers of our institutions in favour of teaching trades while the pupils are in school. As to the amount of time that is given to industrial training, in some of the institutions, there is a division of the day between the forenoon and the afternoon, the boys being in the shops during one half of the day and in school the other half; and in other institutions the school hours are prolonged during a part of the afternoon for two or three hours, as the case may be, and industrial work given at a later time in the day; but as to the result of this training I can certainly say that a vast number of very competent mechanics have been turned out of these industrial departments of our institutions.

13,182. At what age are they turned out?—Varying from 16 to 20.

13,183. Do they keep them as long as that?—If they enter at 10 years of age they may remain 10 years in some of our schools.

13,184. You spoke of seven years as being the age at which they commence school?—When they commenced school at the age of 10 they would be retained to the age of 16 or 17; the time of their being discharged would vary from the age of 14 or 15 to 20, but if the children were discharged at the age of 13 or 14 they would hardly be old enough to learn a trade while in school.

13,185. What is the age at which you begin to give them industrial training; how long after they have been at school?—It would depend on the age at which they entered.

13,186. Would you begin their industrial training at 12, 13, or 14, according to the age at which they entered?—It would again depend on the physical condition of the boys; some at 12 years of age would be

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quite as capable of beginning to learn a trade as others at 14.

13,187. What is the industrial work that is taught?—I have here a list of the trades taught: baking, basket making, bookbinding, broom making, cabinet making, carpentery, chair making, cooking, clay modelling, coopery, dressmaking, farming, gardening, glazing, knitting, mattress making, painting, printing, sewing, shoemaking, tailoring, wood carving, wood engraving, and wood turning.

13,188. Those are taught at different schools?—Yes, not all at the same school; here is one school, the New York Institution, where, besides art, baking, cabinet-making, carpentering, clay modelling, and dressmaking are taught; then in another, the Pennsylvania School, cooking, dressmaking, knitting, printing, shoemaking, and tailoring are taught. In Kentucky five trades are taught, in Ohio four, in Virginia six, in Indiana three, in Tennessee two, in North Carolina 10, in Illinois 10, in Georgia only one, and in South Carolina three; the number of trades taught varies.

13,189. Do the pupils assist in the ordinary house work of the institution?—To a very considerable extent. I may say that one of the reasons that induce us in America to be very earnest in teaching these boys trades, while they are in the school, is that the difficulty of apprenticing them after they leave school is very great, owing to the existence of very close trades unions in our country, under whose regulations the number of apprentices is limited.

13,190. Do they keep out the deaf and dumb from any prejudice against them?—They keep them out as they would anyone they did not wish to admit. They are not excluded simply because they are deaf, but still there would be those who would rather turn the cold shoulder to them because they were. We conceive it to be of great importance to give them this manual training even though they may not follow, after leaving the institution, the trade that they have been taught. We conceive it to be an important point, because dexterity in one trade, the training of the hand and the eye in the use of tools, prepares the boy for success in, perhaps, several different directions, and in point of fact, we find that there is that success. The institution for the improved instruction of the deaf and dumb in New York city favours very much the limitation of industries taught to the deaf and dumb to those of a higher character; that is, those in which the element of art may come to a greater or less extent. The authorities of that institution believe that it is well to endeavour to get the deaf to take up wood carving and lithography, and industries of that sort, rather than to relegate the deaf to carpentery, and shoemaking, and such trades; but that feeling does not prevail throughout the country. It is felt in a large number of institutions throughout the country that ordinary industries are as valuable to the deaf and dumb as those that may be said to be more refined. They succeed extremely well as gardeners. I could mention one coloured boy who seemed to possess very little intellectual power; we thought him at one time almost an imbecile, but he developed afterwards considerably, and lately he has become a competent gardener.

13,191. Are coloured boys taught in the same classes with the others?—In our primary school in which we have 60 pupils, eight or nine are blacks.

13,192. Are they taught in a class by themselves?—No, they are mixed with the others in the classes; in the sleeping apartments and at the table they are separated in deference to the caste prejudice, which still continues in our country to a certain extent, but in the classes they come together; the day schools have no shops. I ought to say that in America we do not consider day schools as capable of finishing the entire education necessary for the deaf, and we consider them rather as an expedient, better than nothing, as being schools into which the younger children can come, and where they can remain, perhaps, one, or two, or three years, but from which they ought to go to the boarding schools to reach the best results. The sentiment in America is against the extension of day schools, and in favour very much of bringing the deaf together in boarding schools.

13,193. You said that some of these day schools are conducted on the oral method?—Yes.

13,194. Would there not be more difficulty in teaching by the oral method in a day school than in an institution, looking to the probability that if a child goes back to its parents and friends it would necessarily make use of signs before it could make itself understood?—My own opinion is that the child in going home to its parents would, perhaps, get a practice in speech which would be a benefit to it.

13,195. Do you think that generally in America parents endeavour to assist the instruction of their children in the oral system?—Where they are in day schools, and they go home to their parents, I think they do, and when they go home from boarding schools, I think the parents and friends in the vast majority of cases take pains to keep up the speech of their children. We find often when they return from their holidays that their speech is improved.

13,196. It depends on the parents taking an intelligent interest in their children?—Very much.

13,197. Are any objections felt in America to collecting together the deaf and dumb in institutions in view of the probability that friendships will be formed resulting in intermarriage in after life?—There may possibly be such objections, but we believe that they are so far counterbalanced by the advantages to be gained in having the deaf in schools where they may be taught as such and receive the benefit of special training, that we think that the best way of treating those possible objections is to make the pupils, as they advance in intelligence, feel the importance of avoiding such marriages. Later on, I will go into that rather more fully.

13,198. Is there any separation of the sexes at school after the age of 13 or 14, or are they kept together?—They are separated altogether, excepting in the class-room; they come together in the class-room; in many institutions, where there are a sufficient number to classify the boys and girls separately, they have separate classes, but there are institutions where, as a matter of preference, in the dining room, the boys and the girls are seated together at tables; and it is claimed by those who keep up that practice, that the effect is good—that the boys are improved in manner by association with the girls, and that the girls are in no way injured by being thus associated with the boys in a sort of little family; but universally, in all matters of domestic arrangement, the dormitories, the sitting rooms, and the playgrounds, the girls and the boys are carefully separated.

13,199. Do the deaf and dumb find any difficulty in getting employment as soon as they leave school?—They do not find any great difficulty in securing employment; they secure employment with considerable facility, and the number of unemployed deaf in America would be found to be very small.

13,200. There is no prejudice against the employment of the deaf and dumb?—No general prejudice. There may be found individual masters who would not like to employ deaf persons, but, generally speaking, there is no prejudice against them.

13,201. Will you give us the substance of what you wish to say about the sign system, as distinguished from the manual, as bearing upon the answer which you gave to me on the quotation which I made from a former speech of yours, made 16 years ago, at Indianopolis?—In answer to the question, I beg leave to present two quotations. The first is from a paper of Dr. Fay, presented at the Convention in California this last summer, on the general subject of the education and care of the deaf. He speaks here with reference to the two methods often spoken of as the French and the German, or the manual and the oral, and makes some important comparisons, which I will read, as they bear very much on one or two of the answers given under that head. Dr. Fay says: "Errors of proportion have divided the "educators of the deaf into schools of opinion, not "exactly hostile, but certainly separated and narrow. "The schools of France, for a century, and subse-"quently the schools of the United States, while theo-"retically favourable to the teaching of articulation, "have demonstrated, only and mainly, through long "practice, the importance and possibilities of panto-"mime and the uses of the manual alphabet, supple-"mented by written speech. They have applied these "instruments with great skill and energy, and have "produced a remarkable body of silent scholars easily, "superior in scholarship to anything that oralists "have been able to produce. French and American "schools, true to their traditions, have been back-"ward, however, in taking up and applying, with "equal skill and energy, the teaching of oral speech.

"Might not a fraction of their silent, written scholar-"ship have been well exchanged for a degree of oral "skill? Such seems to be their own present conviction. "We are now witnessing the introduction of the "systematic teaching of articulation into all the pro-"minent institutions of Europe and America. And the "pursuance of this policy has exhibited the fact that "the development of the faculties and the acquisition "of verbal speech by pantomime, by finger spelling, "and by books, are an excellent preliminary training, "the full peer of all rival expedients, for teaching "associated with subsequent oral speech itself. The "pupil has something to say, and can be more easily "taught to say it. The present need of our historic "schools is to expand their scope still more widely, so "as to include and attach to themselves all that is "valuable in oral schools. If a longer school period "shall be found necessary for the best results, it should "not, will not, be withheld. Another school of opinion, "represented by the schools of Germany for a century, "and by a few recently opened in the United States, "ignores the pantomime of the deaf and uses none. It "omits the finger-alphabet and proposes to teach the "deaf at the start, and with no intermediate step, oral "speech itself, and by it all branches of desirable "knowledge. Though opposed to the use of extempore "sign-pictures, it uses all printed pictures freely. It "omits evidently and rejects such illustrations as the "pupil is likely to imitate and to incorporate into signs "of his own. It is communicating instruction with "great and increasing skill, and to a proportion of "pupils steadily enlarging. The partially deaf, and "those who have heard in early years, succeed from the "start. An additional number, some of them totally "deaf from birth, succeed to a certain extent, prac-"tically useful. A large number do not acquire it "sufficiently to be able to rely upon it, singularly "evanescent in after life. At school they habitually "invent and illicitly use a gesture-language for social "relief, and feel more confidence in their pencil than "in their voice. The time spent in oral teaching has "crowded out some topics taught in the sign schools. "The range of written scholarship, including English "composition and the ability to read newspapers, is "considerably lower. This deficiency is justified by "those who are responsible for it by the compensating "value of the oral speech, acquired or attempted. "These schools have yet to learn that, in omitting the "use of pantomime and finger-spelling, they ignore "the uneducated mute's best friend. They take away "a ladder, the only ladder known, by which all the "deaf can easily rise. They require the mute, scorning "all climbing steps and gradual approaches, to clear "at one bound the chasm that separates the deaf from "the hearing. They force the recruit at once upon "frowning breastworks. They apply a method derived "from the functions of the hearing mind, and not at "all from the essential, the universal functions of the "mind of the deaf. Attempting the best thing for all "the deaf by a method heroic, they succeed with a "small number, less than half, and, holding no middle "ground substantially, culpably fail with a considerable "number. The brilliancy of the operation is clouded "by its frequently fatal issue. These schools, excellent, "ambitious, and ably officered, need, in behalf of many "of their pupils, to incorporate into the early years of "their course all that is valuable in the sign schools. "The removal of intervening barriers will make the "two jarring methods friends,—astonished to remember "that they ever differed. Pantomime and finger spel-"ling, as jealously excluded now from oral schools as "the 'long keels of the northmen,' will prove a boon, "a help, and not a hindrance, to all their pupils They "will all easily rise, and rapidly, to the plane of written "speech; and those capable of taking the higher step, "the last, the crowning oral one, will not be the less "able for having a broader elementary base." I present that as the expression of what I conceive to be the best thought of the present day in America relative to what is spoken of as the combined system. It gives everything to the oral teaching that it can accomplish, and it still holds on to much that belongs to what may now be termed the old manual method, which exists no longer as the only method of teaching the deaf, but which still, the writer conceives (and there are a large majority who sustain his view), should not be given up.

13,202. Might I ask what was the view taken with regard to the aural system at that Californian convention; how far was it considered to be practicable in a sufficient number of cases?—It would vary in different localities, from 10 to 20 per cent. of the whole number of deaf mutes. Coming now to the other citation pertinent to the matter, to what extent signs are valuable in the instruction of the deaf, and in the life of the deaf, I would read this short paragraph from an article published in a handbook of medical science, on the general subject of gesture language, which I was asked to prepare with a view to giving information to medical men with regard to the treatment of the deaf: "At this point the "question will naturally arise in many minds: 'Does "'the sign-language give the deaf in these respects *all* "'that speech affords to the hearing?' The experience "and observation of the writer leads him to answer the "question with a decided affirmative. On many occa-"sions it has been his privilege to interpret, through "signs to the deaf, addresses given in speech; he has "addressed assemblages of deaf persons many times, "using signs for the original expression of thought; "he has seen hundreds of lectures and public debates "given originally in signs; he has seen conventions of "deaf mutes, in which no word was spoken, and yet all "the forms of parliamentary proceeding were observed, "and the most excited and earnest discussions carried "on; he has seen the ordinances of religion adminis-"tered, and the full services of the church carried on "in signs; and all this with the assurance growing out "of his own complete understanding of the language, a "knowledge of which dates back to his earliest child-"hood, that, for all the purposes above enumerated, "gestural expression is in no respect inferior, and is in "many respects superior, to articulate speech as a "means of communicating ideas. But the greatest "value of the sign-language to the deaf, when the "whole period of their lives is taken into account, is "to be found in the facility it affords for free and ur-"constrained social intercourse. And in this, as in the "matter of public addresses, nothing has been dis-"covered that can fully take its place. It may even be "asserted, that so long as the deaf remain without "hearing, nothing else can give them what speech "affords their more favoured brethren. They may "have much pleasant intercourse with others by the "employment of writing tablets; they may even enjoy "conversation under many limitations with single "individuals through articulation and lip-reading; with "the aid of the manual alphabet they may have a still "wider and more enjoyable range for the interchange "of thought; but it is only by employing signs that "they can gain the pleasure and profit that comes from "conversation in the social circle, that they can enjoy "such freedom of intercommunication as shall make it "possible for them to forget they are deaf."

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13,203. Does not the language of signs convey sometimes a slightly different idea to different people; for instance, take it in this way: Supposing a sermon was preached in signs, would every member of the congregation write the sermon down in exactly the same language?—No, not at all.

13,204. Then, clearly, there is room for a great latitude and variety of language?—That the ideas would be expressed clearly and distinctly is as probable, even as that the ideas would be so expressed in a case where a congregation heard a sermon preached orally.

13,205. I do not see how that is reconciled with what you said 16 years ago; that the effect of signs tends to make the language inaccurate or obscure?—I was speaking then distinctly of the use of signs in teaching, which I deprecate in the class room; but for purposes of lecturing, for purposes of public addresses, for purposes of social intercommunication, I insist that the language of signs is of such value, and the source of so much enjoyment and pleasure in the intercourse of the deaf, that it is cruel to take it away from them.

13,206. But I thought that from the passage you read out, you proved more than that; that you proved that everybody who has speech should use signs, because it is the more expressive of the two, as the Italian does?—I think there are circumstances where the language of signs is more expressive than that of speech. I often find myself better able to express certain ideas through the means of the gestural language than through the means of speech.

13,207. (*Mr. Johnson.*) You wrote that passage for the guidance of the medical profession, I understand?—Yes, this is one article in their handbook, intended to guide them in the treatment of these children.

13,208. (*Chairman.*) Going on to the higher education of the deaf, would you in the higher education of the deaf give all the lectures by signs rather than by the

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manual alphabet?—My preference would be to use the language of signs in most lectures; there might be some very much of a technical character, and in which scientific terms would be largely used, where the manual alphabet would be preferable.

13,209. You would not give lectures in Mathematics or Logic by signs, would you?—To a considerable extent; but in the use of the gesture language the interjection of words spelt upon the fingers is very common.

13,210. The mixture of the two would be necessary?—Quite necessary.

13,211. In order to give precision in certain cases?—Yes. You ask me, with regard to the higher education of the deaf, to speak somewhat to that point; and I will, therefore, with your permission, make a statement as to the establishment of the college at Washington in which the higher education of the deaf is provided for; and I have brought with me a few copies of a map which represents the grounds and buildings of the institution, which the Commission might be interested to look at, so as to get an idea of the extent and the arrangement of the grounds and buildings, that is, of the institution, including both the primary school and the college; they are quite distinct in their organisation. This map shows the grounds and the arrangement of the buildings. I am sure it would be of a little interest in connexion with the higher education of the deaf, to know how it came about that the Government of the United States became committed to the support of such a work; for it is probably well known, even in this country, that, constitutionally, the Government of the United States would hardly be at liberty to appropriate the money of the country at large for the support of an educational institution of this sort; in fact, that question in the progress of the relations of the college with the Congress at Washington has been often raised. The institution at Washington was begun in 1857 as a primary school. One of the clauses in the Act of Incorporation gave no limit, in providing for the period during which children should be received and educated, as to the time which they could be retained in the institution. They were simply to be received and retained there while they were of teachable age. That simple omission to place any limit on the course of instruction, suggested to those who had charge of the institution in its early years, that the course of instruction might be extended so as to cover the secondary or collegiate course. So in 1864 after the primary school had existed for seven years, it was suggested to the Board of Directors by the then superintendent of the institution, that the course of instruction should be extended to include collegiate training. The Board of Directors accepted the suggestion. Congress was asked to pass an additional Act authorizing the institution to confer collegiate degrees. This Act was passed before the Collegiate Department was organized, and in 1864 the simple pressing forward of a few of the more capable pupils of the school into collegiate study formed the nucleus of what became later the National College. Congress, made an appropriation for enlarging the grounds at that time, and later for additions to buildings, but no appropriation whatever for the maintenance of students in the college who were unable to pay their expenses. Private charity was appealed to successfully to secure annual contributions for the support of young men in the college who were unable to pay their own expenses. At a certain point, a little later, I think it was in 1866, I (if I may be allowed to speak in the first person, for I was then President of the college) received a letter from the Honourable Thaddeus Stevens, who was then the Leader of the House of Representatives, in that position on account of his being at the head of the Committee on Appropriations, saying that in his district there was a young man who wished to come to the college at Washington, who was deaf, had never been in a school for the deaf, but had become deaf, who was poor but very intelligent, and asking me if he could be admitted without charge. I replied that he could not, and I called upon Mr. Stevens to explain the reasons why he could not. He grew very much excited (he had previously been a friend of the institution and the means of securing appropriations for it) and asked why his constituent could not be received without charge. I replied, that there was no law for it; and in very emphatic language, which I need not repeat, he declared that there should be a law for it; and in a very few weeks he succeeded in passing through ongress a law for the admission of a certain number of young men from the States and Territories on a free basis; and that formed the beginning of our authority from Congress to receive young men into the college from the States and Territories, giving them board and tuition without charge when their circumstances were such as to make it impossible for them or their friends to meet the expense of paying.

13,212. And did the State vote the sum of money requisite for the purpose?—Not the State. The Federal Government gave those annual appropriations, increasing from year to year, and sufficient to cover the increased expenses owing to the reception of these young men, the majority of whom are in circumstances which make it impossible for them to pay.

13,213. But do not the State Governments also pay?—They contribute nothing.

13,214. But with regard to those in the primary school, do not the State Governments pay so much?—In the primary school at Washington the majority of the pupils are from the district of Columbia, and so they are paid for by the United States Government, as we have no local government in Washington.

13,215. Are you quoting this college as a model for the rest of the United States, or is that the only one?—It is the only one, and the only one that is at present needed; that is to say, it is able to furnish the secondary or collegiate education for all the deaf that are fit to take that course of study; so that we can say no other is needed at present in our country. We quote that as something very desirable to have, if possible, in other countries.

13,216. As I understand it all the education of the deaf and dumb is practically free in cases where the poverty of the parent requires it?—It is so.

13,217. Free; being borne either by the State or by the Federal Government?—Yes; so that even through the college the education of the deaf is practically free.

13,218. All education is free in America?—All primary education, but not all collegiate education. The deaf have an advantage there over the hearing.

13,219. (*Mr. Woodall.*) These pupils in Washington are received from all parts of the country?—Yes.

13,220. (*Chairman.*) Are they maintained there free?—It would not include, for instance, their clothing.

13,221. And in the holidays they go home at their own expense?—Yes.

13,222. They have their college training free?—Yes.

13,223. And their board and lodging free?—Yes.

13,224. (*Mr. Woodall.*) There is no system like what prevails in France?—No. We had what are called scholarships given by private individuals. These private individuals paid for certain students at the college an annual sum which was equivalent to the charge which we made to ordinary students for board and tuition; but those terminated and have not been renewed, and now the entire help of students needing help comes from the general fund appropriated by the Congress of the United States.

13,225. (*Mr. Johnson.*) There are certain people who do pay?—Yes.

13,226. It is only those who are unable to pay who claim a free education from the State?—Yes, those who are able to pay are expected to do so.

13,227. (*Chairman.*) Practically, what proportions pay?—Only about five per cent. pay their expenses; and it ought to be said in connexion with that, that the distances in our country from Washington are so great to all the outlying States, that even though the circumstances of a deaf young man may be tolerably comfortable he has to pay in coming and going such a large cost for transportation, besides going home during the holidays and expenses in connexion with that, that we assist young men who are not in a condition that we should call one of absolute poverty, but whose means are straightened and are not sufficient to enable them to pay these expenses; but they all provide their travelling expenses, their clothing and books, and what may be called their incidental expenses.

13,228. (*Mr. Woodall.*) What assistance do you give them?—We make them no charge for board or tuition. In no case do we assume the actual support in an eleemosynary sense of any of these young men who are following their higher education. I may say that we have been asked to do so by the managers of institutions in different parts of the country, and I have steadily refused, and have been sustained by the directors in refusing to adopt any course which seemed to make the collegiate education of the deaf an absolutely eleemosynary act. I claim that the deaf young man who is not able by his own energies or by the assistance of friends to clothe himself and pay his way to Washington and back had better not have the higher education.

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13,229. (*Chairman.*) Is this institution full, and what number does it contain?—In the primary school it contains 65 at present, and in the college 50. We have room for probably 25 or 30 more in our buildings.

13,230. What proportion of those in the primary school go up to the higher education?—A very small proportion, hardly one a year from our primary school. Before leaving the subject of the Governmental support of the institution, I would say that at present the annual appropriation for the support of the institution in all its branches by Congress is a little over 10,000*l.*, which makes, it will be seen at once, a very large *per capita* for the number of pupils and students, say 120, that would be taught during any given year. This large expense grows out of the necessity of paying large salaries to the professors in our college. One of the professors in our college, the one who is most highly paid, receives a salary of 3,000 dollars, or 600*l.*, and a house; and two others receive a salary of 2,400 dollars, or 540*l.*, and a house. The others receive rather smaller salaries, but these large salaries which it is necessary to pay men of ability to induce them to teach in the college carry *per capita* the cost up to the high point that it is.

13,231. What is that point?—It is quite 100*l.* a year.

13,232. That does not take into calculation the interest on the capital sum that has been spent on buildings and on land?—No.

13,233. (*Dr. Campbell.*) What is about the proportion in the primary department, and what in the collegiate?—The primary department is quite a different thing.

13,234. (*Chairman.*) Do you separate the expenses?—I have not done so in my calculation. This sum of 10,000*l.* covers the entire institution in both departments.

13,235. But of course there must be very much greater expense in educating the higher department than in educating the primary department?—Yes.

13,236. It means therefore practically that the expense of the higher classes is not only 100*l.* per head, but a great deal more; because in that calculation of 100*l.* you are giving them credit for the lower sum per head that the primary school costs?—Yes. But to compare the expense of the college with, for instance, the Government Schools at Anapolis and West Point for naval and military training, the expenses there run up to 1,000 and 1,500 dollars *per capita* per annum, and the expenses of young men securing a collegiate education in our colleges in America run up to a much higher sum than it costs in our college. I should pass on to give an idea of the course of study pursued in the college at Washington, and then to speak of some of the practical results of the higher education of the deaf, what they can do in after life, how they succeed, and what they accomplish. I may state that the form of admission is given in the appendix to the report of the institution. The course of study taken up at the college supplements that carried forward in the best and most advanced of our State schools, our primary schools. The applicant for admission to the college is supposed to have completed arithmetic, and to have completed primary studies of course, and comes in then to what is termed on page 27 of our report an introductory course of one year in a course of five years; and in this first year of the five of the course, which is termed our collegiate course, algebra, the study of English grammar and history, and original compositions, and Latin are pursued. Latin is begun at the beginning of this year, the lowest year of the five in the collegiate course. Then in the freshman year we continue in mathematics, algebra, and take up geometry; in English, original compositions; in Latin the study of Sallust and Cicero is carried on; Greek is an optional study; and the course of history is continued. Then in the next year, the Sophomore year, mathematics go on to trigonometry, mensuration, and surveying; zoology is taken up, and botany and chemistry; Latin is continued with Virgil's Æneid; Greek is an optional study, and there is quite a course in English. The next year, the junior year, mathematics are continued to the calculus and mechanics; physics are taken up; in chemistry, laboratory practice and qualitative analysis; and physiology. French is then taken up and continued during the year; and history and English and logic are studied. In the next year, the senior year, in English literature quite an extended course is pursued; German is taken up and continued for the year; natural science is taken up, and the elements of mental science; moral science is taken up, æsthetics, political philosophy, and international law. That affords an idea of the course of study pursued in the college which is necessary to secure a degree, and examinations in those studies are made at the end of each three months, each semestre, and then a record is kept of the marks obtained in the recitations and the examinations, and it is required that a certain standard should be reached (a standard of 6½ on a scale of 10) in order to enable the student to pass. And I may say that we have had whole classes that have reached the end of the college course, the average of which has been above 9 on a scale of 10 in recitations and marks for the entire course.

13,237. (*Dr. Campbell.*) In connexion with the study of languages, it is always written, I suppose, never oral in any case; take for instance French or German?—We do use speech in a good many cases, and speech is used as a means of communication in a great many cases where it is practicable. Of course we do receive students who have not power of speech, and with them the method of communication is mainly the manual alphabet. I may say that in the recitations and in the class room the sign language is very little employed, the students being taught by writing and the manual alphabet.

13,238. But do the deaf people learn to speak French or German?—Not to any very great extent. Now, with regard to the admission of young men who may come to us for the purpose of pursuing special courses, although our full course is five years we may have young men who come to us and study for two or three years, and leave us with a certificate of honourable dismission, showing what studies they have pursued. These of course take no regular diploma, and go out with no degree, but a good many young men take in our college what is tantamount to a high school course of study, such a course as will be beneficial to them in after life, the particular course depending upon what pursuit they intend to take up.

13,239. (*Chairman.*) I see that free admission is given also to those whose fathers are in the military or naval service?—Yes, that is the law of Congress. We rarely have a case of the sort; we have not had one for several years, but it is open to such, if such a case should occur. With regard to the admission of young men into this higher school at Washington, I am able to say that the whole country has been represented with the simple exception of the Pacific States. The distance by which we are separated from the Pacific involving a very large cost of transportation, has prevented the representation of any of the Pacific States in our college; but the South and the Middle States, and the West and the East, have been represented in a proportion almost exactly comparing with the proportion of the population of those different sections; and in this publication, which was printed three years ago, the number of students received, and even their names, and the States from which they came are given. So that running it over, it will be found that nearly every State, with the exception of the Pacific States, has been represented in proportion to its population. And that has been an interesting fact to us, and one that has commended the college to the liberality of Congress, for it sees at once that since our system of general education is so extended it is possible for deaf boys to be found in all parts of the country sufficiently advanced in their primary instruction to enable them to come into the higher school. I may mention that we have had two very estimable young men from the United Kingdom; in fact three. One young man came to us after a short residence in America in one of the primary schools, who was from Scotland. His father was a professor in one of the higher schools there, and this young man came to us and graduated, and is now a teacher in one of the western schools. Two other young men have come from Ireland. One after staying with us for three years developed Bright's disease, and died after returning home. He was a bright, intelligent young man. The other is with us now, and I will mention his name, Francis Maginn. His father is a clergyman of the Church of England, in Ireland, near Cork; his uncle was the distinguished "Doctor" of Fraser's Magazine, William Maginn, and his family is one that is well known in Ireland. He has been with us for two years, and is a very promising

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young man, sure I think to make his mark somewhere when he gets through his course of study. He is enthusiastic in his appreciation of his opportunities with us, and was extremely anxious that I should make it appear before the Commission that the higher education of the deaf was a practicable thing, and an important thing. He said he was feeling it in his own case, and that he expected to come back to Great Britain after two years more, and do something that would show that it was worth while for him to have had this higher education.

13,240. Do any of these students go out into the liberal professions, law, medicine, or the Church?—I will answer that by reading a brief paragraph. This was written three years ago: "Forty who have gone "out from the college have been engaged in teaching; "three have become editors and publishers of news- "papers; three others have taken positions connected "with journalism; 10 have entered the civil service "of the Government. One of these, who had risen "rapidly to a high and responsible position, lately "resigned to enter upon the practice of law in patent "cases in Cincinnati; one, while filling a position as "instructor in a Western institution, has rendered "important service to the Coast Survey as a micro- "scopist; one has become an accomplished draughts- "man in the office of a New York architect; one has "for several years filled the position of recorder's "clerk in a large Western city; two have taken places "in the faculty of their *alma mater*, and are rendering "valuable returns as instructors where they were "students but a short time since; some have gone into "mercantile and other offices; some have undertaken "business on their own account; while not a few have "chosen agricultural and mechanical pursuits, in which "the advantages of thorough mental training will give "them a superiority over those not so well educated. "Of those alluded to as having engaged in teaching, "one has been the principal of a flourishing institution "in Pennsylvania; another of a day school in Cin- "cinnati, and later of the Colorado Institution; a third "has had charge of the Oregon Institution, and a "fourth is at the head of a day school in St. Louis." And I would be glad to add to this enumeration a very interesting case which has come up since this publication was issued of a young man, who came to us, who was entirely deaf from birth, and had never learnt to speak. He devoted himself to chemistry, especially while he was in college, though he pursued the scientific course, and received a scientific degree. He became after his graduation an assayer in a prominent smelting establishment in Chicago, and soon rose to take the chief position there. He has had submitted to him on many occasions disputes between other practical chemists in Chicago, his judgment being relied on as very good; he has contributed to scientific publications several articles, some of which have been translated into German scientific publications; and now quite recently he has been called to St. Louis, where he has been appointed chief practical chemist to an immense sugar refinery. And when I say that this young man graduated from our college only four years ago, and is now only 28 years of age, I think you will agree with me that the deaf, with the higher training, may find their way into positions of practical use, and be able to stand side by side with those who have all their faculties. I should add that this young man has not the advantage of speech; he communicates entirely by writing or by the fingers. I merely speak of that to show that this practice of the oral method with the deaf is not essential to the highest success in the various pursuits which they take up. I may say that one or two of our young men have studied for the ministry, but none of our own graduates have been ordained. There have been three deaf men ordained to the ministry in America, and they are serving their own people very well in different parts of the country.

13,241. Do any of your students become doctors?—Doctors they do not try to be, because from their deafness they cannot make the necessary examinations of patients. I ought to speak in this connexion of a young man whose case interested me very much in the past summer. He is a farmer in Vermont. He spent two years with us. He was a young fellow of great intelligence, but not of the highest scholarship, but while he was with us he knew that he was to be a farmer, his father having a farm which he was to inherit, and so he pursued his studies with a view to making himself an intelligent and scientific farmer. I was at his house in Vermont, last summer, and I heard from his neighbours that he was absolutely the best farmer in the whole district; that he made more money out of his farm than any other farmer; that it was in better condition than any other; that he knew more than any farmer in the whole neighbourhood; that he was able to read intelligently the best scientific papers that have a bearing upon farming; and that his farm was a model of excellence. That would show that the higher instruction has its uses even with deaf young men who go into farming. This young man also is one who has no power of speech. Of course instances could be added, but it goes without saying that our graduates have little difficulty in finding their way into positions which they would be utterly unable to take had they not had the higher training that is given in the college. I think that I ought to ask to be permitted to give a little specimen of the excellence of the literary work of the graduates of the college. Some of our graduates have even aspired to be poets, which might be a surprise. There are a dozen lines which, if your Lordship would allow me, I should like to read, because they give a very interesting insight into the mental condition of one who has become deaf in childhood. These lines take the form of a sonnet, which describes the condition of those who have become absolutely deaf after having heard, perhaps, for a few years during childhood:—

"They are like one who shuts his eyes to dream
Of some bright vista in his fading past;
And suddenly the faces that were lost
In long forgetfulness before him seem.
Th' uplifted brow, the love-lit eye whose beam
Could ever o'er his soul a radiance cast,
Numberless charms that long ago have ask't
The homage of his fresh young life's esteem;
For sometimes, from the silence that they bear,
Well up the tones that erst formed half their joys
A strain of music floats to the dull ear,
Or low, melodious murmur of a voice,
Till all the chords of harmony vibrant are
With consciousness of deeply slumb'ring pow'rs."

I quote from an article on the poetry of the deaf which I contributed to the "Annals" three years ago, Vol. XXIX., p. 204.

13,242. (*Rev. W. B. Sleight.*) How was he educated?—Upon the manual system. He received his college education with us. He was at the Hartford School previously. He was not a mute from birth, but became technically a deaf mute, though retaining the power of speech, not having heard after his childhood, and all his education was carried on in the school for the deaf.

13,243. (*Mr. Johnson.*) At what age did he become deaf?—At the age of 10.

13,244. (*Chairman.*) Do the degrees which you give at your college bear comparison with those given in the universities of the country?—They bear comparison with the other colleges of the country. An university degree is in advance of what we give, but the degree of Bachelor of Arts compares with the degrees given in the ordinary colleges in our country. With us the term college means an institution which is not quite up to the standard of what you would term your full university course. We have universities in America which give this full course quite equal to the universities here.

13,245. I was rather asking the question with regard to the universities?—There is just that distinction which I have mentioned.

13,246. I will ask you now about the condition of the deaf after they have left the ordinary schools of the country. You have told us, to a certain extent, with regard to their industrial training and the occupations which are pursued?—Yes, but I have not spoken as to how successful they are in after life in any detail, or how they bear themselves in society in general. The 70th Report of the oldest institution in the United States, that of Hartford, issued this same year 1886, gives a very valuable account, which I will not attempt to read at all in detail, of a very large number of their graduates about whom they have taken pains to collect information; and a glance at a list like this would show you the number of occupations pursued by the graduates of this school. There are 50 or 60 different occupations, and there are observations with reference to the wages which they earn.

13,247. It is not a question with the deaf in the same way as it is with the blind?—It is not so serious with the deaf.

13,248. You do not find any difficulty, probably, any more than we do, in their getting employment?—No, no serious difficulty. This report might come in as an appendix to show the comparison of the wages they earn, and what they do; and the general statement can be made that the deaf, as a class, with education, are self-supporting. And I think it well, in connexion with that statement, to call attention to this point which I have had occasion in one or two instances before Congressional Committees to lay some emphasis upon, and which is not generally appreciated; that is to say, when the condition of the uneducated deaf, their dependent condition, the small amounts that they earn, the limited intelligence that they show in employments, and the cost of carrying them through the ordinary course of an average life, are taken on the one hand, and on the other the expense of educating the deaf in boarding schools at the public expense, paying for their sustenance as well as their education, then taking the period necessary to carry out this education, whether it be seven or eight years, when this calculation is entered into, it is found that the saving to the State in actual pounds shillings and pence, by educating them, is simply enormous. I will not stop to give figures. I have made the calculation, and I have presented it to the Congressional Committees; and, as a general observation, I may say that while it is perfectly conceded that it is an additional expense to educate the deaf in boarding schools, it is not generally understood that, even taking this addition into account, the saving to the State is enormous over what they would lose through the helpless and dependant condition in which the uneducated deaf are found during nearly the whole period of their lives The question is often raised by those who have the levying of rates and assessing of taxes. They say that it costs so much more to board these children, and that it should be considered a matter of pure charity. But we do not so look at it in America.

13,249. It is a matter of interest, you would say?—It is a matter of pure selfish interest that we take these deaf people out of the condition of ignorant dependence, and, by the expenditure of an amount of money easily calculated, we turn them over into the other side, the producers and self-supporters, and gainers of wealth to the community; and the gain to the State is simply enormous by the change effected by education. And there is one other consideration in connexion with that, which has had some prominence given to it in our own country. It has been urged, on the one hand, that the deaf could be educated in day schools, and the expense of their education much diminished. On the other hand, it has been also urged that the parents of the deaf in the community have the right to their having the best education, and, if the best education can only be obtained in boarding schools, then it is right that they should have that education in boarding schools, and that no parents, or few parents, would consider that the absence of a child from home in a boarding school was to be weighed as over and against the expense of supporting that child at home. Any parent would rather have the child at home than send him away for the sake of merely gaining the cost of his sustenance. So, all over our States, the doors of these schools have been opened to the children of the well-to-do, and even rich, as well as to those who are poor, and in some States it is considered absolutely a portion of the system of public education, and no statement of poverty or inability to pay is required, and that has become the tendency and practice in all parts of the country.

13,250. That is associated with the general free education that prevails in America?—Yes.

13,251. One cannot understand that there should be any reason why the deaf and dumb should be excluded from that?—Yes. The disposition to associate together in a clannish manner of the deaf after leaving school has been made the subject of considerable discussion in our country, and it has been urged that schools should be so organised, if possible, as to prevent this clannish association of the deaf in after life, with a view to prevent too much inter-marriage of the deaf, from the fear that inter-marriage of the deaf might increase the amount of deafness in the community, that their children might be more apt to be deaf than other children.

13,252. Have you any statistics to give us showing the effect of the inter-marriage of the deaf?—The statistics are far from being complete. Mr. Alexander Graham Bell, who, I believe, has been invited to give evidence before this Commission, has made, during the last two or three years, quite a study of the matter of the inter-marriage of the deaf, and has presented to some of our scientific associations papers in relation to the possibility of the formation by inter-marriage of a deaf variety of the human race. If Mr. Bell should appear before you, undoubtedly he would give you a great deal of information on that point. His studies, he admits, up to this time, are incomplete; the data he has had at his command have not been sufficiently numerous to enable him to make a complete statement; but it is a subject which engages the attention of all teachers of the deaf, and they feel it to be important that deaf pupils going out of the institutions should be perfectly aware as to wherein lie the dangers of inter-marriage. And, in connexion with this, it may be interesting to say that while we have not facts and figures to make a complete statement, we have enough data to show very clearly that the mere fact of one who is totally deaf marrying another who is totally deaf, does not at all suggest that their children are likely to be deaf; for the reason that if the parties have both of them acquired deafness by accident, there is no greater likelihood that their children will be deaf than the children of other persons.

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13,253. You are not competent, perhaps, to speak on the question of deafnesss running in families?—I can say that in America there is quite a body of statistics at hand with reference to certain families in which deafness seems to have run, and to have visited, in a considerable number, the members of these families, and it is certain that, wherever there is found, by the presence of more than one deaf person in a family, any evidence of a tendency to deafness, if a person belonging to that family, whether deaf or not, marries a person whether deaf or not belonging to another family in which deafness has run, you find that the children are, in a large proportion of cases, liable to be deaf. It is not the fact of the deafness of the contracting parties; but, if you find a family where there is evidence of a disposition to deafness, and members of that family marry into another family with a similar disposition to deafness, they are very apt to have deaf children; so, these institutions for the deaf, which stand in *loco parentis* to the pupils, many of them, take great pains to advise the pupils to be very careful, and to exercise a caution which people often do not exercise in regard to marriage, and where they know there is a disposition to deafness in a family to avoid marrying anyone belonging to that family.

13,254. Are you aware whether the marriage of first cousins produces deafness?—It is a subject that has received a great deal of attention.

13,255. Perhaps you would refer us to any statistics that are reliable on the subject, if there are any?—I can refer rather to papers and discussions based upon the rather limited area of facts which bear upon the subject.

13,256. We do not desire to go into the details now, but if there are statistics, perhaps you would kindly hand them in in your evidence?—Yes. *See* Topical Index of the American Annals of the Deaf.

13,257. The next point is what education does the State require in the teachers of the deaf and dumb, and what are the qualifications for the teachers required by the State?—I am sorry to say that we have not in America any normal school, or any examining board with reference to the qualifications of teachers before whom applicants for the position should go and prove their capacity. In each institution it is a matter for the governing body of the institution itself to determine the qualifications of the teachers. The course pursued is usually this: To take into the institution a young person, male or female, who has a sufficient amount of education and ability to make it probable, that he or she will succeed as a teacher of the deaf; and then for the principal of the institution, with the assistance of the teachers who are already experienced, to train this young teacher in the art of teaching the deaf. And in this way a body of very capable and experienced, teachers has been raised up in America in the different schools. In some institutions there has been pressure to bring them down to small salaries, and that keeps out teachers of the greatest efficiency from these institutions.

13,258. Does that system insure an uniformity or teaching in the schools, or would it not rather tend to produce uniformity of teaching in each particular schoo! rather than throughout the whole of the schools?—I think that would be the tendency, although I think that in a country so large as ours, considering our political organisation, and that local matters are quite independent of the Federal Government, it would be impossible to establish through the Federal Govern-

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ment any general system of examination. There has been a serious thought of establishing in connexion with our college at Washington a training school for teachers, and the establishment of such a school would no doubt be attended with good results; but that is still in the future.

13,259. You have only the judgment and discretion of the governing body to ensure that the teachers are good ones?—Yes, and yet it can be said that the practice has been in America, to require that the applicants for positions as teachers should be men and women of a very high order of education. A very large proportion of our men teachers of the deaf are, what would be called in England, university men; that is to say, graduates of colleges, men with high attainments; and running back for a series of years, we can point to many men who have gone out from institutions in which they have been teachers of the deaf, and taken positions of of the highest eminence in literary and scientific pursuits. I could cite the names of several presidents of colleges who where teachers in institutions for the deaf; and it is an interesting fact that both the candidates in the recent canvas for the highest position in our country, that of the President, Mr. Cleveland, and Mr. Blaine, began life as teachers of the blind. I mention this to show that men of a sort who might be expected to rise to high positions, are often found among the ranks of our teachers.

13,260. Is not that the case in America generally; there is no separate profession, a man begins his life as one thing, and ends it as another?—Yes. It ought to be said in connection with the employment of our teachers, a great object in the organization of our institutions is to secure permanency, and we pay salaries, for example, on which they can marry, and settle, and feel that the work of teaching the deaf is to be their life-work. That has an effect not only in the actual efficiency of the single and given institution, but also it has the tendency to establish, as it were, a profession in which it is possible to have an *esprit de corps*, and the opportunity for promotion. Teachers, for instance, look forward to the time when they may be principals, and they feel even if they are not, that they are to be well paid and enabled to live comfortably, and have their families about them; and so they consider that they are entering on a work which is to be their life-work; and experience of course is very valuable from year to year.

13,261. I think you stated that the principals in the ordinary State institutions were appointed by the President?—By the directing body that has been named by the Legislature.

13,262. Not by the President?—No. You understand that we have in our State constitutions a Governor and the members of the Legislature, and those officers are supreme in their own State. The President has nothing to do with what may be termed State patronage, only with what may be termed Federal patronage. So that in these State institutions the principals and teachers would be appointed by a Board of Directors or Trustees who are constituted by the Act of the Legislature; and when the complexion of the Legislature changes, for instance, from republican to democratic, or from democratic to republican, it often happens that the Board of Directors or Trustees changes also.

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

13,264. What you have said about the teachers is subject therefore to these contingencies which may or may not be prejudicial to the education of the deaf and dumb?—Yes. So that it is true that in many of these institutions governed by the State, the teachers are persons whose claim to be teachers is not a good claim; but in the corporate schools, those whose management is in the hands of a permanent board, the teachers are taken with great care.

13,265. Are the teachers who are chosen with great care often sent out to other schools for the deaf, or do they often follow a career in the body in which they have been first brought up?—They frequently change their place. If they are paid a certain salary in one school, and have the offer of a much better one in another, and if it is for their advantage to make the change they make it. I have a single note under this head of teacher and their relations to the institutions, to say that we have no arrangements in America in our schools for the deaf for paying our teachers by results. In the education of the deaf it would, in my judgment, be almost impossible to judge of the teachers' efficiency by any scale which could be marked by results, for often a class of deaf children of secondary mental power may have been laboured with by a teacher of the utmost devotion and earnestness, and yet the result in marks on any scale that might be applied to all deaf pupils would show comparatively but little progress. That very teacher might be the one who had worked harder than any other in the whole school. So that we have never made any attempt in America to pay our teachers by results, but simply to have that supervision over them by the principal in charge, which would make him satisfied that they are doing the best that can be done.

13,266. I think you have told us, with reference to the conferences, that they have now been in practice for some years, and take place every four years?—We have two bodies of instructors of the deaf meeting in America, one termed the conference of principals, which meets every four years, and the other the convention of instructors, including principals, which also meets every four years. Those meetings alternate with each other, so that we have a meeting every two years, one year the conference of principals and the other the convention of instructors; and those meetings have been continued since 1851, with an interregnum during the time of our civil war, when, for a few years, they were suspended. I have brought with me, and I shall leave at the disposition of the Commission, a number of copies of the proceedings of different conventions and conferences that have been held, in which there is a great amount of material of great value bearing upon the work of instructing the deaf in America. And I cannot speak too favourably of these conferences and of the importance with which they are regarded in our work in America. They bring teachers together. For instance, at this last convention in California, half of the time of the convention was taken up in normal sections; teachers of known capacity and experience were selected to take charge of certain subjects of instruction and to hold meetings of such teachers as were interested in those particular branches of instruction. They interchanged methods and means of instructing from one teacher to another, and so a normal school was carried on for a certain period that was productive of great benefit. And to these conventions the principals of the institutions are generally sent by the governing boards of the institutions and their travelling expenses paid; and in some instances teachers are sent, and their travelling expenses paid. The conventions themselves and the conferences are usually held in some institution during the vacation, and the institution which invites them entertains the members of the convention during its period. For example, the California Institution, by a vote of the Legislature, expended about 3,000 dollars in entertaining this convention that was held last July, during a little over a week.

13,267. It comes out of the funds of the State then?—Yes, or of the institution; but the travelling expenses of the members may be paid for each one by the institution which sends them; but the institution which entertains the convention, meets the expense of boarding it, and of publishing the proceedings. It is considered by the managers of our institutions that the presence of such a meeting, such a body of teachers of the deaf, is of value to the State where it is held in influencing public opinion, in increasing interest in the work of teaching the deaf, and in disseminating knowledge as to what it is; and so institutions are found every two years that are quite willing to bear the expense of entertaining these conferences and conventions.

13,268. Then it is rather through conferences such as these that you would get uniformity of teaching in America than in any other way?—The tendency is very strongly not towards absolute uniformity but harmony of action, which we feel is better than absolute uniformity. Different teachers have very different opinions as to the methods that come out in these conventions, and they find that those with whom they differ have a good many things that they are glad to learn; and so there comes about a harmony of action and a good feeling among the different teachers in the deaf schools all over the country that we think is very much better than absolute, uniformity.

13,269. Do these conferences generally end in the passing of certain resolutions?—Very rarely. It is not sought to pass resolutions which should bind the sentiments or practice of the members of the convention.

13,270. Papers are read?—Papers are read and discussions had, and methods brought forward and their importance heard; but the resolutions which I presented here were almost the only resolutions of that character. Of course there are complimentary resolutions passed, but the practice of our conventions is not to attempt to bind the members to any particular course or particular method. The convention, as I mentioned a little while ago, has a standing executive committee, and under that committee is published a publication known as the "American Annals," a quarterly publication which has been published for many years. I have a set of the "Annals" here. I have brought it over for purposes of reference, and I have a good many citations noted in my notes from the "Annals" which would be of value perhaps to the Commission. That concludes the ninth point upon which you were asking questions. If you were prepared to pass on to the tenth point I should have something further to say with regard to these publications.

13,271. Are the periodicals which are published in the interest of the deaf and dumb under the control and under the guidance of these conventions, or are there any other independent ones?—There are other independent periodicals published in the interest of the deaf themselves and for their instruction and general entertainment; that is to say, there are newspapers published for them; but the only publication which is in the interest of the education of the deaf, is this of the "Annals" which has run now through a period of 31 years. I have here an index to those "Annals," the whole set of volumes, which has been prepared at considerable expense and with great care, so that any one looking over this index can refer to this series of publications in a very easy manner. Any topic upon which it is desired to get information and on which information exists in the "Annals," can be found by reference to this index. And I should like to say, that this publication is sustained in a manner somewhat peculiar. It is not a publication which merely depends upon the subscription of those who may desire to have it and read it, but from a very early point in the history of its publication this method has been persued and found to be successful. The institutions were asked by the standing executive committee to contribute in proportion to the number of pupils in their respective schools to the support of this periodical, and an assessment has been made by the committee of certain sums upon the different institutions, which in general has been accepted. Of course these assessments were not at all compulsory, merely voluntary, but they have been so generally accepted that it has been possible to publish the "Annals" on a liberal scale, to pay an editor to take charge of it, and to pay contributors for articles contributed, which has stimulated teachers and others to write for the "Annals" in a way which has made it a periodical of increasing value. The assessments have been paid out of the general funds of the various schools of the country by vote of their respective boards of direction, and the money has been disbursed under the direction of the standing committee, and accounted for to the conventions as they have met from time to time. I am very pleased to be able, through the assistance and courtesy of the New York Institution for the Deaf, and by the co-operation of Dr. Isaac Lewis Peet, who is at the head of it, and who succeeded his father who was for many years at the head of the institution, to present in the name of the New York Institution, and of the Institution of Washington to the Commission this complete set of the "Annals" which I have brought with me as a matter of reference. It consists of 31 volumes, and with this index it is now a little difficult to get in a complete form; and if the Commission will accept it from these two institutions in America, it will give the managers of the institutions great pleasure I am sure. It may serve as a library for the Commission to delve in for themselves and to get information from, which may perhaps be helpful as the work of the Commission goes on; for these "Annals" speak of the education of the deaf not only in America but all over the world, and this may be said to be a mine of information which can serve many purposes.

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13,272. I am sure the Royal Commission are most sensible of the kindness which has prompted the giving of so handsome a present to the Commission, and it will be most valuable for our labours. The Secretary will write officially and thank the institutions which have so kindly furnished the volumes; and we thank you for the way in which you have presented them to the Royal Commission?—I also present a couple of volumes relating to the work of the Columbia Institution at Washington. That is the corporate name of the institution which includes both the college and the primary school. They are the official reports to Congress of the institution during a period of 25 years. Under the matter of periodicals published in the interest of the education of the deaf, I ought, perhaps, to say a word with reference to papers published by different institutions. Where printing offices are in existence, it is quite the custom for the institutions to publish each of them a little paper, larger or smaller according to circumstances, in which there is much of interest in reference to the teaching of their pupils, and which serves to interest parents and the people generally of the State where the institution exists.

13,273. You mean a sort of school magazine?—Yes, a sort of school magazine; and then there are one or two other papers that are published in the interest of the deaf quite independently of any institution. I have brought with me two or three copies that might be looked over at the convenience of members of the Commission. Perhaps the particular interest in these copies would be that they contain accounts of two or three conventions of the deaf themselves that were held this last summer,—associations which were organised by the *alumni* of the respective State schools. They meet from time to time. They have benevolent contributions sometimes, and they raise money for certain purposes of a charitable nature; and in the proceedings of these meetings will be found papers presented by the deaf themselves, addresses made which have been reported, which would be interesting as showing the point of intelligence which they reach after they leave the various schools of the country and the college I have also copies of the American Manual Alphabet, which is not of much use in England, but which has been prepared to assist parents of the deaf by Professor Gordon, of the college at Washington.

13,274. Is the one-handed alphabet considered advantageous?—We prefer it in America very much, but that is a question, of course, whether it is better than the two-handed one or not; we think it is. And, in connexion with the alphabet, I have cited in my notes a paper presented to the convention at California by an instructor of the deaf, urging the teaching of the manual alphabet in all schools, so that all the children in the country may know the manual alphabet, and be able to converse that way with deaf mutes when other means fail, and when the lips are not perfect enough for oral communication to fall back upon that; and this paper was well received. (Annals, Vol. XXXI., p. 233.) It happens that when I was in Geneva lately, the American consul told me that three or four years ago he was extremely ill with an attack of hœmorrage of the lungs; his physician absolutely forbade him to speak or even to exert himself to write; but having learnt the manual alphabet, and it being known by members of his family, he communicated with them with ease, without making any exertion which might bring on any possible return of the hœmorrage; and he was quite ready to advocate the teaching of the manual alphabet.

13,275. I see in one of the books mention of a Milwaukee Wisconsin Phonological Institute; is that different from any other institution?—It is an oral school; it is only another name for it, that is all. I did not call attention just now, when speaking of the college at Washington, to the fact that we have 100 acres, which land lies within two miles of the National Capitol Building itself. Though we hold it now, we may not think it necessary to hold it for all time, the whole of it; but if the time should come when the city should extend out around it, a part of it might be sold and a very ample portion still remain, and, from the proceeds of the portion sold, might be formed an endowment for the institution. We carry on a farm here (*pointing to a picture*), and an orchard, and have our own dairy, and raise quite enough to feed a large number of dairy cows.

13,276. Can you tell us anything with regard to any of the Canadian institutions of the deaf and dumb; have you any special knowledge of them?—The list of

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Canadian institutions is included in the "Annals" of last January, but beyond that I am not able to give any very definite information, excepting that I may say this, that I know that they are mainly upon the combined system—institutions which accept instruction in speech and give it to as large a number of their pupils as possible.

13,277. You do not think that there is any substantial difference in the teaching in the Canadian institutions?—No; but in the management there is. For instance, the management of the Ontario Institution is in the hands of an inspector or a government official who controls quite a number of public institutions; there is no board of directors; it is under the control of an inspector who, with the approval of a body representing the Government, appoints the principal and subordinate officers. The Mackay Institution at Montreal, I believe, is a corporation.

13,278. (*Dr. Campbell.*) Is the inspector of that institution at Ontario a superintendent of general education?—I do not think he is.

13,279. (*Chairman.*) Do you think that if a paper of questions was sent round by this Commission to the different institutions for the deaf and dumb in the United States, the managers of those institutions would be willing to furnish any replies to those questions for the use of the Commission. I only ask the question in case we should wish to supplement the information which you have already given us?—I have no doubt the majority of them would be quite willing to go through a great deal of trouble and pains to answer such questions. We are in the habit of answering such questions in our own country; for instance, to our department of education which exists at Washington. That sends round circulars which ask a good many questions which we grumble over a little, but always answer.

13,280. Is the inspection in each State carried out by an inspector-general of the educational institutions, or is there a special inspector for the deaf and dumb?—The practice differs very widely in that respect. There are some of the States in which there have been appointed these commissioners of public charities in general, and they inspect and visit and report upon the schools for the deaf as well as a number of other benevolent establishments; but the practice is not uniform throughout the country at all. I think, in general, the management of the institution is left very much to the local organisation which governs it, and then it is subject to the determination which may be made from time to time by a legislative committee, or in some of the States the governor takes pains to visit (in some he is required to visit) and report upon the condition of schools for the deaf

13,281. Have you any deaf and dumb and blind in any of your institutions?—We have quite a number in America scattered through the country.

13,282. Do the deaf and dumb and blind generally go to the blind institutions or to the deaf and dumb institutions?—I think generally to the deaf and dumb institutions.

13,283. I ask that question because Mr. Hall says "We have three deaf and dumb and blind in my institution"?—That would indicate that certainly some are found in blind schools. I think for purposes of education, on reflection, I remember a blind deaf mute who is in the blind institution in Maryland. There must be some of that class of persons in the blind schools. Of course, I am not able to answer with regard to that. I know that there are a number in the deaf mute schools. There are one or two in New York and in some of the other schools.

13,284. Do you think it is advantageous at all that the deaf and dumb and blind should be associated together in any industrial works; for instance we have had occasion sometimes to see a deaf and dumb person employed in the institutions for the blind; that is to say, to give sighted superintendence where sighted superintendence is necessary; have you any experience of that?—I have no experience of that sort of employment or mingling of the two classes. I can see no reason why in certain circumstances it might not be of some help, but not I think for the benefit of the deaf, but perhaps for the assistance of the blind.

13,285. In your opinion the deaf and dumb are able to earn their livelihood without being included in any blind institutions?—Yes; I do not think it is necessary to establish special places where the deaf and dumb may be helped to earn their living. I think they can earn their living side by side with the hearing.

13,286. Do any of the deaf and dumb institutions give any grants for the apprenticing out of young men, or is that generally done by the parents and friends?—It is generally done by the parents and friends. I cannot say with certainty that there are any that make a practice of doing that. I think there have been some that have had funds at their disposal perhaps for a short time, which have enabled them to help a certain number in that way, but the practice being so general in the schools in America of teaching industrial work while the pupil is in school, it would not be natural that they should make arrangements for having these grants to apprentice their pupils to masters when they go out.

13,287. In fact they are generally turned out of school with sufficient knowledge of some trade which they can practice in after life?—That is the rule.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

32, Abingdon Street, Westminster.

Wednesday, 10th November 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
CHARLES FEW, ESQ.
WILLIAM WOODALL, ESQ., M.P.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Dr. E. M. GALLAUDET further examined.

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13,288. (*Mr. Johnson.*) I suppose you consider that the statistics with which you have been kind enough to furnish the Commission, are on the whole fairly correct?—I think they are quite as reliable as any statistics that could be found. Taking them in connexion with the articles in the "Annals" to which I make reference, which explain them and give elucidations of the results which are given in the figures, I think one might arrive at a very approximately accurate idea with reference to what those statistics profess to show.

13,289. Did I rightly understand you to say that there were in America only twelve schools where the pure oral system was taught?—Yes.

13,290. In those oral schools is there no other system whatever taught but the oral?—I think if you will allow me in answering the question to make use of the word "method" instead of the word "system," I would prefer to use that word. I said yesterday that we apply the word "system" to that which may include two or

three methods. I am quite certain that in those schools the oral method alone is used.

13,291. Is any pure and simple oral teaching carried on in the other 38 combined system schools, or the 14 manual method schools?—In the 14 manual method schools there would be no oral teaching whatever; in the 38 combined system schools I am certain that there are many distinctively oral classes in which all the instruction is given orally, and not only that, but in more than one of those institutions that are classified as maintaining the combined system there are branches—separate schools—under one board of direction, in which the oral method is exclusively practised, so that the figure of 12 as applied to oral schools would simply mean those which were exclusively oral schools, while in the others which are put down as practising the combined system, there are distinctively oral classes; and then there are separate oral schools, branches of the larger institutions.

13,292. Wherever the pure oral method is taught in those combined system schools, are the children who are instructed in the oral mode separated from those instructed in the sign and manual mode?—Naturally where there are these separate schools—these branches—they are quite isolated from those children who are taught more or less by the use of signs and the manual alphabet. In the larger institutions, where there are these separate oral classes, I do not think that any effort is made to isolate the children taught upon the oral method out of school; to isolate them out of school from the others who may be taught more or less by the use of signs.

13,293. Is it the custom in America where some of the children are being taught on the oral mode, to put those children into a separate room or buildings, and are those children who are learning on the oral mode allowed to associate out of school with those who are being taught by the sign and manual mode?—The custom is, in general, with very rare exceptions, I should say, not more than one or two, to allow the free association of the pupils after school hours who are taught on the different methods. I can hardly think of any other case than that of Pennsylvania, which has its oral branch; I think there is one other institution, but I am not able at this moment to name it, that has a similar arrangement of an oral branch, and in those two there would be a complete separation.

13,294. (*Chairman.*) In those cases where you speak of an oral branch, you refer to an absolutely separate building?—Yes.

13,295. It is not like the case at Manchester, one building divided in the middle?—No.

13,296. (*Mr. Johnson.*) Is it desirable, in your opinion, to separate those who are taught orally from those who are taught by the sign and manual method?—My opinion is that nothing is gained by it. In fact, I may go further, and express my opinion that a great deal is lost by it; for in my judgment the association of children who are taught orally with those who are taught by signs, and the permission to use the sign language with a considerable amount of freedom out of school, greatly assists in the mental development of those children who are taught on the oral method.

13,297. When you speak of the oral method, do you mean the oral method, as we understand it here, pure and simple?—I do. Perhaps I ought to add, that it may be that I have not an exactly clear apprehension of what is meant in England by the term "pure oral "method."

13,298. The pure oral method, I should say, would be the method advocated by the Congress at Milan?—Even at Milan there was quite a difference of opinion as to what should be meant by the term "*La methode orale "pure.*" There were those who maintained that that should mean the absolute exclusion of signs from all instruction. There were others who claimed that it should mean that at the earlier stages natural signs, not conventional signs, might be made use of by the teacher in assisting to the end desired; so that, if I may be allowed to say so, there is quite a difference of opinion as to what the term should be understood to mean. If I may state in as few words as possible my understanding of this term the "pure oral method," I may say that I understand it to mean that method by which speech is made not only the great end to be attained in instructing the deaf, but to the largest possible extent the means of communication between teacher and pupil, from the earliest stage of education. If that is the understanding in England of the term "pure oral method" (though in America we do not use the word "pure"—we simply say "the oral method"), then the term "oral method," where I have used it in speaking of our schools, means in practice the same as the term "pure oral method" in England.

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13,299. It would be a difficulty to define it from your point of view, because, as I understand, in your combined system schools they teach lip-reading and a certain amount of speech. As I understand, in America speech is required to be a part of your education in the combined system, but your pure oral system does not find so many advocates as it does, perhaps, in other countries?—In America, in the schools which are maintained on the combined system, the practice differs in different schools. There are schools in which these oral classes, to which I referred a moment ago, exist, and in those the teaching cannot be differentiated in any essential particular from that teaching which would be given in the pure oral schools of England. We have schools carried on on the combined system, as it were—the oral method within the other. I will explain another method: classes are organised in which the general instruction is given by means of writing, the manual alphabet, and some use of signs in explanation, and the pupils go for half an hour or an hour every day to a teacher who teaches them speech and lip-reading; that is quite another method, and results are reached by that method which some teachers find to be equally satisfactory with the results reached where speech is the main means of communication in giving instruction; but those two different manners—if I may use the term—of carrying on instruction in speech may be found in schools which are conducted on the combined system. So it must not be understood that in those schools there is no pure oral teaching; on the contrary, the whole policy in those schools to-day (and I am sure that I do not misrepresent the management of those schools on the combined system) is to give oral instruction, as far as possible, to as many as possible, and by those means which in practice may be found best to conduce to that end.

13,300. There is another system which you mentioned, the aural system; I understood you to say that from 12 to 25 per cent. of those who are classed as deaf could be improved through the ear. That, of course, applies to persons who have not been born deaf?—On the contrary, a number of very interesting cases have come under the notice of careful observers in the different schools in America of children who were congenitally hard of hearing, if I may use that expression. They were so hard of hearing from birth that their hearing was never educated by the ordinary means, so that they have reached in several instances school age without having made any use of their hearing whatever, so far as the acquisition of the power of speech is concerned, or so far as learning to understand what is spoken by others is concerned; so that though they are not congenitally deaf they are congenitally so hard of hearing that they stand on arriving at school age in the category of deaf mutes, and not a small number of such persons have been found among the general class of deaf mutes.

13,301. Is the amelioration of their condition dependent on the training of the school, or is it dependent on medical treatment?—It is dependent on the training of the school. The condition of the ear will be found to be such that medical treatment will not improve it.

13,302. I suppose there is a medical examination in the case of every child that comes to a school for instruction?—In all our best establishments.

13,303. That is only on admission, I understood you to say?—In many of our well managed schools those examinations are made from time to time.

13,304. Is any effort made to improve the defective organ by medical treatment as a general rule?—No effort is made as a general rule, simply because the examination has shown that such efforts have been made previously and failed.

13,305. We have heard a great deal in this country of the Milan International Congress; were you present at that Congress?—Yes.

13,306. I see that a number of resolutions were arrived at by that Congress, and I think the Commission would be very glad to know if you could give us some idea of the opinion of those in America best calculated to express an opinion upon the results arrived at at that Congress?—The feeling in America was that the

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resolutions adopted by that Convention, giving a formal approval to the pure oral method, were not entitled to very great weight. The Convention was far from being a representative body. I mean to say that there was no basis of representation, so that a particular institution or a particular country should be considered as being represented by a certain number of delegates. My own opinion at the time was, and nothing has since occurred to change it, that the decision of the Convention at Milan as regards the pure oral system, as expressed in these resolutions, was not to be taken as of very great weight in determining questions of method, and that opinion was entertained by a very large majority of the teachers of the deaf in America, including many who taught then and teach now on the oral method. In justice to the few who hold to a different opinion I should say there were some teachers in America who accepted the decision of the Milan Convention as expressing their views. I am not aware that the opinion or the practice of any teacher in America, or of any school in America, has been changed by this action of the Milan Convention.

13,307. May I take it that from your own experience the combined system, with as much vocalization as can be added, is the method that you would recommend?—I should say oral teaching should be included.

13,308. Is that the method which is recommended in America?—That is the method which is recommended by the resolutions which I had the honour to read to the Commission yesterday, as coming from the largest Convention that has ever been held in America, and at which all methods were represented. My views are in accordance with the recommendations in those resolutions, and I have held those views during now a period of 19 years. I may say frankly, that my experience prior to that time was such as to lead me to depreciate and undervalue the oral teaching of the deaf, and I wrote and spoke and worked as a manual teacher purely up to 1867; but when I then visited Europe and examined the oral schools, especially in Germany, I became satisfied that I had failed to grasp the situation theretofore, and I accepted at once the addition of the oral method as a necessity in any system that aimed to reach the highest good of the deaf. In a Convention at Indianapolis, some quotations from speeches at which were alluded to yesterday, I was assailed by one of the old and very respected manualists as the degenerate son of a worthy sire, because I had fallen from the grace of the manual method. I survived the accusation. I do not know that I am less respected now than I was then.

13,309. (*Rev. C. Mansfield Owen.*) Do you consider it essential if State aid is to be given, that the State should enforce the adoption of any one method of instruction?—I should conceive it to be extremely deplorable if such State aid were coupled with such a restriction.

13,310. From your experience do you think that articulation can be successfully taught to those who have been born deaf, or who have lost their hearing in early infancy?—My experience leads me to say that in a very considerable number of cases success, and entire success, may be attained with deaf children who were born deaf or lost their hearing very early in life.

13,311. Have you ever known instances of deaf children who have been transferred from the oral method to the manual method because they failed under the oral method?—I have known many such instances.

13,312. Have the children in those cases succeeded under the manual method?—Yes.

13,313. Though they had previously failed under the oral method?—Yes.

13,314. When you said yesterday that the language of signs is diminishing, do I rightly understand you to wish the manual alphabet to be used more and signs less?—I recommend a restricted use of signs in the class rooms; I would have the use of signs restricted as far as possible in the class rooms, and the manual alphabet used rather more freely than I know it has been used in many of the manual and even the combined schools.

13,315. Do I rightly understand that you decidedly deprecate the adoption of the oral method to the absolute exclusion of the other methods?—I go even so far as to say that that oral method will conduce to the best results which does not disdain to make some use of signs and a considerable use of the manual alphabet; in other words, that the pure oral method, which attempts to exclude signs and which excludes the manual alphabet, I do not conceive can reach the best results under any circumstances.

13,316. Speaking from your experience, what proportion of pupils educated on the oral method are, in your opinion, enabled to rely solely upon articulation and lip-reading as a means of communication with hearing persons in after life?—The question is a difficult one to answer. It is a question which I asked myself many times when I was visiting schools for the deaf in Europe in 1867. I received answers to that question from a number of very prominent oral teachers of the deaf who were then actively engaged in some of the foremost schools of Europe; if it be desired I can give a reference to their answers, which are contained in my report on my visit to those schools in 1867. Speaking for myself, I should find it extremely difficult to give an intelligent answer to that question, for my experience with deaf children taught orally is not wide enough. I mean to say that it is mainly confined to a single institution, but I have the opinions on that question of Mr. Hill of Weissenfels, Mr. Hirsch of Rotterdam, and M. Vaisse of Paris, and one or two others, which were expressed at that time and which might be laid before the Commission.

13,317. Do you find that orally-taught pupils when they are not under supervision converse with each other manually or *viva voce*?—They converse with each other manually, almost wholly, even in the pure oral schools.

13,318. (*Chairman.*) You are speaking of America?—I should say it is the same in every country.

13,319. (*Rev. C. Mansfield Owen.*) Do orally-taught pupils after leaving school keep up their speech and lip-reading, or does your experience lead you to believe that they prefer to talk with their fingers, and that their speech and lip-reading falls into disuse?—I think it depends very much upon the energy and mental capacity of the deaf person. I am sure that very many of the deaf who have been orally taught not only keep up their use of speech and lip reading but improve it after leaving school, it is quite possible that they may do so, but because some do so, others who do not should not be perhaps seriously blamed, because their failure to do so proceeds from their very different mental constitution, a less persistence in the will, and a variety of causes. It is equally true that a large number of deaf persons orally taught, on leaving school, do allow their use of speech and lip reading to fall into considerable desuetude, they resort to the use of signs and the manual alphabet, and they associate with deaf persons with whom they may speak freely by those means.

13,320. In America, I understand, you do not make any special effort to follow up the pupils in after life, to know what system they keep to?—On the contrary the managers of the various schools do take pains to inquire what their graduates are doing, and to urge and encourage those who have been orally taught to keep up the practice of that very valuable acquisition of speech and lip reading. There are reports existing of some of the schools in America where very careful inquiries have been made to see whether the use of speech has been continued, whether it has improved, or whether it has grown less perfect, those reports are easily attainable.

13,321. In America, have you missionaries who assist you in that way, keeping the pupils in touch with the institutions?—Yes.

13,322. And they are able to report upon the method of communication which the pupils have adopted after leaving the institution?—Yes.

13,323. I presume you would consider the evidence of those missionaries very important?—I should, decidedly.

13,324. It has been stated in evidence that the pupil's "power of gathering from the lips of others is within "very narrow limits during the school period"; if that be so, do you consider it a proof of the inefficiency of that method of instruction?—I should say that that is undoubtedly true, but I do not consider that it is an evidence of the inefficiency of that method of instruction; it is simply evidence that the instruction has not yet been carried on to a successful point.

13,325. Do you consider that orally-taught pupils can go out in the world and converse freely with all with whom they come in contact?—Quite the contrary. I have known very few of whom that statement could be made with truth. I have known a few, but the number is so small that it would be represented by not more than one or two or three per cent. of the whole number of orally taught.

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13,326. Have you ever known instances of orally-taught pupils dispensing in after life entirely with the sign and finger alphabet and the use of pen and pencil in their communication with the world?—I have known those of whom I have been told that they did dispense with even the pen and pencil and paper; certainly they did with the use of signs and the finger alphabet.

13,327. Have you known of such cases yourself?—Yes, I have known of such cases.

13,328. Have you known of many?—Not many.

13,329. You think such cases would be the exception, and not the rule?—Decidedly the exception and not the rule.

13,330. Have you known of any taught on the pure oral method who could understand sermons or lectures if they could see clearly the utterances of those who were speaking or preaching, as the case might be?—The most important word in that question is the shortest—the word "if"; so much depends upon that "if"—*if* they can see clearly. I should answer the question as you have given it, Yes, but I should immediately say that the usual environment of a deaf person who is present on any occasion where public speaking is going on, is sure to be that which would render it impossible for him to see clearly the lips and vocal organs of the one who is speaking.

13,331. To take another example: Supposing there are one or two persons sitting round a table talking, have you ever seen an orally-taught person appear to understand or take part in the general conversation?—You limit it to one or two.

13,332. I mean in a room, in ordinary society?—I have never seen one who could take part with any freedom in the general conversation of a number of persons sitting round a table, for instance. Instead of "take part" I ought to say "take very much part." Taking part in the conversation round a table might mean that this deaf person orally taught would speak to one person across the table and do pretty well; he might be said to be taking part in the conversation at the table, but, properly speaking, taking part in a conversation would be when a number of people were talking, for this orally-taught person to glance from one to another and catch up the threads of conversation and join in them, and have his word to say upon them, that is what I understand to be meant by "taking part in the "general conversation," and my answer remains as before, with that explanation.

13,333. How long had the oral system been in vogue in America before you produced some good pupils who in after life could converse?—In the institution at Washington several years. Much to my regret the institution at Washington, the primary school, did not adopt the oral method immediately after the recommendation which I had the honour to make to our Board of Direction in 1867; the reason for this was owing to the fact that the whole of the energy of the management of the institution at Washington was then being directed to securing Governmental aid for the college, and to promoting the development of the college. As our primary school was small, the directors thought it was not essential that oral teaching should be immediately introduced, and it was therefore deferred for a few years.

13,334. Speaking from your knowledge, do you think that in fifteen or twenty years after the system was adopted, good results ought to be produced?—I should think so.

13,335. You think that would be plenty of time?—Ample time.

13,336. I believe that in America no pains or expense have been spared to attain full information on this oral system?—That is so.

13,337. Were deputations sent from America to Germany to examine into the subject?—There were as early as before 1850. I think in 1848, but I am not quite able to speak to the exact date.

13,338. What were the reports on the system adopted in Germany?—The reports given at that time were unfavourable to the oral method; upon the whole they gave approval to a certain amount of instruction in articulation to such deaf and dumb as had some power of speech or had some little power of hearing, but they did not recommend its general adoption.

13,339. Then as I understand, the fact that the oral system is not adopted universally in America cannot be attributed to want of knowledge of the subject?—Certainly not. We have had abundant knowledge of what has been done in any country in the world.

13,340. If the oral system is adopted to the exclusion of any other system, you consider it detrimental to the best interest of the children?—I should consider it extremely so.

13,341. It has been stated in evidence by an oral teacher that a boy educated on the oral system could, after three years' instruction, write an ordinary letter; have you known such cases in America?—Yes, I have, and I have also known cases where they have been taught upon the manual method where they could write quite as well and quite as accurately.

13,342. Taking an equal length of time, do you consider that a manual pupil or an oral pupil is the better instructed?—I should without question give the preference to the pupil manually instructed so far as the development of his mind is concerned and the aggregate amount of knowledge gained.

13,343. By which system do you consider that pupils attain a greater grasp of language?—When either method is carried on as it should be, and good teachers are employed, as between the oral method and the manual method, I have not been able to ascertain that any superiority is to be accorded to one over the other as to accuracy in the use of idiomatic language.

13,344. With regard to the cost per head, what is the cost per head in America as compared with that in Paris; I think you said it was 60*l.*, roughly speaking, in Paris?—38*l.* is the average cost per head in America as compared with 60*l.* in Paris.

13,345. Do you take into consideration the interest on plant?—Not in either case.

13,346. What compulsion can the State put upon parents or the representatives of the parents, to send deaf and dumb children to school?—I think in two or three only of the States of our Union in America are there laws which authorise any public officer to compel the attendance of deaf and dumb children in the schools.

13,347. Then when the State gives aid to an institution, is it the rule to insist upon inspection?—Yes; it depends on the will of the State Government to what extent that inspection should be carried. In New England it is an inspection made by the Governor and his Council, or by the Governor and a committee of the legislature. In some other States it is made by a Board of Charities constituted for such purpose, and again in other States it is made, as I said yesterday, by the actual governing body which controls the institution absolutely and reports to the State Government.

13,348. There are no school inspectors, as such, like we have in England?—No.

13,349. Will you tell us a little more of the oral branch of the Pennsylvania Institution?—The oral branch of the institution at Pennsylvania is one that I briefly alluded to yesterday, and it exists with a method of organisation which in the report which I made in 1867 on the European schools for the deaf, I commended as perhaps the ideal method of organisation. I found it then existing in Copenhagen, where there were two schools under Government inspection under the same general management, and there was a carefully arranged process of selection and discrimination among the pupils received and provided for by the management of those two schools, which formed practically a single institution, so that a very wise selection was made of pupils who should be taught upon the oral method or upon the manual method. That is the arrangement at Philadelphia, this oral branch occupying buildings which are under the charge of a matron, and quite separated by two or three miles, I think, from the buildings of the main institution. Those children who are found to be specially ready in speech and in lip reading, and who do not need perhaps, I say perhaps, in order to be consistent with what I said a little while ago as to the value of signs and the manual alphabet in all teaching of the deaf, who do not need, perhaps, the assistance of those means of instruction, are separated from those who use signs and the manual alphabet, and are taught on as pure an oral method as can be found anywhere in the world. Mr. Crouter, the very able and esteemed principal of this Pennsylvania institution, presented to the California Convention a paper on the true combined system of instruction, and I venture to give it

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some words of commendation, even more decided than I gave it in referring to it yesterday; and he gives opinions and results of the practice. This method is carried on in this, one of the oldest of the manual schools in America, which now takes its place, in my opinion, in the van of oral teaching.

13,350. With regard to religious instruction; what do you think is the best method of conducting religious instruction for the deaf and dumb?—There are in existence organisations in many parts of our country for the religious instruction of the deaf after they leave school. There are missions for their assistance, the head-quarters of one of which is in New York, my brother, Dr. Thomas Gallaudet, D.D., being at the head of that organisation; he has several assistants, two of whom are deaf and who are in holy orders, and he has services with the aid of those assistants in very many of the cities of the Union, in the west, and in the south, and in the east. Those services have been found to be a great help to the deaf in their moral and religious life, and more than that, that organisation has been the means of giving them assistance and comfort in a great variety of ways, helping them in their efforts to gain a livelihood, and to live decently and respectably. The work is regarded in America as a matter of very great importance, and those missions to the deaf are sustained very liberally. It is known to be absolutely impossible to carry them on excepting by the employment of a means of communication which shall be manual; it is impossible to conduct a service for the deaf orally which would be intelligible to any considerable number of those attending it.

13,351. Do pure orally-taught persons, after they leave the institutions, attend those services?—Yes.

13,352. Do they acquire the sign and manual language after they leave the institution?—Very readily.

13,353. In order to participate in those services?—Yes, and to enjoy social intercourse with those similarly afflicted.

13,354. All the services are conducted in the sign and manual language?—Yes.

13,355. You said that the Federal Government takes great interest in the amelioration of the condition of the deaf and dumb, and you said that the President of the United States is *ex-officio* patron of your college; does he take a personal interest in the present movement for the advancement of deaf and dumb education?—He does take a very warm interest in it. He began his life as a teacher of the blind, and he has never ceased to take an interest in institutions for the benefit of the blind and deaf, and he is patron of our institution at Washington for the deaf. The President has on several occasions manifested his interest by attending the anniversaries, and in other ways. On the morning that I left Washington to answer the invitation to give evidence before this Commission, I called upon the President to take my leave, and to inform him of the purpose for which I was to be absent from the country by the permission of the Government, and he expressed very great interest, not only in our work in America, but in the work proposed to be done by this Commission, which I explained to him at some length as far as I was aware of it; and before the day was over he sent me this note, which it may be of interest to the Commission to know is entirely written and directed by his own hand, expressive of his great interest in the object of my visit to England, and in the work of the Commission :—

"Executive Mansion, Washington,
"October 6th, 1886.

"Professor E. M. Gallaudet,

"My dear Sir,

"I am very glad to learn that you have been invited to give information before a Commission organised under the auspices of the British Government to inquire concerning the subjects of the education of the blind, the deaf, and the dumb. A country that contributes so largely from its public funds for these purposes, and with such gratifying results, ought to be able to furnish much that is interesting and profitable in such an investigation; and no person, I believe, can better represent our achievements in this field of inquiry than yourself. I hope that the trip you are to make in answer to this invitation will be pleasant, and in furtherance of the objects which you have so earnestly at heart.

"Yours sincerely,
"Grover Cleveland."

13,356. (*Mr. Arrol.*) You stated yesterday that one in 1,800 of the population in America is deaf; can you give the Commission any information as to how that proportion compares with the proportion in the continent of Europe?—The proportion on the continent of Europe, as well as I remember, varies more or less. In the mountainous countries, where physical disabilities, such as goitre and cretinism, and other evidences of physical deterioration exist, the number is much larger; but I think (I speak quite from memory, and not from any recent examination of the figures), that the proportion in the countries of Europe in which ordinary physical vigour and development exist, does not differ very much from that in America.

13,357. Can you inform the Commission what the proportion may be of persons who are born deaf?—Rather less than one half. A reference to the tables which I have submitted as an appendix to my evidence, would give that; there are two or three tables where that would be stated quite definitely, and the causes of deafness are there rehearsed.

13,358. Yesterday you mentioned, that of the 7,800 under tuition, you excluded 186 taught at pure oral schools?—Those were private schools.

13,359. You have mentioned that there are rather over 3,000 being trught articulation; what may be the reason why such a large proportion as the remainder are not being taught articulation?—Partly because there are still 14 manual schools in America, where no speech is taught, and then further, because in some of the larger institutions which are carried on on the combined system, the oral method has been recently introduced, and means are not available for the employment of teachers enough to teach as many of the pupils as might be taught orally, and further, because a large number of the pupils in our schools have been found to be not likely to succeed well in oral attainments, and so their instruction in that branch has been given up.

13,360. What may that large number represent in proportion?—I give only my own opinion, but it is that the proportion of the deaf who will not be likely to succeed in speech, to an extent to justify the expense and labour of teaching them orally, would certainly rise to 40 per cent.

13,361. In connexion with most of your schools, apparently, you have industrial departments?—Yes.

13,362. Fourteen only have no industrial branch connected with them; are those the private and the public board schools that have no manufacturing departments connected with them?—Eight of those 14 are day schools, and of the other six my impression is that at least three would be those private schools of which we spoke, so that only three of the public institutions of America can be said to be absolutely without an industrial department.

13,363. It is considered necessary to have an industrial department?—It is considered quite essential to the proper preparation of a young deaf and dumb person to go out and make his way in the world.

13,364. Did I rightly understand you to express the opinion that it is to the benefit of the deaf and dumb adults that they should be connected with the parent school or institution through missionaries?—I did not say that it was desirable, in my opinion, that they should be connected with the parent institution through the intervention of missionaries connected with the institution; those missionaries are not sustained by the institutions, but by organisations in which funds are contributed by persons disposed to carry on this missionary work among the deaf; they are not directly connected with the institutions.

13,365. How many missionaries have you trained and sent out from your college at Washington?—I think that three or four of the graduates of the college have gone out to become missionaries among that class. I am not able to speak with definiteness of the number, but I know several have. It may be five. I may repeat what I said a little while ago. I think it very important that these missions should be carried on for the benefit of the adult deaf.

13,366. Is it found that State aid in America conflicts with charitable benevolence?—It is found that so far as what might be termed annual subscriptions to aid in the ordinary support of schools for the deaf go, the general giving of State aid in America does away almost absolutely with such annual subscriptions, but it by no means stands in the way of bequests and legacies which

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in some instances have been quite large in amount; for example, in 1865 or 1866, a Mr. Clark, in Massachusetts, left a very handsome fortune for the establishment of an oral school for the deaf, which was established at Northampton. I think the endowment of that institution—I am speaking without any recent reference to the figures—is 50,000*l.* or 60,000*l.*, and that endowment was made, of course, long after State aid had been freely given in all that region of country. The Pennsylvania institution has large endowments which yield an income, which is devoted to certain purposes, and I am under the impression that in the case of that institution there are certain sums paid to those who leave to assist them in making their way with master mechanics as a sort of apprenticeship money. So that in the matter of legacies and charitable gifts to institutions the giving of State aid has not stood in the way of their continuance.

13,367. In America you consider it absolutely necessary for the Government to subsidise all these charitable institutions for the deaf and dumb?—It would be difficult to accomplish the end in any other way. It is looked on as a thing which it is right the State should provide for.

13,368. Do you or not consider that it is necessary, after a deaf and dumb person has been thoroughly educated that he should in any way receive a subsidy or grant to assist him in industrial pursuits or in earning a living in some other way?—That would depend a great deal upon the amount of industrial training that he had received while he was in school, and upon the age at which he left school, which would, of course, come in to affect the matter of the amount of industrial training which he might have received. Of course, if he was an accomplished mechanic, he would be able to go out and make his way without assistance; if he were not an accomplished workman, either from the fact of the short time that he had been under instruction, or from having been in a school where a sufficient number of industries were not taught, or from the fact that his education began at so early an age and closed at so early an age as to make it quite out of the question to teach him a trade while in school, I think it would be a very advisable thing that there should be funds existing, from the income of which there might be a sum of money paid to assist him in making a start.

13,369. The inspection of your institutions, I apprehend, is conducted by a board connected with the State, or connected with the institution; would it not be more thorough and more satisfactory to have Federal State inspection?—That would be quite inconsistent with the whole spirit of our Government; it would not be tolerated in the States at all; in fact, it would be inconsistent with the constitution of the several States for Federal inspection to attempt to extend itself into schools sustained either as corporate schools or State schools by the State Governments.

13,370. Do not you think that that system of inspection would be more thorough?—My own opinion is that the inspection of a local board of men having a local interest, and therefore a personal interest in the success of the school, would be likely to lead to better results than an examination which was made by an inspector or a board of inspectors appointed to go over a very large amount of territory and examine institutions all over the country. I think I said yesterday that in America the ideal exterior organization of an institution was felt to be a corporate institution with the assistance of the State, and without much interference, either in the way of inspection or otherwise, by the State, but depending for its successful development on the earnestness and activity of the men constituting the local board of management, and on a desire to show results comparing favourably with those of other institutions.

13,371. Perhaps you may have formed an opinion upon the reasons why the pure oral system, after being tried so thoroughly in this country towards the end of the last century and the beginning of this, should have been in a measure abandoned till recently?—My opinion is that it was for the reasons which operate to make my own opinion unfavourable to the attempt to force all the deaf into education on the oral method. It is undoubtedly the fact that when that is insisted on the result is that a very large number of deaf who are perfectly capable of being educated on the manual method are likely to be set aside as almost imbecile because they cannot succeed on the oral method. That, in point of fact, has been the case. In many countries where the attempt to teach all on the oral method is persisted in the results in a large number of cases are sure to be so unsatisfatory that is is not at all strange that the tide of public opinion should set back and sweep the oral method off and revert to the manual method. In my opinion the only way, perhaps I should not say the only way but the best way, to preserve the oral method in its best uses is to acknowledge that it is not possible to apply it to all, but that it is applicable to a certain number, and that other methods should be adopted for those who did not succeed with the oral method.

13,372. You made a tour of inspection in 1867, and visited some 36 schools: would you favour the Commission with your views in respect to what you found on your recent visit as to the increased amount of teaching under the oral system?—I know, as a matter of fact, that in France and Italy and in England the oral method is now employed in a much greater proportion that it was at that time.

13,373. Can you say to what extent?—I am not able to say to what extent: I know that quite a large number of the prominent schools in France have adopted it.

13,374. (*Chairman.*) It is not a question of adoption, it is now the law of the country that the oral method shall be taught in all schools?—I was not aware of that.

13,375. And, as I am told, the reason why the age of admission is at present fixed so high is because it is a survival of the old manual system, and they are gradually lowering it in France?—I was not aware of that.

13,376. (*Dr. Tindal Robertson.*) Is the physical condition of the deaf and dumb who have come under your superintendence equal to that of ordinary children?—I find that it is probably, and I think almost certainly, a little lower, not very much lower, but a little lower, for the reason that the deafness supervenes, in very many cases, in consequence of severe attacks of disease; those attacks of disease leave the system not only with the auditory organ destroyed, but with other conditions of feebleness, so that those cases where that physical deterioration has occurred would come in to lower the average a little, but not very much. I should say that, generally speaking, the physical condition of the deaf and dumb might be stated to be good.

13,377. Except in those cases where deafness occurs as a *sequela* to other diseases?—Yes.

13,378. Are there medical men attached to your institutions?—Yes.

13,379. Are examinations always made in the case of children who come into the school?—Yes.

13,380. (*Chairman.*) And periodically too?—Yes.

13,381. (*Dr. Tindal Robertson.*) In the case of death are there any post-mortem examinations?—There have been in some cases, but usually where the death happens from some well understood cause no post-mortem examination is made.

13,382. In cases where post-mortem examinations are made, is there any record of any abnormal appearances kept?—No; among some of our instructors the wish has been expressed that such examinations should be made more frequently.

13,383. Do you think that such a thing might be advisable, and might lead to information on the subject which would be very useful?—I should be inclined to say so.

13,384. (*Dr. Armitage.*) You grant diplomas at your college; how are they granted?—The directors of our institution at Washington, which includes the college and the primary school as well, are named in our annual report; they consist of one senator appointed by the President of the Senate, two members of the House appointed by the speaker of the House, and six directors, who hold a permanent position. The vote of that Board, of which I am the President, and before which recommendations come from the faculty of the college, is necessary in the conferring of degrees, the degrees being conferred upon the recommendation of the faculty.

13,385. In point of fact, you are self-contained; the professors, as I understand you, and the president examine the pupils as to their fitness to obtain the diploma?—Yes.

13,386. Do the ordinary primary State schools throughout the country grant diplomas to the pupils when they leave school?—I understand you to mean by diplomas, degrees; in no instance do they give such

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diplomas, they may give a certificate, the pupils receive a certificate of honourable dismissal or graduation from these schools.

13,387. You spoke of graduates from these state schools, did you mean by that simply those who had passed through the course of the school?—I think, if I remember rightly, when I used the term "graduates," I referred to those who had gone regularly through these primary state schools as pupils; they would be classed generally as graduates of those schools.

13,388. By the word "graduates" you simply meant former pupils?—No, but those only who have completed the prescribed full course of study.

13,389. To continue Dr. Robertson's questions as to physical training, are gymnastics and free exercises and outdoor games carried on in considerable extent in your American schools?—To a considerable extent; I regret to say not to as great an extent as would be deemed desirable. Six years ago at Washington we completed and opened a very well equipped gymnasium, in which physical training is carried on under the direction of a well educated and competent drill master and instructor. Since that time quite a number of State institutions have followed the example set at Washington, and have erected and equipped gymnasiums more or less perfect in their appliances for physical training. It is admitted on all hands that that is extremely desirable, and I think those appliances for physical training will soon be introduced in our institutions generally; physical training by such means is of even greater importance to the deaf, if that were possible, than to those who are not deaf.

13,390. As to another question which was touched upon yesterday, are inter-marriages among the deaf frequent in America?—They may be said to be quite frequent.

13,391. Taking the whole of the marriages of the deaf, can you give us an idea what the per-centage of those who have inter-married is to the whole number of marriages?—I am sorry to say I am not able to answer that question in figures. I can say, in general, that the number of inter-marriages of deaf persons would considerably exceed the number of marriages where only one of the contracting parties was deaf.

13,392. Do you think that the intermarriage of the deaf and dumb leads to bad results?—I think the whole subject depends on a matter of which I spoke yesterday. As a matter of fact, there are a considerable number of families now existing in America, the parents in which are both deaf, and in which there are to be found a large, not to say a lamentable, proportion of deaf children. My opinion is, that those marriages, on examination, would be found to be between parties who belong to families in which there was an indubitable tendency to deafness, proved by the existence in those families of a considerable number of deaf persons. It is also true that there are a large number of families in America where both parents are deaf in which no deaf children are to be found. The general opinion is that a deaf person in a family with a tendency to deafness should not marry a person of another family with a similar tendency. Where that is avoided the danger of deaf offspring is diminished to a very small figure. Marriages of the deaf are encouraged in America rather than otherwise by the officers of institutions; it is found unquestionably that the happiness of the deaf is immensely increased by happy marriages; of course they may make unhappy marriages as well as hearing people?—I have myself taken occasion in several articles that I have published to caution the deaf in the matter of marriage, and to urge that where it is practicable they should make choice of a partner who hears, for unquestionably it is more to the advantage of the offspring to have only one parent deaf than to have two parents deaf.

13,393. Do you believe that when the deaf contract marriages that question is considered frequently?—I think it is more and more considered.

13,394. You think that they would endeavour to avoid marrying into a family where there was a hereditary tendency to deafness?—I think it is more and more considered; the officers of the institutions take more and more pains to guard against such marriages.

13,395. Is the evil that we are referring to fully appreciated by the missionaries?—I am not able to say that.

13,396. Your brother, Dr. Gallaudet, is at the head of one of the missionary organizations?—My brother is at the head of one of the largest missionary organizations in America; he appreciates the danger of which we are speaking fully, and would certainly exercise his influence to prevent unsuitable marriages.

13,397. You think it desirable that the missionaries should throw their whole influence into the scale to prevent marriages where there is a tendency to deafness in both families?—Most undoubtedly I do.

13,398. Can you suggest any other way in which such inter-marriages can be prevented or discountenanced?—I have given the subject from first to last a great deal of thought, and I can see no other way. I think legislation upon the subject would be inconsistent with public sentiment. I think there is no better way of dealing with the matter than for the teachers, and those who have any interest in the deaf after they leave school, to give them the best advice they can upon the subject, and endeavour to lead them to do that which is best in the matter of marriage.

13,399. Is the matter one which is much insisted on in literature which is published specially for the deaf?—I do not think it has been very much insisted on.

13,400. (*Admiral Sotheby.*) Taking into consideration the great difficulty and the time required in teaching the deaf and dumb, do you consider that industrial training during the period of school life militates against the best development of education?—Not if the period of school life can be prolonged to at least seven years; if it is cut short of that it might be a question whether, in giving too much time to industrial training, you might not be lessening the value of the other department of instruction.

13,401. Would not you say that a little industrial training while they were under education might be beneficial to their health and be a relaxation?—Yes, I should say that industrial training rightly carried on might be beneficial to health.

13,402. You have stated that you were present at the Convention at Milan?—Yes.

13,403. Are you aware that the French went there strongly prejudiced against the oral system?—I have heard it said that a number of teachers went from France who were previously manual teachers. I have no positive knowledge that they went there with any strong prejudice against the oral method.

13,404. Are you aware that the French Commissioner and the teachers who went from France to that Convention came away converts to the oral system?—That is a fact quite well known.

13,405. And then a law was passed in Paris that the oral system should be adopted as the State system?—So I understand.

13,406. I think you said that for church and platform purposes the sign and manual system is certainly the best?—Certainly the best, and the only method, so far as I am aware, by which one can succeed in imparting information to a considerable audience of deaf persons.

13,407. Who makes out the syllabus for the religious instruction in the schools in America?—Whatever body controls the course of instruction in the school.

13,408. The syllabus is not drawn up by the superintendent himself?—If the board of directors authorise the superintendent so to do it may be done by the superintendent himself; it may be done by a committee; it may be done in any manner that the board of direction direct.

13,409. There is a regular syllabus made out?—Yes, for a certain amount of religious instruction.

13,410. Do you consider that the deaf and dumb will fairly compare with hearing people as to morality?—I consider that they will.

13,411. You say that deaf mutes lose much social intercourse if their conversation is confined to the lip system; do you find in America many people who understand the sign and manual system or the manual system only so as to be able to converse with them?—I find in America that a very large number of people understand the manual alphabet, through the means of which they converse readily with deaf persons who have never been taught orally.

13,412. And they prefer doing that?—They prefer it in many instances; they find it a means of communication more direct and more agreeable, less coupled with the necessity for repetition, and less liable to misunderstanding than the oral method of communication.

13,413. Do you consider that the deaf and dumb are able to take their part with hearing people in all manly sports?—So far as hunting and shooting are concerned, for my own part I advise the deaf to let them alone, for so much depends on what may come to one through the ears if one goes hunting or shooting that it is dangerous for them to engage in those sports. But we find that the deaf are quite capable of taking part in such games as cricket, or base-ball, or football, and we encourage them to do so.

13,414. You would probably add swimming to the list of manly exercises in which they might safely take part?—Yes; we have a swimming school in connexion with our gymnasium at Washington.

13,415. I understood you to say that between certain times 40 had left the college at Washington, and are now occupying very lucrative positions; what would that period be?—My statement was that 40 who had gone out from the college had been engaged in teaching. I enumerated a large number of others who were engaged in various pursuits, but the 40 had become teachers of the deaf, and the period during which they left the college and entered upon those various pursuits would extend over about 20 years.

13,416. (*Rev. W. Blomefield Sleight.*) At what age do you consider that the education should begin under the oral method, and at what age under the manual method?—My own judgment is in favour of beginning the instruction of deaf mutes in school at the age of seven years as a rule. In certain cases where the physical development is very decided, and the home associations are such as to make it desirable that the child should be placed in school at a younger age, it might be placed there satisfactorily at the age of six, or even a little younger. That would apply to either method. I should say, further, that wherever it is practicable for the child to receive instruction at an earlier age at home, or even in a kinder-garten with other children, not depriving the child of that opportunity for play and free run which a child needs till it is seven years of age, the instruction should begin at an earlier age than the age I have mentioned as that at which it is proper for a child to be placed in school.

13,417. You will admit that the degrees of the affliction of deaf-mutism vary very considerably; under what heads would you classify deaf mutes?—The class should always be spoken of as the deaf; the term "deaf mute" should only be applied to such as are totally deaf and completely dumb. Besides this sub-class we should then have the speaking deaf, the semi-speaking deaf, the speaking semi-deaf, the mute semi-deaf, the hearing mute, and the hearing semi-mute; those last two classes being usually persons of feeble mental powers. I ventured to lay down that classification a few years ago in an article published in the "International Review" on the question, "How should the deaf be educated?" which had previously been submitted to a meeting of the American Social Science Association, and I think the classification has been accepted as one of some importance in discovering just how to deal with the differently constituted units of the great class usually spoken of as the deaf and dumb; and by assigning the various members of the great class of the deaf to those various sub-classes very important results are obtained in the way of classifying them for different modes of instruction. If you will allow me I will explain a little the meaning of those sub-classes:—The "speaking deaf" would include a child who has learnt to speak and lost his hearing after he was five or six or seven years old. Of course he is perfectly deaf, but he speaks fairly well; still in the eye of the law he is classed as a deaf mute, for he cannot go to an ordinary school. Then the "semi-speaking deaf" person is one who lost his hearing—we might say at perhaps two or three years of age, who retains the power of uttering disconnected words, but has not the power of expressing himself in connected language. He would have one advantrge over the absolute deaf mute in starting on his course of instruction, and it would probably be considered advisable that having this limited power of speech he should in his course of instruction come under the oral method. Then we come to the "speaking semi-deaf," comprising cases where from disease a child might lose his hearing partially and still have the power of speech, who was so deaf as not to be able to enter an ordinary school, but who could hear enough to be taught on the aural method. Then as an example of the cases that would come under the sub-class of "mute semi-deaf," I may refer to the case I spoke of yesterday; the boy who came into our institution deaf, as we supposed, from the first year of his infancy, but who had, as we discovered, an amount of hearing sufficient to be able to be taught on the aural method. Then the next sub-class, the "hearing mute," would comprise such children as hear perfectly well but who do not speak; such are almost invariably idiots. When we find a child who hears perfectly well but who does not speak, and numbers of such are brought to me as deaf mutes, I almost without exception have to send them to schools for feeble minded children. Hearing mutes and hearing semi-mutes, when found to be dumb *only*, because of feeble mindedness, should not, speaking with precision, be regarded as belonging to the "deaf and dumb." I have included them only because of misconceptions, which seem to be deeply rooted in the uninstructed public mind.

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13,418. As I understand you, there are exceptions?—There are exceptions where through some malformation of the vocal organs there is an inability to speak; one such case I can recall recently in the Washington Institution, where we were able to overcome the defect in the vocal organs and to teach the boy to speak very well after some little practice.

13,419. (*Dr. Armitage.*) Was that defect overcome by a surgical operation?—No; there had been a partial paralysis of the vocal organs, a feebleness of muscular power and a disinclination on the part of the boy to make an effort to speak. We encouraged him to speak, and after some time he attained a reasonable degree of success in speech.

13,420. (*Chairman.*) It was a case of restoration of the voice which had been lost through partial paralysis?—Yes; the restoration of the voice being effected not by surgical or medical treatment but simply by patient instruction on the part of the teacher.

13,421. (*Dr. Armitage.*) By encouraging the child to make use of the organ which had been long disused?—Yes.

13,422. (*Dr. Tindal Robertson.*) Was the child before he came into the institution badly fed, and did his physical condition improve *pari passu* with the recovery of his speech?—Yes; he was a child of an inebriate father, and he had grown up under very poor surroundings.

13,423. (*Rev. W. Blomefield Sleight.*) In schools where the manual system was taught, should not every endeavour be made to develope the power of speech of those who manifested any such power?—That is what I have now for 19 years urged very earnestly, and what has come to be the accepted practice in our American schools. Manual schools which adopted that method would be no longer manual schools, they would then be combined schools.

13,424. (*Chairman.*) In the manual schools all those who were not absolutely deaf would be forced to continue on the sign and manual system, whereas they ought to be treated on the oral system?—Yes, and if such pupils were allowed to remain in manual schools they would have a great wrong done them. I should deprecate very strongly their remaining any longer in manual schools.

13,425. (*Rev. W. Blomefield Sleight.*) What, in your opinion, is the greatest alleviation that can be given to the deaf and dumb?—If I rightly understand the purport of the question, the greatest alleviation which could be given to the deaf would be that their minds should be developed, and that they should be given the power of expressing themselves in verbal language by their fingers or by writing, and given the power of reading books. Then, when they have the vernacular of their country, they come in easy association and contact with those who can read and write, and are able to communicate by writing. The giving of speech to the deaf, while it is admitted by everyone to be a very valuable thing, occupies a secondary position by the side of the mental development which may be brought about by a course of training which will open up to a deaf person all the stores of literature. Of course oral training is not an essential thing in the education of the deaf—it is an important thing, but by no means a thing of such transcendant importance as some pure oralists would have the world believe.

13,426. By what method can a knowledge of written language be best imparted to the mass of the deaf?—To the mass of the deaf I should not hesitate to say that a knowledge of the use of written language can be

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best imparted by the use of the manual alphabet, by signs, and by writing.

13,427. On referring to the American annals of the deaf and dumb (January 1881), I see you stated at the Milan Conference: "In my opinion it is by the practice "of the combined system that the greatest advantage "to the greatest number may be secured." Is that still your opinion?—I have seen nothing to induce me to change or modify that opinion in the least.

13,428. Can you give us the number of children that are being taught under the oral method, the number who are being taught under the manual method, and who are being taught under the combined system in your American schools?—In oral schools, 583; in manual schools, 430; in combined schools, 6,788.

13,429. Did you before the oral system came into prominence teach speaking to semi-mutes in your institution at Washington?—I am sorry to say we did not; we ought to have done so.

13,430. Was any such teaching given in other schools?—In a few of the manual schools in America teaching speech to the semi-deaf and the semi-mute was practised before the matter of oral instruction attained much prominence as it began to do 20 years ago.

13,431. (*Chairman.*) You said that there were only two schools at first?—Yes, both started in 1867.

13,432. (*Rev. W. Blomefield Sleight.*) Could all deaf mutes be taught to talk and read from the lips with success?—In my opinion decidedly not.

13,433. In pure oral schools would you prohibit the use of signs altogether?—I should not, for the reason that I am very slow to attempt the impossible.

13,434. Can you give us the proportion of children in the oral schools who were born deaf?—I am not able to give the proportion of such children.

13,435. Is it your opinion that it is easier to instruct a child who was born deaf in the oral method than one who has become deaf?—I should say that there are to be found children who were born deaf who learn to speak much more easily than other children who might be placed by their sides who were not born deaf; but if you take the two sub-classes of those born deaf and those not born deaf then the sub-class of those not born deaf would learn to speak much more readily than the sub-class of those born deaf.

13,436. Taking them as a whole?—Taking them as a whole.

13,437. What length of time is needed to educate a child under the manual method, and what length of time is necessary to educate a child under the oral method. I am speaking of ordinary school education?—In my opinion, with a child of average intelligence, not less than seven years if the manual method were entirely used, and if the oral method were used I should add at least a year or two to reach the same results so far as the intellectual development of the pupil is concerned.

13,438. Are the oral schools ready to admit all children or do they practically make a selection?—I am credibly informed that they practically make selections. I know as a matter of fact that in a number of instances where application has been made for the admission of pupils into oral schools the application has been refused, that is to say, pupils have been refused admission into oral schools because, in the judgment of the teachers of such schools, they were not likely to succeed in speech. I have had under my charge in Washington pupils who would prove that fact.

13,439. How do children taught under the oral method communicate with those taught under the manual method?—Naturally by signs and the manual alphabet.

13,440. Principally by signs, or principally by the manual alphabet?—Rather more by signs, I should say.

13,441. By what system do deaf mutes make themselves best understood with the outside world?—It goes without saying that a deaf person who may be taken as a shining success under the oral method may communicate with the outside world more readily and with less loss of time than one who is reduced to the necessity of writing; but taking the whole number of deaf who have been orally educated as compared with the whole number of deaf who have been only manually educated, in my opinion the deaf educated under the manual method would have the precedence over those educated under the oral method, taking them *en masse*; that is to say, if those educated under the oral method undertook to make their communications through the means of speech, there would be so many of them that would speak imperfectly and read from the lips imperfectly that the average of those that would be able to communicate with any degree of success with the outside world would be less than the average of those educated under the manual method.

13,442. Do you find that children who have been educated on the oral method, when they leave school are inclined to congregate together, and that those educated under the manual method are inclined to cling together?—The tendency, in the great majority of cases, is for the two classes to mingle as one class after leaving school, those educated in oral schools mingling freely with those educated in manual schools.

13,443. Then how do those who are orally taught converse with those who have been taught by the manual method?—Almost entirely by signs, supplemented by the manual alphabet.

13,444. By which method do you consider the brightness and general happiness of a deaf child's life may be best promoted?—I have said on a former occasion in America, that if, by a process which of course is impossible, I could be projected back to a period of existence which ante-dated my mother's life, and could choose for her, it being a necessity that she should be born deaf, whether, on the one hand, she should be educated upon the oral method, and should be denied through her life the use of signs and the manual alphabet, even allowing that she might be educated under the oral method with very great success, or whether, on the other hand, she should be well educated, so far as mental development was concerned, but should have no speech, and should be allowed the free use of signs, and the manual alphabet, considering her happiness, I should choose the latter unquestionably; that is to say, that she should remain mute during her whole life, without the power of speech or lip-reading, but be allowed to have the use of signs and the manual alphabet. My mother, as is known, was a deaf-mute, and of course I observed her life, so far as I was able, after I arrived at a sufficient age to be observant, and I have no hesitation in saying that in my judgment the happiness of a deaf person is greater who may be educated without speech, but still who uses the manual alphabet and signs, than one (and I hope I shall not be misunderstood) who has the power of speech and lip-reading but refuses to use signs and the manual alphabet. I know of such persons, and I am certain that their lives are more isolated, and they have a less degree of happiness in society and among their friends than those who without speech still use freely signs and the manual alphabet. I would not be understood, in giving this answer, to under-value the usefulness of speech to the deaf, but understanding the question as put to me to have reference to the general happiness of the person, I should not hesitate to say that one taught under the manual method, would have a great superiority over one taught on the pure oral method, with all that that implies.

13,445. Do you think that the heart, the imagination, the soul, and the affections of a deaf mute, can ever be so deeply stirred by speech and lip-reading, as by the manual method?—I do not think they can ever be so deeply stirred or strongly moved as by the use of gestures.

13,446. Were you present at the conference of principals of American institutions in 1884?—I was.

13,447. Did Mr. Williams produce specimens of the composition of oral and manual pupils?—He did. I have made reference to that paper of Mr. Williams, which is published in the proceedings of that conference (which I have left with the Commission for them to refer to if they should wish to do so) in which that comparison is presented with very great clearness.

13,448. At what age do you admit students to the Washington College?—We have no absolute limit of age; we require an entrance examination; we have admitted students as young as between 15 and 16 into the college; we prefer that boys of so young an age should not generally be received; we prefer that they should not enter under 16, and for the reason that the discipline of a college is naturally not so rigid as that of a primary school; and we think that the age of 16 should be reached before boys should be allowed that latitude that is given to the students in a college.

13,449. What per-centage of your students take their degree?—I think about 25 per cent. of those who enter the college graduate in the full course: the others pursue the courses I spoke of yesterday; they select special courses, cutting short their period of connection with the college to two or three years.

13,450. You have at present 50 students?—About 50.

13,451. Can you tell the Commission how many of those have been educated under the oral method, and how many under the manual method?—I think five or six of those have been educated in oral schools; they came to us from oral schools; the remainder having mainly come from schools where the combined system is maintained.

13,452. By what method do you interpret the lectures to them?—By the use of gestures entirely.

13,453. Do you or your professors ever deliver lecturers to them *viva voce*?—We never do; we know it would be useless to attempt it even to those who read well from the lips.

13,454. (*Chairman.*) You consider it would be a waste of time?—We should not be understood at all; some few sentences might be understood, but no continuous lecture could be given to a dozen deaf mutes orally in my judgment, with any success.

13,455. (*Rev. W. B. Sleight.*) Do not you consider that teaching by the lips is, after all, a gesture method?—I have always called it a gesture method; it is a method in which signs are used; the signs are very small, and they are made by the vocal organs, but they are gestures for all that. The method of teaching by lip-reading is a sign method. Certain movements of the vocal organs are taught, in a perfectly arbitrary manner, to mean certain things; these signs are perfectly arbitrary, which the gestures and manual movements of those who have been taught by the sign and manual method are not; they are pantomimic and ideographic, which the signs made by vocal organs never can be.

13,456. Where did Mr. Maginn receive his primary education, and by what method?—My impression is that he was at a school at Belfast. He was a teacher in a London school before he came to Washington, but I think he was at Belfast.

13,457. Where the sign and manual system was taught?—Yes. He has no power of speech.

13,458. You mentioned that 40 who have gone out from your college are engaged as teachers, are any of those 40 engaged as teachers in oral schools?—It is quite impossible that they should be, unless in oral schools they resort to some instruction in the sign and manual alphabet. It is impracticable for deaf persons to be teachers in oral schools.

13,459. Does not the industrial training which you give your pupils somewhat interfere with their education?—In my opinion, not unless it is made to occupy too large a proportion of the time from day to day; it could be made, of course, to occupy an amount of time which would seriously militate against the proper advancement of the pupil in the intellectual department; but, ordinarily speaking, the amount of time that would be given to industrial work in our schools would not interfere with very good progress being made in the school.

13,460. Of what real value do you consider speech and speech reading to be to deaf-mutes in the prosecution of their callings in after life?—I think that, in the frequently arising circumstances in which they may be placed, the power to speak and read from the lips of others gives them a decided advantage over those not able to speak or read from the lips; it would be very difficult to state to what extent that would be an advantage. It goes without saying, that a deaf person who has the power of expressing himself so that strangers, or even those who are not strangers, can understand him pretty readily and reading from the lips, has a great advantage over one who cannot do that. At the same time it is only right to say that there are a vast number of deaf-mutes living now who have been educated without speech who have got on in the world with entire success, who have maintained themselves and their families, and have even amassed wealth; they have, in fact, practically succeeded in all the essential elements of success in life without speech. I think, however, that any such deaf-mutes who had had the power of speech added to their other attainments would have had an advantage in their contest with the world.

13,461. You mentioned three cases of young men doing very successfully in after life who had been trained by the sign method; could you give cases that have been taught on the oral system doing as successfully?—I know cases of young men who have been taught in the oral method who are now succeeding very well and doing admirable work, maintaining themselves in a very creditable manner.

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13,462. How do you consider the condition of the educated deaf compares with that of others of a similar station in the matters of, say, thrift, industry, perseverance, and honesty?—I think it compares very favourably with that of other persons of their station; possibly on the whole they get on better than the mass of persons do of their station in life, for the reason that their training in special schools has been of a character to develop in them those peculiarities of character and constitution that tend to success; in other words, one may say, that the training in the special schools for the deaf tends to raise the general standard of capability.

13,463. I believe I am right in stating that, with regard to most of the deaf and dumb institutions in our country, no industrial workshops are attached to them; from your experience in America, do you think that it is of use to the deaf and dumb to have these industrial workshops?—In America I think so. I am not perhaps sufficiently well acquainted with the conditions of labour in this country, and the difficulties which attend the entering into various trades by young people who would be apprenticed, to be able to express an opinion as to what would be the desirable thing in this country. In general, however, the opinion is very decided in America that it is well to give instruction in industrial pursuits while the pupils are at school.

13,464. Would it be possible for a debate or a discussion to be carried on among deaf-mutes by articulation?—I have never heard of such a discussion or debate, and I doubt whether it is practicable. I have heard of conventions of deaf-mutes meeting in Germany where the oral method alone is practised, and that they invariably carry on their discussions by gestures.

13,465. I was going to ask you some questions on the religious question, but I think Mr. Owen has touched pretty fully upon that subject; but I will just put this question: Do you think that the hearts of your audience, of your congregation, could ever be as deeply touched by the oral system as they can by the manual; in a sermon I am speaking of now?—I feel very certain that they could not; in fact I have never yet known the case where any body of persons sufficiently large to be called an audience could be spoken with at any great length orally at all. I do not think it can be done. I know that in some of the oral schools there are religious exercises conducted orally for a certain number of the pupils, and they usually consist of reading passages of scripture, the offering of prayers, which are more or less familiar, and perhaps a simple exposition which is understandable in part only, even by those who are the best lip-readers.

13,466. In your opinion could higher and larger results be obtained by the combined system than by any single method?—That is my opinion very decidedly. I have maintained that on all occasions for a number of years.

13,467. One question occurred to me to-day: are any aural cases found among those who have become deaf?—Yes, quite a number; for in the instances where deafness is caused by disease, it not infrequently happens that the organ of hearing is not entirely destroyed, but the hearing is only partially destroyed, so that in quite a number of cases where the aural or auricular education of the deaf is possible, it is true that deafness has supervened as the result of accident or disease.

13,468. The progress of disease may have stopped the ears?—Yes. As, for example, with scarlet fever; the tympanum may have been perforated, and the organs of the ear may have been disturbed, but not so far destroyed as to render hearing impossible.

13,469. Do you approve of deaf and dumb persons being employed as teachers in institutions?—I do give my approval to the employment, in a reasonable proportion, of deaf persons as teachers of the deaf, and I think that when this proportion is not too great, this policy is to be decidedly preferred over that of employing hearing persons for the entire corps of instruction, and for the reason that the deaf, having had themselves a personal experience of the difficulties that surround the education of the deaf, are, in many respects, better

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able to teach persons of their own class than others who may be equally intelligent and equally capable who are without that experimental knowledge. I favour decidedly the employment of a certain proportion of deaf teachers in schools for the deaf.

13,470. I will put one more question. I will quote from the same article as before in the American Annals for 1881. You say: "I do not fear to predict that the "system of the future, that on which all opposing "elements will unite, and in the upholding of which "all hostility and animosity will be transformed into "generous emulation, is the combined system;" is that your opinion still?—That is my opinion very decidedly, and I have had some recent reasons for strengthening that opinion, and for the entertaining of that hope as concerns other countries than my own. And I may add that I consider that the element of harmonious action which is found in the teaching of the deaf in America seems to have added a greater strength to the cause; that when teachers of the deaf in various methods are fighting among themselves, the public has less interest in sustaining the work than when they are acting in harmony.

13,471. (*Dr. Campbell.*) In the first instance, I would like to put a question which I have been requested to put, and I will do so before forgetting it, and that is, whether you have ever known a deaf and dumb person to speak so perfectly that you would be unable to distinguish him from an ordinary speaking person?—I have known a very few such persons. I was very much impressed when in Rotterdam, a number of years ago, with a pupil of Mr. Hirsch, who is a very eminent teacher of the oral method, of the name of Polano, who was born deaf, and who spoke in a manner that was simply marvellous. I had a long conversation with him. I walked with him arm-in-arm through the streets in rather a hurried manner to catch a train for which I was a little belated, and to get to which I was unable to find a carriage when I wanted it, and, to my great surprise, we were able to carry on the conversation with our faces very slightly turned towards one another, at least, with my face very slightly turned towards his. He caught the expression of my speech from a side view of my mouth, and I was able to understand him with perfect ease; and I can say of him that his speech seemed to me like the speech of a person who had always heard.

13,472. (*Chairman.*) Did he speak in English?—He spoke in German.

13,473. And do you know whether he was deaf from early life?—He was born deaf, and had a sister born deaf. That is a marked exception. I have also the acquaintance of a lady in America who has been taught to speak. I think she is a congenitally deaf person, and she was largely taught to speak by her own mother, who was very earnest and patient with her. She speaks in a voice that suggests her being a foreigner. Her voice is not quite natural; her pronunciation is a little peculiar; but she speaks with great fluency, and reads from the lips with great readiness, and altogether might converse with you for half an hour, and you would never dream she was deaf. She would stand in my own country as, I think, the most accomplished speaker and lip-reader among deaf persons I have ever known; and she had a private education, not in a school at all. But such instances are really very rare among the orally taught deaf.

13,474. With regard to the blind, I hold that the blind themselves in using methods and so forth, are really the best judges in regard to the best apparatus, and specially as to things that apply to the touch and so forth. I should like to inquire, taking the deaf themselves, where they have been well taught both by the oral system and by the manual method, what the opinion is among that class in regard to the best method of teaching their class; is it that the combined is the best, or do they generally take either one side or the other?—I have met many deaf young men who have come to our college from the oral schools, and I have yet to remember to have learnt from any one of them that he held the opinion that the oral method was the only method that should be used in the education of the deaf. I think, without an exception, I may say I am sure without an exception, among those young men who have come to our college from the oral schools (and naturally before they get to our college course they are adults, and their judgment is worthy of considerable weight), their opinion would be in favour of a combined system which would include oral schools, even some pure oral schools, for those who might unquestionably succeed well on the oral method, at the same time that it would require manual schools and manual teaching for a considerable praportion who would not be able to succeed on the oral method; and the same view would be held by those who have come to us from manual or from combined schools. In short, I think that I may speak for the educated deaf in America, and say that the weight of their opinion is in favour of the combined system of educating the deaf.

13,475. In regard to the subject of marriage between deaf-mutes, you remarked that where both parties had an hereditary tendency to deafness you would discourage it; would you not go further and say that if either of the parties had an hereditary tendency, I mean from their parents, and it was known that it was in the family you would discourage their marrying even with an ordinary person?—It would depend very much on circumstances. I should say that taking a person whose family had the tendency to deafness, perhaps not very strongly pronounced, suppose that person had the opportunity of marrying another of a family where there was not the slightest tendency to deafness and where there was health and strength and vigour, there would be a considerable presumption that such a marriage might tend to eliminate the tendency to deafness; in other words, the man being the one that belonged to the family where deafness existed, the woman being of a strong and vigorous constitution, the probability would be strong that their children would not be deaf. So that it would depend on the circumstances of the individual case. It might be perhaps said in general that such persons might be advised not to marry at all, but I can easily conceive of a case arising where that would seem a very cold-hearted piece of advice to give them.

13,476. I quite admit that, but the great point is that where there is this tendency unless the circumstances are very favourable and such as you state them, there the tendency would be to hand down the calamity. I should like in the next place to know whether among the educators of the deaf and dumb in America the same thing prevails as among the blind in this respect, that so far as possible we should increase the public feeling against terming the schools for the deaf mutes and the blind, and so forth, charity schools? The idea I want to convey is this, that it is detrimental to the class; for instance, it would be advantageous to the blind in their education was regarded in the ordinary sense, not as a charity, but as a part of the great system of the education of the country, as it is in some of the States I know, and that is growing. Is that so with the education of the deaf and dumb?—The instructors of the deaf seem very strongly disposed to ask that legislators and the public shall look upon the education of the deaf as a matter not at all of charity, but as a pure matter of right when it is admitted in any State or Nation that general public education is the right of the people; and they feel it so much that they have entered in several instances objections to the census officers for having the particulars relating to the deaf classified with those relating to the insane and even the criminal, which is often done. That answers your question as to the opinion and feeling of the teachers of the deaf in America on that subject. They look upon it as a matter purely of educational interest, and one that should be so regarded at all points.

13,477. And for that reason the whole idea of asylums, and the consideration of charity, is as far as possible being obliterated?—That is the fact, that the word asylum is very offensive to the vast majority of teachers and officers of institutions for the deaf in America, and to the deaf themselves, conveying an idea which is wholly inconsistent with what is actually done in the institutions for the teaching of the deaf. There are but two institutions now that retain the name of asylum, the old parent school at Hartford, which, I am sorry to say, holds on to the name, and one in Texas, which is a little bit in the wilderness. I hope the day is not far distant when the oldest and most dignified of the institutions, and I will not say the least dignified, but one of the younger, will remove that name from the corporate name of their institutions.

13,478. Would there not have to be Government action to effect that at Hartford, they having originally received a large grant from the Federal Government, they would have to get the consent of the Federal Government to the change of name; is not that the reason?—That may be so in part. A mere petition to Congress, I believe, would be all that would be needed to authorise the asylum at Hartford to change its name. And I think the State Legislature of Connecticut could

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do it. The institution is incorporated solely under the laws of Connecticut, and when the Government of the United States gave a large tract of land, this donation was given to a corporation existing under the laws of the State of Connecticut only.

13,479. Was that donation of land in the case of Hartford given on the condition that the deaf and dumb from other States should be taken at 100 dollars per annum to be educated in the school?—I do not think any such condition was attached. As a matter of fact for many years the institution at Hartford did receive pupils from Connecticut and from the other States, and, in fact, from any, on the payment of 100 dollars per head, because from the invested fund they had money enough to make up the difference; but I do not think any law was passed. They changed the requisition in later years; they require now more than 100 dollars.

13,480. I should like to know whether there is any tendency among deaf mutes more than ordinary persons to secret vices, whether your attention has ever been called to that?—I would answer that, so far as I am able to speak, I think not. That there is that tendency, of course, goes without saying, and in an establishment where many children and youths are brought together there must be much watchfulness to reduce the practice of such vices to the lowest possible point. Human nature is human nature, and I do not know that there is any more of it in the deaf than there is in other people.

13,481. (*Chairman.*) I should like to ask you some further questions. You told us that you have visited most of the institutions for the deaf and dumb, both in England and on the Continent, and you have visited specially the oral schools, where the German system is adopted?—Quite a number of them.

13,482. Do you think that the oral schools in Germany are more advanced in the success of their teaching than in England and in America, as far as your knowledge goes?—I am really not able to speak from a recent examination of those schools.

13,483. How long ago was it that you visited them?—It runs back now to my visit of 1867, so that I am not able to speak of recent advances in Germany.

13,484. I think that you have visited later than that date the schools at Milan?—Yes, at the time of the convention, six years ago.

13485. Did you find the oral system there carried out to a very full decree?—I found it in a very high state of perfection.

13,486. From your visits both to Germany and Italy, do you think that the German or the Italian language lends itself more readily to the oral system than English does?—Speaking in a rising way of the facility and adaptedness of language for the purposes of oral instruction, I think that the German language is probably best fitted for success in speech of the deaf; the Italian would follow, the French would follow that, and the English would be found the most difficult of the four. That is my experience, and I think that that view is generally held. German is the easiest, in fact, there every letter is pronounced. Then follows the Italian; that has a great advantage in its liquid sounds, and its open expression of the mouth, especially in lip reading. Then again the French is less difficult than English. I believe that view would be sustained generally, and may be taken as one reason why in schools of English speaking countries it should not be absolutely insisted upon that all the deaf should be educated under the oral system. It is an absolutely practical question.

13,487. Then I understand you generally from your evidence to say, that, although the combined system is the one that is gaining most ground in America, yet it is in consequence of the older schools having adopted the oral system more or less, that you have formed that opinion?—Quite so. It is true that the effort made 20 years ago by the promoters of the oral teaching, which was at first ridiculed and resisted by very many of the old teachers in schools where the manual method was used, has resulted most beneficially to the welfare of the whole mass of the deaf, and that the managers of the old manual schools have been compelled in many instances, a great deal against their will, to recognise the value of oral teaching to at least a large portion of the deaf, and so they have come at length to accept it very heartily.

13,488. Are the schools in the United States for the deaf and dumb all conducted and built on as large and as liberal a scale as those at Washington?—Very many of them are. I have visited within two or three years the schools of the south, even, (that is a portion of the country which you are aware, suffered very much from the war 20 years ago), and I was extremely gratified to notice that the Legislatures in those States had been ready to make handsome provision for the education of the deaf, in putting up commodious buildings, providing large grounds, introducing the oral teaching, and generally reaching results that would compare favourably with the results of any part of our country. In the richer States in the west, and the north, and the east, there are many other establishments that are provided for as to grounds and buildings on a scale quite as commodious and extensive as the institution at Washington.

13,489. In all those cases is the ground itself and the grant for the building provided at the expense of the State, or is it in any case, or generally, by private munificence?—The practice differs in different parts of the country. In the State of New York, the recent policy has been for the State to decline to appropriate money for the purchase of ground, or very much for the erection of buildings. They have been provided by the donations of residents of the locality in which it was proposed to establish these institutions; and after they are established and provided for as to the grounds and buildings, then the State, under a general law, gives a *per capita* allowance to all the schools in the State for the deaf.

13,490. We had evidence from Mr. Hall, that New York gives a subsidy of 20,000 dollars a year to the education of the blind; do you know at all whether the same system of large grants of that kind applies to the education of the deaf and dumb?—No, it does not, and for this reason: the institution of which Mr. Hall speaks in New York, is a State institution, pure and simple. There are no such institutions for the deaf in New York.

13,491. Is there not one at New York for the deaf on the oral system?—Yes, but it is a corporate institution. This one for the blind stands rather by itself as a State institution, under the control of the State Legislature. Purely State institutions are those which the State absolutely controls; corporate institutions are those which the State may assist to the extent I have described.

13,492. My question was whether there is any similar grant by New York to the deaf and dumb, to that which is made to the blind?—I am quite sure there is not.

13,493. (*Dr. Campbell.*) In these corporate institutions where the State pays for the education of the blind, in most of them, not in all, the State has the power of appointing a certain number of the governing body, has it not?—That is the fact. The entity of the corporation exists, the autonomy, but there comes into it as there does at the institution in Washington, this element of State supervision by the presence of directors on the part of the State.

13,494. (*Mr. Johnson.*) I suppose as a general principle the State goes hand and hand with benevolence?—Yes.

13,495. (*Chairman.*) But what I wanted to know is this: With regard to New York. I think you told us that there is only a pure oral school at New York?—Do you mean the city or the State?

13,496. I have got in my notes that the leading school in New York was a pure oral one; I have not a note as to whether that applied to the State or to the city?—That is not the case in the city. The leading school in the city is one that is sustained on the combined system. There is a very flourishing oral school in the city which has 200 pupils, but the other has as many as 400.

13,497. I wanted to elicit by my question, whether side by side in a large city like New York there were the means of education on the two systems?—Quite so.

13,498. Therefore, of course, nobody would be forced to go either to the one system or to the other, but he would have the option of both?—Yes; and in the whole of New England there is a legislative provision which makes it possible for the parent of any deaf child to elect whether that child shall go to Northampton, where there is a pure oral school, or to Hartford, where there is a combined-system school; they may choose; and it has very often been the case that parents having had their children in the oral school for a year or two, and

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not finding their progress satisfactory, have placed them in the other. They change from one to the other.

13,499. They have that power?—They have that power.

13,500. Do you think that it should be attempted to teach all the children the oral system, and that in the case of those who are failures, after a certain time it should be given up and they should be taught the manual system; so that all should have the opportunity of being tested as to their capabilities of learning the oral system; do you think that that is desirable?—My opinion is very earnest on that point. I do urge it strongly, and I am glad to be able to say that opinion is gaining ground very much in my own country; and I think the time is very near when persistent efforts will be made to give to every child the opportunity of learning to speak, and that those efforts will only be intermitted or given up altogether when it seems to be certain that the child will not be able to succeed in speech.

13,501. Assuming that it is desirable that the oral system should be taught if it can be taught, it would be quite possible to teach every child, say for one or two years, on the oral system, and yet not lose any material portion of the time available for instruction. If the child was found to be unfitted for the oral system it might then go on at the age of nine to the manual system, and not be in a worse position than children were before under the old system with the advantage that in that way every child would have its capacity for speech tested?—I can only give my assent in this qualified manner, that I should hardly lay down a limit of two or three years as the period for which it is necessary that the oral system should be taught; because sometimes in six months it might be very plainly shown that the child was making no progress at all; in other cases it could not be settled in six months, or there would be a certain measure of success that would suggest that the effort should be continued. And then the same thing may happen with the deaf as we find happens in our education of the blacks in America. We find in many instances that when the blacks begin their course of instruction their minds develop very rapidly, and after two or three years they reach a certain point and seem incapable of going on further. That is the case with the black race. So in the case of the deaf, it might be that for a year or two the deaf child might do very well in speech, and then it would seem to be impossible for him to go any further. With that qualification I would assent to the views suggested in your question.

13,502. Would you carry out that in the combined system by a system simply of separate classes, or of separate instruction in a separate building, and draft them off from the one building to the other as their education required?—My impression would be that the result could be reached in either way. The separate building and the separate school, for instance, such as I have spoken of in Philadelphia, would seem to be suggested only in cases which from the very start might be counted as quite hopeful cases. Let them be placed at once in a school of that sort; but in the matter of determining whether others are going to succeed or not, I think that experiment could be made and results ascertained either by instruction in a class or in some other way. In a variety of ways the test might be made. I do not think it is necessary to lay down one rigid method of making that test, if only the test is faithfully and fully made.

13,503. I gathered from what you said that you would not forbid the use of signs in connexion with the early teaching of the oral system?—So far from it, I should say that the test can be certainly in my judgment better made by placing the teacher in possession of any means of communication that is free and full between the child and the teacher. So that in my opinion the use of signs during these experimental years is far from being detrimental, it even assists the teacher; and I have seen oral teachers carry a pupil right over a difficulty in speech by the judicious use of gesture; so that I have no question, but that in oral teaching the use of signs is often of great assistance.

13,504. (*Mr. Johnson.*) Can the pure oral system according to your American view be carried on side by side with that of manual signs or the alphabet; you are aware that it is on the pure oral method that so much controversy has arisen in England?—I certainly say that classes in which the oral method (if I may use that form of expression instead of "the pure oral method") is rigidly adhered to, may exist side by side in institutions or schools with classes where signs are used and more or less interchange of the use of signs goes on, and at the same time extremely satisfactory results in speech be attained. There is evidence of that in many of our best schools.

13,505. (*Chairman.*) I should be glad if you could give us the daily routine of teaching and the play-hours and meals in your primary school and also in your college at Washington; could you hand that in, or is it stated in any report?—With regard to the college I can give it to you now. In the college, recitations begin in the morning at a quarter past eight, and they are continued in lengths of three-quarters of an hour each.

13,506. What time do the students rise in the morning?—They breakfast at seven. The first recitation is at a quarter past eight, the recitations continuing after that for three-quarters of an hour duration, with 15 minutes interval between one recitation and the next, until mid-day, when at half past 12 their principal meal is served. Occasionally a recitation is had in the afternoon from two to three, when it is necessary. That is not always done. When the arrangement of classes makes it possible to have all the actual recitations during the forenoon a study time is prescribed from half past one until half past three in the afternoon, when the students are expected to be in their rooms.

13,507. Have they no recreation until after dinner?—The recitations end at 12. They go into the dining-room at half past 12, and usually spend half an hour in the dining-room and have half an hour for recreation, until they go into their rooms to study at half past one. Then from half past three till six o'clock they are quite at liberty, with the exception of an hour taken on four days of the week for physical training at the gymnasium, which of course is exercise for them. At six o'clock their supper is served, and from half past seven to ten they are supposed to be at study. There is a little latitude allowed with reference to that; they may be engaged in writing letters part of the time, or sometimes they have permission to be absent in order to pay social visits; but those are the prescribed hours.

13,508. Will you explain to us exactly what "recitations" are?—"Recitations" means in the college the meeting of the instructor with the class for the purpose of examination in a portion which has been prescribed in some text book, and the time is spent in examining the class to see whether they have acquired an understanding of that portion of the text book. These examinations go on from day to day.

13,509. In fact, it is question and answer on the part of the teacher and students?—Yes. These differ from the exercises of the class-room, as they would be understood in an ordinary school, where the scholars are expected to be in the class-room with their teacher and do their study there, and have explanations from the teacher there, and so forth. The studying of the students in the college is all done in their private rooms, and they come to the class-room for this purpose of recitation and meeting their instructor, and showing that they have properly mastered the portions assigned for study in the text book.

13,510. What proportion of those instructions are given by the finger-language, and what by signs? Of course there are some things that cannot be expressed by signs?—Very little is done in the recitations of the college by signs. The greater part of the communication between the pupils and the teacher is by the manual alphabet. Some portions of it, where the pupil is a good lip-reader and speaker, are given orally, but it is found to be difficult under that method to have the attention of the entire class to everything that is said by pupil and instructor as well; so that the manual alphabet and writing on large slate tablets, or writing theses on paper, may be said to be the means used mainly for giving the question and answer in recitation.

13,511. Do you make use of looking-glasses in your class-rooms to assist the view of the teachers?—In oral teaching we do.

13,512. And in all cases they are in separate rooms for oral teaching?—Yes, we have no two classes in one room.

13,513. What proportion of the teachers are of the first class or second class; that is to say, what proportion of the teachers in your college are upper teachers, and what proportion lower teachers?—In our college we have an active faculty of six professors, including myself. My own professorship is that of moral and political science. Then there are three regular—we term them—professors and two assistant professors. That is the only division of rank in the college. These two assistant professors are graduates of the college, deaf men who speak very well, and they will probably in a year or two be promoted to be professors.

13,514. Are they deaf men who have had speech and then become deaf?—Yes.

13,515. Can you tell us the remuneration of the professors generally in the college?—In our college the professor who ranks next myself, and now acts as president in my absence, receives 3,000 dollars and a house. Two other professors receive 2,400 dollars each and a house. Of the assistant professors, one receives 1,500 dollars and a house, who is a man with a family, and the other, who is a bachelor, receives 1,500 dollars and a suite of rooms, and is boarded in the family of the institution.

13,516. There are no totally congenitally deaf professors?—Not in the college.

13,517. But in the primary school are there?—In the primary school we have one.

13,518. Is your primary school, in connexion with this institution at Washington, a fair sample of the other deaf and dumb schools in America in its methods of teaching; I mean is it a pattern that is followed?—I may say this, that the general method and arrangement of classes and giving instruction is quite the same as prevails in the State institutions, the primary schools, throughout the country.

13,519. Could you give us in the same way the daily routine of a combined school?—In the tables which I have referred to on one or two occasions, contained in the January number of the "Annals" of this year, that is stated very fully with reference to each school.

13,520. When I was speaking of your visit to the Continent, there was one question which I omitted to ask you. You have before referred to the Convention at Milan. I should like to know whether, having been present there, you can inform us what the constitution of the Convention was. You have, perhaps, already given a description of it elsewhere which you might read to us?—I referred to it, and said in general that it was not looked upon as a representative body, but I am able to say, quoting from an article which I published after the meeting at Milan (which took place in 1880) that "out of the 164 active members of the Convention, "87, or a clear majority of 10, were from Italy; that "56 were from France, making, with the Italian "members, a majority of seven-eighths; that of the "eight English delegates, six were ardent articulationists, and only two at all favourable to any other "method; a proportion which entirely misrepresents "the present" (in 1880) "sentiment of English teachers "of the deaf; that the only truly representative delegation present was that from the United States, "consisting of five members duly accredited to the "Milan meeting by a conference of principals of "American Institutions for the Deaf and Dumb held "at Northampton last May, in which the supporters of "the several methods of instruction now made use of "in this country (including all that are known in the "world) were assembled in friendly council; that the "American delegates represented 51 schools, con-"taining over 6,000 pupils, a greater number than was "represented by all the other 159 delegates taken "together; that the Convention allowed the American "delegates to be out-voted in the proportion of nearly "10 to one by the representatives of the two schools of "Milan, they being accorded 46 seats in the Conven-"tion." I think that would be sufficient to make it evident that the Convention at Milan was in no sense a representative body; it was an assemblage in which it happened that those who were in favour of the oral method were largely in the ascendant at the beginning. There were two very large oral schools at Milan which had produced remarkably good results, and those two schools were accorded 46 seats in the Convention; and that had this result, that on a vote, if any vote was taken affecting the pure oral system, the remonstrance of any of us from America who felt that the pure oral method was not the best for all the deaf, was of no avail.

13,521. Are you aware at all of the steps that were taken by the permanent committee for endeavouring to obtain a convention of a representative character on that occasion?—I am well aware that the invitation of the committee which went out before this meeting at Milan was extended to all teachers of the deaf of institutions of every sort and every method in all countries.

13,522. (*Mr. St. John Ackers.*) So that everybody had an opportunity of coming?—Most certainly everybody had an opportunity of coming, but when we from America, five in number, had come (and we could not bring a hundred from America owing to the shortness even of an American purse) and we were in a position actually to represent the whole body of institutions in America, as I have said in my article there, representing some 6,000 pupils and over 50 schools, we were allowed five votes and no more in making up the conclusion which was reached by this Milan Convention. The invitation was broad enough to every one, but when it was found that from America there were five only who represented this large constituency, there was no motion made to limit the representation from Italy or from France, or even from the schools in Milan, where 46 persons were allowed each to cast his ballot, and determine the results, as against five votes which we had, when we had a backing of 6,000 pupils, as compared with 300 of theirs. I think it is evident that, while the invitation was broad enough to the Convention, when it came to be constituted and it was found who were there, and what they represented, no notice whatever was taken of the fact that the five American delegates, or the eight English delegates, represented a far larger and stronger constituency than these Italian and French delegates who outvoted all the rest.

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13,523. (*Chairman.*) I think you have furnished us in this report of your college with various facts with regard to gymnastic training; I understand that you have, not very long ago, fitted out a complete gymnasium?—You will find a drawing of it in that number.

13,524 And you have also a large swimming school and two bowling alleys?—Yes.

13,525. Do you find that the health of the inmates of the college has been improved since those have been added to the institution?—We find that there has been a remarkable improvement, both physically and morally. A moment's reflection may show you that when a lot of youths like that have the opportunity of working off their physical strength and vigour and steam in gymnastic exercises, they are much more amenable to discipline; and so we find the effect to be wonderfully helpful both from a physical and moral point of view; and I may, by relating a little incident, show how marked that result has been. At an anniversary which occurred two years ago when the first class of our college which had gone completely through the college course of gymnastic training, appeared before the public, Mr. Bayard, now our Secretary of State in America, and then a director of the institution, was on the platform, and after the exercises were over he said to me:—"I want to "ask you a question. I was very much struck with the "fact that every young man who came up on to this "platform to deliver his address at graduation and to "receive his degree, came up with a firm, manly, vigorous "step. Now, I have noticed in ordinary colleges that "a certain number will be men who look feeble and "delicate." I said:—"You remember this is the first "class that has been entirely through its course in "gymnastic training." The fact was that there were two young men among that number who entered the college apparently soon to die. One with a hollow flat chest and no muscles at all seemed to be a candidate for an early grave from consumption. He came out as well-rounded and vigorous as any of the others. And I cannot speak in too strong terms of the importance of gymnastic training for the deaf.

13,526. I think you have kept some statistics with regard to the muscular improvement and measurement round the chest, also of some of your pupils?—Yes, we have done so; and they will be found in the twenty-fifth of the annual reports bound up in the volumes I have left with you.

13,527. Will you kindly refer us to the passage?—There is a paragraph in our report made in June 1882, with reference to some of the results of physical training. The paragraph is as follows:—"The results grow-"ing out of the work done in our new gymnasium have "been most gratifying, whether they are regarded from "a moral or a physical point of view. The morale of "the institution was never as high as during the past "year. The instances where discipline became neces-"sary have been very few as compared with former "years, and the reactive effects of an improved physique "on the mental and moral faculties has been markedly "favourable in many instances. During the six months "from November 1 to May 1, all the students of the "college and the older boys from the primary school

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" were required to spend four hours a week in active " gymnastic exercises, viz., an hour on Monday, Tues- " day, Thursday, and Friday of each week. These " exercises consisted of dumb-bell practice, in concert, " intended to open the lungs, stir the blood, and set in " motion the whole body, and in the development of " special muscles by the use of a number of ingeniously " prepared machines, designed and furnished by " Dr. D. A. Sargent, the director of the gymnasium of " Harvard University. The dumb-bell exercise was " acquired with great readiness, and given with pre- " cision, the idea of rhythm and time in marching being " conveyed by the assistance of drum beats. The great " benefit arising from the use of the special apparatus " has been clearly shown in the uniform increase of " chest girths, arm girths, &c.; in the erect carriage " and springy step of the students, and above all in the " desire for *regular* exercise, as shown in their work on " days when the exercise was not compulsory. The " physique of each student was carefully recorded in a " series of 42 measurements taken at the beginning and " again at the end of the season. The average chest " girth of about 50 young men showed the following " gains:—

	November.	May.
" Inflated - -	·897	·918
" Repose - -	·853	·864

" The measurements given are decimals of a meter.
" The greatest gain in chest girth was:—

	November.	May.
" Inflated - -	·890	·972
" Repose - -	·855	·910

" Some interesting cases occurred of the development " of limbs into symmetrical proportions where marked " discrepancies existed when the first measurements " were taken. A single illustration will be sufficient:—

	November.	May.
" Right calf - -	·377	·388
" Left calf - -	·373	·388
" Upper right arm -	·297	·305
" Upper left arm -	·300	·305"

We were able to produce symmetry in that young man whose left side at one time had probably been slightly paralyzed.

13,528. (*Mr. Johnson.*) With regard to what you have said about the Milan Conference, I should like to put a question to you. Have you any idea what are the opinions of the teachers of the deaf and dumb in America as to the adoption by the London School Board of the oral system of teaching; has it been made a subject of any comment or consideration amongst the teachers of the deaf and dumb in America?—I can say that it has not been in any formal manner in convention, but it has been commented upon, and decided regret has been expressed that where so many children were to be taken care of as in these schools in London, that rigid rule has been laid down, and it has been felt that the best results would not be obtained.

13,529. Were those gentlemen whom you consulted, or with whom you talked, aware how it was that the London School Board came to that conclusion; might they have been guided, do you think, by the results of the Milan International Convention?—It has been a subject of complaint in America among teachers there, that the action of the Milan Convention seemed to have had an effect in England far greater than we could bring ourselves to recognise in America as proper; but that has always been spoken of as a matter of some little surprise.

13,530. (*Rev. C. M. Owen.*) Because it was not of a sufficiently representative character?—Precisely so.

13,531. (*Admiral Sir E. Sotheby.*) What are the hours that the professors are supposed to be present in the college; how many hours?—The professors of the college are on an average engaged in three recitations each day, of from three-quarters of an hour to an hour each. That however, does not represent by any means the entire amount of time that they give to the work of their professionships, for essays are submitted to them, preparations are made for lectures, and much work is done outside those three hours. They are required to give lectures, and to perform duties, and attend faculty meetings, and to do other things in connexion with the work of their professionships that would very much extend the hours that were given to their duties. So that in speaking of the hours given to duty by college professors, it would be extremely difficult and unjust to make any comparison between them, and the hours that might be expected to be required of teachers in a primary school, who would go into the school-room, and remain in it five hours.

13,532. How many hours do you think the professors give altogether, from the time they go into the college, until they come out of it?—They are supposed to give all their strength.

13,533. But then they are professors elsewhere, are they not?—No they are not.

13,534. They hold no other office?—No.

13,535. They cannot?—They would not be expected to.

The witness withdrew.

Adjourned to Friday, December 3rd, at 12 o'clock.

6, Old Palace Yard, Westminster.

Friday, 3rd December 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. A. J. MUNDELLA, M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. JAMES SIME examined.

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13,536. (*Chairman.*) You are one of the directors of the Royal Blind Asylum and School at Edinburgh?—Yes.

13,537. For how many years have you held that position?—I have been a director for five or six years; since December 1880.

13,538. Previous to that time had you taken any part in the education of the blind?—Previous to that time I was not engaged in taking any part in the education of the blind, but I was largely engaged in education generally.

13,539. We found in Scotland different systems of education for the blind existing. At Glasgow we found that the blind children were educated in the board schools. Have you had any experience of that system as distinguished from large schools and institutions for the education of the blind?—I have seen blind children being educated in a board school, and I have been in communication with others who have had to do with blind children in board schools, but my views regarding the teaching of blind children in board schools are, I may say, more theoretical than practical.

13,540. You are aware that the blind workers in Scotland memorialised the Commission that blind children should be taught, as far as possible, in the board schools, and not in separate institutions?—Yes, I am aware of that. I have seen their arguments.

13,541. Do you think that, on the whole, it is better that they should be taught in separate institutions than that they should be taught in board schools?—My belief is that, on the whole, blind children would be better dealt with in separate schools. Experience may lead to a combination of the separate system and the school board system, but I see no way of combining the two at present.

13,542. I suppose it must be admitted that there always will be a certain number of cases which, from various causes, would require a greater amount of care in instruction than they would be likely to get in the ordinary schools?—That is unavoidable, I should say.

13,543. That being so, we may assume that institutions for the education of the blind must always exist; and, therefore, it would be a question rather of degree than as to their existence or non-existence?—That is my impression.

13,544. Do you think that blind children become more helpful to themselves if they are taught in a separate school than if they are taught with seeing children in a Board School?—My opinion is that they become more helpful to themselves if they are taught in a separate school.

13,545. Is that opinion founded upon any experience?—Upon what I have heard from others.

13,546. Do you find, as a fact, that children after they have left your institution are able to look after themselves, and that they have the same confidence as those who have been in the habit of mixing freely with the sighted?—Judging from what I see boys do and girls do in the gymnasium, and judging from the way they go about the grounds, and the way they move along the street, I would say that as a rule blind children taught in a separate school, such as we have in Edinburgh, have really as much confidence as sighted children.

13,547. That presumes the existence of a gymnasium in such schools and every facility being afforded to give them confidence; where those were absent may I take it that you would not find the same confidence?—I would not say that it presumes the existence of a gymnasium, that is not indispensable to give confidence, because the confidence existed before we established a gymnasium in our school. Before its establishment the children were running about the lobbies mixing with one another. They were very cheerful and very confident; after they had been a little while with us, that is to say.

13,548. You think a gymnasium is not so valuable for giving confidence as it is for improving the general physical health of the children, who otherwise would not take the same amount of exercise as sighted children would do?—It does both; it both gives confidence, and it developes the muscular system of the children.

13,549. What is your opinion with regard to the practicability of teaching blind children at their homes by means of outdoor missionaries, or through any other similar organisation, or visiting and teaching children in their homes?—After talking it over with one or two of the missionaries (who are engaged in a very good work), I came to the conclusion, from the information which they themselves have given me, let alone the theoretical considerations that would lead anyone acquainted with education to form a conclusion on the subject, that the work could not be well done in the child's own home.

13,550. Of course in the case of many blind children the parents are unable to look after them, as they would be looked after in a well-managed institution such as yours is?—That is unavoidably the case; the parents of some of these blind children are engaged, at least the father is, the whole day at work.

13,551. I think you are acquainted with the experiment that was tried at Greenock some time ago of teaching the blind in the public schools?—I have heard something about it from members of the School Board at Greenock,—members who have taken a great interest in the affairs of the School Board, and I have also heard something about it from a young man (he is a young man now) who had been a boy at one of these schools. It was about 18 years ago when the experiment was commenced.

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13,552. Did he say that the education that he received was unsatisfactory, and did he receive any other education elsewhere to supplement it?—This boy received education from his father at home. He told me that he got a good deal of information of course from the lessons given to the sighted children in the class. I have a letter from him which perhaps I may as well hand in (*handing it in*).

13,553. You are aware that the people of Glasgow have not been dismayed by the so-called failure of the system of teaching the blind in the ordinary schools at Greenock, and that they are trying it now in Glasgow?—I asked our manager to inquire how many blind pupils they had in the Glasgow schools, and he got this answer back from the clerk to the School Board of Glasgow:—"Dear sir, annexed I send you note of " names and addresses of children attending public " schools under this board.—William Grubb, 48, Sham- " rock Street; Margaret Aitken, 674, Gallowgate " Street; Agnes McQueen, 61, Queen Mary Street." But we do not know whether these are wholly or partially blind, which is a very important difference. I was at a school this morning in London (the Bowling Green Lane School) where there were three or four blind children, but none of those I saw were really blind; they could distinguish colours; they could distinguish my fingers when I held them up; they could distinguish places on the map of England when I pointed to them.

13,554. Still they might be blind for all purposes of general education as compared with other children?—Yes, threatened with blindness.

13,555. Do you think in Edinburgh you have got all the blind children into schools of one kind or another?—I could not answer that question; but I am afraid that we have not. We have done our best in Edinburgh to get all the blind children to attend school; but the parents are usually so poor that it is not easy for them to send their children to school. There are no blind children in the Board Schools in Edinburgh.

13,556. Do any of the parents of the blind children in your school pay anything for their education, or do the Parochial Boards pay anything?—Sometimes the parents pay, sometimes the parochial authorities pay.

13,557. I think you told us when we were at Edinburgh that some of these parochial boards only pay for the children up to the age of 13?—Yes.

13,558. Though they can legally pay for them up to the age of 16?—I am not certain whether they can be compelled to pay for them up to the age of 16.

13,559. You keep your children after they have arrived at the age of 13?—We keep them up to the age of 16.

13,560. Is it the fact that the parochial boards do not pay for them between the ages of 13 and 16?—I would not like to say that. I think they sometimes do. The Education Act (1872) fixes 13 as the maximum compulsory school age (§ 69).

13,561. Do you think it would be desirable that the parochial boards should be compelled to pay for the education of blind children up to the age of 16?—I think they should up to the age of 16.

13,562. You are in favour of compulsory education for the blind up to the age of 16?—I am in favour of that; I think that 13 contemplated by the School Act for Scotland of 1872 (§ 69).

13,563. As you have told us, it is not carried out?—Theoretically it is in the Act to which I have referred.

13,564. You would prefer that means should be taken to see that all blind children are educated?—Decidedly.

13,565. Do you think that they should receive a distinct grant from the State?—I think they should—a different grant from the sighted.

13,566. But on the same principle?—On a similar principle, or the same principle.

13,567. Have you considered at all whether the locality in which the blind child resides should be called on to make a contribution in aid of the grant by the State?—It seems to me that when a blind child comes from any locality, the whole expense of the child's education should not fall upon the State. I think the locality itself has something to do with its own blind, and that the locality and the State should go hand-in-hand in what they contributed. If the locality contributed one-half,

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the State should contribute the other to the grant that was given. At present we receive 20*s.* for each pupil from the State, calculated on the average attendance.

13,568. That is not simply for attendance?—No, we are on the same footing as an ordinary school. We have a certificated teacher. We receive nothing from the school board; we receive money from the parochial boards. We do not object to receiving the money, but we object to the money coming through the parochial boards in the form of an eleemosynary grant. We think that the blind scarcely stand in the position of paupers; we think they should be taken out of that category, if any means could be adopted for doing that. Then we think that the grant as at present given by the State is too small for blind children, though it may be a very good grant for the sighted. In the sum total taken all over the country it is a very large grant for the sighted, but for the blind it is a very small grant, and it seems to me that the State ought to give a far higher grant than 20*s.* or 21*s.*, and that the School Board of the locality, or the parochial board, ought to contribute in the same proportion as the State contributes. My idea is that if we had 5*l.* from each for each blind child we would then be able to teach blind children properly in separate schools.

13,569. Is 21*s.* per head the highest amount that can be earned in Scotland?—I think that is about the highest calculated on the average attendance.

13,570. Voluntary contributions, of course, have provided the buildings in your case, and would generally in most institutions in Scotland, I suppose. You do not contemplate that 10*l.* would cover the cost of fresh buildings. You assume that voluntary contributions provide the buildings?—I am assuming 10*l.* for maintenance, education, and upkeep.

13,571. Voluntary contributions would have to be relied on to a considerable extent, because they would provide the buildings?—They have done so.

13,572. And they would continue to do so if a grant of 10*l.* were given by the State and the locality for each child?—It comes to be a question whether voluntary contributions would keep up if the State were to give a grant similar to that which we are speaking about. I do not think we would much suffer in the way of voluntary contributions.

13,573. For the maintenance of the school?—For the maintenance of the school and for other purposes, even though we had a grant from the State.

13,574. What is the cost of the maintenance and education of each child in your institution at present?—Between 15*l.* and 20*l.*

13,575. Supposing 10*l.* per head were given by the parochial boards and the State, what would be the cost to them of the education of all the blind in Scotland?—It depends first of all upon the number of the blind in Scotland. Now I have got a very accurate return made out of the number of blind in Scotland based on the census of 1881, which gives us about 3,158, or say, 3,200. I do not think there are more blind in Scotland than that number. I believe that other estimates have been formed of the number of blind in Scotland, but I prefer to base any estimate on the census. I think it is the safer thing to do. The number of children of educational age is put down in this return at 406, but that includes 65 who are under five years of age; the custom in Scotland is not to send children to school till they are past five, past six indeed; it is different from the custom in England; so there would not be more than about 360 or 400 children to provide for altogether, even up to 16 years of age. I am not sure that there would be so many. In that case the total cost for the whole of Scotland if every child was at school would not exceed 4,000*l.* That is for children under 16 years of age.

13,576. With regard to the general education of the blind how far, in your opinion, should it differ from that in ordinary schools?—The subjects should be the same.

13,577. Would you not teach music to a greater extent than it is taught in the ordinary schools?—In some of the ordinary schools in Scotland the piano is taught, and there may be other things taught besides the piano.

13,578. Do you think music should be universally taught in the case of the blind?—Not universally; it should be taught to those who are able to pick it up and who give some promise of doing well in it. I am speaking of instrumental music and piano tuning.

13,579. I am asking you specially with regard to institutions where you keep children to the age of 16?—My answer has reference to such institutions.

13,580. Do you think that Kindergarten instruction should be made more of a subject than it is in the existing Education Code, where it is, I believe, confined to the infant classes?—My opinion is that Kindergarten teaching should be very extensively given in the case of blind children.

13,581. More so than it is?—More so than it is. We are carrying out the system as far as we can at Edinburgh.

13,582. You have alluded to gymnastics which is not always part of the ordinary training?—It is coming to be part of the ordinary training; it is not a part of the ordinary training to the extent it should be; we make it part of the ordinary training in the Edinburgh Blind School.

13,583. With regard to the types used do you think there would be any advantage in having one uniform type for the text books?—It would certainly be an advantage if there was one uniform type, although it is not indispensable to have only one system.

13,584. Assuming that for those who become blind when they are aged the Moon type may be desirable, do you think that for elementary education the Braille type should be the only one taught?—The advantage of the Braille type over the Moon type is very great in point of compactness. In order to get at that I got a comparison made of the amount of space occupied by the New Testament in Braille, and the amount occupied by the Moon type, and the proportion of the two is two thirds to one. That is an immense advantage in favour of Braille.

13,585. Is that the Braille with contractions or without?—It is the ordinary Braille with contractions except for beginners. A child can easily learn Moon as well as Braille, but the Braille type has so many advantages that people prefer it as a rule.

13,586. Where do you get your books from at present?—We print some ourselves: the pupils make others, but we get them chiefly from Dr. Armitage.

13,587. Do you think there should be any assistance from the State with regard to the printing of books for the blind?—That is a point that it seems to me the State could give help in as they do in America. In 1879 Congress voted a fund of 250,000 dollars to be left in the hands of the Treasury, the interest of which, 10,000 dollars, was to be specially appropriated to the American Printing House for the Blind, which is a private printing establishment, and they get this grant of 10,000 dollars annually for the purpose of producing books for the blind.

13,588. Do you think the State here should set up a printing press for the blind, or subsidise an establishment like that of which you have just spoken?—I do not think the State should set up a printing press, nor do I think that they should subsidise a private printing press.

13,589. But you think that they might be asked to make a grant for the purpose of buying books?—Yes, the same as the Education Department used to make in former days to sighted schools.

13,590. Do you think it would be an advantage that every blind child should be taught to write by the printing frame in the ordinary writing type of the seeing?—Yes; the intelligent blind somehow pick it up very readily; one young man of 21 picked it up in a week with us lately, but others would have more difficulty in picking it up considering the number of movements that have to be executed.

13,591. Can the blind use the type writers with facility?—Yes. I have a specimen of the Remington type here done by one of the girls in our Edinburgh institution (*handing it in*). The composition is her own.

13,592. These type writers would be especially valuable for the education of those who were likely to be engaged in any profession?—Of course they would be very useful in those cases.

13,593. Do you propose to give higher education in your school, if possible?—I should like exceedingly if we could give higher education.

13,594. To those who remained to the age of 16?—And were competent to receive the education, but without funds we cannot give that higher education.

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13,595. Do you give any industrial training at your school preparatory to the children going into the workshops?—None to speak of to the boys; to the girls we do; they are taught knitting and sewing.

13,596. Are they taught to use sewing machines?—I do not think the girls use sewing machines.

13,597. Have you any suggestion to make with reference to giving blind children greater facilities for becoming pupil teachers than exist at present in Scotland?—If a blind boy or girl of 14 or 15 or 16 were competent to become a teacher I do not see why that boy or girl should not be apprenticed the same as a sighted child is; there has been nothing of the kind as far as I am aware, and I think it would be an advantage to blind children, who are able to become teachers, if it were in their power to become such teachers. A very slight modification of the existing code would enable that to be done.

13,598. At present a blind child would not be recognised as capable of being a pupil teacher?—There are no blind pupil teachers that I am aware of. If the question were asked, will you take on a blind pupil teacher? I do not know what the Government Department would say; very likely they might be in a difficulty.

13,599. You think that greater encouragement should be given to the training and employment of blind pupil teachers in blind schools than is given at present?—Yes.

13,600. Is it impossible, under the existing system, to get a grant for the blind pupil teachers who are being trained in your school?—We have not raised the question. We had an assistant teacher who was blind, and a very capable teacher she was, but she received no grant from the Government. I forget whether the question was laid before the Government or not, at any rate she never went in for her examination, though she was quite competent to have been an assistant teacher under the existing code.

13,601. You want an amendment of the law in that respect?—Rather a declaration of the law; we want a declaration of what the state of the law is in that respect as regards the blind.

13,602. Passing from school life to the industrial training of the blind after they have left school, will you tell us your experience of the working of your system of workshops, and your boarding-house in connexion with them?—Our system is this: Boys of 16, who wish to become workers in the workshops, are transferred to a boarding-house that we have, connected with the institution, or they reside with their parents or near relatives. Then for some years they are engaged as apprentices; if they are living in the boarding-house, the cost is 8*s.* 6*d.* per week for them, and then as they begin to make a little money by their work, that of course is accounted for. If they live with their parents, then they come in every day to learn their work. As regards the girls, they do not leave the school, they are simply transferred to another department of the school, where the women are, called the work-room. Then if either the boys or the girls have no relations who can pay for their keep, it comes to be a question how much the parochial boards will give, which is usually a question difficult of solution.

13,603. Have you had any refusals from the parochial boards to contribute to the maintenance and assistance of those lads or girls after they have left school?—The manager conducts all the correspondence with the parochial boards, and it would be better to ask him that question, because he can go into all the details. It is always a difficult question.

13,603. With regard to the adult blind, those who become blind at a mature age, what provision do you think should be made for them?—That is one of the great difficulties we have had to contend with in Edinburgh from the date of the foundation of the school; from 1793 onwards it has been a very serious difficulty. Our directors, or rather the founders of the Institution went on two principles. One of those principles was that the blind could not, as a rule, compete on equal terms with the sighted, and the other principle was that really good workers should have their wages supplemented in proportion to their diligence and their good conduct—"industry and diligence" was the phrase used about a century ago by the founders of the school—and we try to go on those same principles still. Where several of our blind workers make good wages, they require no augmentation in order to lift their wages up to a living point, so to speak; others of them, the majority I should say, do require something added to the wages allowed to them, and we make allowances to them from funds that we receive in the shape of charity. Those allowances take different forms. We give them clothing; then if they happen to be ill they have what we call sick allowances, there is a medical man to attend them, and for a considerable time their wages were continued to them as if they had not been sick. Then they have also an allowance of so much per week to bring their wages up to 14*s.* or 14*s.* 6*d.* a week, because we consider that to be the lowest point at which they can manage to keep a family. All this comes from charitable funds, and the charitable funds that we raise are not sufficient to meet all these requirements for the adult blind.

13,604. You have not any extensive system of pensions in Scotland as there is in London?—No; you have more pensions for the blind in London than we have in Scotland; however, a considerable sum of money has been left in Dundee and other places for pensions to the blind.

13,605. Is that form of charity spreading in Scotland?—It is spreading.

13,606. Do you look upon that as the best means of providing for the aged and deserving blind?—It is a good means of providing for them.

13,607. Do you think it is the best means?—It is certainly immensely better for them than receiving poor relief. I would say it is the best means if there was money enough to provide for them in that way.

13,608. Do you think the State should in any way assist those who have become blind and who are unable to work, from no fault of their own, and should put them in a better position than the ordinary pauper who receives relief from the parochial board; do you think a distinction should be drawn by the State between the two classes?—As regards aged and infirm blind, those who are unable to work, pensions from charitable funds are as good a means of providing for them as you could have; but as regards those who are able to work, who are under 40 or even 50 years of age, who may be willing to work, but who have not that aptitude or capacity for working that would enable them to earn a sufficient maintenance, they stand on a different footing. I should say it is not likely that we shall ever have in Scotland funds sufficient to provide them with the necessary augmentation. I should say that that was a case where, as in the case of juveniles in America and elsewhere (at all events in America), the State should come in with some help, whatever form it took.

13,609. How should that help be administered?—Under the inspection of an inspector.

13,610. How would the funds be distributed?—I do not see how they could be distributed except through the agency of institutions. I do not see how the money could be paid to the blind themselves individually.

13,611. That is what is asked for by the blind workers in different parts of Scotland?—Yes, I am aware of that.

13,612. You do not approve of that?—I do not see how the State could pay them in the same way as pensions are paid to individuals. The payment of pensions to blind workers, to men under 50 years of age actually engaged in trade, would have to depend upon a certificate given by a qualified inspector who would certify that they had been really diligent, and were really doing their work well, and were worthy of help. I think that certificate would be indispensable.

13,613. Do you think that there should be some place where all those who are blind should have the opportunity of getting work, rather than that they should be left to work at their own homes?—I can only speak of our own experience.

13,614. Does that cover all the adult blind in Edinburgh?—It covers all the adult blind in Edinburgh, I think.

13,615. Except those, perhaps, begging in the streets; —Yes. My experience derived from our own institution is, that the blind as a rule will get on better in institutions than if they attempted to set up business on their own account, because those who have attempted to do that, either in Edinburgh or the country towns, have come back to us even when they have got help from us.

13,616. They no doubt had a difficulty in getting materials, and in getting their work sold, which in the institutions of course there are facilities for?—Yes.

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13,617. Is there any other point you would like to bring before the Commission which I have not touched upon?—You were asking me about music, and about piano tuning. I may say that my experience is not that music is specially fitted for the blind. I could not take that view. The blind can do a great deal in music. Perhaps there is a larger proportion of the blind able to become good musicians than there is of the sighted; but that a very large proportion of the blind could earn a livelihood by piano tuning or as organists I am not so sure about.

13,618. From your experience of the blind in Scotland, are you able to say whether there are many who are getting a good livelihood either as organists, or as performers on any other instrument, or as tuners at the present time in Scotland?—We have several in Scotland in connexion with our own institution. One, a young man of about 24, who is a capital violinist; he goes out as a piano tuner. He has 30*s.* a week from us as a piano tuner.

13,619. He gets outside employment?—Yes, we send him out.

13,620. You guarantee him that, in fact?—Yes.

13,621. Are there others in Edinburgh?—There are others in Edinburgh whom I sometimes speak to in the street, who go about as piano tuners, and there are others whom I know in the country.

13,622. Have those been educated in your institution?—Some of them in our institution, and some of them in London. I met an organist in Alloa the other day who is making a good thing of it. He came from London. He was educated at Norwood. We give every facility for instruction in music: the great drawback is that we have not the means we would like.

13,623. (*Mr. Arrol.*) Do you teach the organ?—Yes we have an organ in the chapel, and we teach the violin and the piano. One of our blind boys wrote an International march, which was played at the Edinburgh Exhibition. He played it himself on the organ. He was educated with us wholly, and he is now acting as a pupil teacher with us.

13,624. (*Dr. Armitage.*) I think you said that you preferred the blind being educated in separate institutions to their being educated in the ordinary day schools?—I did.

13,625. Do you think it better that blind children generally should be taught in special institutions rather than that they should receive their elementary education in board schools, and then be passed on to the workshops at 13 or 14 to learn their technical work?—Yes, I believe a separate school is a better arrangement for the blind children.

13,626. You think that a blind child receives a better elementary education in a separate school than in an ordinary day school?—I think he gets more justice done him in a separate school.

13,627. I want to ask you about the system of Government inspection that you have; are the children at Craigmillar inspected by a Government inspector?—The school has been inspected twice by the principal inspector for Scotland, Dr. Wilson; he brings along with him one of his assistants, and they go over all the standards, and the assistant to Dr. Wilson picks up, as far as he can in the short time, the methods adopted by the blind and is able to go very thoroughly into the work done by the blind in the school.

13,628. In order to obtain the grant it is necessary that the children should pass in the respective standards, the same as children in sighted schools?—Yes.

13,629. The grant is not simply a capitation grant; it is a grant for results on examination?—It is a grant on the same principle as in ordinary schools: it is not a capitation grant merely.

13,630. (*Dr. Lyon Playfair.*) I suppose we may assume that the inspector was inclined to be lenient in passing the children through the standards?—He was rather surprised at the results that were achieved; but I cannot tell whether he was lenient or not. Naturally I should say one would be inclined to be lenient in the case of the blind; but I have no reason for thinking that he was.

13,631. You think it would be a desirable thing that the Education Department should encourage blind pupil teachers when they show a capacity for teaching?—I think so.

13,632. And that those blind pupil teachers should either teach in board schools, or in separate institutions?—I think so; I think they should be on the same footing as the sighted.

13,633. You think that is not done now?—It is not done now so far as I am aware.

13,634. (*Rev. W. Sleight.*) Have you an infant school in connexion with your school?—Some of the children are what would be called infants. We have not a formal infant school, but there is what may properly be called an infant class.

13,635. Did that infant class earn a grant?—It underwent examination.

13,636. Do you know of any case of a certificated blind teacher in Scotland?—I do not know of any such case.

13,637. (*Dr. Campbell.*) You told us that the apprentices cost you 8*s.* 6*d.* a week; is that 8*s.* 6*d.* only for maintenance, or does it include also the cost of technical instruction?—That 8*s.* 6*d.* includes everything though nominally for maintenance only.

13,638. What proportion goes for instruction in trade?—There is no division made.

13,639. Do those who live with their friends and who do not live in the boarding-house receive their instruction in trade for nothing?—They do not pay the 8*s.* 6*d.* of course.

13,640. Do they pay anything for instruction?—No.

13,641. In round numbers 8*s.* 6*d.* a week would come to 22*l.* per annum. Why does it cost so much more in the trade department than it does in the school department? You say the cost in the school is 15*l.* to 20*l.* per annum, including instruction, maintenance, and everything?—I do not know what the exact cost in the school is, but it is something under 20*l.*, but not for everything. I am not sure of the exact cost.

13,642. There are many blind persons who become blind, after school age, at the age of 30, and so on, who are too old for school and too old to teach them anything but some simple trade. Do you think the Government ought to do anything towards providing instruction for them in some trade?—There are a good many who become blind by accident after they are 25 years of age, sometimes even they are 40 years of age. In some cases the works in which those people meet with their accidents keep them on; we have examples of that on the Clyde. In other cases they come to our manager and ask him to take them in, and they learn a trade under him.

13,643. Would you recommend that the Government should assist men of the class of which I am speaking by affording them the means of learning a trade?—I think they would come under the class of those who on account of their being blind have a claim to help from those who have the use of all their senses.

13,644. (*Dr. Tindal Robertson.*) I understood you to say that if the State would give 5*l.*, and the parochial authorities would give 5*l.*, towards the costs of the maintenance and education of blind children, you thought you could get the rest by voluntary contributions; the rest, I assume, would be about 10*l.* You said that between 15*l.* and 20*l.* was the cost; would it be nearer 15*l.* or 20*l.*?—I should say it would be nearer 20*l.*

13,645. Do not you think that if you got 10*l.* a head by State aid, and by parochial aid, you would kill, to a certain extent, voluntary aid?—You could not tell till you actually put it to the test, but I would fain hope it would not.

13,646. With regard to training do you carry on any handicraft training concurrently with the ordinary school education; are the children when they are receiving school education sent for a certain time to handicraft work?—The boys have no such industrial training to speak of; the girls are taught sewing and knitting.

13,647. With regard to pensions, it has been found in England, according to the evidence given here, that the pensions overlap each other; do you find that that is the case in Scotland?—We have very few pensions for the blind in Scotland.

13,648. Do you find that one person ever gets more than one pension?—As a general question I am afraid it is too much the case, but we have very few of those pensions for the blind in Scotland, especially in Edinburgh.

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13,649. Do not you think that with a view of avoiding that evil the administrators of those pensions might very well put themselves in communication with one another?—I certainly think so.

13,650. (*Mr. Mundella.*) Do I rightly gather that you are of opinion that the education of the blind should be regarded as a duty by the municipality and by the State combined?—My idea is that the local parties and the State are both interested and both ought to combine in doing their duty by the blind.

13,651. Then you would confer upon the local authorities the power and the duty to educate the blind?—Both.

13,652. That is to say you would make it obligatory that they should educate them, and you would empower them to raise the means for so educating them by rating or otherwise?—You are aware that it is obligatory already in Scotland by the Act of 1872.

13,653. It is obligatory that you should educate all children, no doubt, but I am afraid it has not been regarded as strictly obligatory so far as the blind and the deaf and dumb are concerned up to now?—That is the case.

13,654. You are of opinion that the obligation ought to apply to all children including the blind and the deaf and dumb?—Yes.

13,655. And that the local authorities should have the power of enforcing that education and of paying for it?—I think so.

13,656. And that that ought to be supplemented by a State grant?—I think it should.

13,657. Suppose you have trained a child to a trade at the age of 16, and suppose he is able to earn nearly as much, but not quite as much, as will maintain him, do not you think that it is there that voluntary effort should come in to assist him in maintaining himself till he can earn his own living?—Unfortunately voluntary effort does not do it at present. If we got Government help to train these blind young men to earn a livelihood for themselves, voluntary effort, I hope, might still be counted on.

13,658. But do not you think that if the State and the locality combined provided the education and the training of blind children, voluntary effort would then afterwards come in to assist them in maintaining themselves in a condition of independence after they had been properly trained?—I believe voluntary effort would come in, but I am afraid voluntary effort would not be sufficient.

13,659. At present your voluntary effort is directed to education and training?—It is directed to education and training and augmentation of earnings.

13,660. If it was devoted to only one purpose, namely, assisting blind youths and girls after they have been educated and trained to industrial work, do not you think it would stimulate voluntary effort, and tend to show those who were willing to come forward with their voluntary contributions that what was being done was done to assist those who were helping themselves to the best of their ability?—I am not certain that voluntary effort would be sufficient of itself even for that restricted field.

13,661. You do not know that in Saxony it is found to be sufficient?—I have read about it; but I have no personal experience of it.

13,662. We will pass on now to those adults who become blind by accident; what do you think the local authority and the State ought to do for them?—I think it may be assumed that the majority of those who had to learn a trade after they become blind would not be able to support their families by the new trade which they learnt.

13,663. First, they have got to learn a trade; in your opinion, would not the local authorities be expending their money wisely by stepping in to make grants of so much per head for the training of those persons in a trade, rather than for maintaining them in the workhouse?—Most certainly, I would rather have them be trained to be taxpayers than to be eating the taxes up.

13,664. (*Mr. Johnson.*) I think you told us that you know of a board school at Glasgow where blind children were educated with the seeing; have you any such arrangement in Edinburgh?—I believe there is no arrangement of the kind in Edinburgh. I was not aware of any arrangement of the kind, but to make certain I wrote to the clerk of the school board, and I have had a letter from him in which he says there are no blind children educated in the board schools in Edinburgh.

13,665. You suggested that the local authority and the State should each contribute 5*l.* towards the education and maintenance of blind children; do you suppose that 5*l.* from the State, and 5*l.* from the local parties would be enough to educate and maintain a child up to 16 years of age?—I would not like to say that; that would be a rate in aid, and a good rate in aid.

13,666. In the case of an institution, with its building and appliances already provided, that would be a very considerable rate in aid I suppose?—It would be a considerable rate in aid to us; though we have got our school built, the school, I am sorry to say, is very heavily burdened with debt.

13,667. A contribution of 10*l.* from these two sources would not be enough to educate a child and maintain it up to the age of 16?—It would not be enough, we should require more.

13,668. Do I rightly understand that 15*l.* is about the ordinary cost now?—Between 15*l.* and 20*l.*

13,669. You were asked where you get your printed books from; I suppose you get some from the British and Foreign Blind Association?—A good many of our books are printed by the children themselves, and by the masters, and I remember that the manager told me that he got a good many from Dr. Armitage.

13,670. By purchase, or as a gift?—Purchased, but they were bought certainly on very liberal terms.

13,671. Are there any books used in the school in any other type than Moon and Braille?—I think we have some books in Alston type.

13,672. The Alston type was the ordinary type of the blind in Scotland a few years ago?—Yes. Mr. Gall's type was the one used first of all; I do not know whether there are any books in Gall's type in the library or not, but I know the manager has some of them; they are not used now in Scotland.

13,673. I understood you to say that a portion of your education was music?—A portion of our education is music.

13,674. To what extent do you teach music. I am speaking of the school at Craigmillar?—We carry the children as high as we can, and we are anxious to carry them further than our present staff allows us to do. Some of those whom we have are being educated in music after the age of 16.

13,675. I suppose by special grants?—By special effort on our part. We have pianos, an organ, and an American organ, and instruction is given in all those.

13,676. Have you had any very great success in placing out blind persons who have received a special musical education?—Considering the extent of the country and the demand for organists, and so forth, I suppose our success has been very fair. We have some in Edinburgh, we have some scattered over the country, but it would depend altogether on circumstances whether you could say it was a great success.

13,677. But you have had a certain amount of success with your pupils who have received a musical education at your institution solely?—Decidedly.

13,678. Have you any statistics to show the number that have been sent from your institution to any particular college or institution where they teach music specially?—I do not think there are any such statistics. I sometimes hear of one or another who has gone to Norwood, for example. I cannot give you statistics.

13,679. From your experience among the blind generally, which has been a very large experience, do you think it is a desirable thing to educate them to a very great extent in music, with a view of following it as an occupation?—To those of them who have a great taste for it, I would give every facility possible.

13,680. But you would not specially educate them till they had developed that great taste?—My experience, both of the sighted and the blind, is that the taste for music is a taste that will not develope if it is not there by nature.

13,681. I think you said that your institution had these two ideas in view, the idea that the blind could not compete with the seeing, and the idea that the majority required help in the shape of some sort of subsidy; is

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that subsidy supposed to be for those persons who are very fair workmen?—Who are doing their best; but even when they do their best they do not come up to maintaining point or living point.

13,682. Have you any idea of the number of blind people who do come up to maintaining point?—The number is very small that come up to maintaining point We have 26 females in West Craigmillar, and they earned altogether 94*l.* last year. Some of them will earn 11*l.* and some only 4*l.* or 5*l.*

13,683. I was speaking about Craigmillar? — If we restrict ourselves to Craigmillar we have 26 females there, and they realise in the shape of wages 94*l.*

13,684. Amongst the 26?—Yes, of course they are of all ages.

13,685. Then your position as I understand it is this, that these people could not live upon the wages that they earn, and that is the reason why you supplement them?—They could not live on the wages that they earn at Craigmillar, and they are supplemented.

13,686. At Craigmillar the wages of the people that you employ are subsidised?—They are.

13,687. (*Admiral Sir E. Sotheby.*) Do you not think that the education of the blind children with the sighted would produce a spirit of emulation?—That is a question to be answered by experience.

13,688. But you said yourself, did you not, that you preferred the blind children being educated by themselves?—My feeling is that the spirit of emulation would not be developed to any extent sufficient to counterbalance other disadvantages. I am afraid that three or four or five or six blind children educated amongst 400 or 500 or even 40 or 50 sighted children would be so much taken care of at first that they would be spoilt rather than otherwise, and then ultimately they would come to be neglected.

13,689. Are you aware whether any of the blind people who have been taught music at your school are now begging or playing instruments in the streets?—There are not any that I am acquainted with, though there may be some such cases.

13,690. (*Mr. Mundella.*) Is there much blind begging in your opinion in Scotland?—In Edinburgh there are two or three blind whom I see very much engaged in what I can only call begging. They profess to be reading the Scriptures when people pass, and when I speak to our manager about them, he seems to be acquainted with them, and to look upon them as helpless cases. As to the general question as to whether there is much blind begging, really that depends upon the locality of the country in which one is, and I could not answer that question.

13,691. How would you treat isolated cases of blindness in the country. I do not mean in Edinburgh?—Do you mean juvenile blind.

13,692. Adult blind especially?—An isolated case of a blind boy or girl I see no way so well fitted for treating as by sending the child to an institution. I think that is the most effectual way of dealing with it. If the teacher of a village school, a board school, could do the work, it certainly would be an advantage; but I doubt very much whether he would have time with his other duties to do the work satisfactorily. Then in the case of a young lad above 16 years of age, and under 21 he should be sent to some institution to learn a trade or profession, as the case may be, according to his ability.

13,693. I am speaking now as to teaching them to read and write for educational purposes, and not as to their learning a trade?—If you are asking me whether I think young lads or adults should be taught to read; I say certainly they should.

13,694. But how would you propose that they should be taught in isolated cases in the country?—It is very difficult to start any plan. The outdoor missionaries for the blind who have a large sphere of good work for themselves profess to do this teaching, and they certainly ought to be encouraged in every way to do that teaching where it can be done; but every missionary has a wide extent of country to go over, and has to get up subscriptions besides for his society, and it is a very difficult thing for him to give time sufficient to teach one man in one part of the country, and another man or another woman in another part of the country. I would like something more effectual than that for the sake of the blind. I do not think that that is sufficient in the interests of the blind themselves.

13,695. (*Mr. St. John Ackers.*) By the Scotch Education Act it is compulsory is it not that the blind children should be educated?—That is compulsory. There are two clauses in the Act which deal with that.

13,696. But you have stated in evidence that they are not all educated; where in your opinion does the Act fail?—The Act fails in educating them, or in bringing a compulsory power to bear.

13,697. But will you point out in what way you would like the Act altered so as to strengthen the weak point to which you have alluded?—The weak point is the difficulty of educating and maintaining the child in its state of blindness away from home, supposing that the child's parents wanted to send the child to an institution. There are two authorities that come into collision, the Parochial Board Authority and the School Board authority. The parochial board authority may say that the child is not a pauper, and if the child is not a pauper then they may decline to give any help, and in that case there is no provision made by the Act for the child being properly educated.

13,698. Then, in your opinion, as the Act now stands it wants alteration?—I think it wants amendment.

13,699. In the direction of making practically universal the compulsory education of blind children?—Giving more power to that effect.

13,700. In your opinion does the Act require a further alteration so as to include the deaf as well as the blind, for you are aware that at the present time the deaf are not included in the Scotch Education Act?—I would certainly include all.

13,701. You have already stated that it is impossible to get a blind pupil teacher recognised so as to become eventually a certificated teacher. I suppose that difficulty arises from the fact that to enable a person to become a certificated teacher, there are certain branches of learning necessary which the blind cannot undertake, such for instance as drawing, is that so?—That is one branch.

13,702. In your opinion, should the present regulations be altered so as to enable blind persons to become certificated teachers?—My idea is that they should be so altered that facilities should be given for the few blind that would be required to become pupil teachers or assistant teachers.

13,703. In your opinion is it advisable that blind persons should ever become head teachers in schools?—It is a matter of fact that we have had a head teacher who was a blind man.

13,704. I am perfectly aware of that; but is it, in your opinion, advisable that it should be so?—I would prefer not to give a general answer to a general question. I would rather say, Let me see what the blind man is, and I will tell you. It will depend entirely upon the blind man's powers.

13,705. But there are certain blind men whom, in your opinion, it would be advisable to employ as head teachers?—Certainly.

13,706. Is it not a distinct hardship that blind persons cannot become certificated, and therefore the schools in which they teach cannot get the grant?—I quite agree with you.

13,707. You spoke of inspection by Her Majesty's senior inspector for Scotland; had he himself before he came there any knowledge of the different systems of teaching the blind, so far as you are aware?—Not that I am aware of.

13,708. The examination was conducted by a layman, with the assistance of one other person; was the assistant whom you mentioned who came with the chief inspector skilled in the methods of teaching the blind?—Not when he came.

13,709. So that in fact the whole examination was conducted by persons who up to that time had no technical knowledge of the education of the blind?—Practically it was.

13,710. We noticed in your institution one blind woman, if not more, who had become blind through small-pox, not having been vaccinated; is that common so far as you know in Scotland?—I do not think it is.

13,711. Have you any statistics (I do not see any in your report, but possibly you have some), as to the causes of blindness in your institution?—There are statistics. I do not know that I have them with me, but I think that I could give you them.

13,712. Is it the habit of your institution to keep accurate statistics as to the causes of blindness?—We usually ask the causes, but I have not the statistics with me. The per-centage of those who have been blind from birth is comparatively small, and the number who become blind from accident or disease goes on increasing.

13,713. Is it so far as you know universal in Scotland to keep statistics of this kind in these institutions?—Not that I am aware of.

13,714. Would it not be very useful that such statistics should be kept?—It would be useful, and I see no reason why they should not be kept. No one can be admitted to our institution without a medical certificate stating the cause of blindness, and that the child is really blind and an object for the charity.

13,715. And these are all tabulated?—They are all scheduled and tabulated.

13,716. We were told in Edinburgh, when visiting your institution that, last winter, which was a time of considerable distress amongst the working population of Edinburgh, there was not a single blind workman out of employ?—Judging from the papers that was our impression. We saw none and knew of none.

13,717. Is that usual throughout Scotland?—I could not say.

13,718. You spoke just now in answer to a question with regard to the number of street musicians; are you aware that the returns of the society for promoting reading amongst the blind in Edinburgh gives ten as the number of street musicians in that city?—I am not aware; there may be that number, or there may be even more.

13,719. But at any rate there is a very considerable number of blind persons who get their living in that way?—I have no doubt of that.

13,720. Is it your experience that they are people of good character who are unable to get their living by a higher class of music, simply because there is no opening for them?—I do not know; but I would not encourage them.

13,721. Do you think that it has a detrimental effect upon their character?—I think so.

13,722. I am afraid I must revert to a question which has been brought forward over and over again to-day, viz., the question of the cost of from 15*l.* to 20*l.* I want you kindly to explain to the Commission how you arrive at those figures; because taking on page 18 of your report the total cost and dividing that by the total number of inmates, we get, so far as I can see, an average of over 40*l.* per inmate. Will you be good enough to tell us how you work out the figures which were given us in Edinburgh, and which were given us again to-day in evidence?—I cannot pretend to have worked them out.

13,723. The amount is 1,998*l.* divided by 48?—I should require to look into these figures very carefully before answering the question. But there are two departments in the institution with 73 inmates. 47 is only the number of children, and the divisor should be at least 73, not 48.

13,724. What does the 15*l.* to 20*l.* include?—What we say is, that the 15*l.* to 20*l.* is the cost of the keep and education of the child.

13,725. Merely the food of the child?—No.

13,726. That does not include the clothing of the child?—I am not sure about the clothing.

13,727. Then so far as I understand from you it is the food that costs that amount, but the actual cost per child, taking all the extras, comes to something over 40*l.*?—Taking all the extras, the cost of the school department is about 29*l.* Of course it is not easy always to separate the two departments.

13,728. (*Mr. Arrol.*) On the admission of children to your institution do you cause them to pass under any examination by an oculist for the purpose of ascertaining whether it is possible to apply some skill to the amelioration of their complaint?—Not so far as I am aware with that view. We require a medical certificate, and the medical officer connected with the institution examines the children's eyes, and if he saw that the child was really a sighted child, then of course, unless the case was a very serious one, we should not think of admitting it; but I cannot say that we do it with that distinct end in view.

13,729. Do you not think it advisable for all institutions to adopt some system of that kind?—I have no doubt that it would be advisable, but I do not know that it would give us much help. *Mr. J. Sime.* 3 Dec. 1886.

13,730. Would it not confer much benefit upon the unfortunate blind. Are you disposed to consider that it is advisable for children to be removed from their parental roof in early years and brought into these institutions, which are specially set apart for them?—In not a few cases it is a great advantage to the children to be removed. In other cases it may not be an advantage, so far as parental control is concerned, and so far as home is concerned; but then it is always a balance of difficulties with children as well as with grown up people; and the advantages which a child gets in the way of education, even when his home is comfortable, and his parents all that can be desired, are such as to form a counterbalancing consideration, and I see no harm in removing such a child from home, but rather an advantage.

13,731. You were good enough to refer to the census returns when his Lordship asked you about children of educational ages; did you yourself compile the abstract which you have submitted?—The abstract is taken from the census returns; it is simply a copy of the page.

13,732. I think you read it so as to show over 400 children. If you have the census returns with you, you might refer to them if you please?—The number between the ages of 5 and 10 is 215, and the number between the ages of 5 and 15 is 341.

13,733. I take exception to that return?—I have seen another return.

13,734. I presume you apprehend that these returns are accurate?—I prefer to trust to the census returns; I believe them to be accurate.

13,735. You have shown that there are 3,158 blind in Scotland; did you take the trouble to test throughout any of the counties in Scotland whether those figures are correct?—No. I think that when Government authority is given to get these returns, as is done in the case of the census papers, we are bound to take those returns as correct.

13,736. I am sorry to say that they are very far from being so. Your institution I presume will admit all adults that may apply for trade purposes?—Of good character, when we can.

13,737. What may be the reasons why you cannot take in all of good character?—If a number of basket makers apply to be taken in, we may not have work, and the state of trade may be such that there may be no prospect of work for a larger number of basket makers than we have. A great deal will depend upon the state of trade.

13,738. Your institution cannot cope, I suppose, with all the blind that are in and around Edinburgh?—We have blind from Edinburgh and from all parts of the United Kingdom. If proper help were given us we would cope with all the blind in Edinburgh, and (as we are bound to do in the capital of the country) even with those beyond it.

13,739. What may be the nature of the help that you require?—Such as I was referring to in my examination to-day.

13,740. (*Chairman.*) I understand that you are giving evidence after consultation with your directors, and that you believe that the evidence which you have given is in harmony with the general views of the directors whom you represent?—I think it is.

13,741. (*Sir Lyon Playfair.*) In stating that the cost of maintenance is nearer 20*l.* than 15*l.*, did you not mean that the actual cost for food and clothes is about 18*l.* per person?—Yes, including education.

13,742. (*Chairman.*) Was not your estimate of nearer 20*l.* than 15*l.* for board and maintenance, not including clothing?—That has always been our impression from year to year.

13,743. Is it not the fact that it is nearer 20*l.* than 15*l.* for board and maintenance?—It is nearer 20*l.* than 15*l.* for food and clothes, but 20*l.* would cover clothing as well.

13,744. (*Dr. Tindal Robertson.*) Following up the question which Mr. Ackers put as to the causes of disease, is there any system in Scotland for the prevention of infantile blindness. I refer of course to the

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purulent ophthalmia of infants, which is a preventible disease?—Not that I am aware of.

13,745. (*Mr. St. John Ackers.*) It has been suggested both in England and Scotland that there should be simple rules for the prevention of blindness; is there anything done in the parochial boards in Scotland with regard to preventing these things?—Not that I am aware of, except in the way of general regulations.

The witness withdrew.

Mr. WILLIAM MARTIN examined.

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13,746. (*Chairman.*) You are the manager of the Royal Blind Asylum and School at Edinburgh?—Yes.

13,747. We have heard generally about the working of the institution; will you state to the Commission your views, more especially with regard to the industrial training of the blind after they leave the school at Craigmillar, and with regard to the present working of your institution, and in what way you think that generally the education of the blind can be improved?—I should have liked to have begun at an earlier stage in so far as the school and early training was likely to have an effect upon the physical character of blind persons, because we find those blind persons who come into the institution who have never been at blind schools very deficient in touch, and very deficient in physique, and I meant to have adverted to the absolute necessity of more attention being paid to that.

13,748. But at Craigmillar that is already being done?—It is being done there.

13,749. Will you describe fully what is the process of the industrial training after your pupils have left Craigmillar?—We get the pupils from Craigmillar at 16 years of age, and we apprentice them to various departments of trade, seeking of course, to make them proficient workmen. We have a number of blind people coming into the institution from the country who lose their sight after they are 16 years of age, and those also we have to train industrially, naturally the more difficult trades are given to the younger blind; basket making for instance. We ask for their support, and we have a very great deal of difficulty in getting it. We ask the parochial board or the relatives to pay for them at the rate of 8*s.* 6*d.* per week for the first year, and for the first year we ask them to pay two guineas for their clothing, which makes 24*l.* 4*s.* altogether. After the first year we deduct the value of their labour from the amount charged for their board, and we give credit for their labour to the parishes or to the relatives who send them into the institution. We supply gratis, of course, the foreman, the materials, and the tools. Naturally a quantity of material is spoilt, and the time of the foreman is occupied in training those lads. The number of trades to which we can put them is limited, and the time required in learning varies according to the capabilities of the pupil. If a lad who is put to learn basket-making is likely not to be proficient at basket-making, we sometimes, if we happen to have a vacancy in one of the other departments, move him from basket-making, and put him to some other trade. Oftentimes we find that the parishes are unwilling to continue their support, and they only give that support in anticipation of the blind children being eventually self-supporting. It is, of course, a matter of calculation with them whether they should continue their grants. They are really grants in aid anticipatory of relief to the parish more than grants in aid of the relief of the blind persons.

13,750. Can you teach the children in the time for which the grant is allowed?—We have that in our own hands pretty much, because we deduct the value of the labour after the first year, year by year, as they progress; but many of the parishes become restive under the charge and refuse to continue the payments, and oftentimes we have found lads thrown upon our hands for whom the parish will not pay anything.

13,751. But does it not take four or five years to train a man to become a good basket-maker?—Five or six years is a sighted basket-maker's apprenticeship time.

13,752. If the parochial boards do not continue their grant after the first two or three years, do you lose by it?—We lose by it. In that case the pupil has to fall back upon the funds of the institution.

13,753. Do you wish that it should be compulsory upon the parochial boards to continue the grant in aid of the industrial training of the blind until they are able to earn a certain amount for themselves?—At present it is within the power of the parochial boards to give those grants in aid, but it is not compulsory for them to do so.

13,754. Do you wish it to be made compulsory, say up to the age of 21 in the case of boys entering at the age of 16?—I should like it to be compulsory if that does not put the brand of the pauper upon the blind person; that would be my fear in connexion with it. I should be very anxious that it should be distinctly understood that it should not be held as pauperising the blind person.

13,755. There is a precedent, is there not, in regard to reformatory and industrial schools; that is to say, that a certain sum is granted in aid up to the age of 21 in reformatory schools in England for the maintenance and industrial training of certain lads?—3*s.* a week, I think, is given for them until they are 12 years of age, and 5*s.* a week until they are 15 years of age; it is reduced to 3*s.* between the ages of 15 and 16, because they are supposed to be earning something; but those are lads who have been "committed" by a magistrate or justice of the peace.

13,756. May it not be argued that as the State makes an exception with regard to one class they should make an exception with regard to those who are exceptionally deficient?—It would certainly be better, I think, if it came directly as a grant to the Institution for the Blind.

13,757. (*Mr. Mundella.*) Why should it not come from the School Board?—The School Board, as I understand, is for education; this is for training.

13,758. (*Chairman.*) There are precedents or analogies for that course being pursued?—Yes. I should like the Commission to notice that the money we get from parochial boards is entirely spent upon the board of the apprentices; they cost us 8*s.* 6*d.* a week for food.

13,759. Therefore they really get their industrial training for nothing?—They really have their foremen, their materials, and their tools gratis.

13,760. And they get their training for nothing until the time when they earn something for themselves?—Yes, and their industrial training has on that account been, to a certain extent, deficient in quality. There has not been the amount of attention paid to the industrial training of blind children that I should like to see given to it, and for the same reason, that in many cases they are just simply, I believe, tailed on to the fag end of the foreman's time. He is engaged in looking out material for the journeymen, and those journeymen are naturally anxious to make as big wages as they can, and they press him for their material, and the boys get the go-by, and do not receive the thorough attention which they ought to receive, and which they would receive, if this foreman, who is set apart for the training, were under proper supervision.

13,761. Do those who are receiving industrial training, after they consider that they have received enough training to earn a living for themselves, leave you and go out for themselves?—On hardly any occasion do they leave us, and if they do they invariably come back to us. We have had cases where they have gone out, and they have always found their way back again to the institution, and they have been very glad to get back. We encouraged them in every possible way, giving them loans of money, asking for orders for them in the localities, and dealing with them in very friendly ways, but they find themselves unequal to the struggle outside.

13,762. You were present at the conference of managers which was held last year at Edinburgh, were you not?—Yes.

13,763. Did you come to any conclusions with regard to these points of industrial training?—Yes, they are embodied in that report which you have before you.

13,764. The report that I have before me embodies certain decisions as to the wages; will you state what are the resolutions that you come to?—"It appeared "that the duty of the parochial board had not been "much recognised by the institutions, and it was "agreed that in future an arrangement be come to

"between the institutions and them previous to the "admission of inmates. In sending a blind person to "the institution the board have the prospect of being "in a few years relieved of all future responsibility, "while in declining to comply with the claims of the "institution the blind person is likely to become a "permanent burden on the board." That means that if the parochial board does not send in the lad for industrial training he is likely to become permanently a burden upon the parochial board.

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13,765. Therefore you urge as a matter of economy to the ratepayers, that the blind lads should get as good an education as possible in the first instance at the expense of the ratepayers?—Yes. Then the next point is: "Should asylums undertake to find constant employ-"ment for those admitted? It should be clearly "understood by all inmates that the institutions do not "guarantee to afford constant employment to those "admitted, and that should circumstances arise to "necessitate it, they may be dismissed at any time. "The managers are bound to use every effort to secure "employment for the blind, but they should neither be "expected to receive into the institution all applicants "(when there is no prospect of being able to employ "them), nor to retain in the institution those who are "at present there, should the state of trade and of the "charitable fund not warrant it." That covers a large amount of ground.

13,766. What led you to that conclusion; was it first because it was found to be unprofitable to employ an indifferent workman in your workshops?—No, I think it arose from some of the men laying claim to permanence in the institutions, and declaring that they were entitled to be there permanently, no matter whether the managers of the institution could give them employment or get supplemental aid for them.

13,767. Would they be liable to be dismissed for any misconduct, or say for constant idleness or inattention to their work?—Either for inattention or for misconduct they are always liable to dismissal; but should the state of trade not permit of it, or should there be no work for them to do, then the institution is not to be looked to permanently to care for them, because the charitable fund would not admit of it.

13,768. How do you deal with those in the institution who are adult blind, having lost their sight in mature years, and who do not know any of the trades that the blind can profitably work at?—We endeavour to put them to the simplest trades that we have, such as mattress making, palliass making, and mat making.

13,769. Did you come to any conclusions with regard to the interchange of communications between the different institutions?—We had that question before us.

13,770. Do you think that there is any room for improvement in that direction?—Yes, there is a great deal of room for improvement. Of course the great difficulty is the disposal of our manufactured goods.

13,771. What amount of interchange and co-operation would enable you to get rid of your manufactured goods?—There has been a great deal of interchange of ideas going on amongst the managers of different institutions for many years, but I do not think that is exactly what we require. Our production is more than our power of disposal. Dr. Armitage had an idea some time ago that we should establish in London a central depôt for the disposal of the various manufactures of the various institutions. That would certainly greatly aid us.

13,772. Why not have a depôt in Scotland?—I think our Scotch depôts are doing their work pretty well. You will notice the large amount of sales effected by the four Scotch institutions as compared with the sales effected by the English institutions. There are really five Scotch institutions, but I would not call the Inverness institution one of the commercial institutions yet though it may grow to be one. It is producing to a very small extent, and I question very much whether that centre will ever be such as to maintain an industrial institution for the blind. We have with us one of the men who was sent away from Inverness, whom we took out of the Edinburgh Poor House.

13,773. Is there much competition between the different blind institutions for the sale of the same sort of goods, and do you endeavour to avoid that as much as possible?—We endeavour to avoid it as much as possible, but we sometimes come into conflict with each other unknown to each other. I had a large Govern-ment order for baskets the other day, and I found that I had quoted slightly below another institution, and I knew nothing about it until the order was fairly secured. I certainly did not quote under them that I might get it, nor do I suppose that they quoted with any knowledge of the price that I quoted, but it so happened. Then I suppose the commercial travellers of the different institutions press their sales as much as possible. Several of the institutions in Scotland cross the same ground. That was one of the questions we brought up at our meeting of managers.

13,774. Was the scheme suggested workable?—It was not workable. They thought the more competition there was the better in that respect, because we might call at one time and get an order, and the representative of another institution might call when goods were next required and secure the order which would likely be given elsewhere and run away with it if the representative of this other institution had not come.

13,775. Have you any tables to lay before the Commission?—I have prepared to some extent a table of the industries of the men in the institution. We have 38 basket-makers, of whom 28 can read raised type; there are 34 mattress-makers, of whom 21 are readers; there are 6 feather-cleaners, of whom 4 are readers; there are 19 mat-makers, of whom 9 are readers; there are 10 packers, of whom 8 are readers; there are 29 brush-makers, all of whom are readers; there are 7 messengers, who are all readers; there are 2 packers, who are both readers; there are 2 collectors, 1 of whom is a reader; there are 3 tuners who are all readers; and there is one traveller who is a reader; giving a total of 151 males, 131 of whom are able to read. Then we have eight sack-sewers, these are the wives of the men of the institution who take the work home, and it makes a small addition to their weekly earnings. Then there are 22 blind females residing in their own homes and working in Nicolson Street.

13,776. (*Dr. Armitage.*) Are those sack-makers blind or seeing?—They are some of them blind and some of them seeing. That gives a total of 181.

13,777. (*Chairman.*) Then you have also sighted supervision, and you have also some deaf and dumb on the premises, have you not?—Yes.

13,778. Do you find that they answer the purposes of the supervision of the blind?—We have not them as foremen, but we have them for the purpose of supplementing the work of the blind. I think we have six or eight deaf and dumb persons in the institution preparing the bristles for the brush department, boring the stocks of the brushes, and finishing the brushes. The total amount of the payments to the 173 blind for the past year is 5,318*l.* 6*s.* 3*d.*, of which the *bonâ fide* earnings of the blind amount to 3,440*l.* 1*s.* 5*d.* We gave in the shape of gratuity 1,286*l.* 8*s.* 5*d.*, and it is instructive to notice the method and the cause of that gratuity. The 38 basket-makers getting 1,500*l.* earned 1,207*l.* 5*s.* 10*d.*, and the gratuity given to these amounted to 93*l.* 1*s.* 7*d.*; of that gratuity 49*l.* was to pay a blind teacher. The Commission will understand that if we charge it to industry it comes from our commercial accounts, and if we charge it to gratuity it comes from our charitable accounts.

13,779. You keep the two distinct?—Totally separate. We debit commerce or trade with the value of the work done by the blind, and we give them the full value at sighted rates of what they do, and in many cases over the value of sighted rates.

13,780. Do you think it is important that the public see exactly what is given in charity and what is made commercially by the institutions?—Yes, I think it is most important, it shows the public that the blind are willing to do what they can for their own support, and it shows the public the amount of duty which lies upon them of making up to the blind the loss that they have sustained through blindness.

13,781. How would you deal with the adult blind who through infirmities or sickness are unable to earn their livelihood by work at all; what provision do you think ought to be made for them?—Few blind persons have been dismissed from our institution on account of inability to work, and that to some extent accounts for a good many of the charges against us. We continue paying some though they are only looking in in the morning and staying at home for the rest of the day. The fact is that we have never turned away an old blind man from the institution because he has become unable to work.

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13,782. But supposing the case of those who meet with an accident, and who, after trying to learn some trade, fail to learn that trade, how do you provide for them?—We make no provision for them in our institution.

13,783. Do you dismiss them?—We never admit them.

13,784. But supposing that a man has met with an accident, and he comes to you wishing to learn something, and he fails to do so, what becomes of him?—If he has been admitted into our institution; I do not remember a case of dismissal; he is moved about from one kind of work to another, and invariably settles down in some simple employment, possibly not at a very large wage.

13,785. Do you think that private charity or the State should supplement or provide means to meet the case of those who are unable to work by reason of infirmity?—There are certain funds already in the country for that purpose.

13,786. But are they large enough?—I think not. Certainly they are not large enough in Scotland. In London you have somewhere about 32,000*l.* per annum available for that purpose.

13,787. I see that there has been an endeavour made to start an endowment scheme in connexion with your institution?—I made an effort in the year 1878 to raise 10,000*l.*, 5,000*l.* of it for the education of blind children, and 5,000*l.* for the maintenance of old blind females. I am sorry to say that I have only got 1,272*l.*, or something like that. That shilling scheme, however, has been supplemented by Dr. Donald Fraser of London, who took an interest in it, and who left us a considerable sum of money. Altogether, we have somewhere about 9,800*l.* of endowment, but there is only 500*l.* of it applicable to adults. The interest upon the rest goes to the West-Craigmillar Institution for the juvenile blind.

13,788. Then, practically, there is no pension system for the blind?—There is no pension system in Edinburgh.

13,789. Do you think the parochial boards or the State should place the pauper blind in a better position than the ordinary paupers by giving them a special relief outside any workhouse?—I think that the parochial boards should at any rate be prohibited from offering the house to respectable blind persons, and that they ought on all occasions to give them outdoor relief. I am not prepared to say whether the State or the parochial boards should be held responsible, but I should imagine that the parochial boards would be better able to supervise it, because they have the whole machinery in motion already, clearing it of the brand of pauperism by a special order to the parochial boards to give relief to blind people. Then this gratuity which I stated at 1,283*l.* would be very largely reduced if we had more trade or fewer hands. In the bedding department, for instance, there is no difficulty in a blind mattress-maker earning 24*s.* a week at sighted rates; he can do it in Aberdeen, and he can do it in Dundee, where they adhere strictly to piecework; but it cannot be done in Edinburgh, because we have too many men, and we pay them a set wage, and they do what work we have coming in. We have a very large amount of work, but not sufficient to keep them in employment.

13,790. What is your set wage?—14*s.* 6*d.* per week. Then also one great difficulty that we have is finding employment for the female blind.

13,791. Beyond, I suppose, knitting and sewing?—Beyond knitting and sewing. The same observations that I made about the men for training in the department for the males would apply in the case of the females, and they might produce good workers amongst the females in several departments, especially in brush making or chair caning, or fine fancy knitting; and possibly other trades might be got if it were not for the trade jealousy which surrounds every adventure of the sort. It is associated especially with our institutions, and you cannot help it; you cannot dissociate trade jealousy from the working of institutions for the blind. On that account I should consider that they would be to some extent safer with Government aid than with public aid. Many persons refuse to subscribe to a Blind Asylum because in disposing of the manufactures of the blind they compete in trade.

13,792. (*Mr. Mundella.*) It would be a very small part of the public that would refuse on that ground, I suppose?—No, I know a good many in Scotland.

13,793. (*Chairman.*) You spoke of having Government contracts; I suppose those were obtained by open competition?—By open competition. We had an order from the Government for a small number of brushes at a fixed price, a very low price; and those can only be brought out by employing females. Of course they could be brought out by calculating female labour and paying them at the rate of men's labour, which is double the rate that is paid to females.

13,794. But by calculating it as ordinary female labour you are able to put it at a lower figure?—Yes. The Belfast Institution has also an order, and Mr. Hewitt wrote to me saying that by female labour he could bring it out; but it shows that there is a field for female labour if we had a teacher and thorough supervision, accompanied of course by aid from the Government in the industrial department.

13,795. In your opinion of course the blind do much better in an institution like yours than they can do at their own homes?—Certainly.

13,796. In point of fact it would be impossible for them to get the orders that you are getting now if they were working isolated in their own homes?—Certainly they could not get these large orders. We are making somewhere about 800*l.* worth of baskets for the Post Office, and in that even we have sub-divided the labour. A sighted man does a bit of the basket and a blind man does the rest.

13,797. Is there any jealousy about the employment of a seeing man in a blind institution?—No, not with us, and for this reason: that our blind basket-makers are trade unionists, and they happen to be the majority of the trades union, and if any question of wages comes up the blind men have simply to go in a body, and swamp the rest and carry the matter.

13,798. In Edinburgh?—In Edinburgh. The blind men are in the majority of the trades union of the basket department. They are paid by the sighted book; we take the sighted basket-makers' book for their rates.

13,799. (*Mr. Mundella.*) And they do what they can to raise the rates I suppose?—They do undoubtedly. One difficult question was in the case of a small Christmas basket for which 6½*d.* was paid, and it was very keenly cut; I could see no profit, I could only see a loss out of it. I said "Sixpence ought to be the price "for making that"; they said "no." It went to the trade, and the trade held that 6½*d.* was the price of it. One of the sighted masters instantly sent the basket over to Germany and flooded the market last Christmas at 9½*d.* with the same basket; the basket that we were wishing to get 1*s.* for, and for which we were getting 1*s.*, and if we had got it to sell at 1*s.*, this opposition would not have been started.

13,800. (*Mr. Arrol.*) I thought you made a general statement in respect to the apprentices; does that apply to all institutions that you are conversant with?—Yes; from my own observation I should say that more careful training of apprentices is absolutely necessary everywhere.

13,801. I rather missed the figure of the money that you have given the blind during the last year?—5,318*l.* 6*s.* 3*d.*

13,802. You have stated, I think, that the direct wages were 3,440*l.* 1*s.* 5*d.*?—The value of the labour was 3,440*l.* 1*s.* 5*d.*

13,803. And you have given in the shape of gratuity 1,286*l.*?—1,286*l.*, and 213*l.* 11*s.* 3*d.* for sickness or old age, 58*l.* 13*s.* 5*d.* for holidays, and 424*l.* 3*s.* 4*d.* for clothing to men.

13,804. (*Dr. Campbell.*) Does that provision for sickness mean that it is wages paid while men are unable to work?—Not wages, gratuities. Then there is 346*l.* 19*s.* 4*d.* from parochial boards.

13,805. (*Mr. Arrol.*) What is the reason why parochial boards should give you such a large amount?—I think it is a very small amount. That is given in some cases for apprentices. There is a collier who lost his eyesight in a pit 22 years of age; he has been two years in the institution, and the parochial board paid 8*s.* 6*d.* per week for the first year and reduced it by 6*d.* the second year.

13,806. Is that all included in the gratuity?—No, those are added to the gratuities.

13,807. Should they not be embraced in the gratuity because they are given from a benevolent point of view?—The gratuity is given by the institution and is debited to the Charitable Fund; it is the same with the sickness and the holidays; and the parishes have a cross entry; it comes in and goes out.

13,808. Then the general wages average about 29*l.* a year?—

13,809. You said that there were 38 blind in the basket-shop; how many sighted have you employed there?—Usually we have one foreman and a man who gives half his time for training, and two sighted workmen. At present in the basket department we have 12 additional sighted workers because of the extra hurry in getting out that large order. In the brush department we have one foreman and one warehouseman; we have two bristle-dressers, one of them deaf and dumb; we have two borers, one deaf and dumb; one hand at the pitch-pan, and one fininisher deaf and dumb.

13,810. In the mattress department you employ 34 blind; how many sighted have you?—We have two sighted females who do the cutting; all the rest are blind.

13,811. Then for the 173 blind, how many sighted do you employ?—In all connected with the institution we have, including the 12 extra basket-makers and the six deaf and dumb, a total number of 68 sighted persons.

13,812. What is the number of sighted employed to direct and assist in every way the working of those 181, including the deaf and dumb?—In all 56 sighted workers; we usually have 44, but we have 12 additional at present on account of emergency.

13,813. (*Mr. Mundella.*) Those 12 whom you have called in are not necessary for the conducting of your ordinary business, I suppose?—No. We have at all times a number of workers who are paid for their work without being chargeable upon the work of the blind at all. The oversight is very small. In the brush department there is a little.

13,814. They supplement, I suppose, the work of the blind?—Yes.

13,815. (*Mr. Johnson.*) Are they sighted supervisors?—Not sighted supervisors, but sighted supplementers, working some of them apart from the blind altogether.

13,816. But they are, I suppose, working in the blind shops with the blind and upon the blind work?—In the shops, but not on blind work.

13,817. (*Dr. Campbell.*) I suppose they are employed to do certain things which the blind cannot do?—Quite so. We never allow a sighted person, except on a great emergency, to do a bit of work in the institution which can be done by the blind.

13,818. In your view, by employing these sighted men you are able to keep a great many more blind men employed than you would be able to keep employed if you did not employ sighted people?—Yes. Those 56 sighted workers include the lady clerks (our clerks are all ladies; the head clerk is a lady); and the salewomen, and the travellers, and the whole of the staff of the office.

13,819. (*Mr. Johnson.*) For which you pay 1,027*l.* 11*s.* a year?—Yes, and the manager's salary.

13,820. You say on page 17 of your report for 1885. "wages paid 617*4l.*," and then I see "salaries to manager, clerks, shopkeepers, and travellers, 1,027*l.*"?—Yes.

13,821. (*Mr. Arrol.*) Can you state the amount of wage which is paid to these 44 sighted labourers?—No, I cannot; it varies from 8*s.* a week up to two guineas.

13,822. In taking your stock at balance time, do you return it at cost value or at market price?—I do not suppose that any wise man would take it at market price. We take it at nett cost, and anything that has in the slightest degree depreciated in any way we throw on one side and do not enter it at all; if we get anything for it in the course of the coming year it goes to profit, but if we give it away in presents it will not injure our balance sheet.

13,823. Your sales last year amounted to 26,422*l.*; how much of that was for purchased goods?—A very small proportion.

13,824. (*Mr. Johnson.*) You have "Cash sales, 3,000*l.*"?—That is ready money.

13,825. (*Mr. St. John Ackers.*) We have had it evidence that your school at Craig Millar was inspected by a Government Inspector, and that a grant was given because you had a certificated teacher, and that it amounted to 19*s.* per head; can you tell us whether there were any deductions, and, if so, from what cause?—There were deductions for five girls in English literature, because they did not take domestic economy. I think it came to 22*s.* in 1886.

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13,826. What amount did you get per scholar from that Government inspection, and how was it arrived at?—We got 39*l.* 14*s.* for 36 scholars, 22*s.* 0½*d.* each; arrived at by the ordinary examination of board schools.

13,827. You spoke of the possibility of employing a large extra quantity of female labour profitable if certain things were done which you mentioned; would that necessitate a boarding-house for those females as you have for the men workers, that is to say, could they live at their own homes and come to the factory or workshop; or would it necessitate either there being an institution for the work where the females were boarded or a separate boarding-house?—Of course that is a very difficult question indeed. I generally hold myself that if a blind female can live with relatives she ought to live with them, but if she cannot live with her relatives it is much better for her to be boarded in an institution, and I would say that they themselves prefer it.

13,828. But you said that you were yourself, as I understood, as manager of this institution, prepared to largely employ female labour; how would you do it?—By boarding them, except in the case of those who would reside with their relatives.

13,829. (*Admiral Sir E. Sotheby.*) You stated that you have had contracts with the Government; could you say whether you lose by them or make by them?—We do not make anything, and I do not think we lose anything.

13,830. Have you a large accumulation of stock in hand arising from the return of what you make?—We have; we have a considerable number of brushes in stock.

13,831. What is the per-centage that you think you get returned?—It varies very much.

13,832. What is the average?—I have not made any calculation of the average.

13,833. Is it a considerable quantity?—Yes, going over a number of years it has accumulated.

13,834. What do you do with that stock?—We dispose of it at lower prices.

13,835. Have you any difficulty in disposing of it?—In some one or two kinds of brushes we have a little difficulty.

13,836. I suppose that these brushes are of a Government pattern?—They are of a Government pattern, but they are being largely used in Scotland now, and they are indeed asking for them.

13,837. You stated that you had just received an order from the Government; was that for baskets?—For brushes.

13,838. What sort of brushes?—Brushes that are used for brass buttons.

13,839. For the soldiers?—Yes.

13,840. Will you lose much by that?—No, we make a profit upon that. I telegraphed for the cost price of them before I would accept it to-day.

13,841. Do you know at all what is the amount of rent that the blind people pay who live outside the institutions in Scotland?—I personally become guarantor for all the rents of the blind men in the institution, and as a body they become guarantee to me for any deficiency. In the event of a deficiency we make a levy upon the whole of them; so that it is a sort of mutual guarantee society. But during the time that I have been guarantor, somewhere about 20 years, there have been only three failures, and we have not had one levy.

13,842. But can you say how much they pay for a room in Edinburgh, for instance?—Rising from 6*l.* 10*s.* a year to 15*l.* a year.

13,843. (*Mr. Mundella.*) For a single room?—For two rooms, but they will be very small.

13,844. (*Admiral Sir E. Sotheby.*) You pay extra wages; how do you augment those wages; is it a percentage on the work actually done or is it given out as a dole?—It is given out more as a dole than as a percentage. We have endeavoured to arrive at an exact per-centage system, but we invariably fail.

13,845. If a man earns 12*s.* it is easy enough to calculate the per-centage upon it?—If a man earns 12*s.* and you give him 50 per cent. he will get 18*s.*, but if he

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only earns 5s. and you give him 50 per cent. upon that he is not able to live upon the 7s. 6d., and you must increase it. But the man who gets the 18s. can do with 15s., so that you can reduce the augmentation to him and give it to the other.

13,846. But would it not rather have the effect of making a man work more if he knew that he got a per-centage on his work?—Yes, undoubtedly.

13,847. Does not your system tend to pauperise them more if a man knows that he will get so much whether he earns 5s., 6s., or 7s.?—But is he not pauperised in the same way by getting the money for which he has not wrought, whether it is in per-centage or in dole? He does not get it whether he works or not, he only gets it of his necessity.

13,848. Have you dismissed any people owing to your not having work for them at any time?—No.

13,849. What do you consider the most profitable trade for your blind men?—For the men themselves basket-making is the most profitable trade, without doubt.

13,850. And there is a very good living to be got out of basket-making?—Yes.

13,851. You say that you got a large order from the Post Office for making these baskets; do you gain anything by that order or do you lose?—We gain. Amongst our 38 basket-makers, two have 32s. 6d. per week. Those that earn 32s. 6d. have very little gratuity.

13,852. (*Dr. Campbell.*) Are they entirely blind or only partially blind?—One is totally blind and the other has a very little bit of sight, but not enough to see to read; he can get about, but that is all.

13,853. (*Admiral Sir E. Sotheby.*) Are you aware of any blind people outside your institution who are getting a livelihood by trade?—I know a few who are getting a livelihood by trade, but I do not know whether they are working for all they are getting. I know a number of people who are going about selling tea, and they are said to get a living.

13,854. But I mean by the trades that they have learnt, such as basket-making?—No. One basket-maker has left our institution who is making a living, but he became a financier.

13,855. (*Mr. Mundella.*) What do you mean by a financier? — That is his explanation of it; he was loaning money at 60 per cent. to his poorer friends.

13,856. (*Admiral Sir E. Sotheby.*) What do you do with your surplus stock?—We endeavour to get rid of it as quickly as possible. Our stock has not been increasing for a number of years back but rather decreasing.

13,857. I see that there is 15,000*l.* put down as being spent in material. Is that the raw material?—It is; that shows you how little is purchased manufactured.

13,858. But you do sell a large quantity that you purchase outside, do you not?—Not a very large quantity.

13,859. Do you consider that it is an advantage to the blind to sell goods made by the sighted?—So long as you adhere strictly to articles connected with their departments, but if you go beyond it you injure the institution.

13,860. (*Mr. Mundella.*) One helps the sale of the other, I suppose?—Yes; for instance, if a lady wants two baskets, one of which may be a laundry basket, she will not come to us for one and go to another shop for another if she can get both in the same shop.

13,861. (*Mr. Johnson.*) That is why you have to keep fancy baskets which you do not make yourselves?—Yes, German fancy baskets.

13,862. (*Admiral Sir E. Sotheby.*) Are those the only things that are made outside that you sell in your institution? — We sell bedsteads in order to sell the bedding.

13,863. Do you think that mattress-making is the most profitable work for the women?—For the women and for the institution. The women make the cases and the men fill them; but we find that female labour is beginning to compete with us in that, especially in Glasgow. They are making straw palliasses in Glasgow by female labour and selling them at a very low price.

13,864. Are you aware that sighted wages have been reduced in Edinburgh, and if so, will not that affect you very much?—I am not aware of any reduction having taken place lately, but we should follow in the price of work if there were any reduction.

13,865. (*Mr. Johnson.*) You follow the sighted price outside?—We calculate all the labour. In the basket department we are almost necessarily paying at the same rate as the sighted labour.

13,866. But in other trades you use your own judgment?—Yes, we pay a set wage and use our own judgment, invariably, however, keeping a note of the value of the men's weekly work.

13,867. Do you think that blind people can profitably work in their own homes?—I do not.

13,868. From what you say, I gather that all the workpeople employed require a subsidy?—All the people employed in our institution have a subsidy of one kind or the other; I do not say that they require it.

13,869. But they get it?—We give them a suit of clothes all over every year, and a pair of boots, and an odd shilling or two. It is an old custom and we continue it.

13,870. As I understand, you supplement the wages in an ordinary way up to 14s. or 14s. 6d. per week, that is to say, if a person can only earn 8s. per week by honest labour you make up the difference so that he can live upon it?—Not to the apprentices, but to the workers, yes.

13,871. The apprentices of course are *in statu pupillari*; you only pay them according to their progress, or rather deduct from the weekly payment made by the parochial board, or their parents, according to their progress, but all the people who are actually workmen in your establishments are more or less subsidised?—Yes.

13,872. Then it is your opinion that generally blind people cannot support themselves by their work without subsidies?—There are notable cases of men who have supported themselves without any subsidy.

13,873. Do you think that the generality of them could not support themselves without subsidy?—Certainly they could not.

13,874. Supposing that the State or any individuals were to start workshops for the blind, even in London, or in Edinburgh or Glasgow, or in any of the great towns, do you think that the blind there would be unable to support themselves by their labour and would still require a subsidy?—Do you mean the State supplying the buildings?

13,875. The State supplying what you supply, that is to say, the buildings and the supervisors; you find the building, you find the supervisors, you find and select the materials, you train workmen, and when the workmen have become good workmen they cannot be self-supporting except by your aid. I want your opinion upon this because there is a question before the country now, whether it would not be a desirable thing to establish workshops for the blind throughout the different centres of England and Scotland. If such workshops were established, do you believe that the blind people could earn their living there without subsidies?—I have already answered that question. May I ask if you mean that the Government should take over the direction of the institutions and take them all into their own hands?

13,876. Supposing that workshops were established throughout the length and breadth of the land, do you believe that blind workpeople could support themselves without a subsidy?—They must have a subsidy as a rule, but there are notable cases, and there will be notable cases of blind men who would scorn to take a subsidy.

13,877. You say that your pupils mostly return to the institution if they find themselves unable to support themselves outside the institution; is that very generally the case?—That has been invariably the case with me.

13,878. And they are people who have been trained in your institution and cannot succeed outside?—Yes.

13,879. With regard to the difficulty that you find in the markets, we hear that some of the material is sold in other parts of Scotland; you have told us of mattresses for instance, how is it that you have a difficulty with the markets, and have so large an accumulation of stock?—We have not a large accumulation of mattresses, for this reason, that we do not make them up until they are ordered. More than one half of the stock is material for manufacture.

13,880. Not made up?—Not made up.

13,881. Then it is material that you could get rid of in a moment?—If you liked to throw it into the market you could get market price for it.

13,882. Then you have not a large manufactured stock?—Somewhere about half.

13,883. About 5,000*l.* or 6,000*l.* worth?—Yes, about that.

13,884. In what particular branch of the trade have you most manufactured stock?—Chiefly in the brush department, it is the most expensive department in which institutions for the blind can engage.

13,885. When you have not orders do you still keep your people working?—In the brush department we do.

13,886. And you thus accumulate stock of which you have no reasonable chance of getting rid?—We should be very foolish to go on making up stock that we had no reasonable chance of getting rid. We should stop doing that..

13,887. When you have a large stock of brushes do you reduce the time, or do you discharge hands?—We discharge sighted hands, but no blind hands.

13,888. Then the blind hands are going on at the ordinary wages whether you have a sale for the material or not?—I would discharge the hair hands and put the blind men on to working the fibre, and in that way carry them on for a time working at a low-priced article, such as scrubbing brushes. We have just gone through that experience, and we have now started off with our hair hands again.

13,889. Do you ever reduce the time at all when you have slack trade?—We have not done so in my experience.

13,890. Do you think that is a desirable thing?—I say it advisedly for myself, no, when your stock grows you ought to put on more energy in selling.

13,891. Do you find that the employment of travellers is a good way of getting rid of your stock?—We have a blind traveller who has placed 1,300 orders in our books this year.

13,892. Do you think that blind men have a greater advantage than sighted men in becoming travellers for a blind school?—Some of them, but this lad of whom I am speaking will not leave your warehouse without an order. He is persistent and insistent. But there are other blind travellers who would not succeed.

13,893. I asked a question just now of the last witness about music and I was referred to you. I see that you have four pianoforte tuners employed at your institution; do you know what they earn?—One is in full employment earning thirty shillings a week.

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13,894. And he gets something from the institution, does he not?—Yes.

13,895. And you take the risk of whether he makes anything or not?—We take the risk.

13,896. What are the other three doing?—They are partially at home and partially idle.

13,897. Where were they educated?—They have all been educated with us. We sent out one tuner some time ago who is taking up a large portion of our ground. He came to us from New Zealand unable to do any tuning; and after being 15 months under training started in business on his own account, and I am glad to say that he is able to make 200*l.* a year if not more by tuning.

13,898. Does he combine anything musical with that; does he teach the piano or the organ?—No, he does no teaching; he simply does tuning and selling pianos on commission. We have sent out several who are doing fairly well; we sent one to Dundee not long ago, he is a very good tuner, remarkably steady good lad, and has begun well. We sent one north to Thurso, who is doing very well, and we sent one to Kilmarnock who is doing very well too.

13,899. Were any of them sent to any other institution or college, or did they entirely get their education at your institution?—Entirely with us.

13,900. What is your opinion with regard to music as a means of support for the blind generally: do you think that it is a good *métier* for them?—That is a wide question, and it is one that will require a very large amount of care and judicious treatment. I do not think it will do for us to make the public believe that all the blind are musical, or that all the blind will ever become musicians. I believe that it is with the blind as it is with the sighted, that the musician is born and not manufactured. Amongst the sighted it is only one in a thousand so to say that rises to proficiency, and it will be the same I believe among the blind. As I have said again and again I am often afraid that if you do not educate the blind in music sufficiently they will be under very great temptation. That is not to say that we are not to endeavour to do it, and if it can be done, to do the best we can for their good; but to imagine that you will get a very large proportion of the blind to be able musicians, or able to earn a livelihood by it, I think is a mistake. Those who do become able musicians will undoubtedly make a fair income.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

6, Old Palace Yard, S.W.

Saturday, 4th December 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. WILLIAM MARTIN further examined.

13,901. (*Rev. W. Sleight.*) With regard to the school you employ a certificated master; does he require a larger salary than a non-certificated master would require?—Of course a certificated master will always command a higher salary in the open market. Our master has 100*l.* a year, and 10*l.* for gymnastic instruction, which he gives in his own spare time, and he has a portion of the Government grant over and above that.

13,902. What was the full amount earned by the Government grant?—It is stated in the report to be 21*l.* 6*s.* 6*d.* A member of the Commission yesterday thought that we had not stated that in our report, it is in the report at page 18. I wish to state that there were three failures of children who were to some extent either imbecile or weak-minded, and who had become so I believe principally in consequence of neglect in early youth. Mr. Sime desired me to state that the expense at Craigmillar must be spread over the whole of the inmates and not over the scholars only, because the females there are eating up the food as well as the blind children.

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13,903. At the workshops you employ several that are deaf and dumb?—Yes, we employ a deaf and dumb painter; two girls at sewing one of whom is deaf, dumb,

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and blind, she can mutter a little, that is all; then we employ two hands at boring, one at hairdressing, and one at brush finishing; and we shall gradually extend that as we find opportunity, dispensing with the services of full sensed men.

13,904. Do the deaf and dumb require any subsidy for their work?—No.

13,905. Can you state what they are able to earn?—From 21*s.* to 30*s.* a week, except the girls of course.

13,906. How do the deaf and dumb communicate with the blind?—By the fingers.

13,907. Have you seen the Government statistics of the blind?—Yes.

13,908. Do you agree with those furnished from Glasgow?—I have seen statistics which give a larger number of blind people than is given by the Government statistics. I think that is caused by re-duplication.* In one of the reports you will find that the workers in the Glasgow Blind Asylum are included in the list of the Glasgow Mission, and there are a number of our workers included in the list of the Edinburgh Mission, the same I believe also applies to Dundee. That I believe is the explanation of the larger number in the statistics to which I refer as compared with the number given in the Government statistics. I believe instead of increasing, blindness is decreasing. I think that the census is perfectly correct in that respect. I should not doubt the census because I understand it is taken by parties who are upon their oath.

13,909. (*Dr. Armitage.*) Mr. Sime proposed that the Government should give a 5*l.* capitation grant for the education of children of school age, and that 5*l.* should be paid by the parochial boards. In what way do you think it would be desirable for the Government to assist school for blind children, yours among the number?—In America the Government not only build schools for the blind, and supply them with all their special apparatus, and give them a grant of books but they also pay from 40*l.* to 60*l.* per annum for each blind child. That means the State taking the entire supervision of the blind, and relieving the charitable public of their obligation. It does not seem to stop voluntary effort, because they seem to get legacies notwithstanding in America. I should not consider 5*l.* an adequate grant from the State; we should require 10*l.*

13,910. Independently of the sum to be given, what do you think would be the best mode in which the Government should assist blind schools, in order not to perpetuate bad schools, and in order not to stop charitable contributions from flowing in. Taking those two things into consideration, what would you advise?—I should say first of all, there should be a special grant for technical apparatus and educational appliances, and a continued supply of books, and thereafter, I suppose, payment by results.

13,911. Would you make such a grant for technical apparatus and educational appliances a fixed grant *per caput*?—I think a fixed grant *per caput* would be much better than any other arrangement.

13,912. If a school contained 100 children it would get double the grant that a school containing 50 would get; is that the arrangement that you would recommend?—No, I am afraid that that would not do, because a school with 50 pupils might require the same apparatus as a school with 100. You would want the same gymnastic apparatus and the same swimming bath.

13,913. Do you include gymnastic apparatus and swimming baths in the technical apparatus?—Yes, and Kindergarten apparatus. I believe the introduction of gymnastic apparatus and Kindergarten work to be at the present moment at the very foundation of the salvation of our blind people in every respect, not only educationally, but technically.

13,914. What in your opinion would be the best way for the State to make a grant for educational apparatus?—Certainly by means of its own committee, advised by its inspectors.

13,915. You could not suggest any fixed rule to be followed?—I do not see how we could suggest a fixed rule as to the amount for the apparatus, because, as I have pointed out, a small number might require the same apparatus that would be suitable for a large number.

13,916. Would you suggest that each school should make a requisition of its wants, and that the Government should deal with each case separately?—Yes, I would suggest that each such school should make a requisition to the Committee, and that the State should supply each school separately according to its wants.

13,917. What do you refer to when you say a Committee?—I would expect that a permanent committee for the education of the blind would be established. The Government could not properly deal with the education of the blind unless they established a special department; they could pin it on to the Education Board, if they chose, but I believe it would be absolutely necessary to have a special department for the education of the blind.

13,918. (*Chairman.*) You mean that some sort of inspectors should be appointed?—That there should be a branch in the Education Department for the blind.

13,919. (*Dr. Armitage.*) In your opinion there ought to be a special education department which should overlook the education of the blind?—Yes, and then that the whole education of the blind in the kingdom should be laid hold of and kept hold of and be supervised by that committee or department. I do not believe you will ever attain to satisfactory results in the education of the blind without some such arrangement as that.

13,920. And you would propose that each requisition of the schools and of the workshops should be referred to this sub-committee of the education department?—Yes. With regard to the education of blind children in separate schools, I should like to make a brief statement which has been suggested by my friend Mr. Johnson, in explanation of what I presume has been considered a change of position on my own part. At a very early period I took up the idea that blind children could be satisfactorily educated at sighted schools, and I advocated that very strongly. I had a good deal of communication with a number of schoolmasters in Scotland, and I sought to prompt them to pick up blind children, and to educate them with the sighted. To some extent I was successful. I found here and there an enthusiastic schoolmaster who was willing to devote his time to the education of the blind in his school, but in 1873 I had occasion to be present at the Conference in Vienna, and there I saw the improved apparatus used for the blind, and I saw also the Braille system, which I consider of inestimable value to the blind, and when I came home and came to compare the blind schools which then existed with the blind schools of the continent, and came to consider what blind schools ought to be, I felt that we could no longer continue the education of blind children in sighted schools, and that we must certainly improve their education in the blind schools. I do not believe that blind children will ever be satisfactorily trained in sighted schools. I think that the experience of the London School Board points in that direction, because they have appointed special blind teachers scattering them over the City, to teach blind scholars collected in various classes. When I say what I do about the Braille system I do not depreciate any of the other systems of printing for the blind; some of them have done a very great deal of good in this country; as a Christian man I should do wrong if I were to depreciate the good which Moon has done. At the same time, looking at it from an educational point of view, I would say that the Braille system is unquestionably the system which must be introduced, taking it in all its ramifications, in its music, in its means of inter-communication with the blind, and now in the facilities that it gives of transference, by means of the Remington Type Writer, from the type of the blind to the type of the sighted. You can immediately make that transfer by means of a Remington machine by putting the Braille on the keys of the Remington Type Writer, and so allow a blind child to correspond with his friend. Then there is also the Goldberg system, which is very easy of acquirement. You will pardon me for saying that the development of the education of the blind depends more on the enthusiasm of the master and other officers of the school than it does upon the missionary. We have had in Scotland very good-hearted men engaged in the work of the education of the blind, but in Edinburgh we have only just now got an enthusiast to go to work, and it is progressing by leaps and bounds. I have not yet entered upon the question of the comparative expense of teaching in special schools and teaching in sighted schools; but I do not think you will ever satisfactorily teach and train blind children without bringing them together in special schools. The necessity of doing so

* This is denied by Mr. MacDonald.

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is the greater considering the class from which blind children specially come, they do not all come from the upper classes, most of them I believe come from the lower classes, and to dissociate them from their relatives is oftentimes a very great blessing indeed, if that were possible. I am open to all the arguments about breaking up household ties. I am very much opposed to that, but I hold that where you cannot satisfactorily accomplish the work without doing so, of two evils you are bound always to choose the least, and, therefore, I would rather separate the children from their parents than allow them to go in a state of flabby ignorance, such as they do go in. Then, in pressing the Kindergarten system, I want to say this, that I believe that it is in very earliest youth that blind children are spoilt. I believe we cannot too soon lay hold of them. The other day I offered to take in a child of two years of age, and make it the baby of the institution, because a baby begins to learn from its mother's nod and smile, and the sooner we get hold of children, linking them on to the Kindergarten system, the better.

13,921. To resume the former question, we have now dealt with what you think ought to be done with regard to the educational apparatus, and the technical apparatus in schools. Would you advise the State to give any other assistance to blind schools?—You must have assistance in some way, you must either have it from the parents, or from the parochial boards, or from the State. I say always from the parents if they are able to pay, never from the State, nor from the parochial boards, till you have exhausted the parental duty; hereafter I should say assistance should come directly from the State.

13,922. By a capitation grant from the State or by the results of examination?—The grant would have to be given by the results of examination, and according to the necessity of the case, because you must ascertain first, whether the parents are able to pay for their children, and thereafter fall back upon the State *in loco parentis*.

13,923. Supposing that in a given case no assistance was forthcoming from other quarters, and the State was called on to assist the child, do you think it desirable that that assistance should be given simply because the child was in a blind school, or would you think it better that it should be given on the results of the training as tested by the Government Inspector?—The education grant should come I think as the result of the education test, which education grant might be divided among the teachers, but a special grant ought to be given for the teaching and maintenance of the blind child, of I should say not less than 10*l.* a year.

13,924. Do you think that it would be safe to do that irrespective of the progress the children were making in the school, would you subsidise good schools and bad schools alike?—Certainly, I would only subsidise schools that came up to certain requirements.

13,925. How would you test them?—By inspection.

13,926. (*Chairman.*) Do you mean general inspection?—Yes.

13,927. You would not have payment on educational results only, as in an ordinary school?—I thought that that should remain as it is, it comes to a very trifling sum, it comes to about 1*l.* a head. I thought that that should remain as an incentive to the teacher for bringing forward his pupils, but that the Government should give a special grant for education of the children.

13,928. On a general inspection of the school?—Yes.

13,929. (*Mr. Johnson.*) Have you any experience with regard to school work?—I have taken an interest in schools from my earliest connection with the Blind Asylum, not as teaching children to read, but as watching all the details of their instruction, and especially their technical instruction. I published a pamphlet some time ago on the Kindergarten system for the blind urging its adoption, and I had a great deal of correspondence with all the Governors of Institutions all over the world regarding the education of the blind. Education is not my special forte, but I do not suppose that it requires a man to make it his special forte in order to see that children are being properly trained.

13,930. (*Dr. Armitage*). Then if you think it best that Government aid to blind schools should be given accordingly to the state of the schools as tested by proper Government officers, do you think it desirable that the same code should be used in inspection and examination as is used for seeing schools, or do you think it desirable to make any modification?—The codes of sighted schools seem to be daily changing, I believe there has been a change recently in the School Education code, and I am not sure how far we would be able to conform to that, but I think it would be a pity to depart from the ordinary code in the case of blind children.

13,931. You know that the code does not include Kindergarten work but it does include drawing?—Yes, I know the code does not include Kindergarten work, and I know the difficulty that our teachers will labour under in working forward the Kindergarten system, but I think that the Kindergarten system is such that it can come in in the hours of play, you can be conveying instruction to children when they are amusing themselves, and in that respect there is a great benefit in special schools as contrasted with ordinary schools. In an ordinary school the child is out in the street or loafing at home, in the other school he is enjoying himself and during that enjoyment is getting education.

13,932. To pass from the school to the workshop, have you given any thought as to how the State can best assist the blind in their technical education, the education that they receive after they leave the elementary school and become apprentices and learn trades?—Hitherto, as I stated yesterday, the blind have not received that amount of special instruction and industrial training which they require. As I said yesterday they have only the fag end of a foreman's time, or a third portion of a man's time, simply because the institutions cannot afford to pay for more instruction. I believe the managers of all institutions will homologate what I say in that; I do not throw brick-bats at any one of them; if I did I should have to throw them at myself as well. I do not cast any slur upon any institution when I say that the technical instruction is not what it might be. From the necessity of the case we have not been able to appoint and pay special instructors as we should have done. If we had been able to do so, I believe we should have produced much more satisfactory industrial results, and that the claim upon our charitable funds would not have been so large. That state of things would be met by the Government giving special grants to institutions on results of industrial training.

13,933. In other words you would extend the school age from 13 to what?—In our case the children do not leave the school department till they are 16, and I never found a boy take heartily to industrial training until he was 16; he does not seem to realise that the world is in front of him till he is 16; if we take them earlier they seem to look upon it as play, but at the age of 16 he seems to realise that he must do something for himself, and he gradually gets into work and into harness properly; so that at 16 I should begin the industrial training and give payment by results to the institution.

13,934. That is to the technical schools?—Yes.

13,935. You would pay them by results in the same wages you would pay the elementary schools?—Yes.

13,936. By inspection on the part of a Government department?—Yes.

13,937. Then to follow the blind on in life; we will suppose that they have passed the school stage and the apprentice stage and have become workmen; do you think it desirable that the Government should extend any further aid after apprenticeship stage is passed?—It seems to me that you must leave something to the general charity of the public, and I think that is the stage at which the charity of the public ought to come in to help in institutions; if a Government grant were made to the adult blind, it would be a very difficult matter to distribute it; you *could* certainly give each blind man a pension direct through the Post Office, whether he was able to work or not, but you might be giving in many cases to men who least required it, and you might not be giving sufficient to the men who most required it. That has always been the difficulty in institutions; it is not possible to adjust that by results. If you give a man a pension of so much per cent. on his earnings then you are manifestly giving help to the man who least requires it, and withholding it from the man who most requires it.

13,938. You stated, I think, that in your opinion one of the principal difficulties in the way of workshops is to get an outlet for the work?—Undoubtedly.

13,939. You have had from time to time large contracts in Edinburgh from the Government?—Yes.

13,940. Do you think that the State could assist the adult blind by making it more easy for blind institu-

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tions to obtain such contracts by giving a preference to blind institutions for those things that they can do?—In considering that of course I have to put myself in the place of Mr. Nepean, and in his place I should at once find myself in a great difficulty; I would not know what price to pay for the articles unless I asked for tenders. I must know what other manufacturers are willing to make the brushes for, but having done that I daresay in the exercise of my undoubted prerogative I would feel inclined to give the same price to institutions, and say to them, if you can give us 50,000 brushes at such and such a price, certainly I would be very glad to have them.

13,941. (*Rev. C. Mansfield Owen.*) At the price of lowest tender?—The Government is not always bound to accept the lowest tender. If the notion gets abroad that the Government in the matter of contracts are favouring any party it naturally creates discontent. It is quite human nature that a brush maker who employs sighted labour, and who, having tendered for Government brushes, finds out, as he will find out by ways and means which we do not understand, what prices are given by the Government to institutions for the blind, and discovers that they are paying more to institutions, will say, we are being taxed on all hands. We are being taxed to maintain the Government, and now the Government is spending our money in subsidising institutions for the blind. So I suspect, as a matter of business, you must look only to get your business prices; if you wish to get contracts you must become contractors, and compete with the sighted; hence the necessity for the institution being provided with charitable funds, to supplement the wages of the blind worker, and that I think has all along been my strong position in reference to institutions; you must clearly define between trade and charity; you must make that definition for the sake of the institution, and you must make it for the sake of the independence of the blind man himself. There is no good in my paying a blind man at a high rate, and allowing him to go and say that is his wages; you can only pay him his wages by calculating his wages at the ordinary rate, and thereafter, if necessity requires it, adding a bonus.

13,942. (*Mr. Johnson.*) In the form of charity?—We would rather call it supplement.

13,943. (*Dr. Armitage.*) Then is it your idea that the way in which large contracts will have to be obtained by blind institutions will be by competing by tender in the ordinary market, and if the institution at the rate at which the tender is taken cannot pay the workpeople wages sufficient to maintain them it should supplement them, *pro tanto*, out of its charitable funds?—Yes, I see no other way out of it. Of course, there is one thing to be borne in mind, it never will do for an institution to use its charitable funds in order to depreciate the price of its articles. I mean if an article would cost me 2*s.* 6*d.* as an ordinary merchant, it will never do for me to sell it for 2*s.*, and take 6*d.* out of the charitable funds; it will never do for me to fall back upon the charitable funds in order to make the sale of my goods easy. It would not be proper for institutions to use the charitable funds to reduce the price of articles in order to get rid of them.

13,944. You told us yesterday that you lately took a Government order for baskets, and that you found after you had obtained the contract that another institution had also been tendering for them?—That was whispered.

13,945. In consequence of obtaining that order in order to execute it in the time you had to put on 12 sighted basket-makers?—Yes.

13,946. Is there any reason why you should not have passed on part of that order to another blind institution?—The Glasgow Institution was working overtime, I understood, at the time.

13,947. Still, there were a great many other institutions that would have been glad of the order?—Those baskets that we were making required a great deal of extra appliances, such as leather straps and various kinds of mountings, and we having them ourselves at our institution it would not have been a convenient arrangement to subdivide the work as we might have been able to with other kinds of baskets; but the idea of giving over part of this contract to another institution was present to my mind, and I have repeatedly done so.

13,948. Do they return the compliment and give you part of their contracts?—Yes. In Scotland there is a very friendly spirit between the different institutions.

13,949. Is there any definite arrangement amongst the institutions that that should be done?—It simply depends upon the goodwill of the managers towards each other.

13,950. Do you interchange with English institutions as well as Scotch?—We have done so to a small extent with Newcastle and with York and with Leicester and with Leeds. I daresay most of them. The linking up of institutions together, which I believe will be brought about as one of the results of this Commission, is extremely necessary.

13,951. You were suggesting yesterday that it might be possible to have a sort of central depôt here in London for buying material for all the institutions and for obtaining Government contracts, and so on?—That I suspect would require to be done by an efficient committee in London composed of business men. A very large amount of capital would be wanted, and a large amount of business talent would be required to be possessed by those composing the committee.

13,952. I wish to put to you this difficulty which it appears to me would arise if such a central depôt were established; there would be an enormous amount of buying of material. I think it is pretty well understood that in business houses, no matter what salary is given, it is scarcely possible to keep all buyers straight; do you see any way of getting out of that difficulty?—The appointment of a committee might obviate the difficulty, but I suppose it would be suggested that even that committee might be bribed; it is within the bounds of possibility that a Judas might be amongst the twelve. You must not let that deter you from doing the good that the establishment of such a central depôt would accomplish.

13,953. If such a central depôt were established all the institutions would have their heads on one neck?—Not necessarily; I believe that it could be carried out and with great advantage to the blind, both in the buying and in the selling; it is a question of co-operation. You surely have honesty in your great Civil Service stores, at least you imagine so. There is one incident that I should like to mention, the blind workers in their memorial desire that blind children should be provided for in the ordinary board schools. We have one man in our institution who has three children, the eldest of whom is deaf, dumb, and blind, who was partially educated at the Deaf and Dumb Institution, but who has been transferred to our institution; the other two children are blind; the whole of the three are with us. That man was a strong advocate for the education of blind children in sighted schools, till he had children of his own, and now he says he never ceases to thank God that he has such a place as ours to which to send his children, and he pays 6*s.* a week from his earnings for those three children, the parochial board coming forward and supplementing that payment.

13,954. (*Chairman.*) As you have alluded to this memorial, I will ask you whether the wish expressed therein, that the blind children should be educated in the board schools is not to a certain extent prompted by the desire of the working men to get hold of funds that are now used for educational purposes in some of the institutions, in order that more may be spent on the industrial portion of those institutions than is spent at present?—I have no hesitation in saying frankly your Lordship is correct.

13,955. (*Mr. Arroll.*) May not the reason why that man is so thankful that his children are being educated in a separate institution be that he is relieved of their maintenance by paying such a small amount as 16*l.* a year for his three children, whereas, if they were sent to the public school he would have to provide for them?—I firmly believe that the progress which the children are making has convinced the father that his children could never be educated as they are in any sighted school; moreover, he has a blind wife, and when you take 6*s.* off 21*s.*, you only leave 15*s.* for him to live on, and pay rent; he could not have done more, he did to the utmost of his ability in paying before the parochial board came in. I think intermarriage of the blind ought to be prohibited by the State.

13,956. (*Chairman.*) Is it your experience that a blind husband and a blind wife will have blind children?—In some cases I have found it so; but if any man wants a woman with eyesight a blind man does, to keep his home clean and keep himself clean. I have never seen anything but either blind children or dirt and filth result from the intermarriage of the blind. I have seen an instance or two of a tidy house kept by a blind person; certainly such cases would be exceptions.

13,957. (*Dr. Armitage.*) Are any steps taken by the Edinburgh Institution to prevent such marriages?—We had a rule prohibiting those marriages, and it was generally carried into effect; the blind in our institution were told that they would incur the severe displeasure of the directors if they intermarried, and that they would be dismissed; but unfortunately, after a certain period of probation, the directors re-admitted those parties who had got married, and it was only a question of undergoing that probation ever after. I said they had better abrogate the law altogether, than wink at the infraction of it in that way.

13,958. (*Sir Lyon Playfair.*) Was there any hereditary blindness in the family of either the man or the woman in the case to which you have just referred?—There was hereditary blindness in the case of the female.

13,959. (*Dr. Tindal Robertson.*) In the case of the man, was his blindness accidental, or had he been blind from birth?—He lost his eyesight gradually when young. He had a brother whose eyesight gave way also when he was young.

13,960. (*Dr. Armitage.*) Could you state what was the nature of the hereditary taint in the case of the woman?—There is difference of opinion in this case; it is a very peculiar and interesting one.

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13,961. (*Chairman.*) With regard to the Donald Fraser bequest, have you any statement to make with regard to that?—I have the scheme of the administration of the Donald Fraser bequest, which I can leave with the secretary.

13,962. Have you any experience of the working of it?—I have had occasion to correspond with the administrators of that fund with regard to the administration of it, and I find they are applying it entirely to the education and industrial training of young blind persons, and in the payment of inspectors to investigate and report on the claims and qualifications of those appointed to the benefits of the bequests, but it is intended for the whole of the blind of the county of Inverness, though primarily it is for the other purpose. I think the very word "primarily" shows that it ought to be applied for the benefit of the blind generally in the county of Inverness. Though it is primarily for the education and industrial training of the young, I think the whole of the blind of Inverness have a right to a share of it.

13,963. The aged as well as the young?—Yes.

13,964. (*Mr. Johnson.*) Those who participate in the benefit of the bequest must be born in the county?—They must belong to the county. I can also leave a schedule which I have prepared of the various funds for the blind in Scotland, including the funds vested in institutions.

The witness withdrew.

Mr. William Gilroy examined.

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13,965. (*Chairman.*) You are connected with the Newcastle-upon-Tyne and Gateshead Workshops for the Adult Blind?—Yes.

13,966. In what capacity?—I am a sort of traveller. I collect accounts and seek orders, and I fill up my time in soft work, in making hair mattresses and wool mattresses.

13,967. You have some sight?—Yes. I cannot see to recognise anyone, but I can see enough to keep out of danger.

13,968. The last report of the association dates from three years back?—Yes.

13,969. When we visited your institution you told us that the means of the association were not very great, that it was mostly kept up by the working men's own wages, and was very little dependent upon charity for its support?—That is so.

13,970. Is that still the condition of the institution?—Yes. Money was got by giving concerts till there was a capital established.

13,971. A capital of 500*l.*?—Yes, now the institution is practically self-supporting.

13,972. What number of sighted people do you employ in the workshops?—Three. There is a manager who keeps the books and buys the stuff. There is also a sighted girl in the shop who takes orders in the manager's absence, and who fills up her time by doing machine work, and there is a porter, a sighted youth, who goes out with a handbarrow (we have not the means to provide ourselves with a cart) to take out the manufactured stuff, those are the only sighted people engaged.

13,973. Do you pay the blind workmen a little more than the average wages for sighted people?—In the sighted shops a shilling is given for making mattresses. We give 13*d.*, a penny on the mattress to the man is the only supplement that we give.

13,974. Is that the only trade in which you give any supplement, or do you give the same supplement throughout?—We do not in the basket making, the basket-makers are paid according to the society's list; that is to say, the list of sighted people.

13,975. Is not it the case that in consequence of the depression of trade, the society's list prices are higher than the prices actually earned outside, and that therefore you are paying more than the outside prices?—That is true, but the difference would not be very great.

13,976. Do you teach industrial occupations as well as give work work to journeymen?—Yes, we have to do that in the case of those who require to be taught a trade.

13,977. What is your experience with regard to the blind when they leave school; do you find that when they leave school they have had any technical instruction, or that they are ready to turn their hands to handicraft work?—I regret to say that I do not find that to be the case. I find fault with the system under which ordinary education, music, and industrial work are carried on concurrently; the attention of the pupils is divided, and they seem not to give that attention they ought to do to the trade which they intend to make their living at in after life.

13,978. What would you suggest as an improvement on that state of things?—I would suggest that education and music should go together, but that they should be divorced from the work, so that blind children should be dealt with in the same way as sighted children; that is to say, that a blind child should receive his ordinary education, and some instruction in music up to the age of 14 or 15, and if he showed a decided ability for music he might be drafted to a college such as the Royal Normal College, and if he showed a mechanical bias, he might come to the workshops and be apprenticed in the same way the sighted are apprenticed. At mattress making for instance, he might be apprenticed for three years, in the second year of his time we might give him 4*d.* in the shilling, and in the third year 8*d.* in the shilling, that would help to maintain him. If that was done it would be a great boon to the blind, they would then go thoroughly into their trade, and they would become efficient, and get permanent employment afterwards.

13,979. Do you receive any assistance from other institutions, from the blind in Newcastle?—We get no assistance whatever from the Royal Victoria Asylum, no blind person after crossing the threshold of our institution to my knowledge gets any assistance whatever from them.

13,980. Have young men come direct from that institution to yours?—Yes, the two basket-makers came from there. They had to improve considerably after they got to our place, much of their work was not profitable. In the Royal Victoria Asylum they do a great deal of fine basket work, in which they cannot compete with the work sold at the sighted shops. I worked as a journeyman at Harrison's in Grey Street for eighteen months, and when I was there I found that what I had learned in the way of basket work at the Asylum was not of any use to me afterwards, the foreman said it was a great mistake to teach this fine work at the asylum, because French beat the English out of the market in those goods, and there is no chance for sighted people, let alone blind people. It is a great mistake to teach fine basket work.

13,981. When young men leave the asylum how do they support themselves if they have no friends to assist them; are they supported by charitable contributions?—Those who do not succeed in getting into our institution try to get a living in various ways. I am

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sorry to say I do not know of one during the last 25 years who has left the blind asylum making a respectable living at music; they play in the streets or in public-houses. That is not from any fault of the committee or the teachers of the asylum, but they have not had friends to get them into a respectable position as professional musicians, such as organists.

13,982. We know there are some who do get those positions; your acquaintance has been with those who have failed?—Yes; for the last 25 years I do not know of one blind person making a good living at music.

13,983. You are speaking of Newcastle and the north of England?—Yes, I am speaking solely of ex-pupils of the Royal Victoria Blind Asylum at Newcastle.

13,984. Do you think it would be an advantage if workshops could be established in which the blind could find employment after they had left school, and after they had learned a trade?—Yes, that would be a great boon to the blind because it is of little use teaching a blind man a trade if you cannot find him employment afterwards. Blind people are at a very great disadvantage in carrying on a trade by themselves; they cannot buy suitable stuff advantageously, and they have a difficulty in obtaining credit.

13,985. Do you think that boarding houses should be provided for those young men who were serving their time as apprentices, in connexion with the workshops, or that they should live with their friends?—There might be a boarding house in connexion with the workshop for those who came from the country, but if the blind had friends in the town I should think it would be better for them to board and lodge with their friends.

13,986. Do you know whether there are any blind children in Newcastle who are not at school at present?—There are about six, I think, who are not at school.

13,987. Are your premises rented?—They are rented.

13,988. What is the number in the institution at the present time?—Seventeen.

13,989. Would you take in any that came from the neighbouring towns, for instance, Gateshead?—Yes, there is no objection; they are admitted if they have ability, and if there is a vacancy.

13,990. Suppose a man is such a bad workman that he is unable to earn his livelihood do you keep him on?—Yes; we might perhaps put him to firewood chopping.

13,991. You supplement the earnings of men who from various causes are unable to earn their full livelihood?—Yes, the manager is not close-fisted in that respect.

13,992. You find work for them to do?—Yes, there is an old man in the institution at present who teases hair and chops firewood, and so fills up his time.

13,993. (*Mr. Johnson.*) As I understand, your men are principally employed in mattress making?—Yes, straw mattress making.

13,994. I see it is stated in your report that you have only one basket-maker employed?—There are two now—they are both ex-pupils of the Royal Victoria Asylum at Newcastle—one we have had about seven years, and the other has come to us recently; he served three months for nothing, and he makes about 5*s.* a week. He is what you may term an improver; that is all we have room for at present.

13,995. What are the average wages of the mattress-makers?—14*s.*

13,996. What are the average wages of the basket-makers?—15*s.*

13,997. The 14*s.* is only supplemented by 1*d.* in the shilling?—That is so.

13,998. What cost are you put to in instructing your pupils or apprentices?—If a young man comes to us to be taught a trade, we apprentice him to one of the journeymen, and we give the journeyman 4*s.* a week for three months, that is to compensate him for the time he devotes to the teaching of the apprentice.

13,999. In teaching the apprentice he would lose something from his 14*s.* or 15*s.* that he would otherwise gain?—Yes.

14,000. And that is made up to him?—Yes, that is made up to him by giving him 4*s.* a week for three months.

14,001. How long is that apprenticeship?—In the mattress making it has always been three months.

14,002. As you have only two basket-makers, you have no very great experience with regard to that branch of trade?—It is simply a beginning; we have not had much experience in it.

14,003. As I understand, most of these men who are working with you have come from the Blind Asylum at Newcastle. I suppose they do not learn their trade there?—No, not straw mattress making, there is none done at the Royal Victoria Blind Asylum, or at least very little, they get a little insight into it, but they could not come into our establishment as journeymen, they must come as improvers.

14,004. Do I rightly understand you to say that they do not teach mattress making at the Asylum?—They teach it, but they never get any to do, that is to say, straw mattress making; what they do is the higher class work, such as hair mattress making, not straw mattress making. They might have a pair or two to make in the course of six months; they do not canvass for it.

14,005. You are strongly of opinion that the education of blind children and their instruction in trade should be entirely divided?—I am strongly of that opinion.

14,006. At what age do you think instruction in industrial work ought to begin?—At the age of about 15; they are strong enough then to be put to work.

14,007. You think it is undesirable to begin teaching them a trade at an earlier age than 15 or 16?—In my opinion it is a mistake to attempt to do so. Children are not strong enough to do hard work till they are 15 or 16, and it is no use teaching them fine work. When they arrive at the age of 15 they are setting their minds to be something, and they give their whole attention to their work afterwards, if it is not divided by their being taught music or anything else.

14,008. You have had a good deal of experience among the blind. What is the general impression amongst the blind with regard to the early education of children; do they think it desirable to educate them in Board Schools, or in classes, or in institutions?—This is the suggestion which I would make: that the School Board in large centres like Newcastle, where there is a blind asylum existing, might give a grant to that asylum for the education of blind children. I think it is the business of the School Board to educate the children, and the parents and the friends of the children would have to maintain them while they were being educated in the Blind Institution.

14,009. What I was putting to you was this, whether the blind generally thought it was right that blind children should be educated together with sighted children in Board Schools?—We think not. We think the better arrangement would be that a school should be established (unless there was one already existing in the locality) for the separate education of blind children, the expense of their education to be defrayed by the School Boards, and their maintenance to be defrayed by the parents or the friends of the pupils.

14,010. You think it undesirable that blind children should be educated in Board Schools together with the sighted?—I do not think it would be desirable.

14,011. Have you any experience with regard to those blind people who have been educated in music; do you know of any who are getting a living by playing in the street?—Yes. I could give the names of about five or six who are getting a living in that way.

14,012. If workshops for the blind were established in the towns throughout the country, do you think the blind could be self-supporting?—I believe they could; that is if they have been trained as journeymen. Generally speaking the blind have not hitherto been sufficiently taught in their trades; but if they were apprenticed, and then afterwards worked for some time as journeymen, I believe they could be self-supporting; that is to say, the most of our blind, but there is a great difference in the blind, some of the blind are very clever and very quick, while others seem to suffer from nervousness as well as want of eyesight, and I think the earnings of those ought to be supplemented. I would supplement the earnings of a young man who was slow at his work. The idea is to keep up the quality of the articles made at the institution; if a man makes a bad article it injures the character of the institution for good work. The idea of supplementing a young man's earnings is to enable him to take time over his work, and so turn out good work, and keep up the character of the institution.

14,013. But thoroughly good workmen would not require a supplement?—In some trades they might.

14,014. (*Rev. C. Mansfield Owen.*) Can you make and complete these palliases fit for sale without any sighted supervision?—There is no sighted supervision required in the making of the palliases, except in the cutting out of the canvas for the sewers, there is a sighted cutter kept, but the blind girls sew them, and the blind men stuff them without any sighted-people interfering.

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14,015. You say that 14*s.* is about the average wages earned by your blind workers, could they earn more if there were work?—Yes.

14,016. About how much could they earn?—About 22*s.*; they could do four pairs a day.

14,017. When we were at Newcastle you told me they could earn as much as 26*s.*, has that been earned?—That has been earned in busy times; they could do the work which would represent that amount if there was a push for work.

14,018. Do you find that it is an advantage to have a traveller in connexion with a workshop?—Yes. Since the committee put me on to travel in the last three years, we have got a great many customers whom we would not have had otherwise. I believe it is very useful to have a traveller, and indeed I might almost say absolutely necessary, because an intelligent blind person if he importuned people to purchase goods would be likely to have more success than a seeing person would.

14,019. Can you suggest any trades which might be introduced at Newcastle, other than those which are now carried on?—I should think lath rending and straw-rope making might be introduced.

14,020. Do you think netting and sail making might be advantageously introduced?—I do not know much about those. I do not think it would answer to introduce them, the making of cork fenders would be a good thing to introduce, I think.

14,021. (*Chairman.*) Have you ever tried making straw envelopes for bottles?—No, we could not compete with the straw envelopes that come from abroad.

14,022. (*Sir Lyon Playfair.*) Do you know that there is a strong feeling arising that in ordinary schools boys should be taught the handling of tools long before they are 15 years of age, and that workshops are now being established, in connexion with sighted schools to teach the children the use of tools when they are very young?—I have not heard that. Our idea at Newcastle is this, not to begin teaching them to learn their trade till they have arrived at the age of 14 or 15.

14,023. Do not you think it might be useful for them long before they arrived at the age of 14 or 15, and before they learnt special trades, to learn to use tools and to use their hands?—Yes, I should think it would be very useful to teach them how to saw, or how to plane, or anything in that way by way of amusement.

14,024. When you said that they should not learn any trade till they arrive at the age of 15, you did not mean that they should not be taught the use of their hands and the use of tools?—No, I meant to say when trade instruction was going on concurrently with ordinary education, their attention was divided, and they did not give sufficient attention to the trade in such cases, they would be trying to learn too much at once.

14,025. (*Admiral Sotheby.*) Do you make brushes at your establishment?—No.

14,026. Do you consider that a blind man can finish a brush altogether himself?—I do not think he can, the wood work is done by sighted people.

14,027. A brush has to go through several stages?—Yes.

14,028. What do you consider the best employment for the blind?—The most lucrative employment has been straw mattress making at our place.

14,029. How much can the best basket-makers make?—15*s.*, I believe, would be the average wages of our basket-makers.

14,030. (*Mr. St. John Ackers.*) The report which we received at Newcastle of your Association is two or three years old?—Yes.

14,031. Can you tell the Commission what amount has been received in the last year from charitable sources?—I could not exactly tell you that, I might say that we do not receive more than 10*l.* a year in charity, and we pay poors rates, so that it goes back again.

14,032. You pay the poors rates, you pay the taxes, and you pay your rent like any other business undertaking?—Exactly so. If we had not the poors rates to pay it would come to something like the same thing; what we get we pay again.

14,033. It is so far a co-operative undertaking that the profits of the business go towards increasing the wages; is not that so?—I scarcely think that if there were but small profits the men would be entitled to get an increase of wages.

14,034. We were informed, when we visited the shop, that the blind workpeople got from 15 to 20 per cent. more than sighted persons engaged in the same occupation, that being given to them out of the profits?—That may be reckoned at 1*d.* in the shilling if you call that 15 per cent., but that is all they get.

14,035. That is out of profits?—That is out of profits; but the few blind that there are could not claim the profits of that institution to be divided the same as if they were a co-operative body.

14,036. Supposing that you were fortunate enough to get a considerable profit in the course of any one year, what would become of that profit?—We would introduce other trades and teach other blind people, and extend the usefulness of the work.

14,037. Do all the workmen live at their own homes;—Yes, some are married and some are at lodgings.

14,038. But none live in any buildings belonging to your association?—None whatever live on the premises. The premises are locked up at six o'clock every night.

14,039. (*Mr. Arrol.*) You have expressed an adverse opinion to the education of the blind along with the sighted; is that opinion based upon any practical experience?—No, that is not based upon any practical experience, it is simply that we have not known of any case where the blind have been educated among the sighted, but we have been cognizant of the fact of the blind being educated by blind teachers. We think that blind teachers are more suitable for the blind than sighted teachers would be, because they would not have time to attend to the blind in a sighted school.

14,040. Do you not think that it would be beneficial for the young blind to be educated alongside of the sighted, inasmuch as it would make the blind more self-reliant?—They would have to learn the types such as the Braille type and the other things that they learn from the blind teachers; they might learn those from the schoolmaster; but if you put a blind child into a sighted school amongst 60 sighted children with their slates and pencils, he would be much quicker with his pencil when he had learnt how to use it.

14,041. (*Chairman.*) Is there any other point which you would like to lay before the Commission?—The aged blind would like it to be represented that they think they ought to have a sort of pension, if it could be got from the Government, for those who are entirely helpless. They wished me to mention to this Commission that they hoped that they would not be forgotten. Those who are past doing anything would like to have something in the way of annuity, and to remain with their friends, those that have home attachments.

14,042. How do the boards of guardians treat the aged blind; do they force them to come into the house or do they give them outdoor relief?—I am sorry to say that some of them are forced into the house and that is a sore point with them; they decidedly object to that because they perhaps get amongst those whom they do not like.

14,043. But they would be quite willing to receive outdoor relief from the guardians if they would give it to them?—They would be only too happy to get it; but I think that there is a feeling amongst the blind that they would rather have an annuity from the Government in the way of a pension independent of the guardians. It may be a little ridiculous, but I am stating the feeling of the old blind. There is a strong aversion on the part of us blind in the North to come on the parish at all; we use strenuous efforts to avoid the parish in any form.

14,044. But in Newcastle you have the benefit, as they have not in Scotland, of a great number of pensions which are offered to the blind of England; do none of your friends apply for those pensions?—There are only two that, I believe, are getting pensions from London. Allan Watson and another, I believe, but I cannot be certain. A number of the blind that I know do not get pensions. The reason is that they have not had influential friends to speak for them, or it has not been gone into.

14,045. Have they applied?—They are very poor and they seem to be forgotten, they have not had friends to

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take it up, and they have not gone about it. I do not think that there is any fault here, but simply that it has not been thoroughly looked after.

14,046. (*Sir Lyon Playfair.*) In stating that the blind wish to receive pensions direct from the Government, do you state that as your own opinion, or only as a view that you have heard expressed by other people?—I have heard it from the blind at their meetings.

14,047. Do you not see what an immense danger there would be in giving any pensions without the supervision of a locality?—Yes, that would be a danger; but still they themselves feel that blindness is exceptional in its nature, and that being deprived of the blessing of eyesight, there ought to be a compensation from a kind Government to them.

14,048. Do you not think that if there was any relief it must be a relief from the locality which has the power of understanding whether a man has a claim and the nature of his resources, and other similar points?—They have an idea that blindness in itself gives them a sufficient claim for protection against the necessity of having recourses to the parish.

14,049. But is it your opinion that the Government should intervene in a question of that kind?—I should like to see it.

14,050. Supposing that a blind man was a drunken and utterly worthless man, how is the Government to know that?—In that case the clergyman of the parish, or the Home Teaching Society, might report that.

14,051. That is to say, you would not make the locality responsible for the conduct of the man, and for the mode in which the pension was bestowed?—There is a feeling amongst the old blind that they wish not to be forgotten if there was anything being done in the shape of establishing workshops and other things; they would like to be kept from starvation. I could not go into detail as to how it is to be done.

14,052. (*Dr. Armitage.*) Could you tell us how many mattress-makers you have employed?—There are six straw-mattress-makers.

14,053. Are the hair-mattress-makers separate, or do they change from one sort of mattress to the other?—There is only one hair-mattress-maker and myself, I fill up my time, as I have already said, when we are extra busy, by making hair mattresses myself. There is a mat-maker, there are two basket-makers, and the rest are females, who sew the cases for the straw-mattress makers.

14,054. That makes 11; then there would be 5 females?—Yes, there are five females.

14,055. You have not mentioned that old man whom we saw who was teasing hair?—We do not reckon him among the workmen.

14,056. He is not reckoned amongst the 17?—There are 18 if you reckon him in.

14,057. With regard to the outdoor relief; you said that the objection that most of the people made to going into the house was on account of the kind of people with whom they had to associate when they were in the house; do you think that if some arrangement could be made in classifying in the house, that is to say, if those who are paupers by the visitation of God, no matter whether blind or not, should be put into separate wards, and if the criminal paupers, I mean those who have become blind from their own vice or neglect, should not be allowed to associate with them, that would remove most of the objections to going into the house?—Yes, it would remove a great deal of the objection; but still we blind people have a great prejudice against the workhouse; we would rather have the relief outside. I do not know how it is, but it is the fact that we do not like the workhouse in the North at all. That would remove a great deal of the objection.

14,058. Do you think that it would remove a real grievance?—Yes, there are many blind who have led good lives, and who feel keenly being put, as you describe, amongst the vicious and the worthless.

14,059. Have you a home teaching society at Newcastle?—Yes.

14,060. Is there any building of iron ships going on at Newcastle?—Yes.

14,061. Do you know whether there are any blind people employed in the shipyards?—Not in the shipyards, but there is a blind man, named James Foster, employed by Messrs. Coxon, and he gets the shipwork on to his premises.

14,062. What work does he get?—Ship cushions.

14,063. Have you ever made any inquiry as to whether it would be possible to get blind people into the shipyards for cleaning boats and spinning oakum, as they do in Glasgow?—I have not gone into that. I think that the difficulty would be in getting them on board, and backwards and forwards; that is the only difficulty that I can see about it; but when they were there I believe they could do the thing thoroughly well.

14,064. You say that there would be a difficulty in getting them on board, but the yards are on land?—Yes, but it would be awkward for a blind man to go about a shipyard, because there are so many things lying about.

14,065. Do know that it is done in the Clyde yards to a very large extent?—I did not know.

The witness withdrew.

Mr. WILLIAM MESTON examined.

14,066. (*Chairman.*) You are the superintendent of the Aberdeen Asylum for the Blind?—Yes.

14,067. And you have charge of all the industrial departments, and of the institution generally?—I have.

14,068. Have you many apprentices at the present time in your institution?—No; we have only some five or six apprentices apart from our inmates.

14,069. I think you told us that the apprentices were only taken for three years?—The apprentices are only asked to serve for three years.

14,070. Is not that rather a short time for them to learn a trade in?—It is too short a time, but our directors were anxious to make the time as short as possible so as not to discourage the blind in any way, particularly the adult blind who were admitted.

14,071. That applies to the adult blind, and not merely to those who are taken in the ordinary sense as apprentices, as lads?—With regard to the lads, I may say, that during the time that they are in the house, after they are 16 years of age they go to the workshop for part of the day, and some of them, if they are sufficiently advanced in education, probably up to about the fourth or fifth standard, will go to the workshop for the whole of the day. The time during which they do so, counts as so much of their apprenticeship, so that when they leave the institution altogether they may be journeymen, or have only one or two years to serve. But the three years apprenticeship applies equally to the adult blind who generally get blind through accidents, at least those who are admitted to our institution.

14,072. Is it the principle of your institution not to keep these whom you train constantly working there, but to let them go out and earn their own livelihood?—They always remain with us. They have no means of finding employment throughout the towns saving with us, because ordinary manufacturers, as a rule, I should think, do not care for giving employment to blind people; at least, with so much competition, they try to get the very best workmen that they can.

14,073. Then, besides the blind, you employ a large number of sighted persons, because I think you told us that the wages paid to the blind amounted to 1,296*l.*, and to the sighted 998*l.*; I suppose that includes provision of all kinds?—No, the 1,296*l.* paid to the blind is paid to blind adult workers.

14,074. To whom is the 998*l.* paid?—To sighted workmen employed in the industrial department, not living in the institution, nor connected with the institution, further than working there as foremen, and as men preparing material for the use of the blind. There is one of our departments, the twine department, which necessitates the employment of a considerable number of sighted persons.

14,075. But is it not rather a question whether it does; do not your own blind workmen themselves rather question it?—No, they do not question it, because the hemp has to be hackled; that is to say, the hemp has to be dressed over steel pins which would be very dangerous for blind people to work with. Then, in addition to that, we have to employ sighted boys to assist the blind workers, when they lose their threads or break their threads, by picking them up and handing them back to them again.

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14,076. Have you any difficulty in getting subventions from the parochial boards for the instruction of the juvenile pupils in the school?—Yes, sometimes we have. The parochial boards, especially in country districts, object to paying for maintenance along with school fees, on the ground of not pauperising the parents. Where a child comes under the head of being a pauper, or the child of a pauper, there is no word said about him; they very readily pay the amount in his case; but in the case of its being the child of a parent who does not come under this description, the parochial board say that they are not legally entitled to pay more than the school fees.

14,077. And that is a comparatively small sum, is it not?—It would just amount to the ordinary school fees.

14,078. But the annual charge for your pupils is 10*l.* per head, is it not?—10*l.* and the clothing.

14,079. Do you think it is desirable that there should be an alteration of the Education Act, so as to enable parochial boards to give a larger amount for maintenance and education of blind children than they give at present in all cases where the parents themselves are unable to pay?—Yes, such an alteration is desirable; but we do not receive them into the Asylum unless the 10*l.* is paid either by the parents or by the parochial boards.

14,080. Then are there not some left out who might come in?—No, not at present, I think. We have got the parochial boards for the most part to concede that point now, but we have had great difficulties with them in the past, because they say that they are not legally entitled to do it.

14,081. With regard to the age of admission do you think that the girls should only be admitted at the age of 8, and the boys at 10; is not that rather late?—We have reduced the age for both boys and girls to six. That was done about two years ago. Speaking of parochial boards, there is one peculiarity about the children that we have; I do not know whether it obtains in other districts or not, but the number that we have at present are all paid for by parochial boards saving two, and in those two cases the parents only contribute, or are able to contribute, but a small sum towards the premium payable. Now I do not think that the same extent of pauperism, if you might call it so, exists among the parents of the blind in other districts.

14,082. You think that there is rather a larger number of poor blind in your district than in other districts?—Yes, it is evident that the juvenile blind in our district belong to a poorer class.

14,083. Are they not of the poorest kind?—Of the very poorest kind.

14,084. For instance, the sons of fishermen who have very precarious means of livelihood?—Yes. So much is this evident that in many cases we get the child has been found to be of little or no use to itself in its ordinary requirements, and it can hardly put on any article of clothing, or do any necessary thing.

14,085. Have you altered the maximum at all; if you take the children in at six years of age, do you keep them up to 16?—Yes, we are quite content to keep them as long as the parochial board will pay for them.

14,086. How long will that be?—We have kept them up to the time when they were 18 or 19 years of age, and were able to earn as much in the workshop as would maintain themselves. In the case of the children that I refer to, these semi-pauper children, if we put them out at the age of 16, the parochial board would have to subsidise their wages for two or three years in order that they might maintain themselves, so that it is of little moment to the parochial board whether they continue paying us the 10*l.* for a few years, and then when we let the children out, being relieved altogether, or whether they have to subsidise their wages when they come out earlier.

14,087. But would it not be good economy upon the part of the board for the board to pay for the children's instruction in technical work, in order that they might be able to earn their livelihood, and not be dependent upon the rates as they grow up?—It would certainly be very important, and in cases where the parochial board have demurred to paying the 10*l.* we have pointed out to them that if they keep on paying a short time longer the probability is that they will be entirely relieved from any liability in future, but some boards do not care for that, and say, well, that is a matter which concerns future boards, but does not concern us.

14,088. Have you ever tried to earn a Government grant in the school?—No, the reason being that the present lady who is teacher was employed as matron. About eight or nine years ago, we had only five or six inmates in the institution, and the managers thought that they were not warranted in going to the expense of having a teacher and matron; so the lady who gives instruction now never had the advantage of being trained as a teacher; but at the same time, we have had the school examined by educational gentlemen on more than one occasion, and they have expressed themselves very highly satisfied with the education given. We aim as far as possible at training the more intelligent up to the fifth or sixth standard, but there are several cases with us, and I daresay the same is found in other institutions, where there is a mental deficiency, and the children are not able to reach higher than perhaps the second or third standard.

13,089. The commission received a deputation to working men at Aberdeen, and one of the points that they urged was that at this asylum for the blind, they had not a certificated teacher; and they also urged that it would be better that the blind children should be sent to the ordinary board schools, and that the sums which are now spent upon their education in your institution should be spent in the technical and industrial portion of that education; have they ever made known to you that proposition?—Yes.

14,090. What answer did your institution give to that?—The workers in our institution have never approached our directors making such a request as that, but I know that such ideas as you have stated exist among them.

14,090*a*. Has there never been a deputation to the directors or managers making known these views by word of mouth?—It occurs to me that they drew up some memorandum a few years ago about the teaching of the blind. At that time we had a small number of inmates and there was a memorial got up among the workers, pressing upon the directors to discontinue the inmate department, so that the cost of carrying it on might go to the benefit of the workers.

14,091. The working men also complained that there was a large number of sighted workmen employed on the premises, at work which they said could be equally well done by the blind; that is a distinct assertion made on their part?—That is utterly false, and the men are quite well aware of that. We have only two foremen for the whole number of blind that we have.

14,092. I think they said that the heckling could be done by the blind, and that some baskets were now being made by sighted people, which the blind would very well make?—I should be very glad if they would do the work which we give to the sighted people, because it is the aim of our directors, and I am very strongly of the same opinion myself, that no sighted labour should be employed upon work that can be done by the blind. It is a new discovery to me if the blind can heckle; I do not think they could possibly manage to do such a thing. We have a number of sighted boys who have to assist the blind in their spinning; they often break a thread and the boys must be about to pick it up and give it to them. We should be very glad if we could do without those boys; we tried to reduce the number, and they made a very grevious complaint about it.

14,093. Your point is that you can make more money by the manufactures which you turn out by the help of some sighted labour than you could if you depended entirely upon the blind?—Yes, that is so, and also the departments, especially the twine department, could not be carried on without the sighted assistance which we at present have.

14,094. How far is your manufacturing department conducted on business principles; how far do you subsidize the wages of the working man?—As regards wages we have two classes of workers; we have those who are at piecework, and we have those who are getting set wages, because they are unable to learn any of the skilled trades that we have. Those who are getting piecework, began their three years apprenticeship that

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we have already spoken about, and after that they get the same rate of wages as is given to first-class sighted workmen, although their work is inferior to that of the best sighted workmen, and although they require in some of our branches a much better class of material to produce even saleable work, and although they also require additional sighted assistance. So that, with the wages which we pay our blind workmen who are on piece work, we consider that of that amount they are receiving one third as charity, considering the quality of the work, the assistance that they require, the better class of material, and the constant employment, whether we have a demand for the goods or not. Taking those four things into consideration we think that one third of the amount that they are getting is charity. Then the other class that we have are those who cannot learn any skilled trade, being either physically or mentally incapable of doing so. We give them a wage according to their circumstances, in fact the wage paid to them is much left to my own discretion, and the greater part of it, if not the whole of it in many cases might be set down to charity.

14,095. For the sale of your stock do you put yourself in communication with any other institutions, so as not to compete with them unduly?—Our trade is mostly in the counties of Aberdeen, Banff, and Kincardine, and it is from those counties that we take our blind; we do not take them from other districts; they must either have been born, or have been resident for three years in either of those counties.

14,096. Have you travellers to sell your goods?—No one but myself. I travel in Aberdeen, and in the principal towns in the three counties that I have mentioned.

14,097. Have you a difficulty in selling your goods?—Sometimes we experience great difficulty.

14,098. Have you seen the memorial of the blind working men of Scotland?—No, I have not.

14,099. Have you any views to lay before the Commission with regard to the manner in which the aged and infirm blind should be treated. At present, I suppose, in many cases they go into the house?—Yes, but we have never sent away any aged blind that have been workers in our institution; we have always kept them.

14,100. Has your institution then been large enough to supply the wants of the aged blind in the counties that you have mentioned?—Yes, to all who have been admitted to the institution.

14,101. Are there any blind persons in those counties who do not enjoy the benefits of your institution?—Yes, there are a great many blind throughout those counties who are not in our institution.

14,102. And not requiring relief?—I should think there are a good number of cases.

14,103. How would you think they ought to be treated?—At present there is a doubt that if their friends cannot help them they go to the poor house.

14,104. Do you think it is a desirable thing for the blind that they should be so treated?—Unless a sufficient annuity was given to them, to keep them in comfortable circumstances and in respectable lodgings, where they could be properly looked after, I believe in the majority of cases they are better in the poor house.

14,105. Do you think that they ought to have liberal outdoor relief, for instance?—Not the class who descend to pauperism.

14,106. Then you think that they should be put in the ordinary wards of the poor house with the sighted?—So far as the poor houses with us are concerned, I know cases of blind people being there who do not get the same strict treatment as the sighted get.

14,107. From your experience of the poor blind do you consider that they are well treated in the poor houses, in the three counties that you have mentioned?—Yes, so far as it has come under my notice.

14,108. (*Dr. Tindal Robertson.*) With reference to the payments made by the parochial board, of which you have spoken to the Chairman, about how many benefit by those payments in your institution?—We have at present 13 inmates (we had 16 at the end of December), and of 13, 11 are paid for by parochial boards.

14,109. The parochial boards you say are not compelled to pay, but they pay of their own free will?—In several cases they are compelled to pay because the children are pauper children. In the other cases, so far as maintenance is concerned, it is of their own free will that they are doing it.

14,110. Supposing that they were not compelled to contribute, and that they were to decline to do so, would you still take the children in?—Not without the payment.

14,111. What do you think would become of the children in that case?—They could not be educated in the ordinary schools because we have had cases in which the ordinary schools have turned round and said that they can do nothing. There are two cases that have come under my notice within the last few years. The parents of the children were not paupers; they sent their children to an ordinary school; indeed they were compelled to do so; but the schoolmaster sent them home saying "I cannot educate you, I have no books; I do not understand your system." The children remained at home. However the school board officer went and said to the parents, "Now this child must be "educated." The parent said, "Well I have sent "the child to the school, and the schoolmaster can do "nothing with the child." "Well," said the school board officer, "he must be sent to the blind asylum; "you must apply to the parochial board and put your "case before them." After a considerable amount of trouble the parochial board said "Well we must pay the "fees, we will pay so much, and you will pay so much;" and they tried to make a compromise between them. In a case of that kind the position that we take up is, that we ask the parochial board to be entirely responsible, and if the parochial board can get anything from the parent, well and good. But in the two cases that I have mentioned the ordinary schools said that they could not give instruction to these children.

14,112. Then I come back to the question that the Chairman put to you; would it not be advisable that the payment should be compulsory upon these parochial boards?—Yes; and if that difficulty was removed I have no doubt that the parochial boards would acquiesce at once. But they say, "Here is a parent applying for "school fees, but along with the school fees there is the "cost of maintenance incurred, and unless the parent "is a pauper we cannot pay for maintenance." If this difficulty was removed then the parochial board could pay the whole amount without pauperising the parent.

14,113. You take in children to educate as well as to train in some trade, do you not?—Yes, we begin with their education and when they are about from 14 to 16 we allow them to go to the workshop for part of the day, so that they are picking up a trade during the time that they are inmates.

14,114. Had you any experience with regard to the education or trade training of the blind before you became superintendent of this establishment?—No.

14,115. Then you have only the experience of this institution to speak from, have you?—Only the Aberdeen institution.

14,116. With reference to that experience do you think it better to dissociate the education from the trade-training, or do you think that it is desirable to carry them on to some extent together?—I think it is desirable that if not workshops, at least technical schools should be used for the training of the juvenile blind in connexion with educational establishments.

14,117. Would you carry on the educational training and the trade training under the same roof and at the same time?—Yes, after the pupils had arrived at about the age of 14, so that when they cease to be inmates and become workers, they may the sooner be able to earn a livelihood, and become independent of parochial assistance or the charity of their friends. But I do not think it advisable for young blind children to mix with the adult blind in the workshops. It would be very much better to have a technical school-room or a technical workshop where the children could be trained.

14,118. May I take it as your opinion that it is advisable that the education and the trade training should be carried on separately?—I would have them in the same school, but the trade training given in a technical workshop.

14,119. Would you briefly give your reasons for that opinion?—One reason is that it could be done very much more economically than if they were separated, and in our case parochial boards demur to continue education payments after the school age, and expect that the children they are paying for are being taught a trade, with the view of becoming, as early as possible, self-supporting. But it is not good for the young blind children to be associated with the adult blind lest they might be taught things which it is unadvisable that children should know. With our present arrangements we cannot in training the children in their trades give them that attention which is absolutely necessary to turn out good workmen. If we had separate technical schools and a better class of instructors than we at present have, I have no doubt that we should turn out very much better workmen.

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14,120. (*Chairman.*) You mean alongside your existing schools and under the same roof?—Yes. Then again there is the question of the disposal of the articles which the children make. That would be done much more economically and to greater advantage if it were done in connexion with the workshops so far as the articles of work are concerned.

14,121. (*Dr. Tindal Robertson.*) Do you think that the education of the children would be of a higher character and better and more complete?—At present they are entirely separated, so far as ordinary education is concerned.

14,122. Is the education kept absolutely apart from any technical training up to the age of 16?—Yes, up to the age of about 14.

14,123. But the two are conducted under the same roof?—In the same establishment.

14,124. Then is there any combination of the two in any way up to the age of 16, or is the training absolutely confined to education?—The education and the technical training are quite separate up to the age of about 14.

14,125. (*Rev. W. Blomfield Sleight.*) The deputation that waited upon the Commission at Aberdeen stated that they felt that the education given in the institution was of a very inferior kind, that the children were greatly neglected, and left the school in an uneducated state; does your knowledge of the state in which the children leave the school after their education is completed, bear that out at all?—That is simply not true; I can most flatly contradict such a statement. There are some cases (and the same thing happens with the other institutions) in which the children are mentally unable to take up education to any great extent. We have and have had cases in which the children are only able to receive education to a very limited extent; but those who are able to receive it receive an education up to about the fifth and sixth standards, in fact we go through a regular course of instruction up to that point. But there are cases in which children through physical infirmity or mental defect of some sort or other are not able to go to so high a standard as I have mentioned.

14,126. Do you employ an efficient teacher for educating the blind children?—I explained that our present teacher is not a certificated teacher, but the education she imparts has been examined by competent authorities on more occasions than one, and their report has been entirely satisfactory to our directors. Some time ago Dr. Christie, who is a professor in our university, was asked to examine the school and to report to the directors; and he gave certainly a most satisfactory report upon the education that the children were receiving. Since that time the education is better, because we had not the Braille system; since we have introduced the Braille system we have made very much greater progress than we did before, because previously we were confined entirely to Moon's system and had only a very limited supply of educational books.

14,127. Were those changes that you speak of the result of a deputation from the workmen waiting upon the Committee and asking that changes might be made with regard to the education in the school?—No those changes were the result of an inquiry by Sheriff Wilson. I think the Commission have a copy of his report; he took a very great interest in the education of the children some few years ago, and obtained reports from various countries as to what was being done for the education of the blind, and it was through him that the changes I refer to were made.

14,128. Then in your opinion the education given at your school is as good as can be obtained for the blind?—I would not say that, because the education, for example, at Norwood is a very much superior education to that which exists at Aberdeen.

14,129. I mean elementary education?—If you speak of elementary education then I say that the education that we give is as good as can be obtained for the blind.

14,130. Do you know the case of a lad called James Rae?—Yes.

14,131. Can you state why he was taken from the school to the workhouse instead of into the industrial home?—The lad you refer to was put into our institution by the parochial board for one year for the purpose of commencing to learn a trade. He was at the time in very delicate health through the poverty of his home, and the board agreed to pay for him for one year, with the view of his gaining strength with good food and proper treatment. At the end of the time the board removed him to the poor's house, as they did not consider his home a suitable place for him, intending to send him to our workshops as a worker as soon as they could find suitable lodgings for him in the vicinity of the asylum.

14,132. Did he receive any education while he was in the asylum?—Yes, he learned to read from Moon's, but he was of a type that could not receive education to any extent.

14,133. You mean mentally?—Yes. He was not admitted into our institution until he was over the school age, and the reason why he was put into the institution was not to receive education but to be taught a trade. The parochial board put him into the institution not for the purpose of education, but for the purpose of industrial training; they put him in for only one year, and they would not pay for him longer, hoping that at the end of that time he would be able to earn something towards his own maintenance.

14,134. Do you think that the education of blind children in an institution tends to produce a want of self reliance?—I think it has the very opposite effect if it is conducted in the proper way. I do not see why it would engender such a feeling any more than in the case of the sighted sons of gentlemen who are sent to ordinary private schools, and that is very largely done.

14,135. But do you consider that teaching blind children in an institution collectively instead of their being educated with other children in ordinary elementary schools, tends to produce want of self reliance?—I do not think that educating them in asylums engenders want of self reliance where the education is properly conducted.

14,136. With regard to workshops, in your opinion can the blind earn for themselves as good wages in their own homes as they can earn in workshops?—I do not think so, or they would not come to asylums.

14,137. Do you remember the case of one man, a basket maker, who is said to have left your workshops and to have endeavoured for three years to get a living in his own home, and after that time to have returned to you?—Yes, I know whom you mean. He could not make a living at his own home. Taking the three years during which he tried to do so, I do not believe he earned an average of 5*s.* per week.

14,138. What would he earn in your workshop?—He earns about 18*s.* per week. He had to get the willows which he generally purchased from us; the willows had to be sent a considerable distance into the country; then he had to make the baskets, and go and hawk the baskets through the country in order to get them disposed of. Many people gave him orders simply out of charity, but, of course, after two or three years that soon died out. Then he came back to us, and the directors, although they were unwilling to do so, took him back to the workships.

14,139. Is any work done by sighted workmen in your industrial shops that you think might be done by blind workmen?—No.

14,140. (*Mr. Arrol.*) You adverted to an instance where a master said that he had no power of teaching the blind in sighted schools?—No means.

14,141. If he had the present appliances, do you think that the difficulties might be got over by a double grant being given to the master?—I should think not in country districts in isolated cases. In towns it might be done where a number of blind pupils might be got together; but in isolated country districts I do not think that there would be anything like an adequate inducement to a schoolmaster to make himself familiar with the Braille system, for example, in order that he might teach a blind child properly.

14,142. Have you any experience of any blind children being taught in a sighted school other than the private school in Aberdeen?—No, I do not think that such a thing exists either in Aberdeen or in the North of Scotland.

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14,143. What would be your opinion with respect to educating the blind in sighted schools?—With a certain number of the blind the thing is practicable; I mean with the blind of the middle and the better classes; but I do not think that it would be practicable with the blind of the poorer classes, unless you had thoroughly equipped teachers in the schools. When I make this distinction I mean that the parents of a blind child of the middle or better classes would do all in their power to assist and make up for whatever was deficient in the ordinary teachers, and help the child to prepare its lessons, but with the lower classes I think they would be entirely neglected. In our own case, as I have already mentioned, one very important work that we do is this: most of the children that we get are utterly neglected so far as training to be of use to themselves is concerned; they come from the poorer classes, and several of them are illegitimate children, and they come to us entirely without any training to be helpful to themselves, to put on their clothes, or to attend to any of their ordinary requirements.

14,144. Would you recommend then that the blind children should be boarded for the purpose of training them to look after their own personal requirements, and that they should be sent to sighted schools for education?—No, I do not think so, because the appliances which are necessary for the proper training of blind children, should, I consider, be in one central place. You cannot have them in a private house; for example, for gymnastics, which is a most important thing for blind children.

14,145. You might have them at a board school, might you not?—In the board schools of Aberdeen there are not such things to any extent.

14,146. You have expressed your opinion with regard to parochial relief for the blind; what is the opinion of the blind themselves as to whether the house test be applied, or whether they should receive relief, and be allowed to remain at their own homes?—I do not know the opinion of the blind on this point, but I believe they would prefer receiving out-door relief.

14,147. Am I to understand that it is the opinion of the blind in those three counties that you have named, that they would rather be in the workhouse than in their own homes?—No. I did not express such an opinion, because I do not know what their opinion is; but I have no doubt that they would prefer to be at home if you would give them an annuity.

14,148. (*Mr. St. John Ackers.*) Is it not a fact that your institution was founded for the purpose of giving education as well as industrial training?—It was founded without anything specific being laid down in regard to whether the children were to receive one or the other. The deed of bequest was for the purpose of endowing an hospital in Aberdeen for the benefit of the indigent blind of the three counties, and it was left very much to the trustees to adopt what means they thought best for disposing of the funds.

14,149. In whose power is it now to change the method of spending those funds if it is desired, is it in the power of the trustees?—No, I do not think so. It would require an Act of Parliament. We have a Royal Charter.

14,150. Does that charter specify that education is to be given?—No, it does not do so; it leaves it very much in the hands of the trustees.

14,151. Have you heard much dissatisfaction expressed on the part of the workmen as to the constitution of your present Governing Body?—Sometime ago our directors had under consideration the fact that the sphere from which trustees or directors are appointed was very limited. When we began to make application for public subscriptions, which is only within the last four or five years, they thought it desirable that if the public would subscribe, the subscribers should have the chance of putting in so many directors; so they applied to the Education Commission to have the appointment of trustees as stated in the Charter altered, so that subscribers would have the power of electing so many directors.

14,152. So far as you know does that scheme meet with the approval of the blind workmen, or have they since that scheme has been adopted expressed satisfaction?—Well, I do not know what schemes would satisfy them.

14,153. As I understand from your answer, you think that the desire of the workmen is such that no board of directors having the charge of the property of that institution would be inclined to give way to them altogether; is that so?—Yes. This scheme was drawn up without any consideration by the workers at all; it was done by the directors.

14,154. (*Admiral Sir E. Sotheby.*) Why do not the blind people in your institution make brushes?—Because it is the experience of the other institutions (at least they tell us so) that they lose a lot of money by it. That is the reason why we do not make brushes.

14,155. Then you think brushmaking a most unprofitable trade for blind people?—I am told so.

14,156. You keep your children at school until the age of 17; have they by that time acquired the same amount of education as children who are dismissed from Board Schools at the age of 14?—I think that not a few of our inmates would compare very favourably with the sighted children at the same age.

14,157. At 17, blind children ought to compare favourably with sighted children of 15 years of age?—Yes; but I explained that when the blind children arrive at about the age of 15 or 16 we allow them to go to the works, although they continue to live in the house.

14,158. (*Mr. Johnson.*) There was a report made, I believe, to the committee of directors by Mr. Wilson, in which there were a number of suggestions made; do you know whether the committee has carried out any or those suggestions?—They were entirely in connexion with the Educational Department, and for the enlarging of the sphere for the appointment of managers. In regard to the education, what was suggested has been entirely carried out; in regard to the managers, it is in process of being carried out.

14,159. Has the limitation of admission to cases connected with the counties of Aberdeen, Banff, and Kincardine been altered?—Yes, that has been altered.

14,160. Then, as I understand, workmen can come to you from anyportion of Scotland; is that so?—No, we only made that alteration to try and make our school a little larger. That was Sheriff Wilson's idea. The number was small at that time, and he was under the impression that unless the numbers began to increase it would be better to send off the children either to Edinburgh or to Glasgow to be educated. In order to increase the number he thought it advisable that where proper pupils presented themselves we should accept them even although they did not belong to Aberdeen, Banff, or Kincardine; but no alteration was made with regard to the workers. In the case of admitting those who did not belong to Aberdeen, Banff, or Kincardine, they were to be charged a higher rate, they were to be charged 15*l.*, whereas the others are only charged 10*l.*

14,161. Am I correct in saying that in your establishment there are six blind men married to six blind women?—That is about correct, I think, but I can tell you exactly.

14,162. Does your committee take any cognizance of blind persons who marry blind persons?—We have not done so hitherto, although I think they ought to do so.

14,163. Is it your opinion that it is desirable or undesirable that the blind should intermarry?—My opinion is that it is undesirable.

14,164. (*Dr. Armitage.*) Why do you consider it undesirable that blind people should intermarry?—Because it is surely enough that one should be defective in so important a thing as sight without both being in the same condition. Then another thing is the difficulty that arises in the case of either the wife, or more especially the husband, being laid up. In case of the husband being laid up of course the wife cannot attend to him, and it places a double charge either upon the rates, or upon the charity to maintain them, whereas if they had not been married probably the woman would have been earning her wages in the asylum.

14,165. Have you any practical experience of the way in which blind women manage their home and look after their children, and after the cleanliness and general arrangements of the place where they live; is it good or is it bad?—I have not been in any of the homes, but there are exceptions to their not being kept clean.

14,166. But you do not practically know it of your own knowledge?—No, I do not.

14,167. Can you tell me what are the average wages of your journeymen rope makers?—12*s.* 6*d.* or 13*s.* is the average wages; the wages run from 9*s.* to about 17*s.*

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14,168. You told us that taken as a whole we may assume that about one-third of the wages paid is supplement or charity; do you think that the proportion paid to the rope makers as supplement is larger or smaller than one-third?—In the case of the rope makers I think it is rather more than one-third, and in the case of the basket makers perhaps it is a little less.

14,169. When you say that in the case of the rope makers the supplement is rather more than one-third, do you simply mean that it is fractionally more, or can you by reference to your books tell us exactly what the supplement to the rope makers is?—Paying them in the way that we do, I think it may safely be put down at one-half. That of course includes the apprenticeship. We put them on a three years apprenticeship, whereas outside the institution the apprenticeship is six years.

14,170. But my question had reference to the time after they had passed through their apprenticeship?—Nearly one-half I think, it is more than a third.

14,171. Can you tell us what your mattress makers earn?—They earn from 10*s.* to 20*s.*

14,172. What amount of supplement do they get; is it over one-third or under one-third?—It is over one-third, in the mattress department it is fully one-half. At the conference of Managers of Scotch Blind institutions at Edinburgh (at which conference I was present), we agreed to the recommendations set forth in the proceedings of the conference; but previously to that conference our Directors had revised our scale of wages, and they did not, even after this conference, care to alter the scale that they had made up to that time, which on comparison with this is very much in favour of the blind.

14,173. (*Chairman.*) Your scheme is more in favour of the blind, than the decisions which they came to in Edinburgh?—Yes.

14,174. (*Dr. Armitage.*) Can you tell us what amount of supplement the basket makers get?—Taking it as a whole I should say one-third; but our journeymen basket makers all get journeyman rate. Some make work of a quality which is only equivalent to that of a second or third year's apprentice, and they are inferior workmen. Another blind workman will make work which is nearly equal to that of a sighted journeyman.

14,175. I understood you to say that you do not separate supplement from wages?—No. In some institutions I think when a payment is made to a blind man the manager says: "What is the value of this work?" and whatever he considers to be the value of the work he charges to trade account, and whatever he thinks is paid beyond the value he charges to charity; but instead of our separating them in this way, we deduct one-third all over.

14,176. (*Chairman.*) Should you be able to furnish us with a short labour statement showing how much each trade has over or under one-third in the way of supplement?—I could only do it in a general way. We give our journeymen all the same rate, without discrimination as to the quality of the workmanship. In an ordinary basket shop the men do not all get the same rate. A manufacturer will give one man the full rate, and to another man who is an inferior workman he will perhaps only give three-fourths of the rate.

14,177. He will take fourpence in the shilling off, or something of that kind.

14,178. (*Dr. Armitage.*) The drift of my questions to you has been rather to ascertain which in your institution is the most profitable trade, and I judge from what you have said that rope making is the one by which the institution loses most; is that so?—You mean that we give more in charity in the rope making than we do in the other trades.

14,179. You have to give more charity to enable a man to live by rope making than you have to give to enable a man to live by the other trades?—I would say that the rope making and mattress making are just about equal; but we cannot increase the other departments that we have, because we cannot get an outlet for the goods that we make. The reason why we have rope making so largely is, because we can find a more ready outlet for what is made.

The witness withdrew.

Adjourned to Monday next at 12 o'clock.

At 6, Old Palace Yard, S.W.

Monday, 6th December 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. A. J. MUNDELLA, M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOHN MACDONALD examined.

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14,180. (*Chairman.*) You are superintendent of the Mission to the out-door blind for Glasgow and the West of Scotland?—I am, and I am also secretary of the Scottish Out-door Blind Teachers Union, which embraces the whole of the out-door missions to the blind in Scotland.

14,181. Do you yourself visit the whole of the districts in the West of Scotland?—Yes, the districts in the six south-western counties of Scotland.—Lanarkshire, Ayrshire, Renfrewshire, Dumbartonshire, Buteshire, and Argyleshire.

14,182. Will you tell the Commission, first of all, what are the operations of the society of which you are superintendent?—The Glasgow Mission to the out-door blind was instituted in 1859, for the purpose of visiting the blind at their own homes, teaching them to read, and supplying them with books in the raised type. At first and for several years it confined itself to this special object, but as the condition of the blind became better known it was found to be absolutely necessary to do something towards relieving their pecuniary needs. The first effort in that direction was the institution of our Ladies' Auxiliary Society in 1865 "for the purpose of promoting industrial employment among the blind females in poor circumstances, by teaching knitting and other such work; by supplying material when needed, and assisting to procure work or get it sold when made." The auxiliary now carries on its work in a large double shop with workroom at the back, in one of the public thoroughfares of the city, it employs one teacher and two assistants, and has 90 knitters on the roll, all of whom are kept in constant employment. Efforts were also made at a very early period in the history of the mission to procure employment for blind men in public works and elsewhere, and to assist them in starting various trading pursuits on their own account; and to aid in carrying out the latter object, an Endowment Fund was instituted in 1881 by Sir James Watson (President of the Mission) and some other philanthropic persons, for the purpose of granting pecuniary aid to the indigent adult blind with the special view of enabling

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them to earn a livelihood; and also for the purpose of giving relief in times of special distress.

14,183. Can you give any statistics of the number of blind people that you have to deal with?—The number of blind on the roll of our own mission is 1,193 at present. The number of blind in Scotland may be stated at 3,650. I am aware that in the Government census for 1881 the number is returned at 3,158, but it is well known that many who are practically blind do not return themselves as such. Taking the three counties of Lanark, Renfrew, and Ayr, which contain about one-third of the population of Scotland, the census gives 1,037 blind persons; while, if we take the 1,060 actually known and on the roll of the out-door mission in these counties in 1881, and add the workers and inmates of the Glasgow Asylum, 150, the total is seen to be 1,210, or 173 in excess of the Government return. I am now showing how we bring out the 3,650. The excess of our returns over the census returns in those three counties is 173. Assuming that the excess is the same proportionally in the other parts of the country, 3,650 may be safely accepted as the actual number at present, seeing it does not include those blind persons of good social position, whom missions take no cognisance of, nor the natural increase of the population since the census was taken.

14,184. How do you account for that excess of 173 over the Government returns?—From the fact that many who are practically blind do not return themselves as such.

14,185. Will you proceed with your statement with regard to the operations of your society in the counties you mention?—Generally speaking, they are to visit the blind at their own homes, to teach them to read, to supply them with books in raised type, and to assist them in every way that we can, and, if possible, try and find employment for those able to work; generally speaking, those are the objects of our society.

14,186. What number of missionaries have you under you?—Seven, three in the city and four in the counties.

14,187. How many visits to each blind person do your missionaries make in the course of a week or a month?—They will go round the districts in the town about once in every three weeks and in the country about once in six weeks.

14,188. Besides teaching adults to read you teach also the young?—We do.

14,189. What are your operations with regard to the teaching of the young?—The number of blind children of school age in the whole of Scotland may be stated at 240; the Census returns give 210, but we know from actual fact that there are more than 210—we make the number 240, and of these about 30 may be safely struck off as incapable of being educated, owing to bodily or mental infirmity—we find 10 or 11 such under our own mission. Of the remaining 210 only 102 are pupils in the various asylum schools, leaving 108 for whom no such provision is made; and it is with this number that we have now to deal. Carelessness and indifference on the part of some parents, and the reluctance of others to allow their children to leave home at such an early age, prevent a few from entering those institutions. The expense, we believe, is the chief cause. In the course of our ordinary work among the adult blind we found many such children growing up in ignorance, and the question forced itself upon us how these children were to be educated. We applied to the directors of our Glasgow Institution to open their school to receive day scholars. This was readily granted, and a few who were living in the vicinity of the institution took advantage of it. This plan is still in operation, and seems to work well enough so far—there are three or four day scholars attending at present. This, however, did not meet the requirements of the case, even for Glasgow. It was in these circumstances that the common school suggested itself to our mind as the only practical solution of the difficulty, and we set ourselves to work it out. Passing over the preliminary arrangements with teachers and parents (there were no school boards in those days), and how sundry obstacles were overcome, we succeeded in placing two blind pupils in a sighted school in Greenock in October 1868. That was the beginning of what I would like to make some reference to now.

14,190. We have been told that the experiment has been tried in Greenock, and failed?—It has not failed. If you will allow me, I will state what we have found in our own experience. In October 1868 the first pupils were placed in the school. The experiment proved successful even beyond our own expectation. It was found to be not only practicable to educate the blind along with the seeing, but that in many respects it was preferable to the asylum system.

14,191. There are no blind children in the school at Greenock now?—There are no blind children of school age in Greenock now.

14,192. How long is it since there were any?—Two or three years.

14,193. As a matter of fact there are no blind children in Greenock; perhaps it may be said that the experiment has been given up?—The fact that there are no blind children of school age in Greenock now, instead of suggesting the idea of failure proves the very opposite; for, one advantage of the common school system is, that you not only bring education within reach of the blind in the localities where they reside, but obviate the necessity of establishing local special schools, which, when there were no pupils, would be left empty.

14,194. How long did that experiment continue in Greenock?—It was continuous with few, if any intervals, for 15 years, *i.e.* as long as there were children of school age capable of being educated.

14,195. How many passed through the schools during those years?—We have not hitherto kept a register of the pupils who have passed through the schools, but in Greenock alone I can recall the names of five boys and three girls; and over the whole territory occupied by our mission, I can recall the names of about 50 who have received a good elementary education in common schools.

14,196. Have you any further remarks to make with reference to the advantages resulting from the system of teaching blind children in board schools as compared with the system of teaching them in hospitals or institutions?—It is worthy of note that the evils resulting from the congregate system for children attracted the attention of the parochial authorities in Scotland more than 30 years ago, when they adopted the system of boarding-out pauper children in respectable families, instead of grouping them in hospitals or institutions; and the chief consideration which led to the adoption of this system was the moral and physical well-being of the children. In a special report on the subject, issued by the managers of the City Parish of Glasgow, they say, "The family circle is the most natural one for the "bringing up and training of children. It is of Divine "appointment; and in their humble endeavours to "follow out the plan the Committee feel confident they "are more likely to succeed than by congregating a "great number of children in an orphanage. They are "satisfied they are following the arrangement of the "Sovereign of the Universe by placing these children "in families where their moral, intellectual, and phy-"sical training is calculated to fit them for that sphere "of life which they are likely to occupy."

14,197. That has reference to sighted children?—Yes. I am referring to the action of the parochial authorities as bearing out what we have all along pointed out, namely, the evils of congregating young children together in asylums. I am trying to show that the parochial authorities in Scotland hold the same views, and for the same reasons they have adopted the system of boarding out pauper children in families instead of bringing them up in a hospital. If the parochial authorities, who are usually credited with being not over kindly in their treatment of the poor, have found by experience that the congregate system is so injurious to the moral and physical well-being of sighted children that they have adopted the family system, the principle must apply, we think, with increased force in the case of blind children.

14,198. What number of out-pauper children are now boarded out by the parochial authorities?—Seventy-five per cent. of the total number of the children chargeable to the parish.

14,199. Has that experiment of boarding out been tried in the case of the blind?—It has not been tried with the blind.

14,200. You have stated that the number of blind children who are now being taught in asylum schools in Scotland is 102?—There are 102 blind children now under instruction in asylum schools, and there are 108 not in any of the asylum schools.

14,201. How are they taught?—Thirty-five are in board schools, the remainder are being taught at home as far as possible.

14,202. How are they taught at home?—They are practically not receiving a regular education—they are simply receiving instruction at home.

14,203. Does your Society do anything towards educating those children who are neither at school nor in any institution?—We teach them at home.

14,204. Do you teach all the children who are not taught in any other way?—All that come under our notice. We teach all that we know of in Scotland.

14,205. You make visits from time to time, once in three weeks in the town, and once in six weeks in the country; how do you manage to teach children in that peripatetic way?—Those between five and seven years of age we regard as being too young to go to school and we teach them at home and prepare them for school, that is to say, the board school when they are able to go, that accounts for so many.

14,206. They are included in the 108?—They are.

14,207. Will you tell us how you teach those children between five and seven years of age at their own homes?—We teach them to read by Braille usually.

14,208. How many days a week do you give them?—Our visits in the town are, as I have said, about once in three weeks, but there are special times when our agents visit them much more frequently than that. I have stated that three weeks is the time usually taken to go round a district, but that does not mean that each blind person gets a stereotyped visit once every three weeks. There may be some who do not get a visit once a month and others may be visited once a week.

14,209. Do you teach the children individually or do you collect them together in classes at certain places?—We teach them in their own homes individually.

14,210. Can you tell us how many hours a week or a month you give to those children that you profess to teach before they go to school?—In some cases they receive lessons perhaps twice a week, in some cases three times a week, and in other cases not so often, but we usually give such an amount of instruction to the parents or to some member of the family as to enable them to give lessons to the child in the interval.

14,211. You trust to the teaching that you give being supplemented and kept up by some member of the family?—That is so.

14,212. In cases where there is no member of the family available to keep up that instruction what happens?—We usually get a friend.

14,213. You have no difficulty in getting some one to give some instruction to the child in the intervals between your visits?—Sometimes we have, but we usually succeed in getting some one.

14,214. Are there any children who are not sent to board schools or to any institution and who remain at home the whole time of their childhood?—There have been very few under our mission, but I believe there are a number in other parts of Scotland.

14,215. Are there not corresponding missions to yours travelling over the whole of Scotland?—Yes, but this question of education so far as the young are concerned has not been taken up so enthusiastically with some of the Societies, they are all doing something, but the agents of some of them are not so energetic as our agents are.

14,216. With regard to those children who go to a board school after having received some instruction from your agents, what amount of instruction are you able to give them before they go there?—They are usually able to read, not to write; we usually teach them to read by Braille, so that they are able to take their place in the class as ordinary pupils.

14,217. Do you teach them Braille entirely or any Moon?—Braille entirely now.

14,218. Since when has that been the case?—About four or five years.

14,219. Previously to that you taught them Moon?—Moon and the Roman type, the Roman capitals. We also used the Worcester type, that is the Roman characters with the capitals and small letters, but for the last four or five years we have used exclusively Braille for the children who are going to school.

14,220. And your society provides them with books in Braille?—We do.

14,221. Both the young and the adults?—Both the young and the adults. In the case of a child when the parents are able to pay we allow them to pay if they are willing to do so.

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14,222. Have you any remarks to make with reference to the operation of the 69th section of the Scotch Education Act as it affects the blind?—That part of the 69th section of the Education Act referring to blind children was prepared under the direction of the president of our own society, Sir James Watson, with the special object of bringing the blind within the full scope of all the benefits of the Act, and placing them on an equality with the seeing in regard to elementary education. There is still considerable doubt, however, as to the true meaning or interpretation of that clause, and that has given us considerable difficulty. The Education Act has been a dead letter so far as it applies to our blind children.

14,223 What has been the cause of that?—Simply because the school boards have taken no action in the matter.

14,224. You think that it is the school board and not the parochial boards who ought to take action?—We believe so.

14,225. Do you think that they should have power to contribute also to the maintenance of blind children in any institution?—I daresay the clause may cover that, but the circumstances that called forth that clause in the Act make it evident that what was desired and aimed at was to delegate the whole matter of the education of blind children to the school boards; that is to say, that it should be enjoined upon school boards to provide education for blind children in the same way and to the same extent as sighted children. The clause says that it shall apply to the education of blind children.

14,226. But it does not allow the school board to carry it out?—The school board have simply taken no action. Till within two years ago the Glasgow school board took no action in the matter. I am glad to say that they show more readiness now to co-operate with us in the education of blind children, but they have not used their compulsory power to secure attendance.

14,227. With regard to pupil teachers in blind schools, have you anything to say?—I do not wish to go into the question of education in blind schools.

14,228. You are not in favour, as I understand, of children being congregated together in an institution?—We are not. Perhaps your Lordship will allow me to refer to one or two letters that I have received from school teachers, both in the city and in the country, who have had the practical working of this system of teaching blind children in common schools, showing that both in city and country districts this system is not only practicable but beneficial to the children, and entails little or no trouble on the teacher.

14,229. Are those letters from schoolmasters who have blind under their care?—Yes. Some of them have two blind children in their school, and some have had several years experience with several pupils. I should say that these letters are in reply to letters which I addressed to the teachers, asking them their experience with regard to the teaching of blind children in their schools.

14,230. Are all those to whom you addressed letters and from whom you received replies favourable to blind children being taught in board schools?—Without exception; there are 20, I think, here, and some have not yet replied.

14,231. Will you read one of those letters?—This is dated the 10th of November 1886, from the St. George's Road Public School, Glasgow: "Dear Sir. In reply to "yours permit me to state that I have only had two "blind boys under my care in sighted schools. My "experience extends over seven years, the first boy "being four years while the second has been three "years, and is still under my charge. So far as my "limited experience goes, personally, I have felt very "very little, if any, inconvenience in the teaching of "the blind, on the contrary, I have rather taken a "pleasure in teaching these two children. After their "first year at school, and when once they can be got to "monosyllables, they are then very easily taught, the "writing, and especially the arithmetic, is so simple "that the child is very easily instructed. The blind "child is little or no difficulty for he seems to be gifted "above the average child and easily acquires what is "required of him in a given period. Speaking more "particularly of the one presently under my charge, "and who is in Standard IV., I find it requires very

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" little effort on his or his teacher's part for him to " keep apace with the rest of his class. His memory " work and intelligence are above the average. At " this stage the only thing is the geography, so far as " to learn him to know the relative positions upon a " map, but when the teacher cannot afford to spend the " time over him individually, then the best, or one of " the best, scholars in the same class is placed beside " him, and this scholar guides the blind boys fingers to " the proper place on the prepared map, at the same " time that the rest of the class are being shown places " on a large map. I may mention that the presence of " a blind boy has a most wholesome effect upon the " rest of the children in the same class. His presence, " I think, makes them have a greater consideration and " respect for their neighbours or neighbour who in this " instance is less gifted. In my opinion the blind boys " who are educated at sighted schools are more likely " to have the natural ways of boys, they can engage in " the general work better, and be trained so that when " they enter the battle of life, or bloom into manhood, " they may not feel the same diffidence in mixing with " those endowed with sight. A pupil teacher, of average " ability, can easily be trained in a short time to instruct " a blind child, and I have found it comparatively easy to " get the same pupil teacher for two consecutive years to " give the lessons. I may state that these blind children " have kept pace with the class each year, and have " been presented to Her Majesty's Inspector of Schools, " and received and passed the same standard of exami- " nation as sighted children. I am, yours faithfully, " R. J. Wilson." Then I have another letter from the master of the Garrallan Public School, Old Cumnock, dated the 23rd of November 1886, in which he states that his experience is similar to that of the writer of the letter I have just read, and in the postscript he says this: " Her Majesty's Inspector's examination of this " school takes place in January. You might kindly " forward a note requesting that Hugh " (that is the blind pupil at the school) " may be examined in the " 6th Standard, which I will show to the Inspector " who may be kind enough to do so. I think it should " be compulsory for inspectors to examine blind pupils, " and payment of the passes made along with the rest, " and I see no reason why this should not be the case." He is going on former experience when this same blind boy was not examined by the Inspector at the examination.

14,232. That is a point which you think ought to be borne in mind in any alteration of the law?—Yes, we think that our blind children ought to be put under the same examination as sighted children, and that the school teacher should receive payment by results. Perhaps you will allow me to point out another matter in connexion with the education of the blind, we have not yet received an authoritative interpretation of this 69th section of the Education Act.

14,233. It has never been brought before a court of law?—It has not. I have brought it under the notice of the Scotch Education Department myself, and have received a reply, leaving the question just where it is.

14,234. I suppose they decline to interpret the Act of Parliament?—Yes.

14,235. Why has the question never been brought before the courts of law?—So far as we are concerned, we were always anxious to keep on good terms with the school boards, and we never pressed the matter—we have usually got into the good graces of the individual teachers and wrought with them—we have sometimes had difficulties, but we have usually managed in the end to get the children admitted.

14,236. What are the operations of your society with regard to finding employment for the blind?—On the question of employment I should like to call the attention of the Commission to some statistics, as they bring out the number who require employment and show their general condition.

14,237. Are those statistics taken from the annual reports of your society?—Yes.

14,238. Have they been personally verified by you?—They have been personally verified by me.

14,239. These are very interesting statistics, and we may perhaps find a place for them in the appendix, but I would rather get from you your opinion as to the best way in which the adult blind can be occupied?—The industrial blind may be divided into two classes, namely, the young, say between the ages of 15 and 25, which may be reckoned the best period for technical education and training, and the adults, say from 25 to 60 years of age. From the Government census and from our own statistics taken together, as they require to be taken together to bring out the actual number of the blind, there are in Scotland about 330 blind persons between the ages of 15 and 25.

14,240. Can you distinguish between those who have been born blind and those who have become blind in after life?—I cannot distinguish between those who have been born blind and those who have lost their sight afterwards, but of those 330 between the ages of 15 and 25, there are in the various institutions about 150, leaving 180, say, between those ages who are not provided for.

14,241. It makes a great deal of difference whether they were born blind or whether they have lost their sight afterwards, that is to say, whether they have been educated in any particular trade or business before they lost their sight or have merely passed through the ordinary elementary schools of the country, therefore, if you class together those who have been born blind and those who have lost their sight afterwards, it would give a false impression?—The proportion of those born blind is very small, not perhaps 4 per cent. according to our reckoning, but according to a report or a letter which I have received from an eminent oculist in Glasgow, Dr. Pollock, who has just published a valuable work, entitled "The Normal and Pathological Histology of the Human Eye and Eyelids," he brings down the percentage of those actually born blind to a very low figure indeed, something like two per cent.; but of the 1,200 on our roll I find that there are 105, or about nine per cent., between 15 and 25 years of age, and of these 13, or about 12 per cent., were born blind, or lost sight a few days after birth.

14,242. Then may we assume that the larger number of those you mention between the ages of 15 and 25 have become blind after the age of 15?—A good many have become blind during the first three months of their life.

14,243. Can you tell us what percentage of those 180 between the ages of 15 and 25 would have passed through a sighted elementary school—that is to say, who had been brought up with seeing children?—I have no correct record of the number who have passed through sighted elementary schools.

14,244. When you are speaking of the occupation of adults, you are speaking of males?—Yes.

14,245. I may take it that about 12 per cent. of those have been born blind or also have become blind early in life?—Yes, of that class of blind between the ages of 15 and 25, of which there are about 330 altogether in Scotland, about 150 are provided for in the blind asylums at present, leaving about 180 who are not so provided for. I do not blame the managers of the institutions for this, they have no doubt a difficult task; but what is needed to meet the requirements of the 180 who are apparently not provided for by the various institutions is increased accommodation, suitable provision for the maintenance of pupils during apprenticeship, and increased facilities for their efficient instruction.

14,246. You think there should be workshops established in which those who are not in any institutions should learn some trade?—There ought to be such workshops established: the accommodation is too limited at present.

14,247. Would you recommend that such workshops should be established in one centre or two or three centres?—We think there ought to be workshops in every town where the number of blind would warrant the establishment of such an institution.

14,248. It would be more economical to have a large number of blind working together in one centre than to have one in every town in Scotland?—Yes; but there are other considerations to be taken into account. Take a town 20 or 30 miles from Glasgow, take Kilmarnock, where there may be say 15 or 20 blind adults: they have their families and all their associations in Kilmarnock, and some of the members of their families may be employed there, and to remove the family to Glasgow would be to break up all their associations.

14,249. Assuming they are between 15 and 25 years of age, it is not many of them who would have families at that age?—I refer to blind men who have families—blind adults. I am not referring to age just now; I am referring to the number of individuals in a particular town, say 15 or 20, whose ages may average say 25 to 60 years. They would require to break up their family associations in the town where they were known and, where they would have a better chance of supporting themselves, and come to a town where they might find employment or they might not. The father of a family might have no wages for the first year, perhaps not for two years; how is he to be supported?—We believe that it would be in the interest of the blind to have a workshop in Kilmarnock rather than to bring all the blind into one centre in Glasgow.

14,250. In Kilmarnock how many blind would there be to form a workshop?—I have simply named Kilmarnock as an instance.

14,251. I take that as an instance. You would not, I presume, have a workshop unless there were at least 8 or 10 blind adults to take advantage of it; would there be 8 or 10 in Kilmarnock?—There would, and perhaps more.

14,252. What is the population of Kilmarnock?—25,000 to 30,000, I think.

14,253. In a town of that size you would have a workshop?—Yes, for employing adults.

14,254. (*Dr. Campbell.*) A permanent workshop or a place in which to teach them a trade?—They would not board there; they would simply get employment there. The occupations would require to be simple. I am speaking more particularly now with regard to grown up people, that is, those between the ages of 25 and 60. The occupations for that class would require to be very simple, because they could not learn such work as basket making or brush making so as to earn a livelihood by it at that late period of life; but as regards the younger and more active blind, I believe it would be better for them to be drafted into larger institutions where they would be trained to skilled handicraft trades.

14,255. (*Chairman.*) That is to say, those between 15 and 25?—Yes.

14,256. You have already told us that in the case of the elder men basket making would not be suitable: what are the trades that you would start for those who become blind in mature years, say after the age of 25?—Fire-wood breaking and sack sewing.

14,257. Would you try mattress making?—Yes.

14,258. Suppose the workshop made mattresses; do you think that it should also sell iron bedsteads in order that it might sell its mattresses at the same time?—It might do so. What I thought was that a number of these small workshops might be joined together under some co-operation—that they might work together and send their work to and get their material from a central depôt.

14,259. Do you mean you would have a central depôt for Scotland for the sale of work produced by the blind?—It might be too large an undertaking if you had one central depôt for the whole of Scotland; but there might be a central depôt for the West of Scotland, say at Glasgow.

14,260. And one at Aberdeen for the north and one at Edinburgh for the south-east?—Probably; but for all skilled trades brush making, basket making, and where machinery was required, you would need to have a large institution where all the young and more active would be trained properly.

14,261. You could not have such a large institution in many parts of Scotland?—No; perhaps the existing institutions might be sufficient, if enlarged and better equipped, to meet the requirements of that class.

14,262. With regard to teaching those to read who become blind in mature years, what proportion of those whom you now visit can read either Braille or Moon type?—About 45 per cent.

14,263. Do you find any difficulty in teaching men in those circumstances to read?—In some cases we do.

14,264. Do you teach them Moon?—Principally; we have a number who read Braille. We have now, I should say, between 70 and 80 who read Braille. A number of those are children; but we have a number of adults who also read Braille.

14,265. With regard to the question of pensions, you have not many pensions in Scotland?—We have practically none.

14,266. You have none in your district, at all events?—Not in our district, and there is only one fund in Dundee, the total amount of which is about 12,000*l.*

14,267. There is one in Inverness?—Yes; I wrote to the agent there to get some particulars of it, but he has not given me any particulars. We have no pensions in Scotland except those.

14,268. What provision do you think should be made for the infirm or aged blind?—I would divide the blind into two classes. With regard to all the able bodied, I would say that provision should be made for employing them and they should be aided by the State. With regard to those who are aged and infirm, and incapable of working, I would not recommend that the State should be called upon to aid them.

14,269. You would throw the aged and infirm entirely upon private benevolence?—Upon private benevolence and the parochial authorities.

14,270. How are the parochial authorities to treat them; are they to take them into the house or to give them relief outside?—We think they ought not to apply the house test to the blind, and that the out-door relief ought to be much more liberal than it is at present. About 2*s.* 6*d.* a week is the average sum now given; we think it might be increased to at least as much as is required to support them inside the poor-house, which might come to from 3*s.* 6*d.* to 4*s.* a week at the least, I should think.

14,271. You know that some of the blind workers in Scotland have asked that State aid should be given them direct?—I am aware of that.

14,272. You do not think that it would be wise for the State to grant that?—In a modified form I do. In the case of the young who have been trained in institutions, I would suggest that such aid be given on the principle of "payment by results," and that three-fourths of the grant thus earned be payed to the blind direct, and one-fourth to the institution in which they were trained; and that a corresponding grant be paid to the adult blind who have had no such training, but who may be employed in various ways outside institutions.

14,273. Would the aged and infirm blind object at all to receiving aid through the parochial boards?—Parochial boards and private benevolence might supply the wants of that class, but as regards the industrial blind we strongly recommend that the State should be asked to aid that section of the blind, so as to encourage industry and self-help. I believe that that is the unanimous voice of Scotland. There may be some differences of opinion as to the mode of distributing the State aid or charity, as to the hand through which it should reach the blind, but I believe both the blind and those who are specially interested in them are unanimous in the feeling that the State ought to support to a certain extent the industrious blind.

14,274. (*Dr. Tindal Robertson.*) Is the mission to the out-door blind for Glasgow and the West of Scotland a branch of any London society?—No.

14,275. Was it established entirely independently?—Yes.

14,276. Was it established in the first instance to put forward any special type or system of teaching?—No; we taught the Moon system specially, indeed, exclusively, for many years, simply because it was at that time, and still is found to be best for the adult blind, and it was for the benefit of that class that the mission was specially instituted.

14,277. When did you begin to start the Braille?—Four or five years ago: we had been using it a little before that; but it was five or six years ago that we took it up specially and almost exclusively for the children.

14,278. What induced you to take it up?—We found the Roman type would not suit.

14,279. You did not teach any writing at that time?—Not till we introduced the Braille. We introduced the Braille because by it we were able to teach writing; the children could write their own exercises at school, and it saved them learning an extra type, and we found also that we had better literature. We could get Nelson's Royal Readers in Braille, and we had no class books in the Roman type.

14,280. What are your reasons briefly for advising that blind children should be educated at a board school instead of in separate institutions?—In the first place it takes the children away from home to send them to an institution; it deprives them of the benefits and

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influences of home life. We believe it is injurious to congregate blind children in large numbers, shutting them out from the world and allowing them to mingle only with those afflicted like themselves; we think that they cannot possibly have the same idea of the outer world, and the ways of the world, and the thoughts and habits and usages of ordinary society by being shut out from the seeing community.

14,281. I understood you to say that you would wish that section 69 of the Scotch Education Act of 1872 should be amended in such a manner that school boards might have the power to enforce compulsory attendance on the part of blind children in the same way as in the case of sighted children?—Yes.

14,282. Suppose the school boards had that power, would you advise that they should send a number of children to separate institutions and pay those institutions for their instruction?—We would propose that the school boards themselves should educate the children; it should be left to the school boards to provide education for them in their own schools.

14,283. In that case you would require inspection?—The blind children would be treated in all respects as sighted children; they would be taught in a class as the sighted children, and they would be examined by Government inspectors in the usual way, just the same as sighted children.

14,284. And the teachers would be paid by results?—Yes.

14,285. Would you think it advisable to have special inspectors appointed for the examination of blind children?—No. The inspectors who put themselves to the trouble—I need not say trouble because they have not found it any trouble—have been examining our blind children for many years past along with sighted children.

14,286. Without any difficulty?—I have no report from any of the inspectors as to any difficulty that they have experienced.

14,287. You referred to some letters from different schoolmasters, have they alluded in those letters to that question of inspection at all?—One of them has, but he does not point to any difficulty. He merely mentions the fact that the inspector was specially pleased with the blind pupil.

14,288. Have you any suggestion to make with regard to the qualifications that would be necessary for the special inspection of these blind children?—I think the inspector would get through his work much better if he understood the special appliances used by the blind for reading, writing, and arithmetic.

14,289. Do you consider that it would be absolutely necessary, in order to enable the inspector to make a satisfactory inspection, that he should have that qualification?—I believe it would.

14,290. With regard to State aid, which has been alluded to by the Chairman, we have been told by one witness that he thought it advisable that aid should be given partly by the State and partly by the parochial board: do you agree with that?—No, not to the same individual, at the same time.

14,291. For what reason?—I think that parochial relief ought not, unless under very special circumstances, to be given to an able-bodied man, notwithstanding that he is blind, but I believe the State ought to aid such a man to enable him to support himself, that is to say, to help him to put forth his own exertions.

14,292. For educational purposes as well as for industrial purposes there are very large voluntary subscriptions, I presume, in Scotland as in England?—Yes.

14,293. Do you think that if State aid was largely given that would at all interfere with those voluntary contributions?—I think it would not. I think it would rather stimulate and encourage private benevolence.

14,294. (*Mr. Arrol.*) With a view to reward masters in the sighted schools for taking extra pains with blind children, would you be disposed to recommend that an increased grant should be given to the masters in whose schools blind children were received?—Yes, say double.

14,295. Have you found throughout Scotland that many masters have an objection to taking blind children owing to the increased trouble?—No, not now. At the beginning we found there was a little objection on their part until they quite understood the method. Now I might say we have little or no difficulty in getting a teacher to receive a blind child.

14,296. Have you any experience as to the success that has attended a blind child that has been taught in a sighted school after it has gone out into the world?—Yes. several have been sent to the Royal Normal College, who have taken a good place there on their entrance, and who have, after a short period of training, —two or three years—turned out very excellent workmen, and taken their place in the world with credit to themselves.

14,297. Do you think they were better prepared to receive the training which they got at the Normal College, owing to the education they received in the sighted school, than if they had passed through a blind asylum?—Very much better; their self-reliance was much greater, and they knew more about the ways of the world, and could move about with more confidence than if they had been trained in an institution in early life.

14,298. In answer to a question which his Lordship put to you as to the objects of your society, you said that, besides being a missionary society you are a benevolent society, and that you endeavour to find employment for the blind with whom you come in contact. You stated that there were 1,193 blind persons under the care of the mission; how many of those have you found employment for?—Just now we have 183 who are more or less employed, contributing more or less to their own support.

14,299. Can you give us any information as to the amount which those 183 earn weekly?—Yes; and also, generally speaking, I can tell you how they are employed. Of those, there are 15 tuners and teachers of music—those have received a special training at the Normal College; three are missionaries, one is a commercial traveller, with a salary of 100*l.* a year. Of shopkeepers (various) there are seven, averaging 15*s.* a week. There are 87 selling coals, firewood, drapery, hardware, and other commodities, whose average earnings weekly would be about 9*s.* 6*d.* Then in public works there are 34, some of them being in shipbuilding yards, engaged in spinning oakum and re-screwing bolts, putting nuts on bolts; and there are also a few labouring on farms, working as ordinary labourers.

14,300. (*Chairman.*) Those would be persons with defective eyesight, not totally blind; they are mostly totally blind.

14,301. (*Mr. Arrol.*) What wages do those 34 receive?—Eight 15*s.*, and upwards; 20 10*s.*, and upwards—that is, between 10*s.* and 15*s.*; and six between 5*s.* and 10*s.*

14,302. Have any of those 183 that you have mentioned been trained in a blind asylum?—About one half of the tuners and teachers have, but none of those who are trading on their own account or working in the shipbuilding yards; they have not been taught any industry as blind persons, they lost their sight when they were beyond the age at which they could be received into any institution.

14,303. Have any of those who lost their eyesight when employed in any shipbuilding yards been retained in those works after losing their eyesight?—One or two have, but in most cases they were not employed in the same shipbuilding yard before losing sight in which they now are; while a number had never been so employed as sighted men.

14,304. You have mentioned that there are 15 tuners in your district; can you say if success attends the whole of them?—I have their rates of earnings here: three are at and over 40*s.*; two at and over 30*s.*; four over 25*s.*; four over 20*s.*; one over 15*s.*; and one over 5*s.* I should say that the one over 5*s.* has just recently started on his own account in a small town. When this information was obtained he had newly started business, and had obtained a very small connexion.

14,305. Have none of those who have been trained in one of the higher institutions for music taken to playing in the streets in order to get a livelihood?—Not one; they are all thoroughly respectable men, earning their living by the profession that they were trained to.

14,306. (*Mr. St. John Ackers.*) You have stated that in your opinion the memorial of the blind workmen conveys an expression of the opinion of the whole of the blind workmen, or nearly so, of Scotland?—Yes, that is to say, of those who are in institutions.

14,307. Then if that is so, can you tell the Commission why so many of the workers in institutions either profess to know nothing of that memorial or disagree with the terms of it when they are asked about it?—I cannot answer that; I was not aware that there was such a diversity of opinion upon the points brought out in the memorial. I have been in communication with those whose names are appended to the memorial, and I understood that they were thoroughly representative blind men.

14,308. Have you yourself ever visited any industrial institutions and asked the blind people at work in those institutions whether they agreed with the terms of the memorial?—I have in our Glasgow institution. I have also been in communication with some of the blind men in Edinburgh, and their views are in accord with those brought out in the memorial.

14,309. Are you in favour of having blind teachers of the blind. I mean for educational purposes in schools?—I have not had much experience of blind teachers in schools.

14,310. Have you had any experience with regard to blind teachers of trades?—No.

14,311. Are you in favour of the employment of blind teachers in connexion with your society?—Yes, we have one just now.

14,312. (*Admiral Sir E. Sotheby.*) How far do the agents of your society visit outside towns?—We visit every town and village and rural district within the counties that I have named, wherever a blind person is found or can be heard of.

14,313. You are able then to deal with isolated cases in the country?—Yes.

14,314. How do you deal with isolated cases of children?—I have read an extract from a letter from the teacher of the Garrallan Public School, a little way out from Old Cumnock. We got that teacher to take the little boy that he refers to in his letter into his school, after a little preparatory teaching on our part, we got his parents to assist us in teaching him at home preparatory to his being sent to school, then we explained the whole system to the schoolmaster and provided the boy with suitable apparatus and books, and he took his place in the school as an ordinary pupil, and has now passed the Fifth Standard.

14,315. Would that be an exceptional case?—There was nothing exceptional about the family—they were just poor working people—there was nothing exceptional that I could see in his case.

14,316. You think that there is no difficulty in teaching an isolated case in the country?—There are difficulties, but they may be got over. I may mention another case in which we got over the difficulty some years ago. In another country district, in Ayrshire, we came across a boy who was one of a large family of young children, the mother could not devote much time to teaching the blind boy; and we got a lady living near to allow the blind child to visit her every afternoon, and she gave him lessons.

14,317. With regard to the adults, how do you deal with them?—We visit them as missionaries, teachers, and friends, and advise with them in regard to their temporal and spiritual interests, helping them when necessary as far as we are able.

14,318. Do you visit them once in every three weeks?—In the town once in three weeks, and in the country about once in six weeks. I should also repeat that while we go over a country district, say on an average once in six weeks, there are many cases that our missionaries or teachers see much more frequently than that when special circumstances require.

14,319. Do you consider that you are enabled sufficiently to educate an adult in that number of visits per quarter or half year?—Yes, and, as in the case of children so in the case of adults, we try to get some member of the family interested to assist.

14,320. Is the instruction which is given at your board schools given entirely by sighted teachers?—Yes.

14,321 There are no occasional blind teachers as in the case of the English board schools?—No, there are no blind teachers.

14,322. It is found that an ordinary sighted teacher is competent to teach blind children?—Yes.

14,323. And the result is found to be perfectly satisfactory?—Yes, under the present arrangements we think it is.

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14,324. The blind children who are being instructed in the board schools compare favourably with the sighted children?—They take their place with the sighted children, and, as a rule, keep pace with those in the same class.

14,325. You see no objection to blind children being educated with the sighted ones?—I see no difficulty or objection in their being educated in sighted schools.

14,326. You say that out of the 1,193 blind that you visit 183 are employed. Out of those 183 how many gain a livelihood by music?—Fifteen.

14,327. Then the balance gain a livelihood by other occupations?—Yes, the occupations that I have mentioned.

14,328. (*Mr. Mundella.*) Will you state to the Commission the general purport of the letters which you have received from masters of board schools. Is it that blind children can be educated with sighted children by ordinary schoolmasters?—Yes, that is so.

14,329. As I understand, your opinion is that it is injurious to separate blind people from the sighted for educational purposes any more than is absolutely necessary?—Yes, I think the separation ought to be as short as possible in duration of time.

14,330. You believe that by educating the blind with the sighted they gain more confidence and self-reliance, and that they get more sympathy from their fellows and have more sympathy with their fellows than by separating them and putting them in institutions?—Yes, and they also learn a good deal through the eyes of their schoolmates about the world and things in the world.

14,331. I understood you to say that you thought it would be an advantage if the school boards had the power to compel the attendance of blind children at their schools?—Yes.

14,332. In Scotland you have a school board in every parish, have you not?—Yes, I believe so.

14,333. The whole education of Scotland is practically under the control of school boards?—That is so.

14,334. Did I rightly understand you to say that you were in general agreement with the statements made in the memorial of the blind workmen in Scotland?—Generally, I agree with them.

14,335. As a whole, you believe that the proper course of treatment of the blind is first to give them a good educational training in their youth and then to throw them as much as possible upon their own resources, supplementing their earnings where necessary either from voluntary contributions or from State funds?—That is our view. We believe that blind children ought to be treated, both at home and at school, as nearly as possible as we treat the seeing; and that the earnings of the adult blind be supplemented from State funds.

14,336. (*Mr. Johnson.*) You employ seven visitors in your society; how many of those visitors are blind?—One.

14,337. Have you been in the habit of employing blind visitors?—We had two, but one of the two died, and we have only one now. The one who died was an agent of the society for about 20 years; the present one has been with us for about four or five years.

14,338. Do those blind visitors teach by Braille or by Moon?—Both.

14,339. At the commencement of your operations you taught, as I understand, by the ordinary Alston system?—Yes.

14,340. Did you find that there was any difficulty in teaching those whom you visited by the Alston system?—There was not so much difficulty in teaching the children the Alston type, but it did not serve them for any purpose in after life. In the first place, when they went to learn a trade they could not continue to read it, and, in the second place, the literature in that type was so limited that there was practically nothing in it; so we found that if we wanted to teach them a type that would be of use to them in after life it was much better that we should teach them Braille than the Alston, and further, by learning Braille, they had the means of writing.

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14,341. As I understand, you have not excluded other systems than Braille entirely; you teach Moon as well?—We teach Moon to adults.

14,342. You stated that you do not teach them to write; can you give any reason why you do not teach them to write?—We teach the children to write in Braille.

14,343. But you do not teach the adults to write?—We have taught a few, but we have not made that any special part of our work.

14,344. Do not you think it a desirable thing that you should teach blind adults to write in the same characters as the sighted, so that they might communicate with their sighted friends?—We have never found it to be any great want. The blind themselves have never expressed any desire to be taught to write, nor have they shown us that they were suffering any deprivation in not being able to write. I should say, however, that a number of our adults do write, but we do not make it a special part of our work.

14,345. In what system do they write?—The ordinary writing.

14,346. Do they use the embossed frame and the ordinary Roman letters or the Guldberg frame?—They use a tablet with raised lines to guide the hand, and write with a pencil.

14,347. I understood you to say that while you advocated the education of blind children in board schools you would suggest some alteration in the mode of their education there; what suggestion would you make with a view to improvement in that respect?—I would recommend that it should be authoritatively declared that school boards be held equally responsible for the education of blind children as they are for the education of seeing children, either by accepting what we believe to be the true interpretation of the 69th section of the Act of 1872 or by amending that section so as to give it the effect which we say it was intended it should have; that provision be made for supplying the requisite class books and other educational appliances at reduced rates, or free of charge; that scholarships be established to aid and encourage higher education; and, as I have said, that the Parliamentary grant be double.

14,348. I understand that School Board schools are established in almost all the parishes in Scotland; would there be any difficulty in getting blind children into those schools on account of distance?—No, there could be no difficulty; the schools are situated to accommodate the districts for sighted children, and there is nothing to hinder a blind child from going to anyone of those schools.

14,349. You tell us that of the 183 people employed there are 15 tuners and teachers of music, are they tuners and teachers of music only, or do they carry on the profession of musicians as well?—Some of them are both tuners and teachers of music; some of them are tuners pure and simple, some are teachers of music and nothing more, and others are organists and teachers.

14,350. Can you tell me the number of organists out of the 15—three or four?—Not so many, not more than two I think.

14,351. Where would those organists have received their musical education?—At Norwood.

14,352. Entirely?—Yes.

14,353. They have not been instructed in any other institution?—They got their musical education at Norwood.

14,354. Entirely?—Yes. There is one of the 15, a tuner, who did not receive his training altogether at Norwood.

14,355. But the others received their education at Norwood?—Yes.

14,356. Did those who went to Norwood get scholarships?—We have no scholarships in Scotland.

14,357. Who sent them to Norwood?—Some of them were paid for by the Glasgow College Committee; I suppose most of them were paid for through that source.

14,358. You have three blind missionaries among your 183, were they educated in Scotland?—I do not know that they received any special education for the situations they now fill; two of them were clerks before they lost their sight.

14,359. Were they educated in Scotland?—One of them was educated in Ireland, and the other two in Scotland.

14,360. With regard to those of the 183 who are shop keepers or earning their living at selling various commodities, and those who are employed in public works, were any of them educated at all in any blind school?—None of them were trained in institutions; they all lost their sight in after life.

14,361. All the special knowledge that they got as blind men they got through your society?—Yes.

14,362. Are you in any way connected with the large society in England which is called "The Home Teaching Society for the Blind"?—No.

14,363. You have told the Commission that you have had some conversation with blind workmen in institutions about this memorial; have you any idea whether the blind are desirous of having a voice in the management of public institutions for the blind?—I believe so, some of those that I have interviewed on the subject do express a desire to have a voice in their management.

14,364. Is that because they consider that the blind are not sufficiently represented upon the committees of the existing institutions?—Yes.

14,365. Is that the general feeling in Scotland?—I cannot speak to the general feeling in Scotland, but I know that it has been expressed by some—to what extent the opinion prevails I am not aware.

14,366. What is your own opinion about it?—I think that so far as our Glasgow Institution is concerned it is very well managed, we have on the committee of management representatives from various corporate bodies, the Merchants' House and the Trades House, and so on.

14,367. Have you any blind men on it?—We have no blind men on it. I do not know that the feeling exists so strongly in Glasgow that there should be blind men on the committee. It might possibly be an advantage to have blind men on it, but I have no definite opinion upon the subject.

14,368. The memorial contains this suggestion: "With reference to the management of existing institu- "tions, we suggest that such management should be "placed in the hands of gentlemen selected from the "benevolent subscribers, and from public bodies, and "also that the workers in such institutions should have "the right to nominate one or two gentlemen on the "board of management." With your knowledge of the requirements of the blind in Scotland, do you think that that is the general impression amongst the blind?—That matter was brought under my notice by those whom I understood to be representative blind men, beyond that I cannot say how far the impression prevails among the blind generally.

14,369. And you do not agree with that portion of the memorial?—Not to the extent of urging that point very strongly.

14,370. Have you heard any opinion expressed among the blind workmen in the various institutions that there is more sighted labour employed in institutions than there ought to be?—Yes, that has been very strongly expressed.

14,371. What is your opinion upon that question?—I think that the less sighted labour there is in the institutions the better for the blind people.

14,372. On what grounds do you arrive at that conclusion?—The institution exists for the benefit of the blind, and if you make it a general workshop you take away the character of the institution for one thing, and if the blind can do the work that the sighted are doing, why not give it to the blind to do. There may be, and I believe there is in blind institutions, certain parts of the work that the blind may not be able to do, but I believe it is a very general impression amongst the blind themselves that there is more sighted labour in some institutions than there ought to be.

14,373. Is that your own opinion?—Yes.

14,374. Do you think it would be desirable to employ the deaf and dumb as sighted people to help the blind in workshops or in institutions?—Yes, I think that would be a very good arrangement. I know that that is done to some extent in one institution.

14,375. You think that would be a desirable thing?—I do not see anything to prevent the adoption of that suggestion.

14,376. (*Dr. Campbell.*) As you hold such strong opinions that it is better for the blind to be among the seeing when they are young, do you not suppose that there are some disadvantages in keeping them congregated together in workshops; would it not be to the advantage of the blind men working in workshops or institutions if you had a certain proportion of sighted help?—My view is that instead of having very large institutions, and having the blind gathered together in such institutions in large numbers you should have them in smaller workshops where there would not be so many of them together; and further, if you allow the blind to live in family as is done in Scotland, you reduce the evils of the congregate system to a minimum.

14,377. If you keep a great many blind people together when they get old do not you think they become clannish?—Yes, possibly they do.

14,378. You have advocated very strongly that we should have all the blind children educated under school boards rather than in institutions. I suppose in advocating that mode of dealing with blind children you have taken the institutions in Scotland as they exist at the present time, and you have not considered whether it would be possible to improve those institutions so as to make them far better for the blind children than they are at present?—I have taken the institutions in Scotland, generally, as they now exist.

14,379. Suppose there was a school for blind children with proper playgrounds and apparatus, and with every facility for teaching the blind, can you not conceive that it would be better that blind children should be taught together in such a school than for them to be placed in an ordinary school to take things as they come?—I do not think so. We have such a school in Edinburgh, where the education department is entirely separate from the industrial; I had that in view when I gave my opinion.

14,380. Do not you consider that blind children in order that they may be prepared for their future career, and in order to enable them to stand in after life on an equality with their sighted competitors, require much special instruction, and that they must have a special school for the purpose?—Not in their elementary education.

14,381. You limit it to elementary education?—Yes.

14,382. Would you fix a limit of age at which they should leave the board school?—I would fix the limit that the Education Act fixes, to pass through the Education Code.

14,383. Is not it the fact that it is very difficult to train blind children to become skilled mechanics if they pass a certain age without having been trained in the use of their fingers?—We have found that the pupils whom we have sent to the Blind Asylum to learn a skilled trade have been able to settle down to their trade equally well and perhaps better than those who have been trained in institutions, that is to say, who have received their elementary education in a special school. I hold this opinion, that a blind child should be treated exactly as a seeing child. I think you should attend to his elementary education first, and it will be time enough for him to settle down to learning a trade when he has received his elementary education. Why should we treat a blind child differently from a sighted child?

14,384. Is not it the fact that blind children may be in a sighted school, and may live with sighted people, and yet be unconscious of the most apparent things about them all the time?—That may be, but it is not generally the case with us.

14,385. Have not you found even very active and intelligent blind children to be ignorant of the most apparent things that ordinary seeing children would know all about?—That may be quite possible if the child is not of a very inquisitive turn of mind, or if its companions are not very communicative.

14,386. When a blind child is with sighted children in the playground, for instance, do not you find that unless the blind child is very active he goes to the wall and that he is incapable of joining in the play of the others?—That is not our experience. A blind boy that I went to see in Kilmarnock Academy had a number of his class-mates playing at horses with him—he was the driver and he had a number of his companions as the horses. They ran round the playground, he driving them—he took them into the stable and went through the process of shoeing the horses and then started on a new journey.

14,387. No doubt you may find many exceptions?—That is the general rule with our children.

14,388. You think that as a general rule blind children are in such a condition that they can go into the playground and play with sighted children?—That is our experience.

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14,389. (*Dr. Armitage.*) You told us that there were 34 people whom you visit working in public works, can you tell us how many of those are employed in shipbuilding yards?—I have bracketed together those who are in public works, the 34 includes those who are not actually in shipbuilding yards. I find from the previous statistical table, which is two years old, that there were 18 employed in shipbuilding yards.

14,390. You tell us that you have one blind teacher; how long ago is it since he was appointed?—About four or five years ago.

14,391. Do you prefer a seeing teacher to a blind teacher?—We found that our former blind teacher was most successful, and the district of our present blind teacher perhaps shows the highest per-centage of readers amongst the blind—that is one test of his work.

14,392. What are the circumstances that prevent your employing the blind generally as teachers?—My directors are not quite so favourable to it as myself.

14,393. You yourself favour the blind being employed as teachers?—In the city. I am not quite sure whether I would employ blind teachers in the country districts. The plan of employing blind teachers was tried in one county, not under our care, but it turned out a failure, for what reason I am not quite sure. As to the city I could say confidently that blind teachers would do equally well with seeing teachers.

14,394. What salary do you give your teachers?—From 80*l.* to 100*l.*

14,395. Does that depend upon the number they visit?—Not upon the number they visit, but rather upon their length of service.

14,396. Can all your seeing teachers read Moon?—Yes, and Braille also.

14,397. Can they all write Braille?—Yes.

14,398. Do you adopt any means of testing their writing, so as to ascertain whether they know the system well?—We have had examinations amongst ourselves, and I have asked them to write out two or three pages of Braille Magazine, to keep up their proficiency in writing and also in reading.

14,399. You told us that you had about 70 or 80 Braille readers; can you tell us how many volumes in Braille you have in circulation?—We have now about 180 volumes, I should think, in Braille.

14,400. Are most of those parts of the Scriptures?—About one-third are portions of the Scriptures.

14,401. Is the number of Braille readers increasing?—It is increasing just now.

14,402. After the children have been through the board school and have obtained as much elementary education as is considered desirable or possible, what do they do?—They generally get drafted either to the Normal College at Norwood or to institutions; and in the case of girls, who perhaps have no means of getting to a blind asylum to learn anything that might be taught there, they are taken into our own class-room and taught knitting by our own female teachers.

14,403. Does a paid teacher teach knitting?—We have a paid teacher and an assistant.

14,404. Do any ladies take it up?—They visit the blind females at their own homes, and take the full management of the Auxiliary Society.

14,405. But do any ladies teach knitting?—Not the ladies, the teacher does it alone.

14,406. About how many have you learning knitting?—We have 90 knitters on the roll altogether, and a few of those are learning; and they are always being added to, of course.

14,407. Can you give the Commission an idea how many attend the class for learning?—There will be an average of from 18 to 30 daily.

14,408. Do you know of any men or women living at home who have been educated at the workshop and taught a trade, and who are exercising at home the trade that they learnt there?—There are only three.

14,409. What are they?—Basket makers, all of them.

14,410. Are they earning their living?—One of them, in Ayrshire, is doing very well, but he is favourably

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situated at home. I am not quite sure whether he would be self-supporting were it not for the help that he has at home from his parents. A second one, in Glasgow, makes a fairish living mostly by doing repairs. The other one in Lanarkshire is not doing very well at all, indeed he is often in very poor circumstances.

14,411. Why does not the third man that you mention go into the workshop?—I am not quite sure whether he would be taken back; he is a good tradesman, but he is not very steady in his habits at times.

14,412. Do you approve of inter-marriage amongst the blind?—We do not, we strongly disapprove of it.

14,413. On what grounds?—In the first place, as a matter of earning their livelihood, the united wages of a blind man and a blind woman will be very limited, and unless they have some other means of income they will not be able to support themselves comfortably; and in the matter of house-keeping and bringing up a family we think it is not very desirable. It is not from any feeling or opinion as to the perpetuation of the evil in the family; I have had no experience of that; but it is more as a matter of domestic comfort.

14,414. Are you speaking from your own experience or from the experience of your missionaries?—Both from my own experience and from that of our missionaries. We have a few blind couples around us.

14,415. Can you tell us how many blind couples you have?—I should say that in Glasgow there might be 12 or 15 couples.

14,416. Can you tell us about how many of the women out of that number are able to keep their houses tidy, and to educate their children properly?—There are two that I know whose homes are as tidy looking as those of sighted women, but the others are not so.

14,417. I understand that your principal objection to the blind inter-marrying is on account of the blind women not being able to look after their homes properly?—Yes, and from the fact also that the blind husband's wages being so small the wife is not able to employ help to assist her.

14,418. In answer to a question put by Mr. Johnson, you said that many of your people wrote with pencil, and you further said that they wrote by Guldberg's system; do you know what Guldberg's system is?—I must have misunderstood the second part of the question, as I do not know the Guldberg system.

14,419. What do you mean by pencil writing then?—On a frame with raised lines for guiding the hand.

14,420. Raised lines writing with a free hand in pencil?—Yes.

14,421–22. Have you any blind women who have married seeing husbands?—There are a few, seven or eight I think, who have married seeing husbands.

14,423. You have a good many blind men, I suppose, who have married seeing wives?—Yes.

14,424. Do you approve of that?—Yes, I do.

14,425. (*Chairman.*) Has there ever been any proposal to amalgamate your institution with any of the other institutions in Scotland?—No.

14,426. One of the Commissioners pointed out that when you spoke of the blind being examined in the same subjects as the seeing, of course you excepted drawing from that; do you think that some more liberal grants should be made to the blind in consideration of the fact that they would not be able to qualify in one of those extra subjects?—We recommend that the Government grant should be doubled for a blind pupil for the reason stated, and also in consideration of the extra time and trouble in teaching.

14,427. You said that the blind should be examined in the same subjects as the seeing, and you now say that you think they should get double the grant?—I was not referring to the Government grant then, but inspection.

14,428. Of course drawing must be excepted from that?—Yes.

14,429. You think that where the seeing pupils get a guinea the blind pupils should get two guineas?—Yes.

14,430. Do you think that a grant of 10*l.* per head should be given to meet the educational requirements of your institution?—No, we do not, because the whole drift of my evidence goes to show that there is no need for these educational institutions.

14,431. Then supposing that from a variety of circumstances, for instance, some children being more delicate than others, the blind not being all equally strong, they would not be able, in many cases, to go to school; would there not always be a residuum that would have to be dealt with in an institution for the blind?—We think that there might be arrangements made for such solitary cases (we do not think that there would be very many) without maintaining large and expensive educational institutions for the purpose.

14,432. But do you think that for these cases there should be some Government grant proportionate to the additional expense of maintaining them in these institutions as well as teaching them?—If they were maintained out of their own family some grant from some source would require to be made; but we would recommend that in such cases the parochial authority should adopt the boarding-out system or some modification of it, as they do for seeing pauper children.

14,433. What do you mean by the "boarding-out system"?—Orphan or deserted children who are chargeable to the parish instead of being brought up and educated within the four walls of the poor-house are boarded out with respectable families in the country, where they are brought up. That is the custom in Scotland.

14,434. I thought that had been discontinued in Scotland?—From the last report that I had from Mr. Skelton, 75 per cent. of the orphan and deserted children chargeable to the parish were boarded out.

14,435. Those are seeing children?—Yes.

14,436. Do you recommend that the boarding-out system should be carried out with the blind instead of having separate institutions?—Yes. Where the home arrangements are such as will not permit of their being brought up in their own homes.

The witness withdrew.

Miss NEIL examined.

Miss Neil.

14,437. (*Chairman.*) You are teacher at the Asylum for the Blind at Glasgow?—Yes.

14,438. How many years have you been there?—Eleven years.

14,439. Were you educated in Scotland?—I was educated in Glasgow at the E.C. training college.

14,440. Are you a certificated teacher?—I am.

14,441. Has your school any Government grant?—Yes; for the last four years we have been under the Government and have received a grant.

14,442. At what age do your children come into the school?—Now we take them from six years of age.

14,443. Do you think that they ought to begin at the age of six?—Yes, I should think so.

14,444. As early as possible?—As early as possible.

14,445. Do you think that they ought to be taught anything before they come to the school, if possible?—If there is any opportunity for these children to begin reading or the like they might be taught; but we always find that they come with no learning at all.

14,446. Do you think that there ought to be an infant class preparatory to the larger institutions?—Yes, if we had sufficient scholars between the ages of five and eight I would make an infant class.

14,447. And you think that the Kindergarten system should be more generally used than it is now?—Certainly; it is imperatively needed in the case of the blind.

14,448. Do you think that it should be recognised in the Education grant more distinctly than it is?—Yes.

14,449. The Kindergarten is not recognised by the Government inspector as part of the education of the blind, except for the infant school?—It is not.

14,450. But you think that it should be recognised in all the classes, more or less?—Yes, I think so, in the case of blind scholars.

14,451. You think it ought to be used and recognised even beyond the infant school?—Yes.

14,452. And of course for the blind you would be in favour of physical training as far as possible?—Yes, very much.

14,453. You have not yet got a gymnasium, I think?—No, we only give them private lessons.

14,454. But your directors hope soon to have a gymnasium?—Yes, we expect to have one in the future.

14,455. You would be favourable to Government inspection, of course?—Yes, with modifications.

14,456. Do you think that there should be an inspector especially devoted to the blind, and not a general inspector?—No, I do not think so; but the requirements of the Scotch Code now are being raised so that it will become very worrying for blind scholars.

14,457. You think that they should be treated on the same principle, but in a somewhat more elastic and liberal manner than the seeing children are?—Yes, with the last Code we can do very well with a little leniency.

14,458. Do you think that the blind schools should have a higher grant in proportion to the difficulty of teaching the children as compared with seeing children?—I think so.

14,459. Of course the books and other educational appliances of the blind are more expensive than those of the seeing, are they not?—Very much more so, and then they require individual training in those appliances.

14,460. Have you at all made up your mind as to what should be the amount given by the State for the blind schools?—It occurred to me that as the people are taxed with school rates for sighted children whether there could not be a little more laid on for the education of blind children.

14,461. Do you mean that the Government should give a larger grant, or that the ratepayers in a town should pay an additional rate, which might be called a blind rate?—I think that the ratepayers might pay a little more for the education of the blind children.

14,462. How much more?—I have not considered exactly the amount, but I thought that blind children might have free admission for board and education into institutions.

14,463. Do you mean that the ratepayers should provide board and education free for the blind?—I thought so.

14,464. At present in your school how much is paid by the parents or by the parochial boards in the case of each child?—Twelve guineas.

14,465. How many of the children are free in your school?—Only those who are foundationers have bequests.

14,466. Are there any partially free?—Blind children not inmates are educated on payment of a moderate fee; if unable to do this they are taught gratuitously.

14,467. You have lately had an opportunity of visiting some of the blind schools in America, have you not?—Yes.

14,468. Did you find them well found and well furnished?—Very much so. I visited the Philadelphia school, where there are 200 children, and I thought their system was very good because the State keeps up those blind schools; the children are sent in free, being paid for by the State, and they remain there for a certain number of years and receive a very thorough education, and they are trained in a trade as well.

14,469. Then the trade shops are a department of the school?—Yes.

14,470. Did you see them at work in the school and also at their trades?—Yes, both.

14,471. Do they work at all on the half-time system there?—Yes, the boys do.

14,472. Do you know at all what were the ages of those in the school?—Now they are admitting them from eight years of age.

14,473. Do they remain there eight or ten years?—They remain seven or eight years; they are largely taught on the Kindergarten system, and they have a gymnasium.

14,474. Are boys and girls taught in the same school?—No, they are taught separately.

14,475. What do they do with the infants there?—They teach them in the Kindergarten.

14,476. Do they give them object lessons there?—Yes, very much so; that is very largely gone into.

14,477. Do they give them any secondary education there of a higher class than the ordinary elementary education?—They have music, and they train them as musicians.

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14,478. Was this a school where they were also maintained, or were they living with their parents or friends?—It was a boarding school for the state of Pennsylvania; they are all boarded in those schools.

14,479. Did you visit many other schools in America?—I visited the New York City school and the Boston school.

14,480. Did you find those schools to be of the same character?—Yes. I was very much impressed by the Boston school, they seem to have every apparatus and appliance that could be adapted to the wants of the blind there, and the training seemed very excellent.

14,481. Did you find a better system of books for the blind than in England?—I saw that they used the Roman type for reading. At Boston they have a printing press and they print the Roman character there, and they have a large collection of books,—almost every author. But with that they have other type certainly; they have Braille.

14,482. They have a mixture of types?—They have.

14,483. Are you acquainted with the working of the out-door mission for the blind in Glasgow?—We come in contact with it a little, and I know a little about it.

14,484. Do you ever get in your institution any who have been taught partially by the missionaries?—We get them sent in to us paid for by this mission, but that is all. This is not an educational mission; if there is any teaching it is only reading I understand.

14,485. I suppose you have seen the blind children taught in the board schools in Glasgow?—Yes, only of late. I visited those schools where they were taught.

14,486. Do you think that they can be successfully taught in those schools?—I do not think so.

14,487. Will you say why?—One reason is that the pressure of work is too great in an ordinary board school for the teacher to be able to attend to the wants of blind children.

14,488. But is it not a fact that the blind children pass the standards the same as other children?—Yes, they can in some instances, but they require a great deal of help.

14,489. Then do you think that so far as the interests of the blind children are concerned, they are better looked after in an institution than in a board school?—Certainly.

14,490. Have you observed any increased self-reliance in those who are taught in the board school?—No, I almost think the opposite in some respects.

14,491. Do you think that they are petted by the other children?—Not so much that, but they are made pretty much of by others, by patrons as it were who have them there. I have seen instances of it.

14,492. There have only been, I suppose, one or two cases in each school, and therefore they are treated quite exceptionally?—Yes. I went to call on those head masters who have experience of teaching the blind in sighted schools, and one gentleman told me that, in his opinion, it could not be done at all.

14,493. We have had evidence that it has been done?—I had a visit from a very respectable woman, who came up to see my school, accompanied by a little blind girl. This little girl had been in a board school in Glasgow for over a year, but her mother was not at all satisfied with her progress, and she came up to see the system of teaching with the blind. I asked the question what teaching she got, and it turned out that she got nothing, she had to sit throughout the teaching in arithmetic and writing, and the teacher was not able to give her any of those subjects, and she only heard her in reading when she had time.

14,494. Are you aware whether in that school the child took its chance with the ordinary seeing children, and had no special pains bestowed upon it?—This child had a slate which was part of the apparatus, but she did not bring it to school, the teacher did not understand it, and, besides, the teacher had not time to do it, it was not the teacher's fault.

14,495. Can you give us the name of the school where that occurred?—Crookston Street school.

14,496. How long ago was that?—It was last week.

14,497. Have you had any children sent to you from the board schools who, like this child, had failed in

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learning at the board school, and came to your school to be taught?—Yes, I have had several instances of that. I have had the case of one boy lately who had deficient sight.

14,498. He was not quite blind?—He was not quite blind, but his sight was of no use to him whatever in the way of education. He had been in a sighted school, but they did not make much of him. Certainly he was a very unsettled boy, and he was sent to me by Mr. Macdonald to try to settle him. Before that he had been a year with a grocer as a message boy, and then he was sent to me. He was in a very wild state when he came in, but since then he has settled down and become more like the others.

14,499. I suppose that there will be always among the blind a certain number who would not be able to profit by teaching in an ordinary school, and who would require special care either from deficient or moderate intellect or else from delicacy of health?—Yes, we have many cases of that description.

14,500. I suppose blindness is often accompanied by general weakness of health, which requires more than ordinary care?—Yes.

14,501. Is there anything else with regard to the education of the blind that you would like to mention to the Commission?—It is my opinion that there ought to be special schools and special homes for blind children. By special homes I mean institutions.

14,502. You do not believe in the board school system being able to be universally adopted for blind children?—No, it cannot be adopted in all cases.

14,503. You admit, of course, that it can be adopted in certain cases?—Yes, in some cases certainly.

14,504. (*Mr. Johnson.*) I suppose in your school you employ principally the Braille system, do you not?—Yes, now we employ the Braille system.

14,505. And formerly, in Scotland, you employed the Roman system?—Yes, at one time.

14,506. Is it your opinion that there should be only one system for the blind, or that two or three systems should be employed?—I would say that the Braille system ought certainly to be employed in teaching the young reading and writing, but I would teach them all types.

14,507. The Moon and the Roman?—Yes, the Moon and the Roman if we had it properly raised and embossed. The fault with our type was that it was not raised enough.

14,508. Do you think it would be a desirable thing with the object of placing the blind as near to the seeing as they could be by means of writing, that they should write the ordinary writing of the seeing?—Yes, we give them pencil writing, and if the directors could afford it we should give them type printing.

14,509. But you would give them the ordinary writing of the seeing?—Yes, certainly, and we do each it.

14,510. Do you think it ought to be made a *sine quâ non* in the education of the blind that they should write the writing of the seeing?—I think so. I would teach them as much as possible in the way of writing and reading, and put them as nearly as possible on a level with the sighted.

14,511. What is your opinion with regard to the Moon type?—I find the Moon type very good for those who have lost their sight in early years, or for those again who have been trained in Braille after they begin to work and the skin of their fingers has become hardened. For those and for older people the Moon type is very good.

14,512. During the time that you were in America did you find that there were many blind people who read and wrote by the ordinary Roman type?—Yes, in hose schools that I have mentioned, they do.

14,513. That is in Boston, New York, and Philadelphia?—Yes, and in Jacksonville.

14,514. What system of Braille do they employ?—In Philadelphia and Boston they have the ordinary Braille, and in New York City they have the New York point system.

14,515. Is that Braille full of contractions, such as are used in England, or not?—They have contractions as we have.

14,516. Exactly the same as we have in England?—I think so; so far as I could see it was the same.

14,517. I believe that all the contractions are not always the same in different schools; is not that so?—I was not aware of that.

14,518. You are strongly of opinion that blind children should not be educated in board schools?—Yes.

14,519. (*Dr. Campbell.*) In regard to the books used in New York, do they use any books printed in any other type than the New York point?—I think not; they all seem to have the New York point system. I remember so minutely because the teacher told me that she pitied me because we adopted the Braille system.

14,520. (*Mr. Mundella.*) Have you ever seen any children taught in board schools by competent teachers of the blind?—No, I have never met with such.

14,521. You have never seen the influence of any teaching in board schools by persons, for instance, who have been at the Normal College or elsewhere?—No. Some years ago when I visited London I was taken to visit a class of scholars in the London board schools, and there was a blind teacher there who had been trained in the Norwood Normal College.

14,522. What was your opinion of the effect of the teaching?—I thought it did very well in a large city like this where a number could be gathered together in one district.

14,523. But Glasgow is a large city, too?—Yes; but we have them more scattered somehow over the districts, and it seemed to me as if it would be rather a failure in Glasgow.

14,524. Your difficulty would be to get a sufficient number of children to one centre?—Yes.

14,525. Of course, if that was a matter of difficulty in Glasgow it would be a still greater difficulty in small towns and in rural districts?—Certainly it would.

14,526. Do you not think that every certificated teacher might learn sufficient of the teaching of the blind to be able to teach the blind in elementary subjects up to 9, 10, or 12 years of age, until they are fit for industrial training?—Yes, any certificated teacher could come to know all the education that the blind would require; but she would not be able to give them the special attention that they require in the hurry and pressure of a board school.

14,527. It would entail a good deal of additional labour upon any elementary teacher to have two or three blind children to teach?—Yes, certainly.

14,528. And, therefore, you think that the more economical plan is to gather them at some centre, either in an institution or a school, where a considerable number are brought together?—Yes, I think so.

14,529. As a matter of economy?—Yes, and in the interest of the blind children.

14,530. You have inspected the London board schools; do you not think that there are many advantages in having the blind children taught with the sighted children?—I have never known what the amount of success attending that school would be. I saw that for the moment it might do, but I do not know what the eventual success might be.

14,531. In answer to the Chairman, you said you thought that the Kindergarten system should be taught to children who were in the standards; that is to say, above the infant school. What part of the Kindergarten system do you think should be taught?—I would say making various little articles for the training of the fingers.

14,532. Your advocacy of the Kindergarten system would extend, I suppose, to sighted children as well as to blind children; you would carry on the Kindergarten work much higher in the school?—I would carry on the Kindergarten system later with blind children than with sighted children.

14,533. Because it is more necessary to teach blin children to be useful with their fingers?—Yes, and we have so many children coming in after the ages of infant scholars.

14,534. That is to say, the compulsory powers of the Education Act are not carried out in the same way in Scotland as they are in England, and you do not compel the children to attend at the age of five in Scotland, and they do not come very often till they are seven?—In some schools; but now they are coming at the age of four and five.

14,535. At the same time it is the fact, is it not, that there are not half the number of children attending the infant schools in Scotland that there are in England?—No, not at present.

14,536. They do not enforce the compulsory attendance even according to the requirements laid down by the statute?—I suppose not.

14,537. That is, I suppose, on account of your climate and the distances which the children have to come in the rural districts of Scotland to get to school; is not that so?—Somewhat that, I think.

14,538. You think, on the whole, so far as your experience goes, that blind children are better taught when they are taught separately than when they are taught with sighted children?—Yes, I think so.

14,539. (*Mr. Arrol.*) Have you visited the St. George's and Dennistoun schools?—I visited St. George's school.

14,540. What do you say as to the success of the teaching there?—Mr. Wilson, the head master, told me that he had experience of two, and he certainly said that they got on very well, and he thought it was easy enough to teach them; but he saw that they could never be taught on the Kindergarten system in a sighted school, as the amount of work and attention that they would require could not be given to them.

14,541. But all other branches of teaching can be quite easily given in sighted schools, according to his impression?—He thought that if they came from good homes, and could get plenty of assistance, and were intelligent themselves, they would get on very well. That was his opinion.

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14,542. (*Rev. W. Blomefield Sleight.*) You have an assistant who is blind, have you not?—Yes.

14,543. What part does she take in the education of the children?—She can teach the younger children in Standards I., II., and III., of course under my supervision.

14,544. Does she have anything to do with the music?—No, nothing.

14,545. Then you teach music to the children yourself, I suppose?—No; I teach singing, but only to this extent: I am required by the Scotch Code to prepare the children with eight songs for the inspector.

14,546. Then you are able to earn the portion of the grant that has reference to music?—We do not call it in connexion with music. We have a separate music teacher; but I mean to say that the Government Code requires me to have eight songs ready for the Government inspector, and he chooses one when he comes.

14,547. You say that you have a separate teacher for music; where did she receive her education?—In the Norwood Training College, London.

14,548. Where did your blind assistant receive her education?—From myself.

The witness withdrew.

Mr. John Holland examined.

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14,549. (*Chairman.*) You are at present practising as a tuner at Knutsford, are you not?—Yes.

14,550. You were educated first of all at the Henshaw Blind Asylum?—I was.

14,551. How long were you there?—About eight years, almost to a month.

14,552. From thence you went to Norwood, did you not?—I did.

14,553. At what age did you go there?—I went to the institution in Manchester on my 12th birthday, and I left eight years after.

14,554. What knowledge of music had you when you left Manchester?—I knew a considerable amount of music to play, both organ music and piano music; but I know, I may say, absolutely nothing about the theory of music.

14,555. Did you know anything about tuning then?—Nothing at all.

14,556. Had you had any instruction in tuning in the Manchester Institution?—Not at all; in fact, so far as I remember, tuning was never mentioned to me.

14,557. I believe that at that time they did not pay so much attention to music as they do now?—I cannot say, because I have not been at the institution for many years.

14,558. You had a good general education then before you left?—I consider that I had a very good literary education there. I think, perhaps, that the schoolmasters who were there during the latter part of the time were not quite so competent as those who were there at first, from the time I was 12 till the time I was 16—that would be from 1865 to 1869. There was one very clever man, and I think he did me and others a great deal of good.

14,559. How many hours a week did you devote to music at Manchester?—It varied very considerably; but the latter part of the time, probably about 20 to 25 hours per week. I think I was a great exception there.

14,560. In respect of the time devoted to music?—Yes; I think few had as much time as I had; but I had very few lessons in proportion.

14,561. You practised a great deal by yourself, I suppose?—A very great deal; and I was left very much to myself too.

14,562. When you went to Norwood did you find that you knew as much music as you thought you knew?—I am afraid I found that I was very ignorant. I felt myself very much behind in the theory. I had been taught to play music, and I did play some pieces, I suppose, perhaps, fairly well, though I soon found out that I did not play them nearly so well as I thought I did before. But with regard to the theory, I was altogether at sea, and I found that if I had left the institution and had commenced in the world for myself to teach music I should never have got along at all. I, of course, did not know until then really how much behind I was, but I did then find out.

14,563. How long did it take you to make up the lost ground and to get a thorough grounding in music?—I was at the Norwood College about three and a half or four years, and I was away six months through ill-health; probably I could have improved if I had remained longer.

14,564. How many hours of music did you play there in a week?—To begin with, if I remember rightly, the hours were three-quarters of an hour; we had quarter-of-an-hour recesses; and probably had five or six three-quarters-of-an-hours of music per diem in one form or another. Some of that was from choice.

14,565. I presume that of your day's work the science of music formed no inconsiderable part?—When we were taught a piece of music at the college we were invariably taught the construction of it. We were taught where the phrases were, and we were taught how to phrase them. We were taught to understand what was the value of each of the bars, and how the bars were built up. I am afraid I had a very vague notion even of the rhythm when I left the institution at Manchester; perhaps it was partially my own fault; I do not mean to say it was not. I had a very vague impression of the building up of a piece, and I knew nothing in fact of the construction of a sonata. I had learnt one, but I did not know anything about the sequence of the movements or anything of that kind.

14,566. Did you pay much attention to other general knowledge at Norwood besides music, or did you give yourself up entirely to music?—I think I did. I have always felt that a blind person could not know too much, and whenever I got an opportunity I did improve myself in every possible way. I was fortunate enough too, while I was there, to still have a little sight, and to be able to read with a powerful glass.

14,567. Have you lost your sight now almost entirely?—I can see the sun if it is very bright, but not otherwise; I cannot see it if it is faint.

14,568. Do you in looking back upon your work there think that too much time was given to music?—I do not think so at all. We had literary classes interspersed with the others. I am not quite sure whether the younger people might not have had more time given to literature than we had, but I was 21 or so, and probably our principal thought that my time would be better spent if I gave it more to music.

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14,569. How soon did you go out and play in public after you were at Norwood?—I have done very little playing in public; I teach.

14,570. How soon after you went to Norwood did you go and perform in the choirs that Dr. Campbell took out, or in public in any way?—I was looking in my diary the other day and I really forget, but I believe it was five or six weeks after.

14,571. You were made use of then as part of the choir?—Yes, but I may say that it was a very remarkable thing that I was not considered to have any voice at all in the institution at Manchester.

14,572. And you had a voice found for you at Norwood?—Yes, I was provided with one when I came up to Norwood.

14,573. (*Mr. Mundella.*) Was it supposed that you had a good ear?—Opinions differed about that. In Manchester, I believe I was considered not to have one at all, but I think they found that a mistake when I came to Norwood.

14,574. (*Chairman.*) Still I suppose you had not any very great genius for music?—I never heard that I had.

14,575. I wanted to know whether you might be taken as a type of one who with no very brilliant talents has been able to earn a competence for himself?—I have found many of those about me in the college and in the institution at Manchester who had naturally far greater facilities for music than I had; they seemed to have it more born in them; but I do not know that I felt myself particularly behind the generality, though certainly I did not feel that I had so good an ear as some that I have come across.

14,576. Then as soon as you left Norwood did you begin to earn something at once?—Yes.

14,577. What did you do after you left Norwood?—Directly after I left Norwood I went to my home in Knutsford, and commenced tuning when I could get any, but there I found my difficulty. I had had an education given to me, and I had been trained as a tuner and music teacher, and so on, but the connexion did not come. Of course I had to set about to find friends to help me, but from that time I may say that my tuning and teaching have steadily increased. In the first two or three months I earned very little indeed, but it has gradually grown: as I have done my work I hope people have found that I have done it satisfactorily, and I have got more of it.

14,578. You had to do all that for yourself; you had nobody to assist you?—I had no friends whatever.

14,579. You had some relations, I suppose, but not in a position to give you much help?—My mother and brother were there, and they supported me just till I was able to earn a living for myself.

14,580. Your efforts at the first were not entirely self-supporting?—No; I had no connexion to take over from anybody; I had to make it entirely.

14,581. Then you have been giving lessons and tuning ever since; that is some years ago now?—Yes; over nine years.

14,582. How long was it before you were able to earn your living?—I lived in the house and had no rent to pay, and had my friends to do little things for me, so that I lived cheaply; but I consider that I kept myself in about 12 months. I have regularly kept an account of all that I have earned, so that I could easily look up and find how much I have earned in the time. I have kept a diary now for 14 years, or something like that; but I believe I kept myself in about 12 months' time. Of course your Lordship knows that I have but a small town to work in.

14,583. You have no exceptionally favourable circumstances at all to work in?—Indeed I have not. If I had been in a larger town I should have had a larger connexion.

14,584. Have you any objection to tell the Commission about how much your earnings are now?—I should think my earnings, independent of the shop, are about 100*l.* a year, but I have a music shop, and of course it is very difficult to tell how much I get from the shop.

14,585. The shop brings in something?—Yes; and the shop I consider a very important item, because it is a constant advertisement.

14,586. You created that yourself?—Yes.

14,587. There was no such shop before in the place?—There was not. I was fortunately situated with regard to that. The premises belong to my mother, and my brother had had them before; he was made a partner in a business in Bolton, and he had to leave Knutsford. My mother tried to let the place, but she did not get a very good offer for it, so I persuaded her into letting me have it as a music shop. She was rather afraid that it might not answer, but she was kind enough to let me try.

14,588. One of the great wants of the blind is to be able to get some assistance after they leave the institutions where they have been brought up?—I think it is almost absolutely necessary; and not only that they should have a little assistance, but I think they should have a little overlooking. I think that a blind person should not be left to run wild.

14,589. How can that be carried out except by some supervision from the institution?—I think that is the best plan. The officials from the institutions ought to show some sort of interest in those whom they have turned out, and they are the most likely people to be able to recommend help; they would know best whether a person was worthy of it.

14,590. In your experience did any of those who were brought up with you, either at Manchester or at Norwood, and who were taught music, fail to earn a livelihood by it, and either fall back to some industrial occupation or take to playing in the streets?—I have had very little communication either with those who have left the institution or with those who are in the institution at Manchester at present; but so far as I can gather I am afraid that the music was almost an utter failure there. I know there are a few exceptions, but I am afraid that that is the case with a very large per-centage. In one or two cases where they really possessed natural gifts they seem to have been thrown away entirely. I am afraid that drunkenness on the part of the students had something to do with it.

14,591. Do you think that the blind have special temptations to fall into drinking habits?—I do; and on that account I think that they should have very strong total abstinence principles instilled into them. I am not a signed teetotaller myself, but for all that I have not taken anything for eight years, simply because I knew that if I commenced the probabilities were that I should very often come home much the worse for what I had drunk. People press drink upon blind persons in all directions. They cannot offer a sixpence or a shilling, but they can always offer a glass of beer or a glass of whisky or something of that kind. So that I found it was much the wisest to give up drink altogether, and I always tell people that I never take it, though I have never signed. I have seen many cases in which blind persons have given way to drink, and I think through their having too much offered them. In the Manchester institution and in the college at Norwood the pupils were kept from it and never had it at all, and when they could get outside to get it they looked upon it as a very great luxury, and they never missed an opportunity of getting it. I think that in those institutions it would be well if more time was devoted to instilling a horror of drink into the children. With grown up people, of course, it is a more difficult matter, but I think that with children it might be done.

14,592. Were those principles at all inculcated on religious grounds at Norwood?—Yes, most decidedly they were.

14,593. There was no distinctive religious teaching given there, I believe, in your time?—Not in any particular creed, it was on a very broad basis; there was no sectarian teaching at all.

14,594. Have you a fair amount of private teaching in music?—In Knutsford I have a fair amount, but I think probably I should get more if I laid myself more out for it; but I find that the tuning pays me better.

14,595. You think that unless you are a brilliant musician tuning is a safer and a more remunerative profession?—I find it so, most decidedly. One finds teachers almost everywhere; almost every girl that leaves school teaches music, and she teaches perhaps for half the price that would pay us.

14,596. Are you acquainted with the repair of the pianoforte, so as to be called in in cases where a pianoforte has something the matter with it?—Yes, small repairs I do.

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14,597. You think it is useful to teach that?—Most decidedly it is. I think it is almost a pity for blind persons to be taught to do that which they really cannot do; it is a pity to undertake that which they are not quite sure of, because if a failure does come it stands for a failure and is not forgotten. I never undertake that which I am not quite sure about. If there is a repair required which I cannot do, I do not tell the people that I can do it, but I say I have my repairer, and I employ him.

14,598. Have you any facilities for getting books for the blind for yourself?—I have found that a very great difficulty indeed. Since I left the college I may say that, until within the last few months, I do not think I have read 50 pages of what anybody else has written or what has been printed. The books seem to me to be so expensive, and I felt that I had to be so economical that I left them alone entirely. I have always had a great weakness for books, and I have thought that if I began with them it might perhaps be a great temptation to me to spend more than I could afford upon them.

14,599. Do you think it would be a great thing for the blind if some of the free libraries circulated books for the blind?—I do, I think it would be almost inestimable.

14,600. They have at Manchester, I suppose, books for the blind in the free library?—Not that I know of. I used to get books from there to read, with a glass, when I could see pretty well, but I never heard that they had books for the blind. They may have by this time, but they are dreadfully expensive, and it is almost a pity I think to teach blind people to read books, if they can neither borrow or buy them afterwards.

14,601. With regard to music, do you copy it yourself in Braille?—I very rarely copy it out. I sometimes copy out the voice part of a song; in teaching a song I find it very useful to be able to run it over.

14,602. Do you teach entirely from memory?—Yes.

14,603. Do you manage to teach seeing people well?—I have not found any insuperable difficulty at all, perhaps there have been slight difficulties, but nothing that I could not overcome easily. Even with children I have got along I think very fairly.

14,604. Do you think that in institutions for the blind it is wise to have blind teachers?—I think it is wise to have them as far as possible. A blind person, it seems to me, can understand better where the shortcomings are and knows better how to put a thing to another blind person than a sighted person can. I think that sighted persons may become educated to teach blind persons, but it requires a very considerable education, and I am afraid that perhaps sometimes they lack a little patience in that way. I have found that I learnt from the blind teachers that I was thrown with a great deal more in a short time than I did from the sighted teachers. That is my experience.

14,605. Do you think that institutions sufficiently provide the blind with games which they can play, such as chess or draughts?—I think they do not. When the pupil's work is done, or when it was done when I was at the Manchester Institution, we were left entirely to our own resources, and we had no resources at all, and the result was very deplorable indeed. On Saturday afternoon from one o'clock till bed-time we had nothing to do; we only had the bare rooms.

14,606. Had you no gymnasium at that time?—No gymnasium at all.

14,607. Of course you know that there is one now?—I have heard so, but I have not been there since.

14,608. That would meet your objection then, so far as occupation is concerned?—A gymnasium would have provided a great deal. I used to wonder myself how the others existed through it at all, but I was exceptionally situated. As I said before, I found out after I had been in the Manchester Institution some four or five years, that I could read with a powerful glass, and I spent a lot of time that way. Chess, I think, is a splendid game for blind people, because a blind person may sit down with a problem on the board and work it out himself when he cannot get a companion.

14,609. Can the blind play chesse without difficulty by feeling the pieces?—I find no difficulty at all, I think it educates the mind, too. The first chess-board that I ever saw for blind people was at the college; it belonged to one of the pupils; and I was very much interested in it. I have always felt that I should like to have one, but that is another thing that I have denied myself, because I have wanted every halfpenny of capital that I had to keep on my shop. I commenced my music shop with only 28*l.* of capital, and I found that that was ridiculous. However, I managed to stick to it, but I have had to save every halfpenny of money from that time, and I have avoided buying anything that I could avoid buying. Of course now I am out of the schools I do not find much want; I find plenty to occupy myself with. I can turn out and go for a good walk in the country at any time, and enjoy it very much if I get a little time for it.

14,610. Can you say generally with regard to your stay at Norwood whether the pupils worked harmoniously together, and whether there was a good moral tone amongst them generally?—Among the pupils I am afraid that there was sometimes a lot of unnecessary grumbling, though I never could quite see what the grumbling was about. I think perhaps that blind persons are rather apt to become discontented with a little, and I think they are apt to magnify evils sometimes; I found it so there. They often wished to drag me into this complaint and the other complaint, but I really found very little to complain about. There was one thing that I did not like, but that could not very well be helped. When I was there the place was being got together, there was scarcely a building there, and we had to go through the warfare, as it were; there were a good many battles to be fought just then. I found it rather hard to work up for the concerts and so forth that were given, and to go on with our ordinary education, though I think our principal managed to make our ordinary education and that all one; what we learnt for the concerts proved useful to me afterwards.

14,611. (*Mr. Arrol.*) You said, I think, that the blind received education more rapidly from a blind teacher than from a sighted teacher; did you not acquire more knowledge in less time through the sighted teachers at Norwood than you did at Manchester?—I think I did, whatever teachers I was thrown with at Norwood I think I learnt better from them.

14,612. And in less time?—Yes, I think so. I am afraid that the teaching at Manchester during the last few years that I was there was carried on in a very haphazard lazy sort of way; I am afraid that there was no real go or life in it.

14,613. (*Mr. St. John Ackers.*) Have you formed any opinion as to what is the best profession or trade or occupation for the blind?—I think that piano-tuning is most decidedly the best, so far as I can make out. I, of course, have never learnt any handicraft like basket-making or mat-making, or anything of that kind, so that I cannot say anything about it; I do not even know what a blind person can earn at those trades, but I think that a blind person earns more in a given time by tuning than by anything else, if he can get a connexion.

14,614. Are you an organist?—I am not.

14,615. Is there a feeling in your neighbourhood against the employment of blind organists?—I am afraid that I was rather unfortunately situated there. Our clergyman promised me pretty definitely, I think about 12 or 13 years ago, that when I made myself competent he would give me the situation of organist at the parish church, or do his utmost to get it for me, but somehow, I think, I went out of his mind, or he did not remember me; and not only that, but I was still more unfortunate, for he got another gentleman in the town, after I commenced tuning, who advertised for tuning.

14,616. In your opinion can a blind organist be as good a choir master as a sighted organist?—Perhaps not so good, but I do not see why a blind person should not teach a choir, I am teaching one just now.

14,617. You do find that there is some difficulty which would not be experienced by a seeing person?—Yes, I think there would probably be difficulties. A blind person finds difficulties at every corner, but I think he may overcome most of them. I find it so, in fact, if I meet with a difficulty I think I have something to overcome, and not something to give in to.

14,618. (*Mr. Mundella.*) You have given such interesting evidence that I am anxious to have your opinion as to how far you think it is desirable to cultivate self-reliance and self-help on the part of the blind?—That is the basis of everything. It is possible, as I have already said, that a blind person may think that he can do too much. With regard to the repair of pianos,

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for instance, if a blind person gets tampering with piano check actions and some other beautifully made actions, he may very soon do more mischief than the evils he rectifies; but if he is cautious I think self-help and self-reliance are the finest things for blind persons.

14,619. Then the whole education and training of a blind person should lead him to be self-reliant, and as far as possible independent?—Exactly. A blind person, if he is a boy, should be taught that he will be a man some day, and that he should act and have some strength of will. There must be no giving in.

14,620. Having trained him to some occupation by which he may earn his living, you said, did you not, that at the outset of his career he requires some sort of superintendence or overlooking?—I think so. In institutions the life is totally different from what it is out of doors. A blind person is protected in institutions by officials whenever he moves about. This rule checks him from doing this thing, and the other rule checks him from doing the other thing; and this face in this place and that face in the other prevent him from doing other things too. But when he gets outside he finds that he can do exactly as he likes; and when people have been confined for any length of time in institutions I think they are apt to run wild. They want a little supervision and a little help. It is impossible for a blind person like myself, if his character and his intentions be ever so good, to go into a small district and get up a connexion and keep himself at once; and if he cannot keep himself it is just possible that a man might be disheartened.

14,621. Then any assistance that is given by the State or by the public should be given to supplement the earnings of the blind, who should be encouraged to make strenuous efforts to sustain themselves without such assistance?—Exactly. If a blind person does not show any real anxiety, and, in fact, if it cannot be proved that he is doing his utmost and straining every nerve, I should most decidedly say do not give him a halfpenny.

14,622. (*The Rev. Mr. Owen.*) You said just now that, in your opinion, the institution ought to keep a connexion with the blind after they leave the institution; have you ever thought of any special scheme by which such a connexion could be brought into good working order?—I do not think that any particular plan has occurred to me.

14,623. (*Mr. Mundella.*) Have you ever heard of the plan that is in operation in Germany, and more particularly in Saxony, by which in every town a number of guardians are appointed for the blind, who look after their interests until they are self-sustaining?—I have not heard of it.

14,624. Does it not commend itself to your judgment that a number of the most intelligent and philanthropic persons should be appointed by the central association, or by the State, or by the local authority, as guardians of the blind, to look after their interests and report upon them and assist them as far as necessary?—I should say that that would probably be a very good idea; but I am very much afraid of blind persons not being made to feel that they must depend upon themselves. If they get too many props and supports the whole structure will give way. It does not do to be propping them too much.

14,625. (*Dr. Campbell.*) You spoke of your difficulties when you first started; you were limited to Knutsford, were you not; you could have had other opportunities, and there were those who would have helped you, only on account of your mother you were compelled to remain at Knutsford; your mother was not willing that you should go away from your own place?—You are quite right. I think that you offered me a situation in the college.

14,626. And on two or three occasions did you not decline anything else elsewhere, feeling that you were bound to work up a connexion there, because you did not want to leave your mother? That was always your principle, was it not?—I am afraid that I do not remember anything being offered to me afterwards. I confess that my mother has been a tie to me, my father being dead.

14,627. I approve of your action; I only want to bring it out that there were those who would have helped you, if they could have taken you away from your native place. It was not that the college neglected you, but that you were tied to that one point, and I believe your motive was good. You came to the college, and you stated very clearly what your condition was when you came. If you could have come, say five or six years younger, and have entered upon a very thorough course of training, do you not suppose that you could have risen in your profession to very much greater advantage?—I could have done better undoubtedly.

14,628. When you came to the college the college had not been quite two years in existence, had it?—I daresay not. I forget just when the college was commenced.

14,629. You entered in January 1874, did you not?—I did.

14,630. And the college was opened on March the 1st 1872?—And you were struggling with very great difficulties, I know, at the time, and I wish to make every allowance upon that account.

14,631. I think, if I remember rightly, there were very few professors even when you left there, only two or three, and that the college did not offer the advantages which it can now give to its pupils?—Mr. Hartvigson had been there some little time, and so had Dr. Hopkins; in fact, I felt that I was leaving the place just when I ought to have been coming to it; but of course I could not help that.

14,632. With regard to drilling choirs, of course, I do not know what your experience has been in that, but it is the fact, is it not, that some of those who have had the best training in the college are now succeeding most admirably as choir masters and organists combined?—It may be a fact, but I do not know. I have been living, I may say, in the backwoods, so that I cannot say. I have enjoyed the backwoods; I am not complaining of them by any means; I have enjoyed my life thoroughly.

14,633. Although the college, of course, was in its infancy when you came and our buildings were not completed, or our playgrounds or anything, still did you not find a spirit of animation through the whole which gave life and character, not only to the work, but to the individuals?—It was a totally different thing from the Manchester Institution. I felt that I was somebody when I was at Norwood, but in the Manchester Institution I felt that I was vegetating, or really scarcely vegetating. Of course I do not wish to say too much against the Manchester Institution, because it may be totally changed now, but certainly that is how I left it. It had very fine buildings, and no doubt it was very well off so far as I could gather; but the money I think might have been better invested in funds of some sort or another for a few years till the people had found out how to spend it.

14,634. With regard to music are you aware that large quantities of very excellent singing music and piano music and organ music can now be had cheaply?—I got a list about three weeks ago that I was very much pleased with. That is one thing, but I think it is a pity for a blind person to live entirely in a world of music. Music is a great deal, and he will probably make his living by it, but he may be a very wise man in music and a perfect fool in every other way.

14,635. Do you think it is very expensive if you can get a play of Shakspeare embossed for 3*s.*?—I certainly think it is very expensive when you can buy the whole of Shakspeare for 1*s.* for sighted people.

14,636. When I was a young man studying at college I should have had to pay a good many sovereigns for it?—I always felt very proud of Shakspeare, and I invested in a copy at a shilling.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

6, Old Palace Yard, S.W.

Tuesday, 7th December 1886.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

The Right Hon. SIR LYON PLAYFAIR, K.C.B., M.P.
The Right Hon. A. J. MUNDELLA, M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
E. C. JOHNSON, ESQ.
WILLIAM WOODALL, ESQ., M.P.
The REV. W. BLOMEFIELD SLEIGHT, M.A.
The REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. WALTER SLOW BESSANT examined.

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14,637. (*Chairman.*) You are head master of the Manchester School for the Deaf and Dumb at Old Trafford?—Yes.

14,638. The Commission have visited the institution, and, therefore, it will be unnecessary to ask you a number of questions with regard to the institution which otherwise we should have asked you. Perhaps you can tell us what the educational needs of the district round Manchester are as far as the deaf and dumb are concerned?—According to the Census Return of 1881 there are 556 children in Lancashire and Cheshire who ought to be under instruction—that is to say, children of school age—there are only 180 of those children in our own school, and 140 in the Liverpool school; there may possibly be others who go up to the London institutions, but our institution and the Liverpool one are the only two local institutions providing for that district. Out of the 180 pupils in our school a considerable number come to us from other counties than those mentioned, and this is probably the case with regard to many of the pupils in the Liverpool school. I think, therefore, we may safely assume that not more than one half the deaf and dumb children of school age in Lancashire and Cheshire are under instruction.

14,639. What is the number of deaf and dumb that you know of within your own district who are now not receiving instruction?—I sent round an inquiry with reference to that to all the school boards in our district, and the return made to me gives a total of 185 children of school age known to be in the district not at any school, but I think that is very much below what we should find to be the case if anything like an exhaustive inquiry were made.

14,640. (*Mr. Mundella.*) When you say your district, what area do you embrace; do you mean the Manchester School Board district?—No, not the Manchester School Board district; the returns are from Lancashire, Westmoreland, Cumberland, Cheshire, and Staffordshire; those are the counties from which we draw our pupils.

14,641. That would be a population of 5,000,000 or 6,000,000?—Yes.

14,642. (*Chairman.*) Did you communicate with all the school boards that you knew of in those counties?—Yes.

14,643. Will you state the number of school boards that you communicated with, and in what counties they were?—168 in the counties of Lancashire, Westmoreland, Cumberland, Cheshire, and Staffordshire.

14,644. Have they all answered?—No, they have not all answered. Replies were received from about 120 school boards and school attendance committees out of the 168 addressed.

14,645. To what number of children were you obliged to refuse admission at the last half-yearly election?—We have now 20 children waiting for admission who are left over from the last election; we have also 10 others who are coming forward for admission; we have also just received from the School Board of Manchester a list of 18 children within the limits of the Manchester School Board district, most of whom are not on our books at all.

14,646. Your building is already full, is it not?—No, we have only 180 children; we could take 200.

14,647. Your funds at present do not allow you to take the full number?—Quite so.

14,648. Therefore, to make your institution as useful as it should be you would require some external assistance?—Yes, to the extent, in the opinion of my committee, of 800*l.* a year.

14,649. You have seen the report by Mr. Oakeley, which has been laid before Parliament, with regard to the education of the deaf and dumb in Manchester?—Yes.

14,650. Do you agree with his suggestion: "That "the school authority of the district should be empowered to send their deaf and dumb children to the "Manchester, or some other institution (under inspection of course), and to pay to that institution a yearly "sum of 10*l.* for each child's education; the sum of 10*l.* "is not an arbitrary amount, but has been arrived at "after due consideration of the cost"?—I believe that is the view of my committee; that, of course, is only for education purposes; we should probably want a maintenance grant in addition to that.

14,651. How would you propose that the maintenance grant should be obtained?—We think that it would be much preferable to take it through the Local Government Board direct rather than through the guardians, as at present, because parents have a very great objection to applying to the guardians, and we find it very difficult to get the guardians to make a grant, except in extreme cases of poverty.

14,652. I see the Manchester School Board came to this resolution: "That in the opinion of this board the "Education Department might with propriety make "grants to institutions for the education of the deaf "and dumb, and of the blind, for such children as "apart from their infirmities would be required by "law to attend at public elementary schools, and that "such grants might be made either towards maintenance, as in the case of certified industrial schools, "or upon examination, as in the public elementary "schools." Would you prefer that such grants should come direct from the Education Department rather than from the school boards?—I should prefer their coming direct from the Education Department.

14,653. What supervision would you suggest if the money were given direct by a Government department?—The present maintenance grant is granted without any supervision whatever.

14,654. The State generally, as in the case of industrial schools, makes it necessary that the inspector should visit in all cases where Government money is granted; do you see any objection to that?—No, the committee would see no objection to that.

14,655. Of course, you think that the compulsory powers which exist with regard to other children should be enforced with regard to deaf and dumb children?—Yes, the suggestion of my committee with regard to a compulsory clause with reference to length of stay at school is this: "No child shall be considered to have "completed his or her education until he or she shall "have been eight years at school, or shall have attained "the age of 16, or shall have passed some definite "standard to be fixed."

14,656. Do you think that the age of admission in your institution should be earlier than it is; I believe the age at which you admit children is 9 or 10?—No, we take children of 6 years of age.

14,657. The average age is higher, is not it?—That is because we have not been able to get the children

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earlier. It is not that our rules forbid us to take them. I do not think that we should take a child 5 years old unless he was very intelligent and a big boy for his age. We would take him at 6; from 6 to 12, I think, is stated in our rules.

14,658. When your committee speak of a stay of 8 years in the school they contemplate the admission of children as early as 6 or 7 in order that they might stay till they were 14 or 15?—Yes.

14,659. It has been said that if a child is only to remain 4 years at school it is better to send him at the age of from 8 to 12. Your opinion and that of your committee, as I understand, is that a child should receive 8 years of instruction?—Yes.

14,660. And that the education should be compulsory at an early age in all cases?—Yes.

14,661. I may also say that your opinion is that if the oral system is to be introduced a longer time would be necessary in order to give it a fair chance?—Yes.

14,662. And also if a child is to be taught on the oral system it is much easier to teach the child if you take it before its vocal organs are stiffened and get rusty from want of use?—No doubt. It may be known to your Lordship that we took children at one time in Manchester at a much earlier age. We took them as young as 3 years of age; but the practice of taking them at that early age has been entirely discontinued, and it may be that some of the statements in our report on the point of age are not quite up to date. They have not been altered from that time, and therefore they might be misleading to any one looking at the report; but we do not refuse a child of 6 years of age if he or she is able to take care of himself or herself.

14,663. Do you think it would be possible for the School Board in Manchester to start day schools for the deaf and dumb advantageously?—No, I do not.

14,664. Do you think it would be impracticable to collect deaf and dumb children together, and educate them on the day school principle, or that it would be inadvisable to do so?—It would be impracticable, and I certainly think it is a most inefficient way of educating the deaf and dumb.

14,665. It would be less expensive, would it not?—I think not, comparing our expenses for education with the expenses of the London School Board for educating the 300 children in their day classes for the deaf.

14,666. You mean that in your institution you could educate the children more economically than if you grouped 8 or 10 deaf and dumb children together?—Yes, educationally; of course the London School Board are not boarding those children, but they are paying a good deal more for the education of those children than we are.

14,667. You think that the education of deaf and dumb children, if conducted in various centres, would be more expensive than if conducted in one?—Yes.

14,668. And there would always be a certain number required to be sent to a central institution from a country district?—Yes, undoubtedly. Some of the members of the Manchester School Board have been approached on the question of day classes for the deaf and dumb, and those members of the board were decidedly of opinion that it would be very difficult to get deaf and dumb children together or to secure regularity of attendance, and they have shown no disposition whatever to take the hint to form any class there.

14,669. Do you think that any grant-in-aid should be given to any institutions that would not receive educational inspection but would only be willing to place themselves on the list of certified schools?—I certainly think so, on the ground that they are already receiving a maintenance grant from the guardians, and if by some further legislation the power to give this aid should be taken from the guardians and placed in some other hands, those schools ought not to suffer upon that account; therefore any new legislation should provide for their receiving as much assistance in the future as they do now.

14,670. That is rather inconsistent with the answer you previously gave, that you thought all schools which received maintenance or assistance from the Government should be liable to inspection?—I did not mean educational inspection, but such an inspection as we have had at Manchester since we were placed on the list of certified schools.

14,671. I said, "As in the case of certified industrial schools;" you did not mean education inspection?—No; I was not then thinking of schools not under inspection at the present time.

14,672. (*Mr. Mundella.*) You think that schools that are not under inspection at the present time ought not to be brought under Government inspection?—No, not against the wishes of the authorities of those schools.

14,673. And if, in consequence of not being under inspection, any grants are withdrawn, you think that they ought to be compensated in some other way?—Precisely.

14,674. (*Chairman.*) I understand that your institution would have no objection to educational inspection?—No.

14,675. But you think that money should be given, as now, through the guardians, by the Government, without any inspection other than general inspection?—Quite so, to the authorities of those schools who would prefer it. Otherwise they will be placed in a worse position than they are now.

14,676. Do you know any schools which would refuse the Government grant if they had education inspection?—The authorities of a number of schools declined to take any part in our Manchester conference in favour of State aid, mainly on this ground, I believe. The schools so abstaining represented 1,200 children under instruction.

14,677. Those institutions who would object to Government aid would, I presume, object to it on the ground that they would have to fall in with some prescribed rule or method of teaching which would be distasteful or which they would think would be injurious to the general interests of the deaf and dumb?—In most cases, and also from the feeling that these institutions have always been benevolent institutions, and that they have been managed by benevolent people with benevolent ideas, and so on; and that any placing of them under Government would be altogether a change in that respect.

14,678. Do you believe that the receiving of a grant from Government, say in the case of your institution, would have the effect of diminishing the contributions of private benevolence?—I think it would affect them very much, and also I think if the institution were likely to pass altogether into official hands rather than to be managed by a committee of benevolent gentlemen who devote a great deal of time to it and take a strong personal interest in it, that it would be a disastrous change for the institution.

14,679. Then you think that in the case of any grant being given by Government, the Government should only see that the education which was given, was of an efficient character, and should not interfere with the details of the method of instruction or with the free action of existing committee?—That is quite my opinion. May I be allowed before passing away from this subject, just to say what is my own private opinion, as to the question of State aid, I am not now speaking on behalf of the committee. My idea is that instead of the State grant being an education grant it should be purely a maintenance grant, and then none of these vexatious educational questions would crop up; and I would make the grant in this way, that those schools which did not accept Government inspection should receive only 15*l.* per head for the children as they now do from the boards of guardians, only that that 15*l.* should be per head for all the children in the school, and should be given under a compulsory Act instead of under a permissive one as at present.

14,680. Irrespective of inspection?—Irrespective of inspection; and that those schools which would receive Government inspection, such as we at Manchester now have, that is, inspection of a sanitary and domestic character under the poor law board, should be entitled to the full 20*l.*; in my opinion that grant of 20*l.* per head would meet all the necessary demands of the case, even with respect to any new schools which might be required, because private benevolence and the fees paid by the parents would amply supply the other 5*l.* or 6*l.* which would be needed to cover the full cost of education and maintenance.

14,681. Your institution was visited by the Chief Inspector for the North-western Division, Mr. Oakeley?—That was not entirely an education inspection, I think.

14,682. He says: "It is perhaps outside my present "report to give an account of the instruction there "and the system carried out," but, he says: "There is "one excellent headmaster (Mr. Bessant), 12 teachers "on the oral system, and 2 sign teachers," so that he must have formed some opinion as to the character of the instruction there?—Yes.

14,683. You would have no objection to that sort of inspection as carried out by the existing inspectors?—No.

14,684. And you would have no objection to the grant being dependent on the general approval of the inspector of the system carried out?—My committee would have no objection to that.

14,685. If education inspection was required do you think that the inspectors should be persons with experience in deaf and dumb instruction?—Undoubtedly. I cannot see how the work could be efficiently done in any other way.

14,686. Do you think it would be desirable that the Government should prescribe whether the children should be taught under the sign and manual system or the combined system or the oral system?—No, I do not; I think the matter should be left to each governing body.

14,687. Do you think it is advantageous to have boys and girls under the same roof?—No, I do not personally think so. I have a very strong opinion the other way. I think that it is far better to isolate the sexes.

14,688. Have you found any evil consequences from the free intercourse of deaf and dumb boys and girls in schools and institutions?—Every now and then there is some unfortunate occurrence that results from this close contact of the two sexes. I think in the history of most mixed boarding schools that is so. I think it very much better that the sexes should be separated, that we should not have institutions where boys and girls are living together under the same roof.

14,689. Do not you think if they were separated it would increase the expense of the system?—I think not, because we should be able to have as large schools as we might require of either sex.

14,690. For instance, in Manchester, would you recommend that the existing school should be devoted to one sex, and a fresh school built elsewhere?—Yes, that is my opinion.

14,691. That the boys and the girls should not use common playgrounds?—Yes, and that they should not reside in one building under one roof, that the girls' school should be a separate establishment. Our boys and girls have never used common playgrounds.

14,692. Are not they kept apart as far as it is possible to keep them apart?—Yes, every precaution is taken in that respect; practically they are entirely separated except during school hours and meal times.

14,693. With regard to the system of education we have heard that in America the largest number of schools now are under what is called the combined system. Have you ever travelled in America?—No.

14,694. Have you formed any opinion as to whether the combined system is one whichght mi with advantage be generally adopted?—Yes, I have formed an opinion upon that point, and if by the combined system is meant the system of teaching by signs and the finger alphabet, as well as by speech, I certainly do not think it at all desirable to adopt that system. From my own experience in the matter, I certainly am very strongly of opinion that each system should be taught entirely on its own merits, and without any admixture of other systems.

14,695. Is not it the fact that those who have been taught on the oral system, when they go out into the world, all learn the sign and manual system?—They learn the finger alphabet, but I do not look upon that as the sign system.

14,696. Practically, most of them, even those who have been taught on the oral system, know, and sometimes use for purposes of convenience, the finger language?—Particularly among themselves; between the deaf and the deaf; not so much, I think, in their conversation with those who can speak and hear.

14,697. With regard to religious services, where you have a large congregation of deaf and dumb, is it not much easier to conduct the service with the finger language or the sign system than on the oral system?—Yes, where there is a large number attending the service; but why should we follow the present lines of religious services; we could adapt our religious services to our altered conditions of teaching and teach orally religious subjects after school as well as in school.

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14,698. That would add to the difficulty of giving religious instruction, would it not; if one man could give instruction to 100 in the sign and manual system you would require three or four to give instruction on the oral system?—My opinion would be that we should establish Bible classes and give religious instruction in that way; a great deal of that instruction would be given by voluntary effort, and would be very gladly so given, entailing no extra expense to the adult deaf and dumb societies.

14,699. The instruction in the oral system is carried on at Manchester quite separately from the instruction in the sign system?—Yes.

14,700. Do you find that that answers, as far as your experience goes?—Yes, we find it does.

14,701. You have not seen the combined system tried, I suppose?—Yes, I have seen pupils who have been taught on the combined system.

14,702. Do you think that the oral instruction under the combined system is not satisfactory?—I think it cannot be satisfactory when carried on under the combined system, nor do I think that the sign system can be satisfactorily carried on in connexion with the oral system. In my own school at Manchester, for instance, in the sign department, I never allow any articulation whatever to be taught. I think the teaching of articulation, unless speech is to be used as the sole means of communication, is tantamount to a waste of time, because the two systems cannot, in my opinion, be adequately taught side by side. One must suffer at the expense of the other.

14,703. Do you think that in Manchester there will always be the two systems carried on side by side, or do you think that eventually all will be able to be taught on the oral system?—I am afraid there will always be a certain per-centage of children who will require to be taught by the sign or silent system. I cannot say that I would advocate the teaching of the oral system and the teaching of the sign system in one institution, because I would rather that those who were taught by signs were located in a separate institution altogether, but we should always require to have a certain number of sign schools in the country to which we could send children who could be more efficiently taught by that system. The arrangement at Manchester, of course, is only one of convenience, simply because the committee of the school wish to educate all that come to them.

14,704. You say that there would always be a certain number, who from defective sight, or defective intelligence, would have a difficulty in learning the oral system?—Yes, I think so; and there will always be a certain number of children whose voices could never be trained to any pleasant enunciation, and it is a question in my mind whether it is advisable to send out into the world those imperfect specimens of pupils taught by the oral system. I think it is likely to give the public an unfavourable opinion with regard to the system.

14,705. You have not visited any schools abroad where the oral system has been longer at work than in England?—No; I have not.

14,706. When did you first begin to teach on the oral system?—About 10 or 12 years ago.

14,707. And you saw the teaching first carried out in London?—Yes; my first acquaintance with it was at Mr. Schöntheil's school, the Jews' home for the deaf and dumb.

14,708. With regard to the industrial training of the deaf and dumb, do you think that that ought to be begun at an early age while they are still at school?—If the children were allowed to remain in the school till they were 16—I would begin it in their 14th year.

14,709. Would you teach them any special trades?—Yes.

14,710. Is there any difficulty at present in getting them apprenticed to various trades?—No.

14,711. But still you think it desirable to give them some handicraft training before they leave school?—I think that would be very useful; it is very much called for by the boards of guardians who render any assistance; they often ask us whether we teach the children trades, they seem very anxious that the children

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should learn trades—I am speaking of those who come from the unions.

14,712. I suppose cabinet-making is one of the principal trades that might be usefully taught to the deaf and dumb?—Yes, and turning, and wood carving, and engraving, I should think, might usefully be taught.

14,713. You give them instruction in drawing?—Yes.

14,714. And you have some very successful pupils?—Yes, we have always had a certain number of successful pupils, many of whom are earning a satisfactory livelihood at artistic pursuits since they left the schools.

14,715. Do your pupils send up drawings to South Kensington?—Yes; we have earned a larger grant this year than previously.

14,716. What grades have your pupils who have been taught drawing passed in under the Science and Art Department?—The first and second grade of freehand and model drawing. One of our boys, who is only 14 years of age, took the second grade "Excellent" in model drawing this year. It is only in the last three years that the school has been affiliated to South Kensington, and each year we have earned a larger grant.

14,717. Have you a special master for drawing?—Yes, though several of our own staff are now qualified as teachers of drawing.

14,718. With regard to the training of teachers of the deaf and dumb, have you any suggestions to make?—I think it most desirable that we should have some method of training teachers for the special work of teaching the deaf and dumb, so that we should have something like a fund of teachers to draw upon in filling up our vacancies. I think the want of properly qualified teachers is a want felt by all schools.

14,719. Do you think the existing colleges for the training of teachers of the deaf and dumb are able to supply the want of efficient trained teachers?—I have not found it so as yet.

14,720. Do you expect that there will be a better supply of trained teachers hereafter as the result of the work of those colleges?—I hope so. I do not think either of the colleges have really proceeded quite in the right direction. I think it would be far better that those who are intending to become teachers of the deaf and dumb should be trained in connexion with some large institution where they would have to take a part in the actual duties of the institution during their course of training. My experience so far has been that the wrong people have been trained for this work, and that we find it very difficult in our institutions, where we are only able to offer moderate salaries, to get those who have been properly trained to accept a post in an institution on the conditions upon which we are obliged to offer it.

14,721. Do you think that each institution would practically have to train its own teachers?—That is not in my mind.

14,722. In addition to providing the means of training teachers in some institution, you would, I suppose, suggest that there should be an examining college which would test the capabilities of the teachers before they were allowed to teach in any large institution?—Yes; I think if a lectureship were attached to an institution for the training of teachers it would be a very good arrangement, and the teachers, after being trained in such an institution, say for two years, and taking part in the actual educational pursuits of the institution to which they were attached, should go up and be examined by some examining body.

14,723. Where should that lectureship exist; in London?—Either in London or in connexion with any one of the large institutions. All the institutions should contribute to the maintenance of this lectureship, and then according to their contributions they might *pro rata* draw teachers as they required them.

14,724. Is there any institution in the United Kingdom where higher education is given to the deaf and dumb?—Not at present.

14,725. Do you think that there should be, as in America, a college for the higher education of the deaf and dumb?—It would be most desirable to establish such a college.

14,726. Do you think that would be deserving of Government support?—Certainly.

14,727. In the same way as Government support is given to other colleges for higher education?—Yes

14,728. (*Mr. Mundella.*) Are you yourself a teacher of the deaf and dumb?—Yes.

14,729. How long have you been so?—I have been altogether about 18 years a teacher of the deaf and dumb.

14,730. Are you a trained teacher?—I entered as a pupil-teacher in one of the large institutions, the one at Doncaster, where I served under Mr. Baker, who was, I think, the head master of the greatest repute in England at the time. I was with him for five years and went through all the training of a pupil-teacher. Since then, I have been granted a diploma of the College of Teachers of the Deaf and Dumb.

14,731. The whole of your training has been in connexion with deaf and dumb schools?—Yes.

14,732. You have had no training in connexion with elementary schools at all?—None whatever.

14,733. And you were trained, I suppose, to teach the sign and manual system?—Yes.

14,734. You say that your first acquaintance with the oral system was 10 years ago?—Yes.

14,735. Do I rightly understand from you that you think that the oral system ought to be taught wherever the pupil is capable of receiving instruction in it?—Undoubtedly.

14,736. Where there are not natural defects which disqualify the pupil for instruction in the oral system, you consider it is undoubtedly the best, and you think it of the utmost importance that the pupil should acquire it?—That is my view.

14,737. You say that there is some difficulty at present about the training of teachers, you think there ought to be a lectureship at an ordinary deaf and dumb institution; do you think that that would meet the requirements of the case, do not you think it would be far better that the teacher should receive the training of an ordinary training college, and that he should at the same time have access to a practising deaf and dumb school attached to one of a set of training colleges?—I think that would meet my view better, that is to say, if the school attached to the college were really one fulfilling the same conditions as our ordinary institutions.

14,738. There are several training colleges in London for ordinary teachers; if in connexion with one of those training colleges there was a department for the training of teachers of the deaf and dumb, and they had access to a practising deaf and dumb school where the oral system, and the sign system if you like, were well taught, do you think that that would be a good way in which to provide a supply of teachers for the deaf and dumb?—Unless the institution was a resident one it would not supply good teachers for resident institutions. I was of opinion myself that the arrangement you are suggesting to me would be a very good one, and at the Doncaster Conference I proposed a resolution that that would be the best way of meeting the difficulty, but upon more mature consideration of the matter, I have come to another view, and feel that if we are to get teachers such as we want, who would be willing to take up the work in our institutions we must have them trained under similar conditions to those which exist in those institutions.

14,739. Your opinion is that those who were being trained as teachers of the deaf and dumb, should absolutely reside in the deaf and dumb institution?—Or that they should be attached to it and be constantly in it. I do not make a point of absolutely living in it.

14,740. Your idea is that they should be attached to it specially, say for one year of their training, in order to acquire the art of conveying the oral system and the sign system to the deaf and dumb?—That is my opinion. With regard to the question as to whether teachers of the deaf and dumb should be trained first of all in an ordinary training college. I am quite at one with you upon that point, if we could get teachers passed through the ordinary training that is given in an ordinary training college, and then if upon that we could graft the special knowledge required for teaching the deaf and dumb, we should have all that we require but unless we get adequate assistance from the Government we shall always be obliged to content ourselves with ex-pupil-teachers. I have always found myself that they make the best teachers of the deaf and dumb with a little special training.

14,741. You mean than an ex-pupil teacher is very much better than a person who has not had any training?—Yes.

14,742. But if that ex-pupil-teacher went to an ordinary training college, and if, at the same time, he attended a practising school for the deaf and dumb, and thereby acquired facilities for teaching the deaf and dumb, he would be a much better teacher than one who was merely an ex-pupil-teacher?—Undoubtedly.

14,743. You will admit that there is no teaching that requires so much patience and skill as the teaching of the deaf and dumb?—Certainly.

14,744. More than any other class, more than the blind even?—I am not able to draw a comparison between the two, because I am not familiar with the modes of instruction of the blind.

14,745. At all events, I take it, you will endorse what I say, that nothing requires so much patience, strenuous effort, and perseverance as the teaching of the deaf and dumb?—I quite agree to that.

14,746. Have you ever seen the German teachers at work?—Yes, those who are in England.

14,747. In what school have you seen them at work?—I have seen Mr. Van Praagh and Mr. Schöntheil at work.

14,748. What number of pupils have they?—Mr. Schöntheil has 40.

14,749. Divided in how many classes?—I think he had three at that time.

14,750. You had never seen a school with 200 in it, divided into 16 or 20 classes, with a master to every class, taking them up from grade to grade?—Our own school at Manchester somewhat fulfils those conditions. We have 15 teachers, including myself, and about 140 children who are being taught on the oral system, and three other teachers teaching the 40 sign pupils, *i.e.*, a staff of 18 teachers in all, dealing with a similar number of classes.

14,751. At what age do you begin to teach the oral system?—Directly a child comes in at six years of age or eight.

14,752. What is the best age for a child to come in, do you think?—Six.

14,753. A child ought not to come later than the age of six to begin the oral system?—I think not.

14,754. How many years would it take to complete the instruction?—Eight or nine; it would be better if we could keep them for 10 years. We ought to keep them till they are 16.

14,755. If you keep them up to the age of 16 you can give them not only a good elementary education, but a very fair secondary education, can you not?—I think so.

14,756. You said, in answer to the Chairman, that the parents object to applying to the boards of guardians for assistance for their children?—Yes.

14,757. Are you not of opinion that it would be very much better that the grant should be made through the local education authorities, whoever they may be in the future, whether the school boards or county boards?—We think so.

14,758. I understood you to say that you preferred it coming direct from the State?—Our committee is very anxious that the grant should not come through the guardians in the future.

14,759. You do not mind where it comes from so long as it does not come through the guardians?—No.

14,760. You expressed the opinion that the grant should be simply a maintenance grant and not an education grant?—That is my own private opinion, it is not the opinion of my committee.

14,761. Do not you think it is the duty of the State to see that these children are well educated?—I think so.

14,762. Do not you think the State ought to see that they get the best education that can be afforded to them?—Yes, I am quite myself in favour of an education grant with an education inspection. When I said it should be a maintenance grant, I was speaking with reference to what would be most likely to be acceptable to all the institutions.

14,763. How can the State secure the best education of deaf and dumb children without inspection?—I think certainly you would be likely to secure better education by inspection.

14,764. Do you think that the State ought to make grants for the education of deaf and dumb children without having the assurance that they obtain the results for which the grants are intended?—The State already makes that provision through the guardians.

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14,765. Do you think it ought to do so?—I think that the reports of the committees would be an assurance that the work was being carried on satisfactorily.

14,766. You said that you thought if State aid were given it would have the effect of diminishing the amount of voluntary contributions; are you aware that, so far as day schools are concerned, an increase in the Government grant has been coincident with an enormous increase in voluntary effort?—I am aware of that fact.

14,767. Why should the converse be the case where the class to whom the public appeals, has such a large claim upon their benevolence and commiseration?—Has not this increase of public support to ordinary schools taken rather a denominational form; is not it the case that it has not gone in support of those schools that are aided by the Government, but rather to schools carried on in accord with the particular religious opinions of the subscribers to those schools?

14,768. You expressed an opinion that day school education would be found inefficient as applied to the deaf and dumb?—I did.

14,769. Your opinion is that deaf and dumb education to be efficient must be boarding school education?—I am quite of that opinion.

14,770. And you think that the children should be required to attend school for at least nine years?—That is my opinion.

14,771. Would you make it obligatory that all deaf and dumb children should attend at some institution for 9 or 10 years, say from the age of 6 to the age of 15 or 16?—Certainly.

14,772. Practically you are in favour of the compulsory education of the deaf and dumb in institutions?—Yes.

14,773. Your opinion is that the State ought to make a grant, or that the State and the local authority combined should make a grant of from 15*l.* to 20*l.* a head towards the maintenance of deaf and dumb children?—Yes; I think it should be 20*l.* a head.

14,774. Surely where the child is taken off the parent's hands in the way of maintenance, the parent ought to contribute something, that is to say, as much as he is able to do?—I may say that in Manchester we receive as much as 12*l.* a head from the school fees.

14,775. What is the cost per head?—25*l.* The parents of the pupils in the Manchester schools do, in my opinion, pay to the full extent of their capacity. We have some cases where we have a great difficulty in getting the fees that we do from the children's parents.

14,776. Suppose you brought the whole of the deaf and dumb children of Manchester into one central institution, there would be a large proportion of the parents of those children who would be able to pay the whole cost of their education?—No; a very small proportion; I may say that out of the 180 pupils that we have at Manchester there are only 15 whose parents are able to pay the full cost of their maintenance. The Committee go very carefully into the case of each particular child; they make inquiries as to the number of children in the family, the average income per head of the members of the family, and so on, and they get as large a fee as they possibly can from the parents.

14,777. Have you been able to ascertain what proportion of children can pay full fees, what proportion can pay half fees, and what proportion can pay nothing?—

I may say on this point that our committee have just made the rule that no children can be admitted without a minimum payment of 3*s.* 6*d.* a week from the parents, that is 9*l.* 2*s.* a year. In all cases where the parents are not able to pay this 9*l.* 2*s.* a year, application is made to the guardians for the 20*l.* a year which is allowed by the Local Government Board to be paid for that purpose, and we have now 20 children waiting over from the last election who would have been taken in if their parents had been able to pay the 3*s.* 6*d.* a week.

14,778. Your contention is that the guardians not being a suitable education authority ought not to have the administration of these funds, but that they ought to come from those who are responsible for the education of the children, the school board, for instance?

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—My committee have never expressed an opinion in favour of their coming from the school board.

14,779. You expressed the opinion just now that the money ought to come from anybody but the guardians?—Yes.

14,780. Is not the school board responsible for the education of every child in Manchester?—I doubt whether my committee would like to be placed under the school board.

14,781. In what sense would they be under the School Board if they received grants from the School Board?—It remains to be proved how far the receiving of such grants from the School Board might involve their being placed under the machinery of the School Board.

14,782. You say there would be no objection on the part of good schools to Government inspection?—In the case of many schools there is a strong objection to Government inspection. We should have no objection to be placed under special Government inspection, that is to say, one suited to the case.

14,783. The Chairman asked you a question with respect to the religious instruction on the oral system. Have you found any difficulty in conveying religious instruction on the oral system?—We have no difficulty whatever in the schools in conveying religious instruction on the oral system.

14,784. You have weekly services or oftener in your institution?—Yes.

14,785. If the pupils learn the oral system in the school thoroughly and are accustomed to receive religious instruction orally in the schools, do they find any difficulty in listening to a sermon or a political speech afterwards?—Yes, decidedly, great difficulty.

14,786. Do you not know of any persons who have been taught the oral system who can attend a meeting or hear a sermon and afterwards give you a very good description of what was stated?—From what I have seen of the deaf and dumb who have been orally taught, I am of opinion that it is almost impossible for them to follow a speech at an ordinary meeting or a sermon in a place of worship where the service is not specially for the deaf and dumb.

14,787. (*Mr. Woodall.*) You gave us some figures with regard to the number of children who are supposed to be not under instruction at present, have you any further information which would enable us to conjecture how many more children than those shown by the official returns have been overlooked?—No, I have nothing except this return of these 185 children, because it is so difficult to get the information, nobody has sought it out.

14,788. From time to time you do find children whose existence had not been reported to you?—Constantly.

14,789. And from that you conclude that there is a considerable number of children not under instruction beyond the number that you have mentioned?—There is a large number of children who are not under instruction. Only a day or two ago I got a letter from the vicar of Preston asking me what was to be done about the deaf and dumb children in his district that were not under instruction, of whom he knew several, and I get the same application from all the towns round Manchester.

14,790. Then those figures which you have given us, which would show that there was only one child on the average in each school board district in your counties are altogether illusory?—I think so, quite.

14,791. The children who are overlooked presumably belong to the lower classes?—Yes, the majority of them.

14,792. Are there any statistics to show whether among the poorer classes the affliction of deaf mutism is more prevalent than among the well-to-do?—I am not aware that there are any statistics that would show that.

14,793. You have spoken of a rule laid down by your institution that there should be a minimum fee paid by the parents of 3*s.* 6*d.* a week. Is that, as a fact, paid by the parents, or is it not in many instances paid by societies on behalf of the parents?—Except in the case of children coming from your own district of North Staffordshire, those sums are paid by the parents direct to us.

14,794. The rule laid down by your institution would not preclude the fee being paid by a society like the North Staffordshire society?—Not at all. For districts outside Manchester the committee would prefer local organisations to be formed which would become responsible to us for the payment of those fees, but we have not, except in the case of North Staffordshire, any organisation that does pay those fees.

14,795. You told us that a comparatively small proportion of the deaf and dumb of the United Kingdom are under instruction at all?—Yes.

14,796. You, I gather, have admitted that the education given to those who are under instruction is not so satisfactory as you would like it to be?—One must admit that.

14,797. And that you attribute to the fact that the period of time during which the children are placed under your care is insufficient for the purpose?—Yes.

14,798. But you also said that the teachers generally employed did not receive the thorough training for their work which they ought to receive?—That is so.

14,799. Then, if the system of teaching is to be much improved, do not you think there would be a still greater difficulty in obtaining competent teachers?—There would be a present difficulty.

14,800. Do you suppose that that difficulty would continue to exist and be aggravated till some system was adopted by which State aid would be given for the training of teachers of the deaf and dumb analogous to that which prevails in the case of teachers for ordinary elementary schools?—I am quite of that opinion.

14,801. In the ordinary training colleges practically the whole of the cost of the training of the teachers is borne by the State?—Yes.

14,802. No aid is given by the State towards the training of teachers intended for the instruction of the deaf and dumb?—None whatever

14,803. Save, so far as it has aided in the instruction of pupil-teachers, because you have told us that you are glad to get an ex-pupil-teacher, because in carrying on the work which he has to do in your institution he brings to bear the experience he has gained in an ordinary elementary school?—That is so. In all the appointments I have made at Manchester I have selected teachers of that class for the work, and I give them such training as I am myself able to give in the special work they are engaged in.

14,804. The question of the expense of imparting instruction is, in your mind, a very important one?—Very.

14,805. Would it not still further add to the cost of instruction if there was to be an isolation of the two sexes?—I think not.

14,806. Surely where you have boys and girls together of the same age you are better able to grade them according to their degree of proficiency, are you not?—I think if you had 100 girls in one institution you would have all the facility for grading there that you would have in a school of 100 mixed children.

14,807. But suppose you have 100 boys and girls and divide them into two schools of 50 each, the cost of instruction would be greater, would it not?—Undoubtedly.

14,808. Is not there some advantage recognised in keeping the two sexes together and in keeping up in the institution something like family influences?—I am of opinion that that theory of the family character of an institution is scarcely capable of being carried out where you have anything like a large number of children, say 100 children, all coming from different families and in no way related to one another.

14,809. When we visited your institution some pains were taken by the matron to show that serious effort was made to maintain those influences?—We do make a serious effort to maintain them, undoubtedly, but the advantages of separation, in my mind, would greatly outweigh any slight advantage which might be gained in that way.

14,810. You think that the influence of one sex upon the other is not sufficiently important to outweigh other considerations?—That is my opinion.

14,811. You told us that you thought that it would be desirable in the case of those children who could be retained till they arrived at the age of 16, that industrial training should be imparted to them at the age of 14?—Yes.

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14,812. Are you aware that in the ordinary elementary schools in France, for instance, industrial training begins at a very much earlier age than that?—I am aware of that, but I am afraid that my views with reference to the undesirability of putting children to industrial work at too early an age are somewhat prejudiced by my early experience of industrial work in connexion with the deaf and dumb, where the system was that children immediately after school were marched into some closely heated shop and confined there some hours, and they got very little recreation indeed. My opinion is that the demands of education upon a deaf and dumb child are so great that he requires in the early stages of his education all the recreation he can possibly get.

14,813. Perhaps it would be well for you to explain what you mean by industrial training; do not you think that industrial training can be given in such a way as to be in itself a recreation?—Yes, I think so.

14,814. If you were told that that is the recognised and admitted experience of schools where industrial training is combined with literary instruction, you would probably see no reason why it should not equally apply in the case of the deaf and dumb?—But I still think that the early years of a deaf and dumb child's school life might be better devoted to a literary course than be divided between a literary course and an industrial course.

14,815. Are you familiar with the Kindergarten system?—Yes, we adopt it to some extent.

14,816. And you know that Kindergarten work embraces a good deal that is in fact training in handicraft?—Yes, modelling and so on.

14,817. And that kind of instruction is popular among children?—Undoubtedly.

14,818. Do you not think then that it would be expedient that children at an early period of their school life should have a pleasant training of that kind with a view to the development of their faculties in subsequent industrial pursuits?—I think so, that is to say, if you confine the industrial training to what you are pointing at, but I was speaking just now with reference to boot making, tailoring, and those occupations.

14,819. Dismiss from your mind for the moment the teaching of a particular trade, and understand that my questions with regard to industrial training refer rather to familiarising children with the use of tools, and instructing them in elements which would be equally capable of being applied in due course to any trade to which they might afterwards be devoted. Do you not think that it would be desirable that industrial training of that non-specialised kind should be associated with the other education that would be given in the institution?—Yes, I think so.

14,820. And as part of that instruction you would attach considerable value to the teaching of drawing?—Yes.

14,821. You said that drawing is at the present time taught in your institution, but I understood you that you did not go beyond the first and second grades?—So far we have not been able to travel beyond the first and second grades in freehand and model drawing, because we have not had the children at school long enough to carry it further. The average stay of a child in the school is scarcely five years.

14,822. You are aware that it is generally agreed that it is desirable that the teaching of elementary drawing should be carried out universally in the ordinary elementary schools?—Yes.

14,823. And you feel that that which is necessary in the case of the ordinary population, would be equally important or more important in regard to the deaf and dumb?—I think we should aim at making the deaf and dumb differ as little as possible from ordinary hearing children in every respect.

14,824. With regard to Government inspection which it may be taken would have to accompany the payment of Government grants, there is an uncomfortable apprehension on the part of the managers of certain institutions with regard to the character and effect of that inspection, is there not?—Yes.

14,825. And there is a fear that it might result in the enforcing of some uniform and bureaucratic system?—Yes.

14,826. But do not you think it would be possible to have a system of inspection which should recognise a variety of systems pursued in different institutions?—Yes, I think it would be possible.

14,827. Are you aware of the kind of inspection to which industrial and reformatory schools are at the present time submitted?—Yes, I have had it explained to me.

14,828. They are left very free to pursue a great variety of methods?—Yes; my committee had the facts with regard to the inspection of those schools placed before them, and they thought that some inspection of that sort would be satisfactory.

14,829. Do you know anything of the schools of the Christian Brothers?—No.

14,830. If you were informed that while the Christian Brothers feel themselves precluded from accepting Government grants in aid of their elementary schools because it would involve the acceptance by them of the Government system of teaching, they feel themselves free to accept a weekly capitation payment for such institutions as industrial schools and reformatories because the acceptance of such grant does not fetter their freedom as to methods of instruction, do you not think that a similar system of grants and inspection would meet all the difficulties apprehended by the institutions for the deaf and dumb?—From what I know of industrial school inspection, I think it should do so.

14,831. (*Rev. Mr. Sleight*). You stated that the age should be six at which children should be admitted; what length of time in your opinion is needed for the sign system and what length of time for the oral system to give a child a complete education?—I think myself the full term of 10 years should be given for the oral system, and I think the sign system should have at least eight years.

14,832. You have stated that the average time that your pupils stay in the institution is less than five years?—Yes.

14,833. Does that apply to the children who are taught orally?—It is so at present.

14,834. Then the children who are taught orally leave with an incomplete education?—In my opinion, decidedly.

14,835. With a less complete education than those taught by the manual system?—No, I think not.

14,836. It must be so according to your own statement?—As far as my experience goes we have been able to do as much with the children in the five years under the oral system as we have so far under the sign system in the same time; in some respects in my opinion, the result under the oral system has been more satisfactory.

14,837. Allowing that children could remain in your school for 10 years, to take your own time, in your opinion, could they all be taught with success on the oral system?—I think not.

14,838. What per-centage, do you think, could be taught with success on the oral system?—I have not arrived at any definite opinion upon that point, but I should say 20 to 25 per cent. of the children would be more usefully taught on the sign system. I do not say that they could not be taught on the oral system, it is a mere question of which is the system best adapted to the particular child.

14,839. Do the deaf children themselves prefer to communicate with each other orally or manually?—Manually, in the earlier stages of education, certainly.

14,840. How do those children who are taught orally communicate with each other in their hours of recreation?—By natural signs and the finger alphabet in my own school.

14,841. Do you ever find that the orally taught children communicate with each other orally?—Constantly.

14,842. In the playground?—Yes, in the playground.

14,843. Do not deaf and dumb children get a great deal of instruction from one another?—Yes, I think so.

14,844. And therefore, in your opinion, it is an advantage for them to be congregated together in an institution?—I think so; a very great advantage.

14,845. Do you find that those who have been taught on the oral system communicate with each other after they have left school orally, or do they resort to the finger alphabet?—I think between the deaf and the

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deaf the finger alphabet will always be more used than speech.

14,846. In some of our towns there are institutes for the deaf and dumb, are there not?—Yes.

14,847. And at these institutes they have discussion classes and debates on various matters?—Yes.

14,848. Do you know whether those discussions and debates are ever carried on orally, or are they always carried on by the finger alphabet?—I think a sufficient number of orally taught children have not yet been sent out of the schools to make it possible that those discussions could be carried on in any other way than by the finger alphabet.

14,849. In your opinion, could a discussion among the deaf and dumb be intelligibly carried on by the oral system?—I think so; but I think the deaf and dumb would prefer to carry it on by spelling.

14,850. (*Mr. Arrol.*) If the sign and manual system were adopted as the means of educating the deaf and dumb in a day school, might a measure of success attend such teaching?—I think so, undoubtedly, but not the same measure of success as could be attained in a boarding school.

14,851. For the teaching of the pure oral system it would be necessary, in your opinion, to have the child resident in the institution?—That is my opinion.

14,852. (*Mr. St. John Ackers.*) In answer to one of the commissioners I think you said that you thought the finger alphabet was chiefly used by the deaf in after life between themselves, but that it was not so much used between the deaf and ordinary persons?—Yes.

14,853. In your opinion, is it more advantageous that the deaf should be educated in a system which will enable them to converse amongst themselves or in a system by which they can communicate with the world at large?—Decidedly it is more useful to them to be educated in a system that will enable them to converse with the world at large.

14,854. Then, however pleasant it might be for the deaf and dumb to converse with one another by the finger alphabet, if they lived entirely in the institution for the whole of their lives, yet, for practical purposes, you think it desirable that every child should be taught on the oral system?—I think so, decidedly.

14,855. Have you ever been to a country where the schools are all upon the oral system?—No.

14,856. Then you have not personal experience of what would be the state of things as regards communication between the deaf and the deaf, or between the deaf and other persons in a country where the oral system only was taught?—No, I cannot say that I have.

14,857. You say that in the playground at your own school signs and the manual alphabet are used by the children amongst themselves?—Yes.

14,858. Are there any children in your school who have not only been orally taught, but who have been kept entirely separate from those who have been taught by signs and the manual alphabet?—None whatever.

14,859. The orally taught children are, in fact, taught signs and the manual alphabet by their schoolfellows? Yes, to some extent. I may say, perhaps, that the arbitrary signs are gradually dying out, and natural signs are taking their place.

14,860. You are endeavouring in the sign department to abolish arbitrary signs as much as possible, and endeavouring to use the finger alphabet in a great measure in place of a large number of signs which formerly were used?—Yes.

14,861. And you find that a great advantage in enabling the children to get a better knowledge of language?—Yes.

14,862. Because by the use of the finger alphabet instead of arbitrary signs, you follow the ordinary form of the English language?—Yes.

14,863. You were asked by Mr. Mundella whether you thought that any orally taught person would understand a lecture or a sermon, and you answered, No; but did you mean by that a sermon or lecture delivered to a hearing assembly or a sermon or lecture delivered specially to a number of orally instructed deaf persons?—I understood Mr. Mundella to be speaking of a sermon or a lecture delivered under ordinary circumstances to ordinary hearing people.

14,864. Then, will you state to the Commission why it would be impossible for an orally taught person to understand a sermon or a lecture delivered in the ordinary way?—Because of the rapidity of the utterance of the speaker and because the speaker would not always be placed in a proper position in relation to those who were looking at him; principally for those two reasons.

14,865. Then, supposing each orally taught deaf person to be able to see the mouth of the speaker or preacher, and supposing the speaker to deliver his sermon or lecture with not too much rapidity, would you be of opinion that such deaf person would be able to understand the lecture or sermon? That is to say, supposing the lecture or sermon to be delivered specially to a number of deaf persons orally taught, without any others in the room if you like?—I think a lecture specially delivered to 20 or 30 who had been orally taught would be very fairly understood by them.

14,866. Have you had any experience of deaf persons orally taught going to ordinary religious services, and having the sermons interpreted to them by their relations or friends who may be sitting near them?—I have heard that that has been done; in fact, I have myself done so with fairly satisfactory results.

14,867. For the training of teachers you advocated attaching a lectureship to one of the large institutions. A similar plan was adopted, I think, in your own institution, only in that case the gentleman who came from Ealing remained only one year?—Yes.

14,868. You suggest that the teachers should have a training of two years?—Yes; I would also suggest that there should be a definite number of students attending those lectures; that there should be a definite number of students apart from and in addition to the teaching staff, those students being prepared for taking positions in other institutions.

14,869. Not always in class with the deaf?—Not always in class with the deaf.

14,870. That comes very much to an ordinary training college for teachers of hearing persons, to which a practising school is attached, which is generally a large practising school. Would it not, in your opinion, be thoroughly satisfactory if there were a similar state of things with regard to the deaf; that is to say, if you could have a training college for teachers of the deaf to which a practising school was attached, in which college the whole of the time of the students should be devoted to hearing lectures, watching the practical teaching, and, in a later stage, teaching the deaf and dumb pupils themselves?—Yes, if the conditions of that practising school were similar to those of our large institutions. I may say that where I have found teachers deficient has not been in the discharge of their educational duties, but in the discharge of duties relating to the domestic affairs of the institution—the charge of the children out of school hours. Unless a teacher is attached to a large institution where he comes in contact day by day with the requirements of such institutions with reference to the duties of the teacher out of school, I conceive he is only partially educated or partially adapted to the work we want him to perform.

14,871. Then, in your opinion, there is practically as much to be gained by the teacher being with the deaf pupils out of school hours as by being with them in school hours?—Yes.

14,872. And you think that any training college that does not give facilities for enabling a teacher to gain that experience would fail to turn out properly-trained teachers?—Yes.

14,873. There is a difference of opinion whether there should be large schools or small schools for the deaf? Yes.

14,874. The opinion you have given you do not give as the opinion of the whole of the teachers of the deaf, but as your own opinion after many years of consideration?—Yes.

14,875. You said you thought that children who had not a pleasant or musical voice should not be taught on the oral system?—I referred to children who had an objectionably harsh voice—a voice which it would be extremely difficult to cultivate to anything like a pleasant intonation.

14,876. If it were a voice that could be understood, would it not be an advantage to the child that he should be taught to use his voice even if it were a little unpleasant to listen to?—Yes, I think it might be an advantage to him.

14,877. Of course we may assume that a child with such a voice could not very well be trained to become a clergyman or a lecturer or a public speaker, but if speech enables the deaf to make themselves understood by ordinary persons is not even a harsh and unpleasant voice better than no voice at all, and is not it worth while to go to the trouble and expense of enabling a person possessing such a voice to communicate with hearing people?—Yes, if we have sufficient time to devote to difficult cases of that sort.

14,878. In your opinion, in order to get the education of the deaf to anything like what it ought to be in this country, you must have, whether under the silent system or under the speech system, universal compulsion, and the children must remain a very much longer time in school then they do at present?—Those are two essentials.

14,879. (*Admiral Sir E. Sotheby.*) Have you met any deaf and dumb people who have been efficiently taught at board schools?—I have never met with any deaf and dumb person who has been efficiently taught in a board school.

14,880. What becomes of those children who are not admitted into your institution when an election takes place?—They stand over to the next election, and they eventually get in; we have never refused any children.

14,881. How long have they to remain out sometimes?—Up to within the last three years we have been able to receive every child that has applied; during the last three years we have found it difficult to do so, and they have stood over from year to year, I think not longer than two years.

14,882. Have you any knowledge of the deaf and dumb working with the blind at trade?—No personal knowledge.

14,883. Have you any gymnasium at your institution?—Yes, a very fine one.

14,884. Do you think that a deaf and dumb person who had only been taught orally would be placed in a state of isolation when he went out into the world?—I think he should be less isolated than a man taught by the finger alphabet.

14,885. Do you think that a deaf and dumb person taught thoroughly on the oral system would be able to understand a sermon preached by a clergyman in an ordinary church?—I do not. I do not think that an orally taught deaf and dumb person would be able to understand an ordinary sermon delivered to a hearing congregation.

14,886. But if that clergyman delivered his sermon by the sign and manual system, a person who had been taught that system would be able to understand him?—Yes, if he had been taught on the sign system, undoubtedly.

14,887. (*Sir Lyon Playfair.*) But the other people would not understand him?—No.

14,888. (*Admiral Sir E. Sotheby.*) Do you think it is possible to teach a deaf and dumb person by those who have not been trained?—No, I do not.

14,889. Do you know anything about the deaf and dumb school at Exeter?—I have never seen it. I have met the head master and I know something of its working.

14,890. (*Rev. Mr. Owen.*) In the arrangement of the school for instruction purposes, do you strongly recommend the class-room system?—Undoubtedly; we have tried both systems at Manchester. We formerly had all the children in one room, and we found that for oral instruction more particularly that that was a bad arrangement: we have now 12 class-rooms, and since we have adopted the class-room system I have found that the teaching goes on much more efficiently.

14,891. You said you had 140 oral pupils?—Yes.

14,892. How many have you in the manual department?—Forty.

14,893. In what manner is the selection of the pupils made; do you attempt the oral method with all children who enter, and in those cases where you find it unsuitable do you draft them into the manual department?—At present any child who comes in at the age of 10 is taken into the sign school without any attempt being made to teach it orally.

14,894. The child goes straight to the sign department on entering; how soon do you test the capability of that child to be taught in the oral department?—We do not attempt to teach a child 10 years of age orally.

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14,895. Take those much younger than 10?—We have transferred very few children indeed from the oral school to the sign school: the sign school has been kept up almost entirely by children who have come to the school after the age of 10.

14,896. (*Sir Lyon Playfair.*) You cannot teach children the oral system after a certain age, as I understand you?—It is a mere question how long the child is likely to be in the school; if he comes in at 10 years of age, when he arrives at the age of 13 his father will want him to work, and, in my opinion, it is undesirable to attempt to educate any child in the oral system who enters the school at the age of 10.

14,897. (*Rev. Mr. Owen.*) You do not attempt the oral system unless you think time and the capacity of the child are in favour of its being brought to some proficiency?—No.

14,898. Is the manual department as liberally staffed and equipped in proportion as the oral department?—We have one teacher to 10 pupils on the oral system, and in the sign department each teacher has 12 or 13 pupils.

14,899. Has the manual department a responsible head teacher with full liberty of action, or does the control of that department rest entirely with yourself?—The control of it is under my direction, but the head teacher is practically responsible for the teaching that goes on.

14,900. The statement is constantly being made that the most successful cases which oral teachers bring forward are not deaf-mutes but semi-mutes. Do you believe such a statement to be well or ill founded?—I have not found it so in my experience.

14,901. It has been said that many of the oral pupils exhibited at Milan were semi-mutes; are your own most successful oral pupils semi-mutes or congenital mutes?—We have some very successful semi-mutes, but we also have some very successful congenital mutes, the most sucessful probably have been semi-mutes.

14,902. When they are brought forward for examination do you clearly state whether they belong to the one class or the other?—If the question is asked, one does not take up time in explaining unless explanations are asked.

14,903. You do not volunteer the explanation?—Not always.

14,904. Of course you recognise the vital and marked distinction between the two classes?—Yes, in each of my classes there is a statement taken from the returns to the institution of the causes of deafness, those returns are in a conspicuous place in every class and are always produced if asked for. Time would not permit us to go into details as to the conditions of each individual child.

14,905. Do you allow your orally taught pupils to converse with one another on the sign and manual method out of school hours?—We do allow it.

14,906. Do your teachers ever converse with the oral pupils out of school hours in the sign and manual language?—With some of the younger children who have not been taught sufficiently to be able to speak and understand articulate language, the teachers use the natural signs.

14,907. Do you yourself sign or spell to your oral pupils if you fail to make them understand in any other way?—Never; if the child is sufficiently educated and does not follow my lip reading I then spell the word in the ordinary form to the child orally.

14,908. Do you believe, speaking generally, that by the oral method the deaf may be taught to converse freely with all?—The pupil will always be less capable of reading the movements of the lips of a stranger than those of one with whom the pupil is familiar.

14,909. What per-centage of those who are born deaf would you say it was possible to instruct orally?—The majority, certainly.

14,910. Do you believe that 99 out of 100 of the deaf and dumb, roughly speaking, can be taught to speak orally?—I think it probable that 20 to 25 per cent. could be better dealt with on a sign or silent system.

14,911. Seventy-five per cent. could be taught on the oral system, you think?—Yes, and probably more

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when our knowledge of the oral system is more developed.

14,912. Do you think 75 per cent. are able to rely entirely upon their articulation and lip reading after they leave school?—I should say so.

14,913. Have you ever seen an orally taught pupil who could converse with the world at large?—Yes.

14,914. When we went over your institution I asked a simple question in the playground with my lips very deliberately, and I found that the children did not understand me; then I used the sign and manual language and they understood me directly; if such a simple communication from my lips when deliberately addressed to them was not understood how could they be expected to converse with strangers with any degree of facility or certainty?—It depends entirely upon what children you communicated with; if they were the infant children who had only been in the school a couple of years, or even three years, I am not at all surprised that they did not understand you.

14,915. It has been stated in evidence by Mr. White that oral pupils look with horror on signs; is this your opinion?—My opinion is that when a child is taught orally he comes to prefer that method very much to the sign method.

14,916. It has also been stated in evidence that all pupils who can be taught on the manual method can also be taught on the oral method; is that your opinion from your experience?—I have already stated that my opinion is that there will always be a certain number of pupils who might more usefully to themselves be taught on the manual method.

14,917. It has also been stated (by Mr. Van Praagh) that children who cannot receive instruction on the oral system cannot receive instruction on the manual system; is that your opinion?—I think there are some pupils who could be better taught on the sign system.

14,918. To what extent do you give religious instruction in your school on the oral method to individual classes?—The children recite their prayers on the oral system *en masse*, but religious instruction is given class by class.

14,919. Can you give me any idea of the age of the youngest child in your oral department to whom you impart religious instruction?—We commence to give religious instruction orally in the third year.

14,920. Are you aware that in his book on deaf-mutism, Dr. Hartmann, an upholder of the oral method, says that in most of the institutions in Germany religious instruction only commences in the fourth year?—I was not aware of that.

14,921. You think it is possible to give religious instruction to children orally as early as their third year?—Yes, to give them instruction in the elements of religion, certainly.

14,922. I think it is your opinion that no more than 30 together can be instructed either by sermon or lecture on the oral system?—I do not say it is impossible. I say that that would be the best condition for instruction in that way.

14,923. (*Mr. Johnson.*) I take it to be your opinion that there are cases for which instruction in the oral system is best fitted, and cases for which what you call the combined system is best fitted?—No. I entirely object to the combined system as I understand it.

14,924. What do you understand by the combined system?—The combined system, as I understand, means the teaching of articulation to a certain extent combined with the teaching of signs and the manual alphabet.

14,925. What is the system that you adopt in your school other than the oral system?—We have only two systems, the sign system and the oral system.

14,926. You think the sign system and the oral system ought to go side by side in the instruction of the deaf and dumb throughout the country?—I think both systems require to be taught, but I would prefer that they should be taught in entirely separate institutions.

14,927. You do not think it at all desirable that one system only should be established for the education of the deaf and dumb?—Not at present; we may come to it.

14,928. At present you think the system which is followed in your institution is the proper one to follow for the benefit of the deaf and dumb, some of the pupils under your care being instructed in the oral system and some in what you call the sign system?—Yes.

14,929. When we were at Manchester, I think I understood you to say, that unless you had a child before he arrived at the age of six, you would not put him to the oral system?—No, I did not say that I think, we should put any child to the oral system who came to us under the age of 10.

14,930. But it would be difficult to teach a child the oral system after the age of 10?—Yes, that is so.

14,931. Which method do you think produces the best results in a given time of these two systems which you teach?—The oral system certainly, if the period of instruction is more than four years.

14,932. Which method produces the best results in a given time?—If the given time is only three or four years I should expect the sign method if efficiently taught to produce a better result than the oral system, because one year of that short period must be devoted to teaching the elements of articulation. If the given time be over four years the oral system would, in my opinion, produce the best results.

14,933. Which system is attended with the most difficulties and the most expense, the oral system or the sign system?—The oral system.

14,934. With regard to the training of teachers for the deaf and dumb, do you think it would be a desirable thing that a college or a department should be set aside in each institution for the training of teachers for the deaf and dumb, or do you think it would be better to have a central college for training them?—I would not have a department for training them in each institution, I would have a central college attached to one of the large institutions.

14,935. You think having a school attached to a great institution would give the practical experience that was required?—Yes.

14,396. It would be a *sine quâ non* in instructing masters that they should have practical experience amongst the deaf and dumb children?—Yes.

14,937. Have you any statistics with regard to the causes of deaf-mutism amongst your children?—I have worked out a statement from the returns made by the parents to us as to that, and we find that out of the 200 cases examined, that is, the 180 now in the school and 20 that have recently left, there are only three cases in which there was any relationship existing between the parents before marriage.

14,938. What was that relationship?—In the first case the parents were distantly related, in the second and third they were cousins. The number of cases in which the deaf and dumb child had relations who were deaf, that is to say, fathers, mothers, uncles and aunts, and so on, were 10, that is to say, there were 10 cases of deaf and dumb relations out of 200. Then there were 17 cases out of the 200 in which there were more than one deaf and dumb child in the family.

14,939. How many were congenitally deaf?—I could not say, I could ascertain that and send it to the Commission.

14,940. Do I rightly gather that you think it undesirable that in the school educational work and industrial work should go on at the same time. I mean during the same period of pupilage?—My opinion is that at the age of 14 the child should become a half-timer; he should have half his time in industrial work and half his time in school.

14,941. Up to the age of 14 he should be at school?—Yes, at school and taking part in the ordinary domestic duties of the institution.

14,942. (*Sir Lyon Playfair.*) You went beyond that because in answer to Mr. Woodall you said that you had no objection to his acquiring a knowledge of tools during that time?—Yes, but I understood the term "industrial work" in the last question but one to have reference to the teaching of distinct trades. These, I think, should not be begun until the boy is 13 or 14 years of age.

14,943. (*Mr. Johnson.*) What is the practice at your school; do you carry on ordinary education and industrial training at the same time?—We do not teach any industrial occupations at present, except a little wood carving and fret sawing.

14,944. I suppose the comparative cost of education by the oral method and by the manual method is almost about the same, is not it?—We think the oral system is more expensive because more teachers are required.

14,945. But not so many more; you stated that you had one teacher to 10 pupils on the oral system and one to 12 pupils on the sign system?—Yes, but 12 pupils to one teacher on the sign system is a much less number than we used to have; formerly 15 and as many as 20 children were under one teacher, but I think that for efficient instruction even in the sign system one teacher should have no more than 12 or 13 children.

14,946. With regard to religious instruction, do all your children go to the chapel?—Yes.

14,947. Do you know whether any of your orally taught children take any part in the service—I do not mean the young ones?—I may say that about 20 boys and girls are furnished with Prayer Books and Bibles and hymn books, and follow the service very closely, and to some extent intelligently, and derive benefit from it.

14,948. Do you put those orally taught children in any different position in the chapel to those who are being taught on the sign system?—No.

14,949. Do not you require to put an orally taught person in close proximity to a person speaking in order to enable him to understand what the speaker is saying?—I do not say that they follow the clergyman when he is delivering his sermon, because they do not.

14,950. Then there is no interpretation of what the clergyman says in signs to the pupils?—None whatever.

14,951. (*Sir Lyon Playfair.*) You stated that the sign system in a given time produced better educational results than the oral system?—If the children are only a short time under instruction I think that more would be achieved by instruction in the sign system.

14,952. When persons taught by the sign system go into the world they have to depend on meeting persons who know something of the finger alphabet?—Yes.

14,953. When persons taught by the oral system go into the world, do not they meet with more persons who can communicate with them than the persons who have been taught by the sign and manual system?—Yes.

14,954. And does not that compensate for the longer time required in educating by the oral system as compared with the other? Might it not pay to keep a person longer upon the oral system if by doing so you enabled him to go out into the world with the means of communicating with many more persons than a sign taught person would be able to communicate with?—I quite think so.

14,955. (*Dr. Tindal Robertson.*) Have you any statistics of the causes of death in your Institution?—No, I do not think we have.

14,956. You have a medical man attached to the institution?—Yes, we have an honorary physician.

14,957. When any of your pupils have died in the institution have you ever had any post-mortem examination made?—I think there was one made a short time ago, but there have been very few deaths in the institution. I think, if my memory serves me rightly, during the whole existence of the institution there have only been eight deaths.

14,958. Have you any idea whether any of them were caused by brain disease?—I could not answer that question.

14,959. Will you give me your reasons why you put some of the children on entrance into the oral department, and why you put others into the sign department?—It would be on account of defective sight, defective intelligence, and the age at which they commence to receive instruction.

14,960. I suppose you have technical schools in Manchester?—Yes.

14,961. Do not you think it would be advisable instead of endeavouring to give your pupils technical instruction in your own establishment, involving more cost, that when they got to the age of 14 they should attend those technical schools which are established for the special purpose of technical training?—I think that system might certainly be given a fair trial before anything was done in the way of establishing separate workshops at the institution. We have found it very useful to send some of our children to the school of art in the town, and they have done very well there. I do not see why a deaf and dumb child of sufficient age, say of the age of 14, should not receive as much benefit at one of those technical schools as an ordinary child. The greatest drawback to such an arrangement would be the time occupied in going to and fro.

14,962. You were asked some questions as to the necessity for teaching the children drawing, do you not think that in the case of deaf and dumb children as in the case of other children there are some who have a special aptitude for drawing, and some who have no aptitude for it whatever?—I have not expressed the opinion that all our children should be taught drawing. I am of opinion that if after, say, one year's trial a child shows very little talent for drawing it would be better for him to be otherwise employed.

14,963. Is not it the case with drawing as with music that some children have a special aptitude for it, which others have not, in which case it would be a waste of time to attempt to teach them drawing?—That is my opinion, decidedly. At present we are not teaching all the girls drawing; most of the girls take sewing while the boys are taught drawing.

14,964. Do you teach all the boys drawing whether they have any aptitude or not?—Yes, at present.

14,965. I understand you do not think that advisable—No, I do not.

The witness withdrew.

Mr. Frederick Bellerby Illingworth examined.

Mr. F. B. Illingworth.

14,966. (*Chairman.*) You are head master of the Liverpool School for the Deaf and Dumb?—Yes.

14,967. You have been there since when?—Since October 1884 as head master.

14,968. Where were you previously?—For 11 years I was in the Edinburgh Institution, in Henderson Row, and I was for three months head assistant at the Liverpool School before I was appointed head master.

14,969. The Commissioners have visited the institution, and therefore there are many points that we have already taken a note of which I need not ask you about. I understand you have introduced the American system, the one-handed alphabet?—Yes, I have introduced it within the last two years for convenience.

14,970. Do you find that answers well?—It has answered well so far.

14,971. Is it as easy to learn as the two-handed system?—Yes, and it is useful when a deaf person has only one hand at liberty. A good many Americans visit the Liverpool School, and therefore I thought it would be an advantage if our pupils knew both alphabets, so that they might be able to communicate with those visitors.

14,972. What has been the action of the boards of guardians in Liverpool in relation to deaf and dumb children?—The Liverpool guardians behave very well indeed; they very seldom refuse to pay. I have only had two refusals in cases where I have made applications to the guardians. One I sent you notes of, a case at Birkenhead.

14,973. Do you think there ought to be a change in the law with regard to providing for the maintenance and education of deaf and dumb children? Do you think it should be compulsory on either the boards of guardians or the education authorities?—Yes, I think it should be made compulsory on the boards of guardians or the education authorities.

14,974. You have day scholars as well as boarders?—Yes, 42 day scholars at present.

14,974*a*. How does that answer?—As a rule we much prefer to have them as boarders than as day scholars, but there are exceptional cases where the parents possess more than the average intelligence, and where they take a great interest in their children out of school, and in those cases I think it is an advantage for the pupils to be day scholars, because they get a great deal of information outside the school that they could not get in it.

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14,975. Are all your day scholars admitted free?—Yes, and they get a free dinner. But we have a few intermediate day scholars, who pay 21s. per quarter, and dine at the teachers' table.

14,976. Do the parents pay anything in the case of the other children?—The charges for resident pupils are 10*l.*, 12*l.*, and 14*l.* per annum, according to age.

14,977. Do you keep the children to any particular age?—We have no fixed age at which they leave, but they usually leave at the age of 16 or sooner.

14,978. You would desire that deaf and dumb children should come to school at as early an age as possible, as early as other children?—It would not do to take them at too early an age or you would have to provide nurses for them.

14,979. Might not you have an infant class, as in the elementary schools?—I should hardly think so. I think if they begin at the age of seven that is early enough, if they can remain eight years at school.

14,980. Do you think it should be compulsory by law that they should remain eight years at school?—I think so.

14,981. Would your committee have any objection to your school being inspected if it received a Government grant?—I am not in a position to answer that question.

14,982. So far as you are aware, would there be any unwillingness on the part of your committee to be interfered with in any way by the Government?—The committee have expressed that opinion.

14,983. Therefore, if they received a Government grant it would be on the understanding that they had free liberty as regards modes of teaching?—Yes.

14,984. They would not, I presume, object to have such inspection as takes place in the case of industrial schools?—I could not say exactly. I believe they have refused to have the school certified, at least they have refused to apply to be certified. There has been nothing said about the school being certified since my appointment, but I understand that the committee have always refused to certify themselves, that is in order that they may obtain the full grant allowed by boards of guardians under the Local Government Act. The guardians have to write to the Local Government Board, I believe, in each separate case.

14,985. Do you teach any industries?—No, with the exception that the children are engaged in household work out of school hours.

14,986. (*Mr. Johnson.*) Do you teach the oral system and the manual system in the same room?—We have only one oral class in the same room that manual pupils are being taught in; four of the oral classes are quite separate.

14,987. Do you think that mixing of the two classes of pupils in one room works well?—Yes, I think it works well, but it is desirable to have a separate class-room for each oral class.

14,988. Is your instruction generally carried on by the one-handed alphabet?—Not generally; occasionally. I am speaking of the silent pupils. In the oral classes we do not use either alphabet.

14,989. (*Rev. Mr. Owen.*) How long has the oral method been in operation in your school?—It has been in operation, I believe, about seven years, more or less; I have only been in the school about two and a half years.

14,990. The oral method has not been in operation long enough in the school to turn out any really good specimens?—Some of the pupils who are in the school now are as good as any I have seen.

14,991. Have you turned out any pupils who have been able to depend entirely upon the oral system as their means of communication with the outside world?—No; I have not been long enough connected with the school to have been able to do so yet.

14,992. Have you any idea what the opinion of the deaf and dumb themselves is upon the question which is the better system?—Generally it is against the oral system, because they have mostly been educated on the silent system.

14,993. What is your own opinion upon the question?—My own opinion is that, wherever it is practicable, the oral system should be taught, but there are cases where it cannot possibly be taught to advantage; that is to say, where it is much better to teach the child on the silent system.

14,994. Is that the opinion of your committee?—Yes; at any rate it is the opinion of most of the principal members of the committee.

14,995. You think that the oral system should be taught to those who show a capability of being taught by that method?—Yes.

14,996. (*Admiral Sir E. Sotheby.*) You understand what the combined system is?—Yes.

14,997. And you know what the pure oral system is?—Yes.

14,998. Which do you think is the best, the pure oral only or the combined system?—I think the pure oral rather than the combined. I would say adopt either the pure oral or the silent method, but not the combined system; by the combined system I mean teaching the same class by signs and by the oral system as well.

14,999. You would consider that a deaf and dumb person taught by both methods would have a great advantage over one who had been only taught the pure oral system, would you not?—A person taught on the pure oral system could very easily learn as much of the finger alphabet as any other deaf and dumb person in the course of a very short time. All the pure orally-taught pupils I have met are able to use the manual alphabet.

15,000. Would those who had been taught on the pure oral system, when they mixed in society, prefer to communicate by signs and the manual alphabet if they met with people who understood the manual alphabet?—So far as my experience goes they have usually preferred conversing by the fingers.

15,001. Even when they could talk well?—Yes; they seem to feel more reliance on the sign and manual method.

15,002. They are afraid perhaps of other people noticing their voice?—Yes, I think that has a great deal to do with it, and also they are never so sure that they are understood by the oral system as they are by the sign system.

15,003. Then if they were taught on the combined system they would not feel so isolated in society as they would if they were taught the oral system only?—I object to the combined system, because it does not give the oral system any chance at all. I mean the speech of children instructed under the combined system is not so good, and they will not depend entirely on lip reading; in a combined system class, if a child failed the first or second time to understand what was said, the teacher would resort to signs to explain what was said.

15,004. You would advocate that a gymnasium should be attached to schools for the deaf and dumb?—Yes.

15,005. For the sake of the mind as well as the body?—Yes.

15,006. (*Mr. St. John Ackers.*) You have just said that the deaf and dumb prefer using the finger alphabet to speaking in society, but you also said, did you not, that you were not conversant yourself with any orally taught persons who did not also know how to communicate by signs and the manual alphabet?—Yes.

15,007. You have not met in society, either abroad or in this country, any orally taught persons who were not able to communicate with others by signs and the manual alphabet?—There is one exception, Mr. Abraham Farrer. I have never seen him communicate with others by signs at all.

15,008. When he is communicating with you does he prefer to speak or to write?—During the short time that I was in his company he spoke entirely.

15,009. Your institution has given special attention to the question of defective eyesight amongst your deaf pupils?—Yes, our medical man is both an oculist and an aurist, and he examines all the children specially with regard to eyesight and hearing.

15,010. And that has been many years the case?—Yes, 6 or 7 years.

15,011. Will you send to the Commission a tabulated statement of the results of his examinations?—I will do so.

15,012. Does your institution collect and keep any statistics showing the causes of deafness of your pupils?—Yes.

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15,013. According to your experience is that done in most of the institutions in this country?—Yes, in all the institutions with which I am acquainted.

15,014. Are those statistics kept in the same form as yours in all the other institutions?—In Edinburgh they are not nearly so complete as ours.

15,015. In your opinion would it be very advantageous, with the view of getting accurate information with regard to the deaf, that the Government should insist upon uniform statistics being kept in all schools that have the charge of deaf and dumb pupils, and also those which have the charge of blind pupils?—Yes, I think it would be very desirable indeed.

15,016. (*Mr. Arrol.*) Are those statistics collected by your aurist and oculist with a view to ameliorating the complaint that the pupil is labouring under?—Yes, that is the object in view.

15,017. Where the eye is defective, are means taken to remedy the defect, and are any mechanical or other means tried for remedying defective hearing?—Glasses are provided in the case of the eye, and the aural tube is used in some cases of deafness.

15,018. Do you take any surgical means to improve the defective organ?—We try to develop the hearing, where there is any hearing, by what I may call aural gymnastics, that is, where the deaf possess a little hearing the hearing may be developed in the same way as the muscles of the body may be developed, by exercise; and by the aural tube, which is a very powerful instrument, we are able to convey sound to the pupils, and in many cases they are able to imitate the sound. Though it is only an experiment at present, I think in time it is very probable that the hearing of those children may be improved.

15,019. Do you take any means to improve the sight, other than the use of glasses?—No.

15,020. (*Rev. Mr. Sleight.*) How many children attend your school as day scholars?—42 at present; of course the number varies, at present we have 42.

15,021. 130 being the total number?—Yes.

15,021*a*. Do you find that this arrangement of mixing day scholars with boarders is detrimental at all to the morals of the school?—I think not; if it is it is in a very slight degree.

15,022. Do you find that those children who are resident in the institution make better progress than those who attend as day scholars?—As a rule they do; much better progress.

15,023. Therefore you are in favour of deaf and dumb children being educated in an institution?—Yes, in preference to their attending a day school.

15,024. When you are teaching children orally, do you use the finger alphabet at all?—No.

15,025. Not at all?—Not at all; that is, it is the rule not to do so in the class. Occasionally, after a teacher has been repeatedly trying to get children to read a particular sentence from his lips, I have seen him spell a word or two; it is against the rules; it is a very occasional thing.

15,026. Are the children who are taught on the manual system and those who are taught on the oral system separated out of school?—Not in the least.

15,027. How do they communicate with each other in play hours?—By signs almost entirely; when I say by signs I should say by the manual alphabet or by signs; the orally taught children sometimes speak to each other, but as a rule they prefer signing.

15,028. The orally taught children do sometimes speak to each other?—Yes.

15,029. Is your committee in favour of the oral system or in favour of the manual system?—I think they are divided; most of them, I think, are in favour of the oral system so far as the head master considers it desirable to have it applied.

15,030. I have a note that the committee are not very strongly in favour of the oral system?—I know there is one member very much against it.

15,031. What per-centage of the children in your school have defective sight?—Not more than 30 per cent., but in many cases the defect is very slight, and though the children have had spectacles provided them they can see almost as well without them.

15,032. What is the average length of time that your children stay with you?—The average is 4½ years, that is much too short a time.

15,033. If that average is to be maintained, would you consider that children would make the best progress with the manual system or with the oral system?—I think if a child can only remain at school three years, or even four years, the manual system is the best, but where a child can remain over four years I would prefer to teach it on the oral system.

15,034. (*Chairman.*) Have you visited any of the schools in America for the deaf and dumb?—No.

15,035. How does your school differ from combined system schools, because you occasionally apparently allow your teachers to use the sign alphabet. Your pupils use the sign alphabet among themselves, and the two classes are not kept separate the one from the other, therefore you have not either the pure oral system or the pure sign system; what is the difference between your system and the American combined system?—As I understand the combined system, and as I believe it is generally understood, it is that children are taught chiefly by the manual system and by signs, but that articulation and lip reading are taught as a sort of accomplishment.

15,036. How far do you agree with the opinion which apparently prevails in America that it is expedient to incorporate the best portions of both systems together?—I had a long talk with Dr. Gallandet before he gave evidence here, and I found that my opinions were almost identical with his.

15,037. Then I will ask you what is the difference between the system adopted at your school and the American combined system?—It appears that the American combined system is not what we understand as the combined system in this country.

15,038. (*Mr. St. John Ackers.*) You said that you would rather have the oral system by itself than the combined system?—Yes.

15,039. (*Chairman.*) But you qualify that by saying that the combined system as understood in this country is different from what Dr. Gallandet has told us is the combined system in America?—Yes.

15,040. Have you any objection to the combined system if it is carried out in the way that Dr. Gallandet carries it out?—No, because, as I understand, he teaches all on the oral system who can be taught on that system, and that is what we do in Liverpool. If a child that comes to us cannot be taught on that system satisfactorily we teach him on the sign and manual system.

The witness withdrew.

Mr. George Frederick Healey, Hon. Secretary of the Liverpool Adult Deaf and Dumb Benevolent Society, examined, through the interpretation of the Rev. C. M. Owen, by the finger alphabet.

Mr. G. F. Healey.

15,041. (*Chairman.*) Does the document which you have sent us contain the evidence which you wish to give before the Commission?—Yes, it contains my views.

The paper forwarded to the Commission by the witness was read as follows:

"Your secretary, Mr. Black, has kindly suggested that as I am myself a deaf mute it would be convenient that I should write down generally my views upon the condition of the adult deaf and dumb, and my idea as to the means which might be adopted to improve their condition, both as to their education and their opportunities of obtaining employment in industrial pursuits.

"I am deeply sensible of the honour put upon me by the Commission, and I will endeavour to say what I wish in as few words as possible, so as not to encroach upon their time.

"Perhaps I ought just to say that I was not born deaf, but through an accident in my infancy I had a serious illness, which the doctors believed so injured the nerve of hearing as to deprive me of the sense of sound.

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

"I am in favour of compulsory education, both as to the blind and the deaf and dumb which, if needful, should be done at the public expense. The board schools should be empowered and compelled to see that each child, whether deaf and dumb or blind, be sent at the earliest possible age to the nearest available school. If this were carried out there need be no deaf and dumb or blind child neglected.

"It is much to be regretted that the board schools have not taken up the deaf and blind cases as they ought, especially as there need be little difficulty in the matter. It only requires the board school visitor or inspector to report any case that he comes across to the proper authority. Should there be any expense in reporting, the institutions would be only too glad to pay, and if the parents obstinately refuse to have their deaf and dumb children educated, why should they not be summoned and fined as other parents are?

"I think the State should provide suitable masters wherever there is no adequate provision already in existence, and where such provision cannot be voluntarily and fully made supplementary aid should be afforded.

"I would advocate that the position of the teacher be made attractive both as to salary and to status, so as to retain their services as long as possible. A change of teacher necessarily retards progress.

"I am in favour of the senior assistant teachers boarding out and being free to marry, and this may tend to keep them in their situations and prevent the constant changing which is so injurious. It is well known that a considerable number of assistant teachers during the last 30 years relinquished their situations in disgust before they had served their apprenticeship, there being no adequate inducement for their continuance.

"It is important that the head master's time should be devoted wholly to the educational work in the school during school hours; that he should not be called away by any such business matters as might be undertaken by other officials.

"There is a matter, which I think bears upon the after life of the children which I should like to press for consideration, and that is the advisability of establishing a system of industrial employment. I mean that there should be a workroom attached to each school, where the boys at any rate can be taught carpentry, wood-carving, printing, the use of the lathe, &c., &c., so that they may have some occupation and interest to engage their spare hours at home.

"I would also suggest that there should be special inspectors appointed for deaf and dumb schools, preference being given to those who have been originally teachers of the deaf and dumb, or highly educated deaf mutes.

"I hope I may be forgiven for saying so much upon the subject of the education of children, because I feel that upon it depends the success, or otherwise, of all subsequent effort.

"With respect to the adult deaf and dumb, my own experience leads me to believe that the best means of keeping touch with them after they leave school is by the establishment of deaf and dumb benevolent societies, having a house or institute where they can meet together for instruction and recreation. In large centres this is a very practicable mode, and is, I think, largely adopted.

"In Liverpool we have had such a society for rather more than 20 years, and at the present time it has 250 associates above school age. At the last census (1881) it was estimated that the whole deaf and dumb population of Liverpool was 370, so that, deducting from this the number of children, it will be found that almost the whole adult population is under the wing of the society.

"For the information of the Royal Commission, I hand in the laws of the Liverpool Adult Deaf and Dumb Society, and its objects, and it will be seen that there is special provision for religious services twice in Liverpool on Sunday.

"The larger proportion of the adult deaf and dumb are of the poorer class, and are dependent upon their own earnings; many of them are skilled workmen, retaining their situations for many years, *e.g.*, one member has been in the same employ for 45 years, another 30, and many from 5 to 20 years.

"There is no reason why the deaf and dumb workmen should not be as trustworthy and skilled as hearing men; unfortunately, there is a prevailing prejudice that they are exposed to accident and injury through their affliction, but from experience I may say that there is no just ground for this, for the fact is they are more observant through the loss of hearing, and I have not known one instance of serious injury to a deaf mute whilst engaged in his proper work.

"The difficulties of finding employment have been increased by the 'Employers Liability Act.'

"Other means are used for their moral and physical advancement; a lay missionary is employed, who visits them in their homes and distributes relief when absolutely necessary, as pauperising is greatly deprecated by the deaf and dumb themselves. There is also a lady visitor, whose work is specially amongst the women and girls.

"The Adult Deaf and Dumb Benevolent Society in Liverpool has also opened a night school twice every week, under the superintendence of the lay missionary, who is a well educated deaf mute. A penny savings bank has also been established since 1874 to promote thrift. This has proved a blessing to many of the deaf and dumb, who as a class are not very provident.

"If any plan could be devised by which the deaf and dumb and the blind could be assisted during their terms of apprenticeship, either by payment of premiums or by a fund for maintenance, it would be a very great advantage, as they would become skilled artisans instead of having to take the lower position of labourers.

"I must not longer intrude upon the time of the Commission. I have desired to express my views upon one or two practical points which I deem to be of importance in any attempt to improve the education and moral condition of the deaf and dumb, and if I have succeeded in enlarging the sympathy of the members of the Royal Commission to any extent towards my afflicted companions I shall be most thankful, and should the Commission desire to ask me any questions I shall be very glad to answer them to the best of my ability.

"I have omitted to mention in its proper place my strong conviction that in most cases the deaf and dumb poor children would be greatly advantaged by being placed in schools where they can be boarded and taken care of; their surroundings in their own homes are often unfavourable both to their moral and mental development.

"Allow me again to add one subject in my paper which I think has an important consideration; I mean that the adult deaf and dumb (the poor class) can not possibly receive any benefit from divine services orally delivered from the pulpits. The poor classes, as a rule, are not church and chapel goers; therefore the services and also lectures on interesting subjects, must be spoken to them in the sign and finger language. If the pure oral teaching be universally adopted, what the spiritual state of the adult deaf and dumb will become I hardly predict, and I should greatly deplore running any risk."

Mr. G. F. Healey.

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The witness withdrew.

Adjourned to Friday, 14th January 1887, at 12 o'clock.

6, Old Palace Yard, S.W.

Friday, 28th January 1887.

PRESENT:

The RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
EDMUND C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
CHARLES FEW, ESQ.
The REV. W. BLOMEFIELD SLEIGHT, M.A.
The REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. EDWARD A. ILLINGWORTH examined.

Mr. E. A. Illingworth.

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15,042. (*Chairman.*) You are head master of the Edinburgh Institution for the Education of the Deaf and Dumb, at Henderson Row, Edinburgh?—Yes.

15,043. The Commission have already visited your institution, and therefore many questions which they otherwise would have asked you it will not be necessary to ask you. Do you think that the age at which your pupils enter your institution should be earlier than it is, which I understand is from 7 to 15?—I think they might be admitted at 6.

15,044. Do you think that a school of the character of yours should have an infant school attached to it?—I thought so at first, but I have been making enquiries about infant schools attached to deaf and dumb institutions, and I find that one that was formerly at Manchester proved a failure, inasmuch as it was found that children between the ages of 4 and 8 did not learn any more than they would between the ages of 6 and 8. And another reason why it is undesirable to establish such infant schools is that children at the age of 4 have not got over all the different diseases to which children are subject. So many troubles arise from taking children so young.

15,045. When we visited your school you thought that an infant school might be advantageously started in connection with your institution?—Yes, I did.

15,046. You have altered that opinion for the reasons which you have given?—Yes; I have made enquiries about it since then.

15,047. Have you any difficulty in getting the parochial boards to send deaf and dumb children to your school?—In a few cases the parochial boards have refused to pay for them.

15,048. Can you mention any of those cases?—No. I do not remember any just now.

15,049. It is a fact which has been brought before you?—Yes, there are some boards that have refused to pay for deaf and dumb children.

15,050. What has eventually been done in the case of those children?—I have got the Ladies' Society in connection with the institution to pay for them.

15,051. Then they have done what in your opinion the guardians ought to have done?—Yes.

15,052. Can you speak at all as to the working of classes for deaf and dumb children in board schools?—I have only seen a class at Leeds; that seems to be working very well. That is the only one that I have seen.

15,053. Supposing the system of having classes for the deaf and dumb in board schools to become general, will there always be some to whom institutions will be more suitable?—Yes, I think so.

15,054. Your system I suppose may be called rather the combined system than either the pure oral or the pure manual?—Yes, we have just about half and half.

15,055. All the pupils are mixed together?—Yes, out of school.

15,056. Do you think it advisable that those who are being taught on the oral system should also simultaneously learn the manual alphabet?—Not necessarily simultaneously, but I think they should learn it before going out into the world.

15,057. Or that they should learn it previously to their being taught on the oral system?—I do not think it matters which so long as they do learn the manual alphabet before they leave school.

15,058. Have you been successful in teaching drawing?—Yes.

15,059. With regard to the industrial training, we saw that some of the boys had instruction in tailoring; how has that answered? Do those who have been taught tailoring readily find employment after they leave you?—Some of them do, but we find great difficulty in apprenticing boys residing in country places.

15,060. You teach some of them gardening?—Some of them do not happen to have a taste for gardening. Say a boy has a great taste for tailoring; perhaps he may not get an apprenticeship in the place in which he resides.

15,061. Still he might go to a town, might he not?—The difficulty is the parents being so poor that they cannot afford to board their children in a town.

15,062. After the children leave school there is a want of some provision for teaching them trades in the first year after they leave school?—Yes.

15,063. Is there any organisation for that purpose in connection with your school?—There is an apprenticeship fund, but I do not think that it has been used at all yet—it is a very small fund, and I do not think that it would be of very much assistance. At present I have a boy at school who should have left last year, but I kept him on because his parents were too poor to board him in a town, and there was no sort of employment for him in the place where his parents reside—that is in the North of Scotland. I have been speaking

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to our Secretary about the apprenticeship fund, and we are going to do something towards assisting this boy when he does leave school, to get him apprenticed in a town.

15,064. Do you think it would be advisable to extend the industrial training in your school so as to give the children instruction in type-setting, for instance?—No, I do not think so. In a case like ours where the institution provides clothing, it is as well to have a tailor in connection with the place, so that the boys can do the mending, but I do not know that it is well to carry the industrial training further.

15,065. You are not in favour of industrial training in connection with schools for the deaf and dumb?—No.

15,066. Yet you say there is a difficulty in getting places for them; would not it be desirable to teach children of the poorer classes something that would be of use to them after they go out into the world?—It has been found that tailors will not take apprentices for any shorter period although they have received a certain amount of instruction in tailoring in our school.

15,067. Take other trades besides tailoring?—Tradesmen in different trades will not make any allowance for the knowledge the children have got while with us; they will not take them as apprentices for any shorter period than the usual time.

15,068. If they had some industrial training in the institution before leaving it, would not they be likely to be better workmen, and be better able to take advantage of the time in which they had to learn their trade in their apprenticeship than if they had not been so taught?—I think they would; but one reason why I am not in favour of trades being taught is because I think the children have so much time taken up in school, that they require all their leisure time for recreation.

15,069. Is it not recreation almost to some children to be put to some industrial trade after a certain amount of school work?—Certainly it is a pleasant change sometimes, but I was referring to out-door recreation.

15,070. Do you employ the boys in gardening to any extent?—Yes, the boys assist in gardening (digging and weeding).

15,071. How many hours a week are they employed in that?—One hour every other day in fine weather at noon.

15,072. With regard to State aid, have you any definite opinion about that?—I do not think that payment by results would be advisable for the deaf and dumb, because they require such a great deal of groundwork in teaching language, and I think if the aid were given in the form of payment by results, the masters would just cram the children, and they would not get the groundwork that they require—the whole aim would be to get a big grant instead of giving the pupils a thorough grounding in language.

15,073. You are in favour of a grant per head for general proficiency in the school?—Yes.

15,074. What amount do you think it should be?—I have not given that a thought.

15,075. You are in favour of State aid, and not in favour of payment by results, but you are not prepared to mention any figure per head?—No.

15,076. You think that it should be more than the ordinary capitation fee?—Yes.

15,077. Should it be, do you think, double the amount, or three or four times the amount, or what?—I think it should be three or four times the amount.

15,078. That, I suppose, would be simply for education and not for maintenance?—I think that institutions would be much better with a grant for maintenance as well as education.

15,079. The guardians now pay something for maintenance, do they not?—Yes, in some cases.

15,080. What is the most they pay?—10*l.* a year for our institution is the most—that is the general sum—each child costs the institution about 26*l.* per annum for education and maintenance.

15,081. I see you have a president, six vice-presidents, twelve extraordinary directors, and twelve ordinary directors, but who practically manage the institution—how many generally attend?—About three—two colonels, and Dr. Skene, an LL.D. Then there is another, one who takes a great interest in it; he is a Writer to the Signet in Edinburgh; but those two colonels are the ones that attend the meetings most regularly.

15,082. Have you ever any difficulty in making a quorum at the meetings?—There is not always a quorum, but we have very few meetings in the year—we have only about four or six.

15,083. Practically you are left for the general conduct of the institution very much to your own responsibility?—Yes, entirely to myself, I might say.

15,084. Are you aware whether there are many deaf and dumb children who are not sent to any school in Edinburgh?—I know of two or three children of well-to-do people whose parents will not send them to the Institution. The only reason they give is that they do not like the name of an institution for their children, and those children are not receiving any education at all.

15,085. Do you know that of your own knowledge?—No, I was only told so; I could let you have the names.

15,086. Do you think that all deaf and dumb children should be compelled like other children to go to school to receive instruction?—Yes, I think so.

15,087. With regard to teachers, do you train your own teachers?—Yes.

15,088. Is there any difficulty in getting trained teachers for the deaf and dumb, on either system?—No. I do not think so. I think most masters almost prefer to get teachers without any training, and train them in their own way.

15,089. Do your oral teachers receive any training except what you give them?—Only what I give them. Before I went to Edinburgh the oral system was not taught, but the teachers are now being taught the oral system there.

15,090. And they get their training in teaching the oral system from you?—Yes.

15,091. And you got your training at Doncaster?—Yes; I was teaching there for ten years.

15,092. That was the combined system, was it not?—The system at Doncaster now is entirely oral; but for the first year that I was there I taught the silent system, we had the two systems in the school for some time—it was the combined system then—but the silent system was gradually being worked out till the last year that I was there, there was not one class left on the silent system.

15,093. Having a knowledge of the working of the three systems, which is the system that you prefer?—I think the oral system is decidedly the best for the majority, but I believe there is a certain percentage of children who are not naturally very bright, who can be more beneficially treated by the silent system. I think the actual use of the fingers aids the memory very much, it causes the children to remember words more readily than they would if they were taught on the pure oral system. I have a few cases in my school now of children whom I tried on the oral system for a year, and they did not seem to learn at all. They did not appear to be able to remember any words. Then I put them on the other system, allowing them to use the fingers, and they are beginning to make some progress; I think the silent system is more beneficial to some than the pure oral system, but I believe that for the majority the oral system is the best.

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15,094. (*Mr. St. John Ackers.*) I see by your Rule 13 that you do not admit pupils below the age of 7, and the girls have to leave at 16 and the lads at 18. Do the average of your pupils remain in the institution from 7 to 16, or from 7 to 18?—No; the average time that they remain in the school is five years. A few remain till they are 16, but none of them remain till they are 18. There have been a few cases where boys have remained till they were 18, but those have been very few.

15,095. Do you find much disadvantage in children coming in at different ages?—Yes, very great disadvantage. They come in at the ages of 11, 12, and 13; and then I find that as soon as they are about 14 their parents are anxious to take them away to put them to some work; so that they have only commenced their instruction when they are taken away, and therefore the instruction they have received will be of no use to them.

15,096. Do you consider that it would be a great advantage if the same rule were applied to deaf as to hearing children, namely, that they must attend school at a certain age?—Yes; it would be a good thing if the parents were compelled to send them at 6 and to let them remain until they were 16.

15,097. That would be a ten years' course?—Yes; I do not think that that would be a bit too long.

15,098. Hearing children are allowed eight years in England provided they do not pass an examination sooner?—Yes.

15,099. And it is not unreasonable, you consider, to allow deaf and dumb children a longer time?—Certainly not.

15,100. Some of the parochial boards pay, you said, and some do not pay, but those who do pay do not pay the whole cost of the education of the children?—They just pay the £10.

15,101. How is the rest of the cost made up?—It is paid out of the funds of the institution; the institution is supported by subscriptions.

15,102. Are there not cases of children that you have received lately, or who are desiring to enter your school, where the parochial boards have refused to pay even so much as £10, and the balance has to be made up by private subscription?—Yes, sometimes the parochial boards pay £5, and the friends of the children will pay the other £5.

15,103. What is the reason the parochial boards only pay a portion; is it because they consider that the parents are able to pay a part?—I do not know the reason.

15,104. Will you ascertain what rule, if any, is followed by the parochial boards in Scotland with regard to the amount that they pay for deaf and dumb children at institutions, and send the information to the Commission?—I will endeavour to do so.

15,105. When were these rules, respecting the admission of pupils, on pages 5 and 6 drawn up since you have been at the institution?—No, I should think they were drawn up a great many years ago.

15,106. They were drawn up at the time when the sign and manual system was the chief system in use?—Yes.

15,107. I notice this rule on page 5: "No child "deficient in intellect can be considered as an object "of this charity."—When I went to Edinburgh I found several children who were completely imbecile; they roamed about the school, and we could not keep them still for a moment.

15,108. They had not received any apparent advantage from the education they had received?—None at all; I had to get rid of those children.

15,109. From your knowledge of the different systems, do you consider that the sign and manual system is a system by which you are able to teach imbecile children?—Not really imbecile children.

15,110. There must always be a number of deaf children whose intellect is such that they cannot be reached upon any system?—Yes, I think so. When I went to Edinburgh the sign and manual system had been exclusively practised, and there was a boy there who had been in the institution for four years, who was not able to make a stroke on his slate; he was completely imbecile, and had no idea of doing anything.

15,111. Was he quite deaf?—Not quite deaf.

15,112. Was he too deaf, if his intellect had been good, to have been educated in an ordinary school?—He might have been educated in an ordinary school he had a very fair amount of hearing.

15,113. What is the reason that the children at your school stay so short a time?—On account of their parents being so anxious to get them put to some employment to earn a living.

15,114. In England we hear a great deal of the appreciation of education on the part of Scotch people, and how glad and anxious they are to have their children sent to school.—Taking Scotland as a whole, Scotch parents allow their children to remain at school longer than they do in England, but in the case of deaf and dumb children they do not allow them to remain at school so long as we should wish.

15,115. Not long enough to enable them to become useful members of society afterwards?—No, only in a very few cases. The parochial boards are almost worse than the parents. Several parochial boards will cease paying for a child directly the child turns thirteen.

15,116. Even if the child has only been a few years at school?—Yes; thirteen is the age at which children are allowed to leave school, and the parochial boards will not support them after that age in some cases.

15,117. I see on page 9, the report says that: "Signing among the pupils is forbidden in the school-"room, and discouraged at all times, inasmuch as it is "very detrimental to the acquisition of written lan-"guage." Is that your opinion—that allowing the children to make signs is a hindrance to acquiring a knowledge of written language?—Yes, certainly, I make the pupils, who are not taught on the oral system, spell or write to me at all times, if they have anything to say to me, and if I say anything to them I always spell or write.

15,118. Then, in fact, you are in favour of the pure oral system for the large majority of the pupils, using the finger alphabet in the case of the rest?—Yes.

15,119. (*Mr. Arrol.*) Do you think it may be assumed that half the deaf in Scotland are born so?—I should think just about half are born deaf.

15,120. Can you suggest to the Commission any cause for such a large number being born deaf?—No, I cannot give any reason for it.

15,121. Do you believe that there are more deaf offspring due to the marriage of cousins, or do you believe that there are more due to deaf persons marrying deaf persons?—I think there are more due to cousins marrying. The missionary in Edinburgh drew out a table giving those statistics; I just looked it over, but from what I remember he got a list of cases where the father and mother were deaf and dumb. I forget how many families there were—I think 20 or 30 families—and those dumb parents had only amongst them four or five deaf and dumb children; whereas they had over one hundred children who could hear and speak. I will send you those statistics.

15,122. Could you send the Commission the corresponding statistics, showing the results in cases of the intermarriage of cousins?—I will send those also.

15,123. From your experience of teaching both the manual system and the oral system, do you think it is practicable to teach deaf and dumb children in the school board schools on the pure oral system with any likelihood of decided advantage being derived by the children?—I do not think so, for this reason: In a board school, as a rule, the children are dropping in all the year round; there might be a new child coming in almost every week, and that would make so many

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different grades, that one teacher could not manage all those children—some of them would be obliged to be kept back for the sake of others, whereas, in an institution where they are admitted at the most twice in the year, you can have them in special grades, and carry the children admitted at one time through with one teacher.

15,124. You would recommend the adoption of the pure oral system in institutions but not in board schools?—Yes.

15,125. You stated in answer to Mr. Ackers that the parochial boards cease to give any assistance when the child reaches the age of 13?—Yes, in some cases.

15,126. Do you say that from your own experience?—Yes. I may refer to the case of one girl especially, who came from Kirkcaldy—a very intelligent girl—directly she turned 13 the parochial board refused to pay for her; her mother was a widow and too poor to keep the child at school. The mother expressed herself very sorry, and said the child would have to leave; however, I got the Ladies' Society to subscribe 5*l.* towards her maintenance, and the mother is paying the other 5*l.*, whereas previously the parochial board paid 10*l.*, but immediately the child turned 13 they refused to pay any longer.

15,127. Was that case again brought under the notice of the parochial board with the view to get them to contribute something to the education and maintenance of the child?—Yes, I think the minister of the parish tried several times to get them to pay for the child, but they refused.

15,128. (*Admiral Sir E. Sotheby.*) As you are decidedly in favour of the oral system, why is not the oral system adopted generally in your school?—I have only been in Edinburgh for 18 months; when I went there the silent system alone was practised, and of course there were a great many children only likely to remain in the school a year or two, and I did not think it advisable to commence instructing those children on the oral system; but all the children who have been admitted since I have put on the oral system. When I went I picked out the youngest children, who had been previously taught on the sign and manual system, and formed a class with them for instruction on the oral system; since then all that have been admitted I have put in the oral classes. Now, I have two oral classes and two silent classes.

15,129. Do those taught entirely on the oral system pick up the sign and manual besides?—Yes, they pick it up very quickly.

15,130. You do not teach it, then?—No.

15,131. You do not encourage it?—No.

15,132. How do they communicate with each other?—By signs.

15,133. Those who have been taught on the oral system communicate with each other by the sign system when they go out of school?—Yes, the majority of them; that is mostly owing to mixing with the other children so much, and having been taught on that system previously.

15,134. Do you discourage that?—Yes, as much as possible.

15,135. Is your school under any inspection?—No, none at all.

15,136. You inspect it yourself and report to your Committee?—Yes, I hold periodical examinations for the children; every class do their work on paper. then I correct those papers and give them back to the children, and make a lesson of the mistakes; then I compare one lot of examination papers with another in order to see what progress is made.

15,137. Do you not give any public notice to your subscribers when you hold this inspection?—No.

15,138. They leave it entirely to you?—Yes.

15,139. Do the Committee attend?—Very rarely.

15,140. You appear then to have the sole authority?—Yes. We have a public examination once a year.

15,141. Is there no annual meeting?—Yes.

15,142. Who attends that annual meeting?—Some of the directors and the subscribers, and the general public.

15,143. How many attend on the average?—We have the schoolroom crowded to overflowing.

15,144. Have you any idea of the number of deaf and dumb in Edinburgh?—In Edinburgh and districts I forget the number.

15,145. What about would be the number?—I think in Edinburgh and the districts the number of deaf and dumb children is something like 50.

15,146. You take in children from Edinburgh and the districts?—From all parts of Scotland, from the very north of Scotland to the south of England.

15,147. I see that the number of your pupils in 1886 was 53, and you say there are 50 deaf and dumb children in Edinburgh, so that the number of your children would correspond very nearly with the total number of deaf and dumb in Edinburgh?—There is another institution in Edinburgh with a total of about 120 children—Donaldson's Hospital.

15,148. Do your children undergo a surgical examination of their ears before they are admitted?—No, the doctor comes after the children have assembled and looks through them; he does not take them individually.

15,149. He does not examine them to ascertain whether they can hear a little?—I do that myself with an instrument I have.

15,150. And you find some have partial hearing?—Yes.

15,151. Which if you had not made that examination might have been overlooked?—It might be readily overlooked unless I made that examination, some of them have a very little amount of hearing.

15,152. And you teach them by the oral system. do you?—Yes.

15,153. You do not attempt to teach than with a tube or by the aural system?—I have tried to teach them by these methods, but as a rule those children in my institution who have any hearing have bad ears, so that I could not put the instrument into them.

15,154. That might be cured probably?—I do not think so; but before I went to Edinburgh I had a class of eight or ten at Doncaster whom I took regularly on the aural system and trained them with the instrument and I found their hearing improved very much by it.

15,155. You were a teacher at Doncaster?—Yes.

15,156. Did the head of that institution adopt that system to any extent?—Yes, Mr. Howard, the headmaster was the one who introduced this instrument for improving the hearing.

15,157. Was the use of that instrument attended with much success?—Yes, he gave me a class to train and he instructed me how to proceed.

15,158. Do you think that the use of that instrument in institutions generally might be attended with great success?—Yes; children with partial hearing hear sounds, but they cannot associate them with any idea till they have gone through a variety of exercises with this aural instrument.

15,159. The religious service in your church is on the combined system is not it?—The children attend the ordinary Episcopalian church and the teacher that goes with them gives them the address by spelling it.

15,160. Not at all by the lip system?—Not at all.

15,161. Do you think that children taught thoroughly by the oral system would understand a sermon preached in a pulpit in an ordinary church?—No, that is what I think the oral system will never be able to do for the children; I do not think that the children as a body would be able to take a sermon or a lecture from a speaker's lips; those directly opposite and those who were near might, but I believe that after ten minutes or so it would become so tedious that they would not be able to follow what was said.

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15,162. Have you ever attended a church where they have attempted to follow the speaker by lip reading?—No; when I was at Doncaster we used to give an oral lecture on a Sunday evening, and the most advanced pupils seemed to derive great benefit from it. I used to get them to write down what they remembered of the address, and some made very good attempts.

15,163. Do you think they should be opposite the speaker?—Not necessarily exactly opposite the speaker, but in a semi-circle round him, and there must be a good light.

15,164. They would not get those conditions in an ordinary church?—I do not think ordinary pulpits would be so situated as to allow of that.

15,165. (*Dr. Armitage.*) With regard to the statistics which you have promised to send the Commission, will you be so good as to send us not only a return of the children of couples who are both deaf and dumb, but a statement also of the number of parents who had been born deaf?—Yes,

15,166. And will you be good enough to give us a return of the number of deaf and dumb children and hearing children of such marriages?—Yes, I will send you a full table of them.

15,167. Are not the parochial boards compelled to assist deaf and dumb children, provided that their pauperism is proved?—They are not compelled to do so.

15,168. I understand you are of opinion that it would be desirable for the Government to assist deaf and dumb children at school by giving a capitation grant?—Yes, to enable them to remain at school a longer period.

15,169. Do you think that ought to be irrespective of their circumstances, do you think that the grant ought only to be given to poor children—to those children who cannot afford to pay for their education, or would you make it general?—I think those parents who could afford to pay for the education of their children should be compelled to send them to school, and keep them at school for a certain period; then I think the State aid should be given to those whose parents really could not afford to pay for them.

15,170. What advantage do you think would arise from the State doing that in preference to the guardians?—I do not think there would be any advantage, provided the guardians were compelled to keep the children at school for a certain period. Subscriptions nowadays seem to be falling off with institutions, and in Edinburgh, we are drawing upon our Reserve Fund; so I think in time we should get into debt, unless something in the form of State aid were granted. I think that would be the only means of keeping up these institutions—the same remark applies to all institutions.

15,171. (*Mr. Few.*) I understand your opinion to be that Board Schools are not suitable for oral teaching?—No, not so suitable as institutions.

15,172. You would prefer, then, deaf children being grouped together in an establishment by themselves, and taught in their several grades?—Yes, I think they can receive a much more thorough education in an institution, principally because they are always under the teacher's eye; when they attend a Board School, going home at night, I think perhaps they mix with people association with whom will not improve their education at all.

15,173. You would prefer their being educated at an institution?—Yes.

15,174. And to be lodged there as well?—Yes, to be lodged in the institution. I think children learn almost as much outside the school-room as they do in it.

15,175. I understand your opinion to be that grants should be made irrespective of results?—Irrespective of individual results—I think it would be better to have a grant on the whole school.

15,176. Would not that tend to idleness?—No, I do not think so; I think the teachers would work with just as much spirit as they do now; and I believe teachers work now just as hard as it is possible to do with respect to the deaf and dumb.

15,177. If a child knew that its pay was secured whether it was industrious or idle it might, on the part of the child, tend to idleness?—I do not think it would. I do not think deaf and dumb children would give that a thought.

15,178. Have you been at all brought into contact with deaf children after they have left school, and have gone out into the world to earn their own living as carpenters, or as tailors, or bookbinders, or dressmakers, or in any other trades; have you any personal experience of the way in which those who have been taught on the oral system get on when they go into a shop, to order a thing for instance?—Most of the deaf and dumb that I know, who have gone out into the world have been taught on the oral system. I went to visit one deaf girl who was educated at Doncaster, entirely on the oral system. She was in Crossley's Mills, at Halifax. She went as a designer, and she was earning very high wages. When I visited her I just spoke to her as I should to an ordinary person—she read my lips, and she told me the people in the works also spoke to her, and she could understand very readily what they said. There is also a boy in the same town, earning his living as a painter and engraver, he also speaks and reads the lips. I know several cases where children who have been taught by the oral system and who have gone out into the world are doing remarkably well. Then, again, I know a good many in Edinburgh who are earning their own living, who have been educated on the other system, and who are doing equally well.

15,179. Your opinion is that the average time that they get at your school of five years is much too short?—Yes, I think it should be double that.

15,180. You think that they ought to come in at six and stay till sixteen?—Yes, I do not think that would be a bit too long.

15,181. (*Rev. Mr. Owen.*) I find the following paragraph in page 8 of your report:—"Of late years there "has been great diversity of opinion as to which is the "best system of instruction for the deaf and dumb, but "it has latterly been acknowledged by the majority of "teachers that the 'pure oral system,' which is now "almost universally practised, is the most beneficial and "shows the best results." Do you agree with that?—So far as my experience goes I think the oral system shows the best results.

15,182. With regard to the statement that "the pure "oral system is now almost universally practised," are you aware that in the United Kingdom and in America the combined system is generally in use?—I remember you telling me that when you were in Edinburgh in October, but I did not know it before. I was under the impression that the oral system was the most practised of any system on the Continent and in this country. I thought the oral system was becoming more general now.

15,183. On what information did you draw up that paragraph in the report?—From what took place at the Conference of Head Masters a year ago last July. I thought from what came out at that Conference that the oral system was the most generally taught.

15,184. You say not only that the pure oral system is now almost universally practised, but that it "is the "most beneficial and shows the best results." You framed that paragraph without at any rate a thorough knowledge about the matter?—As far as my experience goes I think the oral system does show the best results.

15,185. When you said that the pure oral system is now almost universally practised," that is not so in

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the United Kingdom and America—you were principally alluding to the Continent?—Yes, and this country; when I drafted that report I thought it was universally practised in the institutions of this country. From what I have heard most institutions are adopting it.

15,186. You say "almost universally practised;" on further consideration, I understand you to say you are not prepared to say it is almost universally practised?—No; not since I have heard what you say about America.

15,187. We have had evidence from America that in by far the larger number of schools the combined system is adopted?—I was not aware of that at the time.

15,188. And you were not aware that there are very few institutions in the United Kingdom in which the pure oral system is practised?—I was under the impression that it was practised in most of the institutions of this country.

15,189. Then, with regard to the statement that "the "pure oral system is the most beneficial and shows the "best results," on what experience did you make that statement?—When I went to Doncaster at first Mr. Howard was just commencing the oral system; previous to that the sign system had been practised, and the language the children used then was exceedingly faulty, not to be compared to the language used by other children after they had been the same length of time at school, taught entirely on the oral system. Then when I went to Edinburgh I was anxious to begin at once to make the children who had been taught on the silent system write down what they had to say, or spell it. I remember one boy, who had been at school eight years, and who was supposed to be a fair specimen of the children who had been instructed on the silent system, came to me one day, and signed a question to me. I told him to spell it, and he had not the least idea how to do so, so I asked him to write it down, and the result was "Bakers some bread "make feet."

15,190. You felt justified in making the startling statement that the oral system shows the best results from your experience at Doncaster, and the experience you had derived during the very short time you had been at Edinburgh?—I made the statement from my own experience, and from what Mr. Howard has told me. Mr. Howard has had 27 years' experience amongst the deaf and dumb, and he has told me that the results he has seen on the oral system are far superior to any he has seen on the sign system.

15,191. You said that the orally-taught children mixed a great deal at the school with the other children?—Yes.

15,192. Have you ever endeavoured to ascertain which system the deaf and dumb themselves prefer?—I remember when, I was at Doncaster, you could not give a child who was being taught the oral system a greater punishment than to threaten to send him out of the oral class into the silent class—they seem to prefer speaking, and to be very proud of being able to say a few words.

15,193. What proportion of those born deaf would be able to be taught lip-reading and speaking so as to be able to communicate with hearing persons in after life?—80 per cent. might be able to be taught lip-reading very well; I would not say that 80 per cent. would be able to speak perfectly intelligibly; but, if they were taught lip-reading, they might be taught the manual alphabet as well.

15,194. You are decidedly in favour of their being sent out into the world with the additional help of the manual alphabet?—Yes.

15,195. That is not the pure oral system; that is the combined system. You said just now you advocated the pure oral system, you say now that you advocate the combined system?—I say it would be an advantage for one orally taught to have a knowledge of the manual alphabet. I do not mean that I would advocate that it should be used in the course of instruction at school. I mean that I would have the children educated entirely in the oral system in the institution, but when they leave they should have a knowledge of the manual alphabet, so as to be able to fall back upon it in case they failed to read a person's lips. Then, deaf persons who have a knowledge of the manual alphabet have this further advantage, that, when they are in the dark, if they wish to communicate with one another they can communicate by that means.

15,196. You are of opinion that it is not safe to depend on the oral system entirely when you send deaf and dumb children into the world?—No.

15,197. Deaf and dumb children ought to pick up and acquire somehow the manual method, in order to fit themselves for the ordinary duties of life?—Yes, I think it would be decidedly better for them if they had a knowledge of the manual alphabet when they left school.

15,198. You would not advocate their acquiring that knowledge during the time of school work?—I should have no objection to their gaining that knowledge at the institution, but I would not instruct them in the manual alphabet in school hours.

15,199. Because you consider that instruction in the manual alphabet would militate against their advancement in the oral system?—I do not think that their acquiring a knowledge of the manual alphabet would do them any harm, because I think the manual alphabet is precisely the same as writing, but I think communication by signs militates against their advancement in the oral system.

15,200. Have you ever taken the trouble to ascertain to what extent orally-taught pupils rely upon lip-reading and speaking?—No, I have not. Mr. Howard made inquiries, and I believe, from the majority of the parents, the replies were that the children, after they left school, could understand what was said to them by their friends very well.

15,201. Your orally-taught pupils go to the Sunday services with the others?—Yes.

15,202. What they can pick up from the service they have to get by having it spelt to them?—Yes.

15,203. You use Canon Venables's numbered Prayer Book, I think?—Yes.

15,204. And you find that very beneficial?—Yes; we can just tell the child the number of the prayer or psalm, or whatever part of the service is going on, and he finds it without any trouble.

15,205. (*Mr. Johnson.*) With regard to your use of the term "pure oral system" in the paragraph of the report to which reference has been just made, are you aware that the pure oral teachers object altogether to the use of either signs or alphabet, so that when you use the term "pure oral system" you ought to have said "oral system"?—I did not know that there was that difference between the pure oral and the oral.

15,206. We have it in evidence that the pure oral system, as understood by teachers of the deaf and dumb, is a system in which all signs and alphabets are excluded, and we have also been told that it is an undesirable thing to mix children who are taught upon the oral system with children who are taught upon the sign and manual system?—I think that is a disadvantage.

15,207. And yet, when we were at Edinburgh, we saw in the same room classes that were being taught orally and classes that were being taught by the fingers?—We are obliged to have them in the same room. I would separate them if I had the means of doing so.

15,208. We are to understand that the orally-taught children in your school are associated with those who are not orally taught?—Yes.

15,209. Then, in fact, the instruction on the oral system in your school is damaged by your not having the means of isolating your orally-taught pupils from your silent pupils?—Yes.

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15,210. You think that the combined system would be a good one for pupils who come under your instruction for a period of less than four years?—Yes, I think so.

15,211. And you think that for a longer period, that is to say, eight or ten years, the oral system would be the preferable one?—Yes.

15,212. That is to say the oral, not the pure oral?—By "oral system" I mean entirely by speaking and lip-reading.

15,213. Not using at the same time the manual alphabet, do you mean?—Not using it in the school.

15,214. I think, when we were at Edinburgh, you showed us your mode of instruction in one of the classes, and the children asked questions in writing and you answered on your fingers by the alphabet?—Yes.

15,215. Then in teaching the orally-taught children you use signs?—Not the orally-taught children. The class to which you refer was a class who were being taught by finger spelling.

15,216. How do you initiate your instruction in the case of a child who is going to be orally taught?—We begin first with simple words.

15,217. How do you communicate with the child in the first instance?—By drawing and actions.

15,218. By natural signs?—Yes, by natural signs.

15,219. Therefore, it is impossible to teach the oral system *ab initio* without employing signs to a certain extent?—Not without employing a set system of signs.

15,220. You must employ signs in teaching the oral system to begin with?—Yes, if you call such a thing as this a sign, if I write, "sit down," and I sit down myself.

15,221. That is a natural sign?—Yes.

15,222. You employ natural signs in initiating instruction in the oral system?—Yes.

15,223. Therefore your oral system, as I understand it, combines signs and oral teaching?—Yes, natural signs.

15,224. Then yours is the combined system?—I suppose it is.

15,225. Have you any other experience except what you have told the Commission with regard to the success of the pure oral system?—No.

15,226. And you gained that experience from the result of the conferences which you read of?—Yes, and my own practical experience.

15,227. Did you attend any of those conferences yourself?—Only the one a year ago last July.

15,228. You did not attend the one at Milan?—No.

15,229. (*Rev. W. Blomefield Sleight.*) You have informed us that the children learn a great deal from each other whilst they are in the playground or in their leisure time?—Yes.

15,230. By what method will they gain that instruction?—From one another by signs; they all sign to one another out of school.

15,231. You have had some experience of the pure oral system at Doncaster?—Yes.

15,232. How did the children in that school, who had received no instruction by the sign system, communicate with each other in the play-ground?—Some of the most advanced ones I have seen speaking to one another, but, when the teacher is not supposed to be about, they will sign a great deal to one another; they all seem to invent signs if they are not taught them. I have seen a great many of those that had gained a fair knowledge of language speaking to one another.

15,233. In your opinion could orally-taught children join in general conversation in a room with hearing and speaking people?—I have not had any experience of orally-taught children mixing with ordinary people; but when I have gone out for a walk with the children at Doncaster the most advanced pupils have walked along by the side of me and held a conversation with me, orally, and they appeared to enjoy it very much.

15,234. Did you not employ signs at all?—No, not at all.

15,235. Teaching by articulation is a more difficult and expensive process than teaching by the manual system, is it not?—Yes; you require more teachers with the oral system than with the sign system.

15,236. You spoke of being able to convey to the children, while service was going on, the number of the page in Canon Venables's prayer book; how would you communicate that number?—By giving the number on the fingers.

15,237. You employ, as you have just stated, natural signs in giving your first instruction to children taught by the oral system?—Yes.

15,238. Would you mind giving the Commission an example or two?—I generally begin with simple actions. First of all I would say, "That is a book," pointing to a book; then I would say, "Touch the book," and I would touch the book first; then I would take the child and make it put its hand on the book; then I would write down, "Touch the book." Then I would say, "Lift the book," and I would lift the book, and then make the child do that. Then in the same way I would teach them "Carry the book," "Bring the book," "Take the book," "Put the book on the table," "Take the book off the table," "Put the book under the table," and so on.

15,239. Are not those the same kind of signs that would be used in an institution where they taught on the sign system?—No; by the sign system, if you wanted to teach the child "Bring the book," you would do this, "Book," "bring" (*making signs*). Then, if the sentence were "Take the book," I would speak the works and write them, and I would motion to the child to take the book; whereas by the sign system it would be, "Book," "take" (*making signs*).

15,240. Did I rightly understand you to say that the pupils who are taught on the oral system are also taught the finger language?—No, they learn it from one another. I do not object to their learning it, but I do not teach them the manual alphabet.

15,241. (*Mr. Arroll.*) I understood you to say that you conveyed instruction to them through the manual alphabet?—I was speaking of those pupils who are not taught orally.

15,242. (*Chairman.*) You said that you used the fingers sometimes in order to convey the meaning of certain words to your orally-taught pupils?—In church we do; we never use the fingers in school; we do not use the finger language in giving instruction to orally-taught pupils.

15,243. (*Rev. W. Blomefield Sleight.*) You stated that you used natural signs in your first instruction of your orally-taught pupils?—Yes, I explained what I meant by "natural signs."

15,244. You stated that, in your opinion, it was an advantage to the deaf and dumb to have a knowledge of the finger language?—Yes.

15,245. Would not it be advantageous for them to learn it at school, so as to gain greater proficiency?—Yes, we do not teach it in the school-room to the orally-taught pupils at present, but, having the classes on the two systems in the same school-room, they learn it from one another without it being taught specially; those who are being taught on the oral system now, except those who were only admitted a short time ago, all know the manual alphabet, though it is not taught in the school they pick it up themselves—those taught on the sign system teach the others out of school.

15,246. (*Dr. M'Donnell.*) If you were starting afresh with a new school, which system would you prefer—the oral system, or the manual system?—The oral system decidedly.

15,247. (*Rev. W. Blomefield Sleight.*) Do you ever find that children that are taught articulation attempt

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to teach children that are taught the sign language to speak?—In my institution in Edinburgh some of the pupils taught on the oral system would amuse themselves out of school by forming a class of the pupils who had been taught on the silent system, making them go through a lot of sounds. The orally-taught children would play at teaching the silent-taught children to speak; they would make them go through the movements of the mouth, the same as they were taught themselves.

15,248. (*Chairman.*) One question about the one-handed alphabet: do you teach it as your brother does it Liverpool?—No, we do not teach it in our institution.

15,249. Do you think that there would be any advantage in teaching it?—Speaking for myself I prefer the one-handed alphabet to the two-handed, because I think it is so much more convenient.

15,250. Why do not you teach it then?—Because the children all knew the double-handed alphabet when I went; and when the children know the two-handed alphabet I think it is sometime before they become very familiar with the single-handed alphabet.

15,251. I thought children could learn the single-handed alphabet in a few hours?—I think they would be a good while before they got to read it rapidly. I think it would be well to know both. When my brother told me that he had introduced it at Liverpool with success, I told him I thought I should begin to teach it at Edinburgh.

15,252. With regard to semi-mutes and semi-deaf, those with some remains of language and some remains of hearing, do you think they ought to be in a class by themselves, and always taught on the oral system?—No, I do not think it is necessary for them to be in a class by themselves, but certainly they should be in an oral class.

15,253. I suppose you have not paid any special attention to the higher education of the deaf and dumb?—No; because I have never had children under my charge to remain at school long enough.

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15,254. (*Chairman.*) You are the head master of the deaf and dumb department at Donaldson's Hospital, Edinburgh, are you not?—Yes. It is not considered a special hospital for the deaf and dumb.

15,255. The age for the admission of children at present is from seven to nine years, is it not?—Yes; they are generally admitted at eight years old.

15,256. Do you think that they ought to be admitted at an earlier age?—I do not.

15,257. We have had evidence that it is desirable, in the oral system at least, to begin as early as possible—as early as the age of six; what is the objection to the children entering at the age of six?—I think that, considering that they are very delicate children, the strain that they would have to undergo in being removed from their parents so early would be too great.

15,258. But does it not make a great deal of difference in teaching the oral system, whether the vocal organs are used at an early age or not?—In my experience in teaching under the oral system, that is to say, teaching children to speak, I have not found any difficulty in regard to that. They seem to have facility in acquiring language at the time they enter the hospital—that is to say, at the age of eight.

15,259. Do you think that they ought to be in any infant school before they enter your institution?—That involves a question as regards the parentage of the children. Those of the children who are of the poorer class, I think, might benefit by being removed from parental influence, which, I consider, is almost an evil to them. As to the children of a more respectable class, on the other hand, I should undoubtedly prefer that they should go to other schools to be disciplined and moralised, rather than placed out in special schools; and the girls might be taught to sew and to knit, and the boys to write and to draw.

15,260. Do you use the Kindergarten system or not?—Not at all. We do a little exercise, but we do not consider that it is a special system called the Kindergarten system, although it may be applied to the Kindergarten system.

15,261. But does not the Kindergarten system tend to make the children more handy?—I have had no experience in regard to the practice of the Kindergarten system, as a system.

15,262. Do you think it is an advantage to the school that you have hearing children under the same roof as the deaf and dumb children?—I think there is a great advantage in regard to the deaf and dumb for several reasons; and one great reason I think is, that it draws the deaf and dumb out of that isolation to which, in their affliction, they are naturally so prone, and it is the first opportunity that they have of seeing that they are treated like other children. When they are at home they are altogether misunderstood and unjustly accused, and consequently unjustly punished; but if they mix with other children they see that no difference whatever is made with them on account of their affliction, that if they do wrong they are punished, and if they do right they are commended—and that, you may say, is the first true moral training that they ever get. The parents of the children, especially of the poorer class, do not punish them, because it brings upon them the blame and interference of neighbours.

15,263. Is it not an advantage for deaf and dumb children to have some experience of the outside world which they will have to encounter afterwards?—We consider that mixing them with the hearing children fits them better to enter into social life afterwards.

15,264. Have you ever heard any complaints on the part of the hearing children that they have to mix in an institution like yours with deaf and dumb children?—We have had no such complaint whatever.

15,265. I have before me a report furnished by yourself, dated from the Scotch Education Department, directed to the Secretary of the Educational Endowments Commissioners, and signed by Dr. Henry Craik, who says with regard to Donaldson's Hospital: "My Lords entertain considerable doubts as to the "expediency of associating speaking children with deaf "mutes as proposed in clause 33 of the scheme. As a "matter of practice, the association is only partial in "the present Donaldson's Institution, and it is doubtful "whether, in so far as it extends, it does not involve the "speaking children, even to an increased degree, in the "depressing influence ascribed to the hospital system "generally." Do you agree with that statement?—Not at all.

15,266. Do you know how often Dr. Craik visited your institution?—So far as I am aware once, and only for a very short time.

15,267. Has your opinion, or the opinion of any of the governing body of Donaldson's Hospital, been obtained by the branch of the Education Department which deals with endowments with regard to that question?—I believe not; I could almost positively answer "no" to that question.

15,268. Can you state what action the governing body of your institution have taken with regard to the proposed transfer of your deaf and dumb school to a separate institution, apart from hearing children?—No decided step has been taken on the part of the governors.

15,269. Do you think it advisable that some knowledge of trades suitable to the deaf and dumb should be acquired before the children leave school?—That involves the question how long they should be at school.

15,270. Do you think that, if the children come to the institution at the age of seven, they should be at least seven or eight years there, and leave at about the age of 14 or 15?—Yes, but I think it would be injurious to teach them trades at so early an age as 14.

15,271. Why?—I think that the time is requisite in order to give them an education; and, again, it is so very likely that the trades that they would be taught would be those that they would be best fitted for, and they would be drawn away from the regular recreation of the other boys, and would take a dislike to those trades; and when they left school they would enter upon other trades which were not so suitable.

15,272. But does not the fact of learning some manual trade better fit them to master any trade which they may hereafter take up than if they had not been so taught?—I have understood from those who have learnt trades at so early an age that the master would generally prefer to begin training them in the work himself, because they learn the trades in a slovenly manner.

15,273. We have heard from those who have deaf and dumb apprentices that those who have been taught in institutions very often have to relearn what they have learnt?—That is what I have heard.

15,274. But is not that the fault of the institution in not teaching the children according to the usual trade way, rather than a reason why that system should not be adopted?—I should be rather inclined to attribute it to commencing at too early an age.

15,275. Do you attach much importance to the children remaining at least seven or eight years under instruction, whatever the age of entry may be, supposing, for instance, that they enter at nine years of age?—They can get a passable education in the course of seven or eight years; and that again would involve the question of teaching trades. If they were allowed to remain up to the age of about 16, I would then consent to trades being taught for two consecutive years after they had reached the age of 14.

15,276. What is the practice now?—They have to leave at the fourteenth year of age.

15,277. Then what becomes of them?—The parents find places for them.

15,278. You do not find places for them?—No.

15,279. Is there any difficulty in the parents finding occupation, or apprenticeship, for the children after they leave the school?—The cases are very exceptional in which they do not find employment.

15,280. As I understand, one of the clauses in the draft scheme is that the governors shall have power to establish classes for deaf mutes above the age of fourteen years, either in or out of the hospital building, as they may deem expedient; do you think that it is advisable to have such a class either inside or outside the buildings?—Yes, certainly.

15,281. Higher class education, in fact?—Yes, for the deaf and dumb. That is the scheme of the Educational Endowments Commissioners.

15,282. But if this new scheme is for the higher education, or the further education, of those between the ages of fourteen and eighteen, do you see any reason why there should not also be an industrial training for those who wish to benefit by it, as well as a higher class of instruction for those who do not wish to learn trades; do you not think that those two should be simultaneous?—I have not given it full thought, but my opinion is that they should, after they are fourteen years of age, learn trades for a certain part of the time; not that their whole time should be taken up in learning trades.

15,283. You have an inspection of your school, have you not?—Yes, by one of her Majesty's Inspectors, Dr. Kerr; he is not a specialist.

15,284. There is no grant made, is there?—No, the hearing department some time ago had a grant from the Science and Art Department, but they considered that it was out of its power to allow grants to an endowed institution.

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15,285. Do you teach drawing?—Yes.

15,286. Do you get a drawing grant?—No, no Government grant.

15,287. (*Mr. Johnson.*) Did you apply for it?—No, it has never been applied for.

15,288. (*Chairman.*) Has it ever been suggested that you should apply for a grant for drawing?—It has been mooted, but it has not been officially suggested; it has been spoken of indirectly.

15,289. But, so far as your institution is concerned, you do not ask for any Government aid?—None whatever.

15,290. But you have no objection to Government inspection?—No. The Government inspector is engaged and paid by the Governors.

15,291. Do you think it is a disadvantage that there is no one uniform system of signs, either conventional signs or manual alphabet?—It has some advantages, but I think that they are outweighed by the disadvantages, if I may state them. One of the advantages of not having a uniform system of signs is that the pupils of the different institutions are not able to converse with one another so freely in those signs. If they have a uniform system of signs they will undoubtedly use those signs when they meet the pupils of other schools, and that will not tend to the acquisition of language. Whereas, on the other hand, if they were to have a uniform system of signs it would enable teachers to get transferred from one school to another more readily, and, unless there was a uniform system of salaries, this would be constantly going on, thus interfering very much with the schools.

15,292. Then you think that this difference is kept up in the interest of the different schools in order to enable them to retain their teachers, and to give them a sort of monopoly of them?—No, I do not say that at all. It would be a pity, I think, to have a uniform system of signs; it would be very disadvantageous, I think, for the children, and disadvantageous as regards the teaching staff.

15,293. But do not institutions exist for the advantage of the children, rather than the children for the advantage of the institutions?—I mean that it would be an advantage to the children not to have a uniform system of signs, and disadvantageous to have a uniform system of signs; because, if they had a uniform system of signs, as I have already said, all the pupils of different institutions, when they met, would converse by those signs, and if they converse in signs they do not acquire language so readily.

15,294. But if the training of the institution is good, and they have been taught to use language, they would surely use it rather than signs?—We do not teach them signs; we teach them by the medium of signs to use language.

15,295. But they still do use signs, even although you teach them the finger alphabet?—They will all do that, no matter how they are taught.

15,296. Therefore you have a system of signs which is not uniform, but which is still used more or less in different schools, in spite of all that you can do to prevent it?—Quite so.

15,297. So that, after all, there does not seem to be very much gain in not having a uniform system, either of signs or of the alphabet?—I think that it would be a great disadvantage to the children to have a uniform system of signs, for the reason that, when they met together, they would communicate in signs in preference to language, which would be more beneficial.

15,298. Do you use the one-handed or the two-handed alphabet?—The two-handed alphabet.

15,299. Are you conversant with the one-handed alphabet?—Yes, I know it, but I cannot use it with facility.

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15,300. Do you see any advantage in it?—I think that the one-handed alphabet would be preferable.

15,301. In fact, if you started afresh, you would have the one-handed alphabet?—I would.

15,302. But, of course, it would be a difficult thing to introduce it into an existing institution?—Yes. With regard to a uniform system of signs I think it would be disadvantageous, because we find that, when the children leave the institutions and go into the country, where they cannot mix with the deaf and dumb as a class, they are far more intelligent and have better ability in the use of language, because they associate with educated people who do not know signs, and who write to them or spell to them. It is for this reason that I would say that a uniform system of signs would be disadvantageous.

15,303. (*Rev. Mr. Owen.*) It gives them a knowledge of written language?—Yes. For that reason a uniform system of signs would be disadvantageous to the children, and the consideration should of course be for the children.

15,304. (*Chairman.*) Do you think that the semi-mutes and the semi-deaf should be put in the same classes as those who are absolutely deaf?—No.

15,305. Do you think that one retards the progress of the other?—Yes.

15,306. Do you think that the oral system should always be taught to semi-mutes and the semi-deaf in preference to any other system?—Undoubtedly.

15,307. And it is therefore better that they should be kept separate, in order to prevent them from relapsing into signs instead of encouraging them to use language?—Yes, instead of making the signs more general amongst themselves in conversation; although I would say that they would use signs, and the teachers would have to use signs, to a certain extent.

15,308. Have you taught that system at all in your institution?—No, not at present.

15,309. You are working on the combined system, as the one which is best calculated, in your opinion, to suit the majority of the pupils?—Yes, that has always been the system since the foundation of the hospital.

15,310. Do you teach everybody indiscriminately both systems, or do you teach them according as you think that either system is most applicable to the different classes of children?—The plan that I adopt is this in regard to the oral instruction: I take them according to their aptitude for oral instruction, and they are classified accordingly. In the other hours, when they are occupied in the manual system, they are reclassified according to their intelligence. By this means I believe that they are able to gain familiarity with language, and that gives them confidence in making use of speech; and thus I believe they make a greater advance in speech than they otherwise would.

15,311. Do you teach the finger alphabet to all those who are taught on the oral system?—Yes, they are all taught the manual alphabet.

15,312. In the school, or out of the school?—In the school; and they all acquire signs.

15,313. Then you do use signs as little as possible in the school?—After a certain stage of their education.

15,314. You do use signs to a certain extent?—Yes, to a large extent—the teachers use them for teaching.

15,315. Do you think that the oral system takes a longer time to teach than the finger alphabet?—The pure oral system undoubtedly does.

15,316. How many years do you think are required under the combined system to give a child such an education as a child on leaving an ordinary elementary school would have acquired?—It would depend upon the capacity of the child; but, taking the majority of them, I should say that it would require from seven to eight years.

15,317. But you only keep them now until they are fourteen?—We keep them, on the average, five years and a half at school.

15,318. Therefore, you do not keep them at present, on an average, as long as you think they ought to be kept, in order to give them a good education?—No.

15,319. Do you think that that time should be lengthened?—Undoubtedly.

15,320. Is there an objection on the part of the parents to a lengthening of the time?—The constitution of the hospital will not admit of its being lengthened.

15,321. It is not the wish of the parents that prevents it?—We have not ascertained that at all.

15,322. At the present time can the parents take the children away from the school when they like; supposing that a child has been three years at school, can the parents take it away?—We have never had them do so, but I suppose we could not stand against it.

15,323. Of course, it is the interest of the parents to keep the children at school for nothing?—Yes, we never had an instance of a child being taken away.

15,324. Do you think that in any reconstruction of your scheme it would be desirable that amongst the changes which should take place evening classes should be instituted for those who are working by day for their own livelihood, in order to enable them to keep up the education which they have gained in the school?—Yes, I think it would be a great boon to them.

15,325. Is anything of the kind done?—No.

15,326. There is no higher-class school for the deaf and dumb in Scotland, is there?—No.

15,327. Do you think that that is a great want?—Yes, I think so, but I do not know whether there would be many candidates for such an education in a higher-class school.

15,328. As I understand, there is a clause in this new scheme to enable them to give a higher class of education from the age of fourteen to the age of eighteen. Do you approve of that?—Yes.

15,329. Do you think that that should be in the building of the hospitals, or outside; have you any opinion upon that subject?—I think it is a matter of no importance, but I should think that it would be better to make another centre, so far as a centre is possible, for the deaf and dumb in the town. A centre, convenient to the majority of the deaf and dumb, should be ascertained.

15,330. Should that be, as far as possible, near to any workshops, where the deaf and dumb are employed?—Near the houses where they live.

15,331. Have you complete control of the organisation and domestic management of the whole institution, as well as of the teaching?—No; there is a house governor and chaplain attached to the hospital.

15,332. You are confined to the teaching?—I have the governor's night duties, as he lives out of the hospital; that is to say, the superintendence of the hospital after household prayers.

15,333. Do you know whether there is any change proposed in that respect?—No, I believe there is no change proposed. I think that the governors would have a preference for a resident house governor. They always had a resident house governor previous to the present house governor.

15,334. You think it unadvisable that the head-master should have any duties other than those of the school work?—That depends upon whether those duties would infringe upon his school work.

15,335. But in your opinion is it advisable that the head-master should also be the house governor?—No. If he were to give his whole attention to the school duty he could not undertake the duties of the house governor.

15,336. But, as I understand, you have been taking, to a certain extent, the duties of the house governor at night?—Yes.

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15,337. But you do not recommend that arrangement?—It does not interfere with the educational department; it is only during the night time. It is the responsibility during the night time.

15,338. You have to see that order is kept?—Yes; that the teachers return at proper hours in the evening. It is all night duty, from nine o'clock in the evening to nine o'clock in the morning. I think you have the rules of the hospital in which my duties are specified.

15,339. We have been asked to make some remarks upon the scheme. With regard to the teachers you have given us a very full account in the answers to our questions. I see that some of them are partially deaf and dumb?—There is one deaf and dumb teacher, who was educated at the hospital; when I say deaf and dumb, he can speak, intelligibly, orally, to the teachers. He is a semi-mute.

15,340. Some of your teachers hold diplomas of the college, do they not?—Yes.

15,341. Have you any remark to make with regard to the qualifications of teachers and the necessity for their having passed an examination?—I think that the examination, in so far as the intellectual part of it is concerned, is a great advantage, but that where it fails is in practical utility. I think that teachers, in order to become successful teachers, should be with the children, and mix with them, and ascertain their characters and their physical condition.

15,342. Do you think it is advisable that each institution should bring up its own teachers?—I have a preference for ex-pupil teachers, because they have a knowledge of teaching hearing children, and of the discipline of a school, and I find that they always turn out very successful teachers; at least, they always give me satisfaction. But regarding the examination of teachers, they make the centre in London. Now it is very difficult for the teachers of Scotland to go so long a distance to attend these examinations, both on account of the expense and on account of the time that is generally taken up by it. For instance, the examination is to be at the beginning of July this year; several of my teachers desire to be examined, but it happens at a very unfortunate time. It is the Government inspector's time of examination. I have written to the examining authorities on two occasions, requesting them to make Edinburgh a centre, as is done in the case of the Science and Art Department, and to send down written examination papers and to have an examiner present.

15,343. In fact, you think that there ought to be some examining body in Scotland?—I think that there might be other centres for examination besides London, because of the inconvenience and expense that it entails to attend examinations in London.

15,344. (*Rev. Mr. Sleight.*) How long have you been a teacher of the deaf and dumb?—Thirty-seven years.

15,345. How long have you been at Donaldson's Hospital?—Twenty-three years.

15,346. Have you taught the combined system ever since you have been there?—Yes, it was commenced in that institution. The hospital was founded in 1850, and the combined system was the system introduced there by my predecessor and colleague.

15,347. Your school is inspected from time to time by Dr. John Kerr, is it not?—Yes.

15,348. He is one of Her Majesty's inspectors in Scotland?—He is.

15,349. When did he last inspect the school?—Last July, I think.

15,350. In his report I observe that he makes this remark:—"I have had no opportunity of estimating "the results of the purely oral system, and my opinion "is therefore of little value, but I feel warranted in "saying that, with the exception of one or two pupils "in the hospital, there are none whose speech and lip-"reading are so free from disagreeable, and apparently "painful, effort that they could make use of them in "daily entercourse with the outer world." Do you endorse that opinion?—Not altogether. With a casual visitor like Dr. Kerr, of course, they could not get accustomed to his lips in so short a time; but there are about eight or ten children in the school at present who admit that they do use speech to their parents when they are at home, and a great number use it in a few words and phrases.

15,351. But they do not use lip reading in mixing generally with society?—No.

15,352. What is the great end that you have in view in instructing the deaf and dumb?—To make them useful and honest members of the community.

15,353. I mean in their education?—To make them self-supporting, useful and intelligent citizens.

15,354. In giving your first lessons to deaf and dumb children you always employ signs, do you not?—No, we do not. We commence by the manual alphabet, and we have pictures, and we refer them from the written word to the picture, and *vice versâ*. They have to point out the word on the board when they are shown the picture. Then we carry on the education gradually, and as far as we can without signs. Of course, the teachers are compelled to use signs after a certain stage, but we do not employ them more than we are compelled to do in order to explain matters to the children.

15,355. Do you believe that language can be better imparted to deaf mutes by the oral system than by the sign system?—No, I do not.

15,356. Does the chaplain of the hospital give religious instruction to the deaf and dumb?—No. All the education of the deaf and dumb devolves upon myself.

15,357. Does the chaplain conduct any religious services for the deaf and dumb?—None whatever; it all devolves upon myself, the head-master. The chaplain is not acquainted with the system of deaf-mute communication any further than that perhaps he can use the manual alphabet.

15,358. (*Mr. Johnson.*) Then how do the children get the religious instruction—who gives it to them?—The teachers.

15,359. Not the chaplain?—The chaplain has nothing to do at all with the education of the deaf and dumb. I open school with prayer every morning at twenty minutes to nine, a verse of a hymn, an explanation of a part of the Scriptures, and then an extemporaneous prayer followed by the Lord's Prayer.

15,360. And that is done by sign and alphabetical speaking?—Spelling and signing. It is first spelt and then afterwards signed.

15,361. Mr. Tait is one of your masters, is he not?—He is the senior teacher.

15,362. When we were at Edinburgh I think you showed us a class which Mr. Tait conducted; do you agree with what was then told us—that the natural sign is not taught, but acquired by the children; is that true?—Yes.

15,363. And that you proceeded by alphabet reading to written language?—Yes.

15,364. Then no articulation at all is employed up to that point?—It goes on simultaneously.

15,365. That is the combined system?—Yes.

15,366. Then when you speak of the oral system, you mean the combined system?—I always understand by the oral system a system where no signs are used at all.

15,367. Then you use articulation and signs which you have conventionally called oral, but it is not oral in the pure sense of the word?—We call it the combined system.

15,368. You do make use then of some conventional signs?—Yes, of a great number.

15,369. And you teach very little by articulation, I believe?—We have an hour a day for special classes.

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15,370. When we were at Edinburgh you told us that you could not very well teach geography by articulation. This is what Mr. Tait told me: "I believe the majority could be taught by it if they were "at school ten or twelve years." That would bear out, I suppose, your idea that the time for education is not sufficiently long?—Undoubtedly it is not.

15,371. If you turn to the report of Dr. Kerr which you have favoured us with, you will see on page 8 that he makes this remark: "One thing is certain, that "the oral system requires both more money and time. "Can this demand be complied with in respect of the "social class who are inmates of the hospital? I ven- "ture to quote from an address by Mr. Dalby, Aural "Surgeon to St. George's Hospital, who is a strong "advocate of the oral system. He says: 'Whilst "'having no doubt as to the advantages of the articu- "'late system, it has become a question with me "'whether for the labouring classes of the poorer sort "'this, the oral system, is applicable, not simply because "'of the expenses that are incurred during the educa- "'tion, but also on account of the number of years "'during which it is necessary to keep the child at "'school.'" Do you agree with that?—If that implies the pure oral system, I agree with it. I think that there is a confusion in the two terms which I should like to be guarded against; that is to say, the combined system includes some oral instruction, and the oral system excludes signs.

15,372. What you would wish the Commission to accept as your view of the oral system is that it is an articulate system together with signs?—Not. Without signs.

15,373. Is it the practice in your school that, if no promising results appear from any mode of teaching after nine months in the lip-reading, then you go to the sign and alphabet system?—We do not specify the time so markedly as that; but if we see a want of intelligence or a want of aptitude in from nine to twelve months we think it preferable that the children should be taught entirely by the manual system.

15,374. Is it your opinion that children can be taught articulation as well with sign-children as by themselves; do you think that isolation is required?—I think that they would improve better by isolation, but they can all be taught to a certain extent articulation under any system.

15,375. Has your school ever been examined by any specialist?—No.

15,376. Simply by the Government inspector, an ordinary school inspector?—Quite so.

15,377. (*Rev. Mr. Owen.*) Do you think that the inspector ought to be a specialist?—Undoubtedly.

15,378. On what system would you suggest that a grant should be given—on results or on capitation?—Not on results undoubtedly. It would be very unsatisfactory to the teaching staff, because there are children of such varying abilities, and some of them have such very poor capacities that I do not think it would be fair to the teaching staff to pay by results.

15,379. But if you had a specialist examiner he would make allowances?—If you had a specialist examiner he might take that into consideration.

15,380. Then, with a specialist examiner, you would look favourably upon the system of payment by results?—If it were understood that he would take those matters into consideration.

15,381. If he were a specialist he would be able to do so?—He would; but the question is whether he would do so.

15,382. Do you consider it advisable that every institution should have an apprentice fund?—Yes.

15,383. You contributed, did you not, that article on the deaf and dumb in the last edition of the "Encyclopedia Britannica"?—Yes; and in "Chambers' Encyclopedia."

15,384. Then you have always taught, to a certain extent, articulation and lip-reading?—Always at the hospital, during all my course.

15,385. From your Old Kent Road days?—Yes.

15,386. And the system that you now adopt is practically the same as you used years ago, is it not?—Yes, quite the same.

15,387. Then, when people look upon the oral system of teaching as a discovery, that is scarcely a correct word, is it; it is the old system that has been going on for years?—Yes; they generally say "Do you teach "upon the new system," and I have to correct them, and say to them, "I suppose you are referring to the "old system," and I generally find that that is the case.

15,388. It is substantially the same system as you taught years ago at the Old Kent Road?—Yes; I do not think that they adopted the lip-reading to such an extent in old Dr. Watson's time, in the year 1806.

15,389. How do your oral pupils speak to each other?—Generally by spelling or signs.

15,390. But I mean out of school?—By spelling and signs.

15,391. And they speak to the other children by the same method?—Yes; unless we make it a special lesson to speak by the lips.

15,392. Do you think that the orally-taught deaf and dumb are superior to the manually-taught deaf and dumb?—I have not met with any pure orally-taught, so that I have never been able to test the two really.

15,393. Do you think that the oral system is yet sufficiently promulgated in the United Kingdom to produce satisfactory tests?—No; I think that more can be done yet with the oral system.

15,394. At the Conference of Masters which was held in the year 1882 you stated that you considered the oral method impracticable for the majority, and unserviceable for those of weak intellects; is that your opinion still?—Quite so.

15,395. You would still teach articulation and lip-reading to semi-mutes?—Yes.

15,396. And only to those who are born deaf who have more intellect?—Yes.

15,397. You think that the difficulty of teaching those who are born deaf to speak in such a way as to be of any degree of utility in after life is very great?—It all depends upon the intellectuality of the congenitally deaf. I have found them in some cases acquire language better even than the semi-mutes. I would rather teach an intellectual child who was congenitally deaf than a semi-deaf child, because children of the latter class depend so much upon what they hear, and what they hear is imperfect.

15,398. Then, speaking generally, in order to educate the deaf and dumb for the ordinary purposes of after life, do you think that they ought to go out with a knowledge of the manual alphabet as well as of the oral system?—Yes; that is my opinion.

15,399. Then you do not consider that the oral system is by itself sufficiently adapted to fit them for after life?—As I have said before, I have never met with any case in which it proved sufficient.

15,400. (*Dr. Tindal Robertson.*) In answer to Mr. Owen you stated that the children would prefer to communicate with each other by signs in their play hours; but you teach them on the combined system, as I understand, and is it not natural that they should adopt the plan that is easiest?—Yes.

15,401. Therefore, is it not because it is easiest that they use signs?—Yes.

15,402. With reference to the employment of a skilled inspector, I presume you mean that he should be skilled in all senses—that he should have a perfect knowledge of all the systems?—I do not think that any of the teachers have a perfect knowledge of the pure oral system. They have visited schools which are taught under that system.

15,403. You do not quite understand me, I think. We were talking of inspectors and not of teachers. You said you preferred that the inspector should have a special knowledge; I presume you mean that he should have a special knowledge, not of one system alone, but of all the systems which are employed?—I think it would be preferable.

15,404. You stated also, I think, that you admit your pupils at the age of eight?—From seven to eight years of age.

15,406. Is it nearer seven or nearer eight?—It is nearer eight.

15,407. Do you not think that if the age of admission was much below that—say, six—the vocal organs would be more flexible, and that if they attempted to acquire the articulation they would be able to do it more easily? Does it not stand to reason that the vocal organs themselves, being begun to be used much earlier, you would have a better chance of teaching the children articulation?—I should think so.

15,408. You have stated that the habits of the deaf and dumb, by reason of their being kept at home, are likely to become worse than those of other children; do you not think that if they were admitted to school earlier that would give them a better chance of forming a good moral tone and good habits generally than if they were admitted as late as eight years of age?—A certain class of children, of the very poorest class, I think, would benefit by it; but the children of respectable parents would benefit more, I think, by being under the parental influence, and being sent to an ordinary school, so as to discipline them, and moralise them, and fit them to undergo the strain that they would have to undergo in a special school.

15,409. Would you wish, in the first instance, that they should go to an ordinary school and then come to you?—Yes, to be disciplined and moralised.

15,410. At what age would you have them begin at the ordinary school?—At any time, when they were able to learn anything at all—the boys to learn to write and draw, and the girls to write, draw, and knit.

15,411. As to the teaching of trades to the deaf and dumb, what trades, in your opinion, are best adapted for the deaf and dumb?—I have a list here of the trades that they have acquired after having left school. I think shoemaking, carpentering, tailoring, and carving are the best trades for the deaf and dumb.

15,412. In that case, supposing that you took them at an earlier age, and began their education earlier, would you not be able, towards the end of their time, to give them some manual dexterity with tools, and that kind of thing; and, if so, would not that stand them in great stead when they begin to learn those trades as apprentices when they left your institution?—I certainly would prefer that the time should be occupied solely in their education up to the age of 14, and that if they stayed after that then they should begin to acquire trades.

15,413. Would you not think that it would be an advantage to have in your institution, not a special department for teaching the deaf and dumb, but a special department for teaching them the art of using tools?—Yes, for their technical education.

15,414. (*Mr. Arrol.*) Do you not think that it would be advisable that the Act should make the education of the deaf and dumb compulsory at the age of six?—I think it would be very advisable if the School Board officials were empowered, as soon as they discovered a child to be deaf and dumb, to send it to a Board school; and also that they should be in communication with the master of the special school, so that he might suggest to the parents means of management, and modes of prosecuting their children's education, which would give every advantage to the children when they came to the school. I have some papers here such as we send out, and we have found very great advantage accrue to the children upon entering the hospital from our having issued these papers.

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15,415. Are the benefits of your institution confined to children of a particular name?—No; those bearing the names of the founder, and that of his mother, Donaldson and Marshall, have a preference.

15,416. Through what means do you obtain your pupils—by advertising?—Yes, we advertise.

15,417. Do you prefer to take pupils from other institutions?—No, the governors do not as a rule remove children from any other school; if they are under education they don't interfere.

15,418. In your institution do you adopt any means for the amelioration of deafness?—We have a speaking-trumpet. I have tried it, but I am afraid that it is of no great service to them.

15,419. Have you surgical advice and attendance for them?—Yes, and we have had an aurist who has examined them, but he is not an official of the hospital, he is not officially appointed as the aurist, but he examines the children, I believe, more for his own information than otherwise.

15,420. (*Mr. St. John Ackers.*) You have only one deaf teacher, have you?—A semi-mute.

15,421. Why do you not employ more deaf teachers?—The only reason why I employed this teacher was in order that he should maintain the conventional system of signs in its integrity.

15,422. Then it is your desire that that system should be so maintained?—Yes.

15,423. Do you think that he can in other ways teach as well as a hearing person?—I think that he should, on account of his affliction, be able to enter more into the psychical condition of the children.

15,424. Have you yourself noticed whether he teaches, for instance, the English language as accurately and as well as other teachers?—He might make a slip now and again.

15,425. Would it be more likely that he would make a slip than an ordinary hearing person?—I think not.

15,426. You think that your hearing teachers also make slips in grammar?—If you take it very minutely, in some points; for instance, I often hear one of my teachers use the words "shall" and "will" very indifferently at times.

15,427. May I take it from you that the teachers of the deaf in Scotland, at the present time, are rather below what you would think desirable than otherwise?—I should not think that that would be a criterion, because I have noticed, even with our ablest paper, the "Scotsman," sometimes misapplies those words "shall" and "will."

15,428. Do you consider that an accurate knowledge of language is a very great benefit to the deaf?—Undoubtedly.

15,429. Therefore that is one of the primary objects which you have in view?—Yes.

15,430. Have you more applications for admission than you can entertain?—No; but last year was the only time since the foundation of the hospital that we have not had sufficient to fill up the vacancies.

15,431. Do you know the reason why there are not so many seeking admission into your hospital as there used to be?—It would be only an inference, but I think that the Endowed Hospitals Commission did something to unsettle the minds of the people, and they did not know how long they would be able to stay.

15,432. You spoke of the old system and the new system in England; was the pure oral system ever taught in this country until the latter half of this century?—No, I think not.

15,433. Therefore what is now called the pure oral system is for this country a new system?—The pure oral system without signs. In the Old Kent Road, I

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believe, they taught the old pupils of 1806 by speaking, but they did not teach so much lip-reading.

15,434. And they taught a certain amount of signs?—I do not know that they taught signs, but the children acquired signs.

15,435. They used signs and the manual alphabet?—Yes.

15,436. So that a master who did not use the manual alphabet could not in any sense be spoken of as using the old English system?—Is there a system by which they do not use signs?

15,437. I am not speaking of signs; I ask, is it possible to say that the old English system was a system which taught speech without the manual alphabet?—No.

15,438. (*Rev. Mr. Owen.*) So far as you are aware, is there any school in this country where children are taught entirely by signs, without any finger language?—No, I am not aware of any.

15,439. (*Chairman.*) Do the hearing children mix freely out of doors, as well as indoors, with the deaf and dumb children?—The deaf and dumb have to be stimulated to mix with the hearing, or they would never do it.

15,440. Is there any unwillingness on the part of the hearing children to mix in their games with the deaf and dumb?—No, I have never seen it.

15,441. Is it rather the reverse?—The deaf and dumb would separate themselves, if they were left to themselves.

15,442. Does the separation arise mostly from the unwillingness of the deaf and dumb to mix with the hearing, or from the unwillingness of the hearing to mix with the deaf and dumb?—I can hardly answer that question; it is reciprocal.

15,443. Is there any unwillingness on the part of the hearing to mix with the deaf and dumb?—We do not see it more so with the one class than with the other; but we have undoubtedly to encourage and stimulate the deaf and dumb to join in the games at all. The deaf and dumb are generally of a very morbid disposition, and do not at all care for athletics unless they are encouraged; and the presence of hearing children, and seeing them enter with such spirit into their games, has a very stimulating and beneficial influence on the deaf and dumb.

15,444. Then you think that the mixing of the two classes tends to make the deaf and dumb cheerful rather than to make the hearing children depressed?—I think so. If I may be allowed to do so, there are other statements that I can make with respect to the moral effect and influence which the association of the two classes has upon the hearing children. Those who are acquainted with the habits and the character of the deaf and dumb know that they are very liable to be ill-treated by all, and to be made the scapegoat, the butt, and the gibe of the village. But the fact of the hearing children mixing with the deaf and dumb produces in them a very marked sympathy for the deaf and dumb, which has of course a very good influence upon the hearing children. They learn to sympathise with the afflicted; and not only so, but the hearing also acquire the manual alphabet, and disseminate it through the country; so that in Scotland you would find that the people are more generally acquainted with the modes of communication with the deaf and dumb than the people in England. We have hearing children who are the brothers of deaf and dumb children, and we find that the dissemination of the manual alphabet, and the mode of communication with the deaf and dumb are more marked in Scotland than in England.

15,445. Have you ever had members of the same family in the institution at the same time, one hearing and one dumb?—Yes, there is a case of that kind there at the present time.

15,446. Have you any remarks to make with regard to the inconvenience of removing the deaf and dumb children from the hospital?—I think that it would be a great loss to the deaf and dumb if their separation from the hearing children ever took place.

15,447. But is there any objection to the place where it is proposed that they shall be moved; do you know where they are to be removed to?—I think that the architectural beauty of the hospital has a very good influence upon the minds of those in the condition of the deaf and dumb, as compared to the Orphan's Hospital to which they would be removed, which is not so palatial-looking. I have further notes of my opinions regarding the combined system, but perhaps they are too full for me to read to you.

15,448. We understand that you are in favour of that system?—Yes, I am strongly in favour of it. May I hand you a letter written to me by the surgeon of the hospital, who takes a very lively interest in all that concerns the deaf and dumb. He corroborates, I think, my statement. (*The Witness handed in the letter.*) The greatest difficulty, I believe, of the oral instruction is the want of confidence in language. I do not see how it is possible to teach any language unless the person who teaches it knows that language. With the deaf and dumb the key to their understandings and hearts is only by their own language, and that must be the language of signs.

15,449. In the hospital are both the hearing and the deaf and dumb in the same sick ward?—Yes; and that has a very happy influence upon the deaf and dumb.

15,450. Do the parents often visit their children?—Yes, but the children more frequently visit their parents.

15,451. Do they leave the institution and visit their parents in the town, or can their parents come to the hospital to see them?—They generally visit their parents and relations in the town on Saturdays. The parents of some of the young ones come for them to take them to their habitations. The deaf and dumb who have no friends in town are generally sent out in groups, in order to accustom them to the streets.

15,452. (*Admiral Sir E. Sotheby.*) Have you any knowledge of the blind associating with the deaf and dumb?—No, I have not.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

6, Old Palace Yard, S.W.

Saturday, 29th January, 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON, CHAIRMAN.

The Right Hon. A. J. MUNDELLA, M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
EDMUND C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
The REV. W. BLOMEFIELD SLEIGHT, M.A.
The REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOHN THOMSON examined.

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15,453. (*Chairman.*) You are the head teacher of the Institution for the Deaf and Dumb at Glasgow?—Yes.

15,454. How long have you been connected with the institution?—Over twenty-three years.

15,455. At what age do you think the education of he deaf and dumb should commence in a public institution like yours?—Not under seven.

15,456. Do you think it would be an advantage to have a preparatory infant school connected with the institution?—It might be an advantage.

15,457. Have you seen any of the classes of the School Board at Glasgow for the education of the deaf and dumb?—I have seen School Board classes, but there are none such in Glasgow.

15,458. Do you think it is advisable that that mode of teaching deaf and dumb children should be adopted extensively?—I believe they are doing a good work, but they do not give the training that we are able to give to deaf and dumb children.

15,459. You think that many deaf mutes are delicate and likely to be better trained in an institution?—Yes; better trained, better fed, and made more comfortable in every respect.

15,460. Do you attach much importance to the sanitary conditions which exist in an institution like yours?—It is a most important point.

15,461. And gymnastic exercises you think a matter of importance?—Yes

15,462. What is the average time that the children remain with you?—Four years.

15,463. Do you think that that is long enough to give them a good education?—It is barely half the length of time required.

15,464. What is the difficulty of keeping them longer?—Very often the parents, as soon as they are able to earn a little, take them away from us.

15,465. Do you think that deaf and dumb children should be compelled to attend school like any other children at an early age?—Yes.

15,466. Whether at a board school or at some institution?—I do not approve of School Board classes for the deaf and dumb, and consider it most desirable that they should attend an Institution specially appointed for their training and education, and where their peculiar necessities are thoroughly understood; and every facility offered for their proper physical and mental development.

15,467. Have you charge of the education only, or have you charge of the management of the institution as well?—I have charge of the whole—both the education and the management.

15,468. Do you think that advisable?—I think so.

15,469. Do not you find that your time is pretty well taken up by the education?—It is taken up pretty much; but I hold that the head of an institution ought to have command of things both outside and inside.

15,470. In the paper you have sent us you say that your teaching staff is both sufficient and efficient?—Yes.

15,471. Do you train your own teachers?—I do.

15,472. Do you think that plan better than that they should receive their training in some training college?—I would not object to anyone being trained out of my own schools, but I find that I get them better into my own way by training them myself.

15,473. I see you have certificated masters?—Yes.

15,474. And also those who teach drawing have certificates from the Science and Art Department?—They have.

15,475. Have you any difficulty with the parochial boards?—We have.

15,476. Do they refuse to pay for the maintenance of the children?—We find them very stiff in many cases.

15,477. Do they question the inability of the parents to pay?—In some cases they do.

15,478. And in those cases are the children eventually sent to you by private assistance?—Either by private assistance or we admit them for nothing.

15,479. Do you think it desirable that industrial training should be given in the school?—It is a very good thing, but I find that it takes too much from the educational training, especially with us, for we only have them for about four years on an average.

15,480. If they were to remain eight years you think industrial training might be well taught alongside of the ordinary education?—To a certain extent.

15,481. After what age?—As early as they could learn anything in that respect.

15,482. You would teach them to use their hands early?—Yes.

15,483. Have you introduced the Kindergarten system in your institution?—Yes; I think that is a very good thing indeed.

15,484. Have you any view as to what amount of Government aid should be given?—I think we ought to get substantial aid, if any, as any action by Government in this direction is sure to cripple the present sources of revenue. If the subscribers to the institution found that we were having Government aid I am afraid they would withhold their present subscriptions.

15,485. Do you think that Government aid should be attended by inspection?—Yes.

15,486. And inspection of a technical character—that is to say, by those who have been trained to teaching the deaf and dumb?—Nothing but that would do.

15,487. The ordinary inspection would not do, you think?—It would not do at all.

15,488. Have you anything to supplement to the very full answers which have been given by the chairman of your institution?—No.

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15,489. Do you follow up your pupils in after-life?—We do to a great extent.

15,490. Can you tell us whether they are able to get employment soon after they leave you, or to get apprenticeships?—They are apprenticed immediately on leaving us—we find them in every employment in the city, more or less.

15,491. You are able to get them employment?—Yes.

15,492 Do you ever give them grants?—Yes.

15,493. From the voluntary subsciptions I presume?—Yes, we very often supplement the wages of poor apprentices for a year or two.

15,494. Do you think it is very desirable that in all deaf and dumb schools there should be some funds available for that purpose, and that there should be some organised system for following up the pupils after they leave school?—Yes, I think it is a most important thing; it has been the saving of many of our poor lads.

15,495. Have you any deaf and dumb teachers in your school?—No.

15,496. Have you any objection to having them?—The only objection is that they cannot apply the oral system; the best assistant I ever had was a mute of our own training, but on the oral system he was of no use.

15,497. Do you call your school one on the combined system?—Yes.

15,498. Do you use the one-handed alphabet?—No, the double-handed; but the pupils and myself all know both.

15,499. Do you think that partially deaf mutes should be trained separately from absolutely deaf mutes?—No.

15,500. Do you think it advisable that partially deaf mutes—those with some remains of hearing and language—whom you can teach on the oral system, should be kept apart from the others and taught on the oral system, and not by the sign and manual system?—As far as possible.

15,501. You would admit, would you not, that those who are partially deaf, or have got any remains of speech, pick up the oral system quicker than those who are absolutely deaf?—Yes.

15,502. (*Mr. St. John Ackers.*) How many pupils do you consider it desirable to have in a class where the oral system is not used?—That depends a good deal on the intelligence of the children; 15 would be my own arrangement.

15,503. You would limit it to 15?—I would for thorough training.

15,504. (*Dr. McDonnell.*) I understood you to say that you did not approve of sending children under seven to such an institution as you are connected with; but you also said that it might be a good thing to have a preparatory school for children under seven. If you had a deaf and dumb child yourself, would not you commence to teach it something at a very early age?—Yes, as soon as it could learn anything I would teach it something.

15,505. You would like to have some machinery for beginning to teach a deaf and dumb child before the age of seven, though you do not think your institution is a fit place in which to give that early instruction?—Yes, I hold that the parents ought to begin the education of their deaf and dumb children very early, and train them in habits of order and regularity.

15,506. (*Mr. Arrol.*) What may your reason be for recommending that children should not come to your institution before seven years of age?—They require help in washing and dressing, and it would take up too much of the time of the officials of the institution, unless we had a very large staff, to attend to the requirements of the infants.

15,507. You said in answer to the Chairman that you had a difficulty with the parochial boards; is that in respect to obtaining money for the children after they have attained a certain age?—The difficulty is that the parochial boards will not educate the deaf if they can get rid of the burden by taking advantage of any point of law in their favour. Unless the parents are paupers they are not willing to send the children to us.

15,508. Do you find that the parochial boards decline to give you assistance when the child arrives at the age of 13?—We have had one or two cases where they have given assistance, but it is quite against the general rule for them to do so.

15,509. From your experience of teaching both the manual system and the oral system, do you consider it likely that success should attend the oral system in the school board schools?—That is a question that is merely on trial, and I would rather not give a decided opinion on it. They may do a great deal, but I hold that we can do more, unless the school boards provided thoroughly trained men for the work and had more time at their command. The few hours per day that the hearing children have for instruction in school are not nearly sufficient for the deaf; not only is it that the deaf require to get up their lessons under the care of qualified masters, but every sentence requires to be so thoroughly explained to them, that parents, while able to help ordinary children at their homes, can give the deaf but little assistance.

15,510. Do you think that there is more deafness arising from intermarriage of cousins than from intermarriage of the deaf and dumb?—I find in our own schools only two cases of deafness arising from intermarriage of cousins, and at present we have I think, five cases arising from the intermarriage of deaf mutes.

15,511. (*Admiral Sir E. Sotheby.*) Do you think there are many deaf and dumb children in your district who do not go to schools?—Not many in our district.

15,512. There are some?—There may be one or two; I think that is about the extent.

15,513. Is there any surgical examination of the children's ears before they enter the school?—Yes.

15,514. (*Dr. Armitage.*) Do you think it desirable to teach the finger alphabet to those who are orally taught?—We do not do so; I think it is not desirable.

15,515. Are the orally taught and those who use the finger alphabet completely isolated during school hours?—Not in our school.

15,516. Neither during school hours nor during play hours?—They are separated to a certain extent during school hours, but not during play hours.

15,517. Do all the orally taught children, as a matter of fact, learn the finger alphabet from their companions?—We cannot hinder them doing so.

15,518. Do they learn the signs?—They do not need to learn the signs; they come to us in possession of the signs.

15,519. (*Rev. Mr. Owen.*) Speaking generally, are you in favour of the combined system or the pure oral system?—I am in favour of the combined system.

15,520. And you say you do not think it advisable to teach the finger alphabet to those who are taught on the pure oral system?—I would not teach it as a matter of teaching, but we cannot help the children picking it up.

15,521. When they leave school do you think they will adopt it to some extent?—They invariably adopt it so far as I have seen.

15,522. Have you visited any of the pure oral schools?—Yes.

15,523. Have you been able to converse with the children there orally?—I have with some of them.

15,524. Have you ever met any orally taught pupils who can enter into ordinary conversation?—I have, but they do it with difficulty.

15,525. You have services in your institution?—We have.

15,526. Conducted on the sign and manual system?—By the sign and manual system.

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15,527. Do you think that that is the only way to impart religious instruction to any number together?—So far as I have seen there is no other way.

15,528. Your school, I believe, was inspected?—Yes

15,529. Did the examiner report favourably on it?—Yes; I think it was a very honest report.

15,530. (*Mr. Johnson.*) In the report of the Government inspector, Dr. Kerr, I see this paragraph: "I "have met with no cases where the deaf mute could "either speak with ease or interpret readily the ordi- "nary movements of the lips. I spoke to a number of "the children, and was understood. They replied, "and generally I made out what was said; but the "effort on both sides was so great as to make me doubt "whether such a medium of communication would "become habitual in daily life." Do you agree with that?—I do.

15,531. (*Rev. Mr. Sleight.*) You are entirely in favour of teaching on the combined system?—Exactly; the combined system is what I go in for. You may do all you can on the oral system, but my experience is that you cannot keep the deaf from using signs and the manual alphabet at some time or other.

15,532. Do you consider that, on physical grounds, it is better to teach orally than by the sign and manual system?—On physical grounds I certainly would say teach by the oral system; if you do not teach them orally, give them oral and gymnastic exercises as much as possible, especially in early years.

15,533. I see in the report of your institution you give a number of pieces of composition?—Yes.

15,534. Were the children who wrote those compositions taught on the combined system?—On the combined system.

15,535. In your opinion, could you teach children language so well orally in the same space of time as you could on the combined system?—I believe it is possible under proper conditions. Success in the education of the deaf is not so much a question of system as of the proper application of the system, our aim upon any system being to impart a knowledge of language written or spoken. The acquisition of speech is certainly a most valuable accomplishment, and where possible should never be neglected; at the same time written language, which is the mainstay of the deaf mute, may be thoroughly imparted on the silent system. I have always held that, in the hands of an expert, results as to the acquirement of written language upon any system should be equal, granting necessary conditions as to size of class and capacity of children.

MR. GEORGE CRICHTON examined.

Mr. G. Crichton.

15,536. (*Chairman.*) You are Chairman of the Govan Parish School Board?—Yes; Govan parish is a combination parish comprising parts of Lanarkshire and Renfrewshire.

15,537. You wish to make a statement to the Commission with respect to the education of deaf and dumb children under your school board?—Yes; the question grew out of the last school board election in the spring of 1885, when the education of the deaf and dumb was brought under the notice of the candidates by several of the ratepayers. Some of us promised that the thing should receive attention, and on October 12, 1885, a deputation waited upon us, and presented the memorial which the Commission have before them.

15,538. That memorial is signed by the Lord Provost of Glasgow and others?—Yes. The memorialists said that of course a great many of the parents would prefer to have their children with them at night, and they asked us to take the matter into our consideration, which we proceeded to do; and as we were taking a a school census shortly after (I think in the month of October or November) we found out that there were 27 deaf mutes in the parish, of whom 16 were boys and 11 girls. Of those 15 were being educated; 7 of the 15 were desirous of being educated at a school under the board, and, adding the 12 who were not receiving any education at all, made a total number of 19. We fitted up a class-room in Copeland Road Public School, Govan, and the class was visited by several members of the Commission when recently in Glasgow. Instruction began in the beginning of August 1886, and has now been proceeding five or six months. At the election I myself strongly drew the attention of the ratepayers to the fact that it would be unfair to the nation at large that the whole cost of that education should be thrown upon the Consolidated Fund. I thought the parents should do their very utmost to pay such fees as they could, and large fees where possible. From that position I have never receded. We have now seven in attendance at that class—there were nine, but two have left. We have seven pupils, and, with your permission, I will state the fees that we charge. There is one pupil pays 7*s.* 6*d.* or 10*s.* a quarter, another pupil pays 20*s.* a quarter, a third pupil pays 10*s.* a quarter, a fourth pays 7*s.* 6*d.* or 10*s.* a quarter (we have not quite decided which), another pupil pays 15*s.*, a sixth pays 10*s.*, and the seventh pays £2 a quarter. We investigated, as far as we could, the private position of the parents, and exacted from them or asked them to pay such fees as we thought from their position they ought to pay.

15,539. What is the actual cost to the board per head?—It would be about £12 per pupil: I believe a teacher can teach about 10.

15,540. If you had more than seven it would be cheaper, of course?—Yes. I have to state, for the information of the Commission, that the progress that these pupils are making is eminently satisfactory. The system on which they are taught is purely oral, and although personally I am not quite convinced that it is the best system, having no particular opinion on the matter, I must say I am astonished at the progress that these children have made.

15,541. On the pure oral system?—On the pure oral system. I was there, I think, in the month of December, and several of them understood what I said to them, after five months' tuition; and at the last board meeting, I think on the 17th of this month, a member of the board who happens to live close to the school said he had looked in that morning, and he was also astonished at the progress the children were making. I ventured to remark to the Commission when they were down in Glasgow, that as long as free education was not the law of the land, in my humble opinion, as a member of the school board, any grant which might be given, or might be recommended to be given, by this Commission for the education of the deaf and dumb, should be in about the same proportion to the total cost as in the case of the ordinary education grant which is given from the Consolidated Fund for ordinary tuition. The schools are maintained from three sources—fees, rates, and grants—and, roughly, the amounts from each are about equal. I think that the justice of the case would be pretty fairly met by something similar being obtained in the case of the deaf and dumb.

15,542. One third of the cost?—One third of the cost; perhaps it might be a trifle more.

15,543. That is education without maintenance?—Yes, of course we do not maintain the children.

15,544. You claim for your system the advantage of economy over the institution system?—Yes.

15,545. As far as the ratepayers are concerned?—Yes.

15,546. You believe that the statements made in the memorial are accurate?—I believe they are substantially correct.

15,547. As far as what is stated in the memorial is within your own knowledge, you believe that it is

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accurate?—I believe so. I may supplement what I have stated as to an imperial grant by saying that I think a £5 grant would be sufficient for us. I do not think we should go for too great an amount from the Consolidated Fund.

15,548. And of course you would have inspection?—Of course.

15,549. Skilled inspection; that is to say inspection by those accustomed to deaf and dumb teaching?—I think we should certainly have such inspection.

Mr. Joseph Kinlay examined.

Mr. J. Kinlay.

15,550. (*Chairman*). You are superintendent of the Bolton Schools and Workshops for the Blind?—Yes.

15,551. We know you have great experience in workshops for the blind; have you any suggestion to make as to the best way of disposing of the work of the blind when they are congregated in workshops such as yours?—I would like, if it could be managed, general stores to be established in certain centres so as to take work from so many workshops congregated round them. There are several workshops for the blind in Lancashire, and I believe that if, by the aid of benevolent persons or by any other means, stores could be instituted to take the overstock of the workshops, they might be the medium of getting rid of that overstock. The stores would be the receiving-place of the overstock, and they would be able to dispose of it very much better than the workshops themselves, for they would have persons who would set about that work and that alone, and the work could be easily disposed of without very much expense to the institution. By that means all the workshops might be filled with workpeople, the workshops could be carried on at a very much less expense than now, very many more blind people would be employed, and the thing, in my opinion, would be very much improved. I also believe that the Government might purchase articles from those stores that would suit them, and also railway companies and shipping stores, where they use a great many brushes and articles made by the blind. Those stores would easily dispose of the goods to an advantage, supposing all were thoroughly good and saleable. No defective goods should be received.

15,552. I understand you were originally brought up in the Liverpool School for the Blind in Hardman Street?—Yes. I was brought up in the Liverpool School for the Blind, and I commenced a workshop in Liverpool in my own private house in a very simple way. I earned my living at that time, after leaving the school in Hardman Street, at teaching music. I was connected with a lady, a Miss Wainwright, in Liverpool.

15,553. Were you tuning as well as teaching music?—I took tuning too, but pianoforte teaching was what I did principally. There were several blind people in Liverpool I knew who were very badly off, and I gave them one of my rooms. I made it into a workroom, and I used to buy materials and bring them home, and get two or three of these blind people to work in this room. Some of them learned there altogether with me. That was the beginning of the Liverpool workshop, and I then found a gentleman to come forward and join us, of the name of Mr. James Chambers.

15,554. What work was it that those blind men did—brushmaking or basket-making?—They made mats and baskets in my house, and those who had been taught to make other articles at blind schools used to make those articles at their own homes, and they used to bring them to my house and I used to dispose of them as well as I could, and so did this lady, Miss Wainwright, till they accumulated and the stock got so great that we could not get on any further. Then we got Mr. Chambers to come forward and join us, and we thought it would be a good thing to have a public sale-shop. Mr. Chambers, of Liverpool, took premises in Bold Street, and we got the loan of the schoolrooms under Hope Hall in Liverpool from the owners of the premises. We heard of Miss Gilbert's place in the Euston Road in London, and I went to London and remained there five or six months to make myself acquainted with the working of that institution. Then I returned to Liverpool, and the Liverpool shop has existed ever since.

15,555. With your experience, will you tell us how far the education of the blind is defective in industrial training?—I have found that since we have had to dispose of the work done by the blind to an advantage there is always great difficulty in disposing of the defective work done by blind people who have been in a school.

15,556. You are speaking of Lancashire, and the Liverpool school in particular?—Of Lancashire. There are two schools in Lancashire, one in Manchester and one in Liverpool. I have always found that when blind people have left the school their work has been very badly done—the work would not sell, it was defective.

15,557. Your opinion is that the industrial teaching in the schools for the blind at present is defective?—As far as I am acquainted with them. We have always had to teach the blind over again.

15,558. How would you remedy that?—We have remedied it in our workshop; we have no defective work in our workshop; we never have any bad stock.

15,559. You think the evil of which you are speaking is carelessness on the part of the teachers of the blind in those institutions?—Yes; and carelessness on the part of the blind themselves.

15,560. Do you think that they are careless because their ordinary education ought to have been carried further?—Not their ordinary education so much as their industrial training. I have always found that blind people imagine that if they do their work approaching that which is fair or pretty good they have done well; I have always had a great difficulty with blind people on that very account. I say, if it is not done right it is not done well; I insist upon it that it must be done right. They say, "It is very good for a blind "person." I say, "It is not; it must be done well. If "a person comes here and orders goods from us, he "wants the goods to be just the same as if he was get-"ting them from any other manufacturer." We have a very great deal of difficulty with the blind on that score, but we have always been able to overcome the difficulty, and I can certainly say that several blind people who have left our shop are able to go and work in any shop.

15,561. Do many of them leave you to work at their own business?—No, they go and work in ordinary shops with sighted men.

15,562. Is it easy for them to get into those shops with sighted men?—Not so easy—some employers will take them who are kindly disposed; but when they do take them they find that they are able perhaps to do as good work as any other man they employ, and in many cases better.

15,563. You can also speak as to the teaching of the blind in music; do you think that is generally efficiently taught in Lancashire, for instance?—I have always been opposed to blind people learning music unless they have a good education with it.

15,564. Because, without a good education, I suppose they are not able to become good musicians, in the first place; and in the next place, I suppose they are liable to fall into a lower grade of society, and to get their living by playing in public-houses and in the streets?—Yes, I believe music does them harm; it leads them into a vagrant way of living; but, if they were well educated, they could get their living in a respectable way.

16,565. You think there should be more central stores in various parts of the country for the sale of the

work of the blind?—Yes: central stores I should call them.

15,566. You think that the best recommendation you can make for the benefit of the blind?—Yes, I think so.

15,567. Would you propose that there should be established in London, Manchester, and other large towns such central stores for the sale of the work of the blind?—Yes.

15,568. And that workshops for the blind in the different smaller towns should send their work to be sold to the capital of the district?—Yes. It appears to me that if there was a central place—such as that we are now speaking of—we could have perhaps double the number of people working on our premises that we have now, and that would be an improvement in matters.

15,569. Do you think that all the blind children in your neighbourhood of Bolton go to school?—No. I think the blind children are neglected.

15,570. You think they ought to be compelled to go to school like other children?—Yes, I think they ought.

15,571. You supplement your workmen's wages, I suppose, according to their circumstances in life, not according altogether to the work they do?—That is so.

15,572. You have a certain number who are able to earn sufficient wages without supplementing them at all?—Yes.

15,573. (*Mr. Johnson.*) I think you told us when we paid you a visit that you knew of some blind men who had been with you who are now employed with sighted men?—Yes.

15,574. Can you tell me how many?—I could not tell you the number; they are up and down the country. I think there are two or three in Bolton at present.

15,575. There is not a very large number of blind persons whom you have turned out who are employed in sighted works?—Only a few.

15,576. Do you know whether you have any large amount of stock on hand?—We have; we have a pretty large stock of packing skips.

15,577. I understand that your directors still continue to employ the blind, even when you have no orders?—Yes, and that is a great drawback.

15,578. Do you ever put your people on half-time when no orders are coming in?—Yes, we shorten our time.

15,579. Has that been the case lately?—No, not lately; we have been able to keep our people going. In good times we could give our people rather more pay for their work, and perhaps allow them to work a little overtime too, which would improve their condition.

15,580. In what particular manufacture is your surplus stock now?—Cane and willow.

15,581. That is basketwork?—Yes.

15,582. Do you find that the machine for boring holes—your own spiral machine—is employed in any other institution than your own?—I have not heard of its being used anywhere else.

15,583. Yours is really the only blind workshop where brushes are made by that spiral machine?—Yes.

15,584. What is the amount of supplement that you gave to your workmen as a rule?—The supplement is not given on any fixed rule—it is given according to the circumstances of the individual.

15,585. (*Dr. Armitage.*) Do you think that blind basket-makers, if they were properly trained and thoroughly taught their business, could earn their living as a general rule outside the workshops?—No.

15,586. I mean at home or with seeing workmen?—They might with seeing workmen; but there is a difficulty, I think, in working at home, because when they make articles at home, if they have no stores or place to take them to, they lose a great deal of time in disposing of them. Their time is really money, and if they cannot sell the articles after they are made they have to keep them; whereas, if they work in the work shop, they have nothing to do with the selling of the articles they make. They commence on Monday and work to the end of the week, and they get their wages.

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15,587. Do you know of any basket-makers who are working at home?—No, I do not.

15,588. Do you know any who have tried it and have failed?—Yes; I used to know some in Liverpool, but I have not known any in Bolton.

15,589. Do you know anything about the system that is followed in many of the Continental institutions of looking after the pupils after they leave school?—No; I could not speak particularly to it. I have heard some of the reports or parts of the reports sometimes read, but I am not very well acquainted with the manner in which the institutions are worked on the Continent.

15,590. It is a plan by which the pupils after they leave school, having thoroughly learned their trade at school, are allowed to send any surplus stock they may have to the institution.—That I consider a good plan.

15,591. And they are assisted by the institution in times of difficulty. Do you think if such a system were introduced here many blind persons might be able to work at home with success?—Yes, I do think so, because the blind people want some easy means of disposing of their goods. What you are speaking of as the plan adopted on the Continent is similar to that which I have been speaking of in reference to workshops, as affording a means for disposing of goods made by the blind; but I have generally found that the workshops themselves have a large stock—they are generally burdened with stock themselves.

15,592. You stated that the work done by the blind is sometimes defective; may not that account for the stock being large in some of the workshops?—That is one of the causes.

15,593. Do you think that is the chief cause?—It is one of the causes. The workshops would be greatly assisted by central depots if such depots were established. In our own workshop we are engaged in the manufacture of our articles during the week, and we cannot very well attend to the selling. We require a traveller—it is a branch of business that goes beyond us; to keep a traveller would be an expense. If there were a central store to receive our goods we would be relieved from all the difficulties connected with the sale of the goods; the travelling part of the business could really be done by those stores.

15,594. What you suggest is to transfer the expense and trouble attending the sale of the goods, including the expense of a paid traveller, from your institution to a central stores?—Yes.

15,595. You merely wish to shift the burthen to other shoulders?—I think such a thing would relieve the workshops very much, and would be an improvement; it would be a supplement to the workshops, which in my opinion would make them very much more complete.

15,596. (*Chairman.*) Would you have sighted travellers or blind travellers?—I would have sighted travellers; they would get over the ground better and quicker, and they would be able to do the work very much cheaper and more completely than blind people.

15,597. (*Dr. Armitage.*) Do you know that there are blind people in England who manage very large basket shops quite successfully, more especially Birmingham?—No; at the same time I believe many might. When I commenced our shop in Bolton I travelled myself, and I used to take orders for skips, and I used to measure rooms and floors of all shapes and forms for matting. I could not find many men in our shop that I could send out to do that.

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15,598. Have you the same difficulty in disposing of brushes that you have in disposing of baskets?—No.

15,599. (*Mr. Mundella.*) I gather from what you have said that you wish to separate the manufacturing department from the commercial department really, and that the workshops should have nothing to do with the sale of the goods produced. Is not that your view?—No, the stores I allude to would not take the entire selling of the goods; for instance, the workshop might have a retail shop at which they might sell articles produced in the workshop, but the central stores would receive the overstock. Then if the stores received orders for goods which they had not in stock, those orders could be sent to any of the workshops, and the workshops would thereby be able to give more labour to the blind. That would help the workshops very much.

15,600. What you propose is that there should be one central store, say for Lancashire or the North of England, to which you could consign any of your productions, and that the managers of those stores should advise you as to the quantity of any particular goods they could sell, or as to the kind of goods that it would be desirable to produce, and that they should employ travellers and do everything they could to push the business and keep the shops well employed?—Yes.

15,601. That is dividing the manufacturing and the commercial departments, just as a mill in Lancashire sends its goods to its agents in Manchester, who dispose of them in the markets to the best advantage?—Yes.

15,602. If that system were adopted you think it would relieve the local institutions from a considerable amount of expense and difficulty which they are at present subject to?—Yes.

15,603. That being your way of disposing of your goods, would you not also have at the same central depot a stock of the raw material of which the goods were made, which any blind person in the district could purchase at cost price?—Yes, that would be doing good work.

15,604. Then that central depot should also advise the workshops constantly as to the class of goods that were most likely to be in demand, and as to excess of production in certain departments?—Yes, that would be a good thing.

15,605. You said that in Lancashire, in your opinion, the education of the blind was to a considerable extent neglected?—In industrial training.

15,606. It is not the literary education, but the industrial training that is neglected?—Yes.

15,607. They do get a proper intellectual training, you think, in Lancashire in the different towns and rural districts?—I think it might be very much improved.

15,608. Do you find that those who have received the best intellectual training turn out to be the best workmen in your workshops?—Yes, they are the most mechanical.

15,609. Your idea is that there should be in the first instance good intellectual training, and then, at as early an age as the child can receive it, he should have, conjointly with mental training, a certain amount of handicraft instruction?—Yes.

15,610. Do you believe it is important that the mental training of children should commence as early as possible?—Yes, and I also think that it would be all the better for blind people if they were mixed with sighted people.

15,611. You are of opinion that it would be better for them if they were educated with sighted people?—Yes.

15,612. Does that apply also to industrial training?—Yes, but not so much as in the other case, because when blind children are kept together in that way they get peculiarities, and those peculiarities become a difficulty which I would avoid.

15,613. You would think it desirable that a blind child should be trained to do everything that a seeing child does?—Yes.

15,614. And he should be so trained as to enable him to compete, as far as possible, with seeing children?—Yes, that is my view.

15,615. Then let us take the case of blind persons who have arrived at an age when they will be doing something to earn their own living, having been trained mentally and industrially; and let us suppose that in the district in which they are located there is a society in constant touch with them, ascertaining that their habits were good, that they were industrious, temperate, and persevering; and supposing it was found that their earnings required to be supplemented to some extent to enable them to maintain a decent appearance, do not you think it would be better to assist them by supplementing their wages than by pensions or by anything like doles or alms, or anything of that kind?—Yes, I very much object to giving blind persons alms or doles.

15,616. From your knowledge of Lancashire, are you of opinion that you might ascertain what the blind were doing in every town in Lancashire by means of local agencies, who might report to one central department in Lancashire that the blind in their particular district were conducting themselves temperately and respectably, and properly husbanding their resources?—Yes, I think it could be done very well. I think it would be an advantage if that mode of looking after the blind who were earning their living, or partially earning their living, were adopted.

15,617. If the blind were conscious that they were carefully looked after, and that their wages would be supplemented if their conduct was good, do not you think it would have the effect of keeping them in good habits and in good companionship, and making them industrious and thrifty?—Yes, I believe there are certain blind people who would not work if they thought there was any means of getting money without working for it.

15,618. You are of opinion that it is unwise to develop and encourage that state of things?—Yes.

15,619. (*Admiral Sir E. Sotheby.*) In what trade do you consider the blind succeed best?—In Lancashire, in the skip-making.

15,620. But, as a general rule, in what trade do they succeed best?—Basket-making. Every county has a different class of work, and of course it makes a difference in regard to the men's earnings who do that work; but if I had to manage a lot of blind people anywhere out of Lancashire—say in the neighbourhood of London, for instance—I would introduce amongst my blind people in the basket trade as many templates as possible.

15,621. Do you consider that it is necessary to have sighted teachers for the blind?—No.

15,622. You think blind people can turn out as good work without sighted teachers as with them?—As far as my experience goes I believe the blind have done very much better than the sighted. In the very shop that I am in now we employed a sighted man, a very good workman, who had been for some years in Henshaw's Blind Asylum in Manchester; we employed him to assist in the work, and we had him as a teacher or foreman in the basket or skip department, and we paid him 28*s.* a week, but I found by experience that I would pay us better to let him stop at home; though he was a good workman he was not a good teacher for the blind, and he had not the necessary tact and energy.

15,623. He was a bad teacher?—Yes.

15,624. If grants were given for teaching the blind music, do you think that grants should also be given for teaching them trades?—Yes, I think so. I would not give a blind music teacher a grant and withhold it from a blind trade teacher.

15,625. In Bolton do any blind people go about playing music in the public-houses and in the streets?—Yes.

15,626. Many?—Several of them earn a living in that way.

15,627. They find they can earn more in that way than by carrying on a trade?—They can get much more money at it.

15,628. Do you think that there is a prejudice among people generally against buying work made by the blind?—In many cases there is.

15,629. When your people are too old to work what becomes of them—have they any pension, or do they go to the workhouse?—Someone has to keep them when they cannot manage to keep themselves. I have never known of any that have gone to the workhouse.

15,630. How do they live when they become too old to work?—I cannot say; I have not had any cases of that kind. We have an old man who works at our place, but it is a kind of pastime for him; he is supported by his children and grandchildren.

15,631. Many blind people are not married, and have no children or grandchildren; how are they to live when they are too old to work?—I have not known any cases of that kind.

15,632. Suppose such a case?—If an old man was not supported by his friends he would have to go to the workhouse.

15,633. (*Mr Arrol.*) On the question of grants I will ask you this question: As blindness handicaps a man very much in the race of life, do not you think it would be advisable to give every industrious blind person some aid?—It is not necessary for every blind workman to have assistance of that kind, I think. Many blind people can live by their earnings, and if you established central depots in connection with workshops, so that the blind could be continuously employed, and so that some supplement could be made to their wages where the circumstances required it, I think it would improve the condition of the blind very much.

15,634. In respect to the blind who require to go to the parochial boards for relief, do you think that the blind might be allowed to remain at their own homes with their own families and receive relief from the parochial boards without being required to go inside the workhouse?—If I was obliged to apply to the parish for relief, I would rather have outdoor relief given to me than have to go and live in the workhouse.

15,635. You think, in the case of the blind, an exception to the hard-and-fast rule which is applied in other cases should be made, and they should be allowed to remain at home?—Yes, I think so.

15,636. (*Mr. St. John Ackers.*) Is there any Government inspection of your workshops?—We have never been inspected.

15,637. Are you not under the Factory Act?—As far as that goes, I think we would be under Government inspection.

15,638. Though you are under the Factory Act, as a matter of fact you have never been inspected?—No.

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15,639. Can you give any reason why your workshops have not been inspected?—I cannot. Perhaps the inspector thinks we are not worth inspecting.

15,640. In your opinion, should not all workshops where people are congregated together, whether they be workshops for the blind or for seeing people, be under the same rule as regards inspection?—I think it would be a good thing.

15,641. You said just now that you considered that the technical education of the blind was deficient, but you also told us when we visited Bolton that the ordinary education of the blind was not what it ought to be. You showed us one of your pupils, fifteen years of age, who had never been in a school in his life?—Yes.

16,642. You also told us that the School Board of Bolton had refused, as you believed, to take in a blind child?—Yes.

15,643. Have you heard of any other similar cases?—No.

15,644. Have the School Board for Bolton any class for the blind?—No.

15,645. (*Chairman.*) How many of the blind have no occupation, and either beg or receive pensions, in Bolton?—I do not know of any that receive pensions.

15,646. How many beg or are of no occupation—how many are dependent on voluntary support?—I should think there would be 50 or 60 blind in and around Bolton of that description.

15,647. How are they living now?—It is difficult to answer that question. I do not know. There are blind beggars, but I cannot give you the number of them. I have known some who were employed in our workshop in the day go round to public-houses at night to beg. We were very much opposed to that, and we deal with such cases when we find them out; but we do not always find them out. I daresay there might be a score of such like persons that go about begging and getting their living in that way, not altogether publicly, but privately as well, but I am not sure about the number.

15,648. If these central stores were started would blind women be able to be employed as packers in those stores?—Yes, I think it would afford a great opening for the employment of blind women. I think that is what they would do neatly and well.

15,649. Do you think that the managers of these central stores should endeavour to find out new occupations and employments for the blind?—No, I think that should be left to others.

15,650. Who is to do that?—Some persons devoting themselves to that work expressly.

15,651. Who is to pay them?—It would have to be done in the same way as all such work is done now.

15,652. You mean there is an opening for a new charitable agency in that direction?—Yes; I think the whole matter would be very much better if there were not so many things clashing together.

Mr. John Henderson examined.

Mr. J. Henderson.

15,653. (*Chairman.*) You have been connected with the Mission to the Deaf and Dumb at Glasgow for some years, have you not?—For about eight years.

15,654. Have you any accurate knowledge as to the number of deaf and dumb that there are in your district?—In Glasgow and the district there are about 390.

15,655. Can you state whether the Census Returns are accurate as to the deaf and dumb in your district?—It is very difficult to decide within a few up and down, because there are changes in the population sometimes; but I should say that the Census Returns are generally accurate.

15,656. Your duty is to visit those 390 deaf and dumb persons from time to time at their own homes?—Yes.

15,657. How often, as a rule, do you visit each individual—that is to say, how long does your circuit take?—My work is of such a very practical nature and so widespread, there being so many deaf and dumb persons, that a great deal of time is taken up in visiting them—some of them perhaps a great many times in the course of the year, and some of them perhaps only once a year.

15,658. Then do you gather them together in different places for religious services or secular meetings?

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—We have Sabbath services and prayer-meetings regularly at Glasgow, also a number of secular meetings.

15,659. Are they sign and finger services?—Entirely sign and finger services. We have two services on the Sabbath at 11 o'clock and 2 o'clock, and one service at night for children at the institution at Glasgow. We have a prayer-meeting every Wednesday.

15,660. Then you are at Glasgow every Sunday?—I am, except when some one takes my place, allowing me to go to Hamilton or to Paisley, where we also have halls specially for the deaf and dumb.

15,661. As a rule, do you find that the deaf and dumb are fairly educated?—I find them fairly well educated.

15,662. Are they mostly earning their own living?—In Glasgow we have only two out of the whole number of deaf and dumb who are receiving any permanent relief—that is to say, from a parochial board.

15,663. After they leave school, do you assist in finding situations for them?—I find situations, I may say, for all of those who like to remain, after they leave school, in Glasgow or the district. As a rule, the parents do little in that way, but hand them over to me.

15,664. Are you aware of any similar machinery for the blind?—I am not particularly acquainted with the work of the blind in Glasgow.

15,665. Have you any blind deaf-and-dumb?—We have three entirely deaf, dumb, and blind, and five semi-deaf, dumb, and blind; they are not totally deaf or blind.

15,666. Do you look after those persons, or do those who look after the blind look after them?—Those who are thoroughly deaf and dumb, as well as blind, I look after, and the officials of the Blind Asylum also pay them visits and attend to them.

15,667. Are you often required to act for them in any way—as interpreter in any business that they have to do?—Yes, very frequently.

15,668. Do any of those whom you visit speak orally?—There are a number of them in Glasgow who speak orally, who have been taught at oral schools, and also taught orally by Mr. Thomson at the institution.

15,669. Are you able to speak to them orally, or do you use signs to them?—I can speak to them quite well, and they speak to me.

15,670. But do you speak to them orally?—I do speak to them when they are alone with me, several of them.

15,671. Without signs or finger alphabet?—Without signs to some of them.

15,672. And then you can make yourself understood by them?—Quite so.

15,673. And you think that, where there is capacity to speak, it is a great advantage that they should be taught to speak?—A very great advantage.

15,674. Do you find that they are able to lip read generally?—There are a few in Glasgow who can converse with me so freely that we can walk down the street together in an ordinary way, the conversation going on without any signs or fingers.

15,675. When they leave the Institution for the Deaf and Dumb, what knowledge have they, as a rule, of any trade or industrial occupation?—I seldom, if ever, find that they have a knowledge of any trade; there is no trade taught in the Glasgow Institution, which the majority of them come from.

15,676. Do you think that that is an omission which ought to be supplied, or do you think it better for them not to have any industrial training at the institution?—My opinion is that it is better that they should have no such training until after they leave school.

15,677. Are they apprenticed to a regular trade?—They are apprenticed to a regular trade, just as hearing people would be.

15,678. And there is no difficulty in finding situations for them?—I experience no difficulty in finding situations for them. I do not know whether Glasgow is an exception or not, but they have a good education and careful training at the institution; and masters, I find, are very glad to get them. The proof of this is the fact that in Glasgow there are several employers who have three, four, five, and six deaf and dumb persons in their employment, the second being taken on because the first gave satisfaction, and so on.

15,679. I suppose that the trades that the deaf and dumb are employed in are trades in which written instructions are easily given, and frequent verbal communications not necessary; is that so?—There are about 30 different trades in Glasgow that they are employed in. I have a list of them, which I am prepared to give you, if you desire it.

15,680. Would you read them out?—Lithographers, 14; glass-stainers, 2; bookbinders, 10; tailors, 5; masons, 4; blacksmiths, 2; sculptors, 3; carvers, 6; carpet-designers, 3; draughtsmen in a shipyard, 2; shoemakers, 3; carpenters, 3; boat-builders, 15 (this is accounted for by the fact of there being so much shipbuilding on the Clyde); compositors, 5; bakers, 3; ticket-writers, 2; artists, 3; designers and engravers, 6. There are females employed as millworkers, domestic servants, French-polishers, and so on, but I have not the exact number of them. I may mention that at some of the trades the masters tell me that the deaf and dumb are the finest workmen that they have. At the present moment we have some bookbinders who have done work for her Majesty the Queen, the Princess of Wales, and the Duke of Argyll, who have finished the book for those persons, so pleased were they with the work. Several of the lithographers are among the best in the City.

15,681. From your general knowledge of the deaf and dumb, are there any suggestions that you would like to make with regard to their position or education in relation to State aid or compulsion?—With your lordship's kind permission, I would prefer not to say much about the work of educating the deaf and dumb. As I have to deal more with the results, I do not feel qualified to do so. I have not taught any for about nine years, and there have been so many changes since then.

15,682. (*Mr. Mundella.*) You have given us a list of deaf and dumb persons who are employed in highly skilled and lucrative trades, and you say that they very often prove themselves very superior workmen?—They do.

15,683. And you have also told us that with some of the deaf and dumb persons in Glasgow you make yourself very easily understood in conversation in passing along the street, and that they can communicate as freely to you and to their employers as ordinary persons, as though they were not deaf mutes?—I beg your pardon, I did not say that they communicate with their employers, I said they communicate with me. I am perhaps better able to speak to them than ordinary employers or fellow-workmen could. I can converse with them, and I consider that that is a good deal arising from the fact of my frequent intercourse with them, and my knowledge after sixteen years' experience amongst the deaf and dumb. I am not prepared to say that any of their employers can speak to them so freely as I can.

15,684. Is it not the fact that any person who will take pains to speak slowly, and to accentuate what he has to say, can readily make himself understood by a deaf and dumb person who has been orally trained properly?—Speaking from my experience, I should say that that was not the fact in all cases where they are taught orally.

15,685. Is that from the fact that they are defectively taught?—There is perhaps nothing defective in the system, but there are so many differences amongst themselves. Some of them attain to much greater proficiency than others, and that makes all the difference.

15,686. That is to say, where they have continued to be sufficiently well taught and sufficiently long taught

to become complete masters of the oral system?—If they had obtained sufficient proficiency they would be able to converse with anyone.

15,687. Do you not find that some of those persons attend public meetings and hear sermons, and can tell you all that they have heard almost as well as a person who is not a deaf mute?—In my experience I have met with none who can make anything of an ordinary discourse spoken orally, or a lecture of any kind. It may be so in other places, but it is certainly not so in Glasgow.

15,688. Where are those that you come in contact with in Glasgow orally trained?—They have been trained by Mr. Van Asch of London, by Mr. Barber of London, and by Mr. Thomson at the Glasgow Institution.

15,689. How long has oral training obtained at the Glasgow Institution?—Mr. Thomson, so far as I know, has devoted special attention to it for perhaps the last four or five years.

15,690. But do you know how many years a person requires to be orally trained to become thoroughly proficient?—I should say that it would require at least six or seven years.

15,691. (*Chairman.*) But if they can be orally trained so as to be able to express themselves freely and effectively, you think that that is a great advantage, do you not?—A very great advantage indeed; so great an advantage that I think that every child who is deaf should have at least a trial of being educated by the oral system.

15,692. (*Mr. Mundella.*) Can you tell us what they are doing with the poorest children in Glasgow and the district who are born deaf and dumb?—The moment they are admitted into the institution their education commences on the oral system.

15,693. At what age are they admitted to the Institution?—From the age of six to, I suppose, the age of 14.

15,694. Does the Glasgow School Board enforce the education of the deaf and dumb children?—The School Board officer brings the cases of the deaf and dumb children under the notice of either myself as missionary, or of Mr. Thomson, the principal of the institution. Of course, I am not connected with the education of the deaf and dumb.

15,695. But you are of opinion that if their mental education is thorough and well done, if they are then apprenticed or taught a trade, there is no reason why deaf and dumb persons should not earn their living just as well as any other persons?—Quite as well.

15,696. They are practically, after the great difficulty of their education has been got over, under no disadvantages whatever as compared with other persons?—They are not. I find it often the case that one or more of the deaf and dumb in a family are in employment, while perhaps a brother or sister who can hear and speak, if trade happens to be dull, is unemployed.

15,697. And very often the deaf and dumb are more proficient in their particular department, owing to their habits of concentration, than persons who are gifted with hearing and speech?—I find it so repeatedly in Glasgow.

15,698. You would advocate, as I understand, the most efficient training that can possibly be given to a deaf and dumb child from its sixth year until its education is perfected and completed?—I would, under whatever system is found to be the most judicious and profitable.

15,699. And any assistance that you would give from the State should be given to encourage excellent training?—Exactly.

15,700. And after that would you put them on their own resources?—Yes; in addition, however, I think that there should be some means whereby the deaf and dumb, after they leave school in the ordinary way as they do at present, should have an opportunity of improving themselves in the way of education. There should be schools of some kind established for adults.

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15,701. (*Chairman.*) Do you mean night-schools?—Night-schools would do very well. I should say that a night-school would be a very judicious thing to have for the benefit of the deaf and dumb.

15,702. (*Mr. Mundella.*) But if they get good oral training and become proficient, they can then get education in the ordinary way as other adults do who have completed their education?—A few of them might, but certainly the majority, so far as my experience goes, would not. They would require a special teacher for themselves.

15,703. I gather from the trades you have mentioned that a good many of them are artistic trades and trades of a sedentary character, in which separate working can be carried on, such as lithographers, engravers, and carpet-designers?—Yes.

15,704. And can complete the work himself?—Yes.

15,705. And there are somewhere about thirty trades you say which are open to the deaf and dumb in your own district?—Yes, in my own district alone. As Mr. Mundella has referred to the lip system, I may say that I have here with me what I think is the best proof of the result of the oral system as compared with the other system. I took the precaution before coming here to pick out two or three of the best orally educated deaf that we have in Glasgow and say to them, "Now, "you have had five or six years' experience in the world "since you left school; what is your opinion about the "oral system of education or the sign and finger system?" and they each sent me a short note in reply.

15,706. Would you kindly read those notes?—Yes; I also have here a letter which I have cut out of the newspaper from the father of a deaf and dumb lad who was at considerable expense in the education of his son in London.

15,707. (*Rev. Mr. Owen.*) Are you referring to Mr. Foster?—I am. He is a most intelligent gentleman, in a very good position. His son, Mr. Joseph Foster, writes thus:—

"In compliance with your request, I have much "pleasure in giving my views and experience of both "the oral and finger systems. I was taught under the "former system by Mr. Van Asch, and have found it a "great blessing; by this means I am enabled to speak "to my friends and to understand what they say, though "not always. I have also found the finger system "very advantageous for the purposes of Sabbath ser-"vices, lectures, social meetings, &c., which under the "other system I consider to be impossible. In short, "after my experiences of them both for the last six "years, I consider it best that deaf mutes should have "the benefit of both systems. As to the mode of teach-"ing to be carried out at deaf mute schools, I do not "feel competent to give any advice; but one thing is "clear, that is, that the oral system should by all "means be taught. I may add that if I had to choose "which of the systems to be taught under, I should "decidedly prefer the finger system; but I am very "glad that no such necessity had arisen, for I prize the "blessings of the oral system very much."

15,708. (*Chairman.*) Can you tell me how long the writer of that letter was under training in the oral system?—So far as I know, I think he was under training between four and five years.

15,709. He did not begin at six or seven years of age and go on until he was sixteen or seventeen years of age?—No; the three cases that I am giving are the three best specimens of orally-taught pupils I have ever met. The next letter is as follows:—

"In regard to your question as to the advisability of "the oral system, which is at present not only a subject "of great controversy throughout the United Kingdom "but is being inquired into by a Royal Commission "appointed for that purpose, I beg to state that I was "taught that system for seven years in London. I find "it convenient in the family circle and among friends

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"that are accustomed to my company. For business "purposes in this busy world it is not of much use, and "at Sabbath services, lectures, meetings, &c., &c., *it is "of no use whatever*. I now find the finger and sign "language a great help in some ways, as talking with "those who have not been taught the oral system, &c., "&c. This opinion is shared by my former school-"fellows, and we also consider it as an accomplishment "only which can be of use to a few but not many."

The third letter is as follows:—

"I was educated by Mr. Van Asch in the oral "system, and consider it in a general way much "superior to the finger. But for church I consider "the finger system the best, as it can be seen at some "distance from the speaker, and can be seen by many "at the same time, whereas by the oral system each "individual would require to be addressed."

15,710. Can you give us the number of years that those persons were under training?—Except in one case, the letters state the number of years.

15,711. I have never yet found but one young man who has had a thorough training in the oral system in England whose training began early enough?—Mr. Foster speaks uncommonly well.

15,712. (*Admiral Sir E. Sotheby.*) Speaking from your long experience, will you be good enough to say whether you are of the same opinion respecting the oral system as the gentlemen who have written these letters?—One of them speaks, I should say, rather strongly; they are not all the same. I would go a little beyond one of them, but I would scarcely go so far as the other.

15,713. I see that you conduct your service in the finger and sign language?—Entirely.

15,714. In course of time do you propose to conduct it on the oral system, when the deaf and dumb in Glasgow are more advanced in that system?—Such a time may come, but I do not at all think so.

15,715. You do not anticipate such a time coming?—No, I do not. As a proof of this, I may mention a practical illustration, which I think is forcible, that last week I had the Rev. Dr. Fergus Fergusson, of Glasgow, giving an address to my members in a temperance lecture. Two deaf mutes, who have been taught orally and who can understand me speaking to them quite near them, were seated right in front of the doctor, who had taken a little interest in the education of the deaf and dumb. At the close of the lecture he asked whether there were any present who had been taught by the oral system, and I told him that there were two seated just before him. "Did "they know every word I said?" he asked. I was obliged to tell him that they never thought of looking at him or his lips, because they could understand what was said so much better from the sign and finger language into which I interpreted it. He spoke and I interpreted. Either of those persons might have been perfectly able to understand Dr. Fergusson if he had been down on the same level as themselves and speaking to them very carefully and slowly, but they would not understand him giving a lecture as a hearing person would understand him in the ordinary way.

15,716. (*Mr. Arrol.*) Amongst the 390 deaf and dumb persons in Glasgow and the district do you find that there are any attending ordinary classes in the evening?—There are none of them at present attending classes in the evening to my knowledge.

15,717. Do they not attend ambulance classes or any classes of that nature?—We had last year an ambulance class for the deaf and dumb at which about 25 were taught and examined, and they all passed and obtained certificates. This teaching and examining was all done in the sign and finger language. The medical man who was present spoke; in fact, he taught me and then I taught them.

15,718. It was a separate class for them, and they did not associate with the hearing?—They did not.

15,719. Do you find that out of those 390 there are many who have intermarried?—We have 59 married deaf and dumb couples in Glasgow.

15,720. Do you think that it is for their domestic comfort that the deaf and dumb should intermarry?—I should say that it was for their domestic comfort, although it has its disadvantges of course from the fact that the children suffer a little from the parents being deaf and dumb.

15,721. (*Mr. St. John Ackers.*) Do you know how many children, hearing and deaf, there are of deaf parents in your district?—Of the 59 married couples there are five who have one or more of the children deaf.

15,722. I did not ask that question; I asked how many children they had, hearing and deaf together; do you know the number of children that are born of those 59 deaf couples?—I have not calculated.

15,723. Because, of course, in order to get any valuable information as to the number that are born deaf you must ascertain how many in the families of deaf and dumb couples can hear, and how many are deaf, and also whether the parents are congenitally deaf, or whether they have become deaf from accident?—I shall be very happy to get those statistics for you, but I am not able to give them at the moment.

15,724. Are there many deaf persons in your district who have never received any education at any school?—In Glasgow and the district there are 11 who have passed the school age who are uneducated. They are all elderly people.

15,725. So far as your experience goes, do the deaf and dumb live to the same average age as hearing persons?—I am not prepared to answer that question with any degree of confidence. There are a number of them living to a good old age in Glasgow.

15,726. Do they suffer from any one particular form of disease more than another?—I find that a good many of them are afflicted with chest complaints and scrofula. Scrofulous diseases of various kinds are very prevalent among the children. It disappears very often in after years.

15,727. (*Rev. Mr. Sleight*). Do you find that the deaf and dumb who have been orally taught ever attend ordinary services, or do they always make a point of attending your service?—They may occasionally go with their friends to church, but I have attending my services regularly on the Sabbath those who have been taught orally, and now they are very glad and thankful that they can understand the sign and finger system.

15,728. If they have been taught orally how do they learn the sign and finger system?—From their intercourse with the deaf and dumb. Sometimes they have come to me, as Mr. Foster's parents did, and have said: "Mr. Henderson, my son has, I am afraid, fallen be-"tween two stools: he was at a *soirée* for the deaf "and dumb at which a great many hearing people were "present" (and I may tell you that we have a large *soirée* once a year, at which about 500 people are present), "and he could not understand what the "clergymen and others on the platform were saying; he "did not understand what was said from the sign and "finger system, and he went home very much vexed "and disappointed." Hence the anxiety of the lad himself, and his parents, to learn both systems.

15,729. I am quite ignorant of this case. Then you taught Mr. Foster's son?—I did not give him any special lessons, but I met him occasionally, and from watching the discourses that I gave them on the Sabbath, and at other meetings, he gradually came to have a knowledge of the sign and finger system.

15,730. Then in his case the oral method was a failure, so far as regards his being able to gather conversation from strangers, or to understand lectures and sermons?—It was, so far as regards lectures and sermons, but I should say that it was very far from being a failure in the lad's case; it is a very great advantage to him, and a very great pleasure to him.

When he comes to my house, or when we are taking a walk together, we always converse orally.

15,731. I did not say that it was a failure entirely; I asked you whether it was a failure as regards conversation with strangers and lectures and sermons?—Yes, that is so.

15,732. Do you find that the orally taught converse with each other orally, or do they resort to the manual alphabet?—I have seen them occasionally speaking to each other orally.

15,733. But do they make a practice of it?—I do not think they do.

15,734. I want merely to gather from you what use they make of the oral method amongst themselves in after life?—My experience is that they do speak to each other, but that they often have to resort to signs in order to get a full understanding of the conversation that is going on.

15,735. How do you find that the deaf and dumb, who have been taught on the sign and finger system, communicate with their fellow-workers and their employers?—Employers who have learnt the sign and finger system speak to them in that way. Those who have not learnt it write to them and in a general way, in nearly all cases, as life is short and business men have not much time, they adopt a system of signs.

15,736. (*Chairman.*) Natural signs?—Natural signs.

15,737. (*Rev. Mr. Sleight.*) Do you find that the deaf and dumb have any difficulty in making themselves understood in that way for the purposes of trade?—Of course they have more difficulty than hearing people, but they manage to get on. For the first week or two there is much more difficulty than there is with hearing people, but that is counterbalanced by the greater attention that they give to their work after they have been taught. So that, on the whole, before the apprenticeship is finished the master will say, "I have "not, on the whole, had more trouble with them than "with the hearing apprentices."

15,738. Then in your opinion, speaking from practical experience of the deaf and dumb after they leave school, you believe that the combined system is the best system upon which their education should be carried out?— I am not prepared to say that in every case.

15,739. For the majority of the deaf and dumb would you say it?—For the majority of the deaf and dumb I should say so.

15,740. (*Mr. Johnson.*) That is to say, if there was to be only one system, and you had to choose the system, you would choose the combined system?—If there was to be only one system, thinking of the welfare of the deaf and dumb as a whole, I should say that the combined system was the best.

15,741. Have you any experience as regards the causes of the deafness amongst this number of people that you have visited; in the great majority is the deafness congenital or is it from accident or disease?—I should say that, in many cases, it is from accident or disease, but in the majority of cases the deafness is congenital.

15,742. Has it been the result of scarlet fever sometimes?—Scarlet fever is a very common source of deafness; measles perhaps next; and after that in pretty equal proportions the various ailments that childhood is liable to.

15,743. The congenitally deaf are only a small proportion of the general body of deaf people?—Among the class of people usually termed deaf mutes the majority are congenitally so.

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15,744. Do you believe that, in educating persons on what is called the oral system, it is a necessity to isolate them from those pupils who are taught upon any other system?—As I explained before, I do not feel prepared to speak with any great confidence about the work of teaching the deaf and dumb. So far as my opinion and experience go, I should say that if a deaf child was found to be capable of being taught by the pure oral system you had better isolate it.

15,745. Then when you speak of the pure oral system you mean the pure oral system as defined in Germany—the German system?—I mean without the use of the fingers.

15,746. Without the use of the fingers or signs?—I am sorry to say that I have not yet been able to grasp how any deaf child could be taught without signs.

15,747. You do not think that even the oral system, in its purest form, could be taught without signs?—I think it is impossible.

15,748. (*Rev. Mr. Owen.*) You spoke of one or two orally taught, who could converse with you; were those born deaf, or were they semi-mute?—One of those three from whom I received those letters was born deaf; the other two were not born deaf.

15,749. Then two out of the three were not born deaf?—They were not. When you said "born deaf," I understood you to mean congenitally deaf. Mr. Foster might as well have been born deaf, because he was only a mere infant, about a year old, when he became deaf.

15,750. Speaking generaliy from your experience, are orally taught pupils, in their after life, as well informed as those who are taught on the manual or combined system?—In my experience I have found in Glasgow that those who have been taught by the sign and finger system have a greater amount of information and general knowledge than those who have been taught by the oral system.

15,751. Which class do you consider have a greater knowledge of language, and especially of written language, those taught on the combined system?—Those taught on the combined system have a greater knowledge of written language.

15,752. Have you made any special effort to ascertain from any large number of pupils which system they prefer, except those three whose letters you have quoted?—Those are the only three from whom I have specially asked a statement of that kind.

15,753. Have you reason to suppose that their views would be shared by the majority of the deaf and dumb—speaking generally?—I am sure that the great majority of the deaf and dumb would agree with those views.

15,754. (*Chairman.*) Are those, who were taught in London, the only ones that you know of, as having been taught in pure oral schools?—Yes, those who have been taught in London are the only ones I know of who have been taught on the pure oral system.

15,755. How many were those that were taught in London?—The three whom I referred to, and from whom I had letters, were educated in London. There is a school in Glasgow under Miss Griffiths who teaches by the oral system—she was taught by Mr. Van Asch—so that I understand that she teaches the pure oral system.

15,756. How many are taught by Miss Griffiths?—Seven or eight.

The witness withdrew.

Adjourned to Monday next at 12 o'clock.

6, Old Palace Yard, S.W.

Monday, 31st January 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
CHARLES FEW, ESQ.
WILLIAM WOODALL, ESQ., M.P.
The REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOHN HENDERSON further examined.

Mr. J. Henderson. 31 Jan. 1887.

15,757. (*Chairman.*) You spoke of having had some educational experience in former years; how many years were you a teacher at Donaldson's Hospital?—About six and a half years.

15,758. During that time what system was in use in the hospital?—The pupils were taught entirely by the sign and finger system. When I first went, there was a slight attempt at teaching them by the oral method, but to a very slight extent indeed; shortly afterwards even that was abandoned.

15,759. Were there any pupils when you were there who had remnants of hearing or speech which might have been developed if they had been put under oral instruction?—Yes, there were children who might have been helped very much by oral instruction, whose speaking powers might have been not only retained, but improved.

15,760. If they could have been retained, of course they must have had some speech?—Yes, they would have lost their hearing, perhaps, at four or five years of age.

15,761. To your knowledge they were not taught to speak?—They were not taught to speak.

15,762. (*Mr. St. John Ackers.*) To your knowledge were there any who, coming in with speech, lost that speech altogether?—Yes.

15,763. In what length of time did they lose their speech?—They began to lose it gradually, and after perhaps three or four years it would entirely disappear.

15,764. Do you know whether the parents of any of those children were unhappy and disappointed at finding that their speech was going?—I have no doubt that they would be somewhat vexed at finding that some words that they might have been able to speak at home had been lost, but I never knew of any case where the parents expressed any wish that the child should be taught by the oral system; they were very much pleased with the education they had received, and the amount of knowledge that had been conveyed to them. Their education was very carefully attended to, and some excellent pupils were turned out by the sign and manual system.

15,765. Have you ever noticed that parents, on visiting their children, were distressed to find that their speech had gone, or that certain words had gone?—I have noticed occasionally that a mother would feel a little vexed that her daughter had forgotten the way to pronounce the name of some little brother or sister.

15,766. If you had to begin your teaching life there again, would you consider it desirable to continue the system that was then adopted, or would you desire that the speech of those that had speech should be kept up?—I would most assuredly endeavour to keep it up. I think that a fair trial of the oral system should be made in the case of every pupil admitted.

Mr. THOMAS STODDART examined.

Mr. T. Stoddart.

15,767. (*Chairman.*) You are Superintendent of the Glasgow Asylum for the Blind?—I am.

15,768. At your institution, since we visited it, there has been a fire?—Yes.

15,769. Has the cause of the fire been ascertained?—As far as we can ascertain, it was through one of our semi-blind people dropping a light close to where a quantity of hemp was stored.

15,770. Was there any sighted supervision in the room?—It happened in the morning. The gaslight just adjoined the hoist. It was this man's duty to light it, and I think he accidentally dropped the match with which he lit it; at least that is the supposition.

15,771. Has your committee made any inquiry with a view to ascertain the actual cause of the fire?—They made inquiry at the time, but that is the supposition which they arrived at. The man himself thinks he put the light into the fire-bucket provided for it.

15,772. Did not they find out what he had done?—It was not quite clear; but that was the supposition that they arrived at.

15,773. With regard to the industrial training of the blind, how soon do you think that it should commence?—At about 15 years of age.

15,774. Do you think it should be in connection with the institution they are in or outside it?—I think it ought to be inside the institution.

15,775. Is there any difficulty in getting the blind out as apprentices?—Great difficulty exists in getting blind apprentices into sighted shops.

15,776. Do you think it advisable that they should be trained in certain trades before they go out as apprentices?—I think they ought to go into the workshops for the blind precisely the same as sighted apprentices would go into an ordinary sighted shop to learn a trade.

15,777. Would not you before the age of 15 give them any training, so as to teach them how to use their hands?—I think it would be advisable. Kindergarten ought to be taught in the school.

15,778. Not only in the infant class, but throughout the school?—Throughout the school.

15,779. Do you think that a wider field of employment might be opened for the blind?—Undoubtedly.

15,780. How would you attain that?—I have brought a model to show you a branch of industry that has been introduced and developed in our institution within the last year or so—the making of wire mattresses (*producing a model*). Then we have introduced hassock-making, which has answered very well.

15,781. Is the wire mattress-making a profitable trade?—It is a very profitable trade.

15,782. That, I suppose, would be a suitable trade for adult blind, and for women as well as men?—Yes, women's work is associated with it in polishing the frames.

15,783. Do you think it desirable that a special committee should be constituted to assist blind institutions generally, in finding work for them and finding new avenues of trade for them?—Whatever would tend to dispose of the work made by the blind in quantity I would approve of.

15,784. Do you think that there should be depots for the display and sale of goods made by the blind?—That is of immense importance in carrying on the institutions successfully.

15,785. Would you have central depots, fed by the various blind institutions, or would you prefer that each large institution should have a shop in the town for the sale of the articles produced in the institution?—I think that workshops for the blind should be established in all the large centres of population.

15,786. In connection with some institution, or independent of any institution?—There should be an institution and a sale-shop combined, in a central position in the large centres of population.

15,787. What percentage of the blind are capable of learning a trade?—I am not quite in a position to say that, as it is only those who are supposed to be capable of learning a trade that come to our institution, and whom I come in contact with.

15,788. You cannot speak of the teaching of music as an employment for the blind?—No.

15,789. Do you think that for the generality of the blind industrial trades are a more sure means of livelihood than music?—I think so. I think industrial occupations are the surest means of employment for the majority of blind people.

15,790. I suppose it is of advantage for a blind person, whatever profession or trade he takes up, to have as good an education as he can get?—As far as the people who pass on from the school to the workshops are concerned, an ordinary education, such as is required by the Government inspector, according to the Scotch Code, is quite sufficient; that is, up to the sixth standard.

15,791. Do you think that there should be skilled inspection of the blind schools, and that those schools should receive Government assistance?—I think there should be Government assistance, as far as pure industrial training is concerned.

15,792. And, I suppose, for education as well?—Yes, ordinary education as well.

15,793. In proportion to the expense of the education of the blind?—Yes.

15,794. Have you thought of any figure which the Government might be fairly expected to give?—I think £20 per annum would be necessary.

15,795. For teaching only?—For the teaching of the blind, if it was conducted economically.

15,796. Do you think that the blind are better educated in an institution?—No. I think it is advisable, where blind children have intelligent parents, that they should be educated, if possible, at the ordinary board schools; but there are, unfortunately, a number of blind children whose parents are dissolute, and many who are illegitimate, and they are not properly cared for; perhaps it would be well to provide a home for such. Of course the number of such cases would be comparatively small. I speak as regards Scotland.

15,797. With regard to the opinion of the working-men in Scotland, we found that the opinion of the working-men was generally in favour of their children not being sent to institutions, but being sent to board schools; is that an opinion which is largely shared by the blind?—Yes; I think so. Before leaving on Saturday I had a meeting with several representatives of our institution, and they quite shared the opinion with me, that one home possibly would be necessary in Scotland for that particular class of children which I refer to, and that the others might be sent to Board schools.

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15,798. If you are going to do away with the training of the young in institutions, to what are the funds of the institutions to be devoted?—We would still have the industrial training of the young.

15,799. After they left their Board school?—Yes.

15,800. Instead of devoting the funds of the institutions to education pure and simple, they would be devoted to industrial education after the children left school—that is the view of those who had a conference with you before you left Scotland?—Yes.

15,801. Do you think that that would be practicable?—Yes.

15,802. You would only have one institution for the whole of Scotland, for those cases where, from debility or other causes, the children are not able to go to a board school?—Yes, it would simply take the place of an orphanage. Orphanages are provided for destitute sighted children, and it might be called an orphanage for blind children.

15,803. You have between 30 and 40 children in the school, have you not?—Thirty-one is the number.

15,804. What proportion of that number do you think were capable of being educated at a board school?—About one-fourth of that number.

15,805. With regard to the employment of the sighted with the blind, do you think that, economically, that is desirable?—I think so.

15,806. There is a great deal of jealousy, is there not, amongst the blind at having what they considered too many sighted workmen with them?—There is a little feeling, but the principal difficulty that we have to contend with is with the ordinary employers of sighted labour, who are carrying on the same business as we are in the institution.

15,807. Do you think that these workshops should be carried on not so much on charitable as on commercial principles?—Undoubtedly they should be carried on on commercial principles.

15,808. And that, as far as possible, subsidies should be avoided; that is to say, that each man should get his earnings, and that they should not be supplemented to any great extent?—Certainly.

15,809. Of course there may be cases where, from ill health, a man is not able to earn his livelihood; in those cases you would have to supplement his wages?—Yes, that is the rule upon which we go in our institution.

15,810. Do you think it would be possible to allow any of the working blind to take part in the management of any of these institutions?—Since I went to the institution I have appointed a blind foreman, who does remarkably well.

15,811. Does he have any control in the management of the institution under you?—Yes, he has control of his particular department, the brush department.

15,812. Do you think that the blind would be able to do more than that; would you think it desirable to put one or more of them on the governing body of the institution?—It is questionable whether it would be any advantage.

15,813. Is there any feeling among the blind that their interests are not well looked after by the committees of the different blind institutions in Scotland?—That is my experience; but that, in a great measure, has been got over.

15,814. There was that dissatisfaction?—Yes.

15,815. And you think that has been got over?—In a great measure in our institution. In our institution particularly some friction was caused through a deduction of ten per cent. off the wages of our workmen. There is a probability that very soon that deduction will no longer be made.

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15,816. Was that a deduction from the wages of some of the workmen for the benefit of those who could not earn as much as the others?—No. It was before my time; but I understood that the deduction was made because the industries were not paying so well as the management expected; and also with a view to reduce the expenditure, as far as possible, as at that time, through elaborate buildings, the funds were low.

15,817. As to Government contracts, have you any suggestions to offer to the Commission with regard to the relation between those institutions which do industrial work and the Imperial Government as regards contracts?—In carrying on an institution such as ours we are met with a difficulty which ordinary employers of labour have not to encounter. An ordinary employer of labour during a time of depression simply pays off his hands—he reduces the production—we cannot very well do that; we must keep our people in constant employment, or give them sufficient to maintain themselves. I think that the Government might materially aid the institutions by giving them particular classes of work that blind people can very well do—basket-making, for instance.

15,818. Do not the blind institutions have a certain amount of favour shown to them?—I do not think so. We compete precisely on the same lines as an ordinary sighted establishment.

15,819. Have you had any Government contracts?—Yes; we have made a great many baskets for the parcels post.

15,820. Have those contracts been by open tender?—Yes, we simply got them, I understand, because we quoted the lowest price.

15,821. Are the directors of your institution connected in business with any of the trades that are carried on in your institution, or do you know of any directors of blind institutions who are so?—Not now, but last year we had a director who was a brush manufacturer; he retired at the last election.

15,822. Do you think that it is undesirable that any one connected with an industry carried on in the institution should be on the board?—I do not think it is desirable.

15,823. That is a thing that does not often occur, I presume?—I understand that in the history of our institution it has occurred on several occasions.

15,824. Of course, even if the institution did not suffer there might be a feeling that it might suffer?—Yes, even though the gentleman was actuated by the best motives there would be a feeling that it was not desirable.

15,825. With regard to adults working in your institution do you think that they should not be admitted beyond a certain age?—I do not think that they should be admitted, as a rule, beyond 40 years of age.

15,826. Then what do you think should be done with the blind beyond that age—those who become blind in after life, and who are infirm; have you any views with regard to provision for the aged blind?—I think that provision ought to be made for the aged blind.

15,827. By whom?—Perhaps by a consolidation of the funds at present available for the blind throughout the country.

15,828. There are no pensions I understand, practically, in Scotland?—No.

15,829. The only provision for the blind in Scotland is that provided by the parochial boards.—Blind people as a rule show great repugnance to parochial relief.

15,830. Do you think it would be desirable that the aged blind should be placed in the same position as others or in a more favourable position?—We have in Glasgow a home for aged men and women. The kind of stigma that attaches itself to people in receipt of parochial relief does not attach itself to the inmates of that home. I think that something of that kind might be done for the blind, because blindness is altogether apart from poverty brought on through improvidence.

15,831. Do you think that they should be provided for entirely by voluntary subscriptions, or that the guardians might fairly be asked to provide more favourable quarters for them, quarters apart from the ordinary poor?—I think it would be well to dissociate such provision for the aged blind altogether from the Poor Law authorities, but the rates might contribute towards it to the same amount as if those people were actually in the poor house, and voluntary aid might do the rest.

15,832. Private benevolence might provide the buildings, if the parochial Boards would give a grant in aid of the inmates of those institutions?—Yes, I think something might be arranged on those lines.

15,833. (*Mr. Few.*) You advocate the establishment of workshops in connection with institutions in large towns?—Yes.

15,834. Then, of course, if the workshops were established in the towns, the men or women who worked in them would have to go there daily?—They would.

15,835. And those workshops would not, therefore, be available to those who lived a considerable distance off?—Our institution is situated in an out-of-the-way place in Glasgow, and we have blind persons who come long distances to our institution. I do not think that that would be a disadvantage. We have people who come regularly a distance of from two to three miles every morning to work at our institution.

15,836. There must be a limit of distance?—Yes. I would strongly advise that the number of workshops should be increased, and the people who had to gain their bread at those workshops would gradually gravitate towards them, and take up their residences within a reasonable distance of those workshops.

15,837. (*Mr. Johnson.*) You have 114 blind persons in the workshops now; have they all been taught their trades in your institution?—Yes, they have all been taught their trades in the institution.

15,838. Do you admit any blind person who applies for work?—They are only admitted when there is room.

15,839. You take in men who are proficient in their trade who have been taught elsewhere?—There have been none taken in since I joined.

15,840. But it was formerly the custom, was it not?—No; I think it has always been the rule to teach people their trades in our institution.

15,841. I understand you have lately introduced wire mattress work, and I saw with great pleasure when we were at Glasgow, that you had also a large manufacture of articles made with wire, such as sieves?—Yes.

15,842. Do you find that is a profitable occupation?—Yes.

15,843 About what are the earnings of an ordinary skilled workman in that trade?—About 15*s.* a week.

15,844. And the lowest?—The lowest would be about 10*s.* a week.

15,845. Does that trade require a long term of apprenticeship to learn it?—Five years.

15,846. I suppose it takes the longest time almost of any trade?—No, basket-making takes longer.

15,847. How long does it take to teach an apprentice to make a perfect basket?—Six years.

15,848. Do you find that the two retail shops you have got are sufficient to dispose of your surplus stock?—Not nearly.

15,849. What efforts do you make to get rid of your surplus stock?—We endeavour to get rid of it by means of travellers, by the agencies put forth by an ordinary concern.

15,850. Do you find that travellers answer?—Yes.

15,851. Are you aware that some blind people in Scotland receive pensions from the London Societies?—No, I am not aware of that.

15,852. I may tell you that there are several Scotchmen who do receive pensions from London Societies; you do not know that of your own knowledge?—No.

15,853. (*Rev. Mr. Owen.*) You have three deaf and dumb men employed in your institution?—Yes.

15,854. Do they earn enough to keep themselves?—No.

15,855. How much do they earn?—Their average earnings, I think, are about 7*s.* per week; they are blind as well as deaf and dumb—at least they are not totally blind, but practically blind.

15,856. (*Mr. Woodall.*) You have expressed a definite opinion that it would be better for blind children of intelligent parents to be taught in the ordinary Board schools?—Yes.

15,857. As a matter of fact are they so taught at present?—I understand so.

15,858. You have stated that you think that such children ought to reach the sixth standard?—They must pass the sixth standard in our school before they are passed out into the workshops; that is the standard of our resident school.

15,859. As a matter of fact, are we to understand that the children taught in your ordinary school are examined in a standard equivalent to that of the Government sixth standard?—Yes, I understand that is the case; the same examiner, Dr. Kerr, who examines our children, examines the children in the ordinary sighted schools.

15,860. Then do you obtain result payments from the Government, as if the children were taught in an elementary school?—Yes.

15,861. But notwithstanding that fact, you think it would be better for the children if they were associated with ordinary sighted children in Board schools?—I think it would.

15,862. (*Dr. Armitage.*) You told us that you thought that the technical training of the pupils ought not to begin till they were of the age of 15; do you think that if any light work was introduced, like making straw envelopes for bottles, it would be desirable to begin at an earlier age?—I do not think so.

15,863. Do you fix the limit of age at 15 in order to give the children more time for literary training?—As a rule the limit of age for ordinary education is considered to be 15, and my reason for saying 15 is that I think it is a very good age for blind children to enter workshops as apprentices.

15,864. Do not you think it desirable that blind children, before they actually begin work at a particular trade as apprentices, should be taught the use of their hands in other things?—Undoubtedly, I think it would be a great advantage if Kindergarten was taught in the schools associated with their ordinary lessons.

15,865. You think it would be desirable to give them a knowledge of carpentering for instance,—in fact, to teach them the use of their hands?—Undoubtedly; whatever would aid them when they came into the workshops, I would certainly approve of.

15,866. Do you teach carpentering?—No, but Kindergarten work and making little baskets, and beadwork, and sewing.

15,867. What I was putting to you was this: whether, before actually becoming apprenticed to a trade, you think it would be desirable that the children should pass from mere Kindergarten work to some technical occupation like carpentering, or some occupation in which they would learn the use of their hands before actually entering the workshops?—It might be an advantage, but I do not think it is absolutely necessary as a rule.

15,868. Perhaps you have not fully considered that question?—I have not fully considered it.

15,869. Can you suggest anything to us by which Government contracts might be more easily obtained by blind institutions?—The only suggestion that I would make regarding that is that the Government might be a little partial to institutions for the blind.

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15,870. Can you suggest any definite way in which that partiality might be shown?—I cannot suggest any definite way unless that in the event of a tender given in by an institution for the blind being a little higher than a tender from an ordinary sighted establishment, the Government might show a little preference to the institution.

15,871. You would not suggest that the goods should be supplied to the Government by any other mode than by tender?—I do not think the Government would take them in any other way.

15,872. With regard to a home for aged blind men and women, do you think it would be better to establish an asylum in which only old blind men and women were received, or do you think it would be preferable to have the blind associated with the seeing, under like circumstances?—I think it would be better to have the blind associated with the seeing if it could be managed; but a short time ago I made application on behalf of one of our own aged blind, for admission into the Old Man's Home, which is a benevolent institution in Glasgow, and the answer given was that they did not care about taking blind people into the Old Man's Home,—so possibly there might be a difficulty in the way of having a mixed home.

15,873. I understand that you propose that a home for aged blind men and women should be established, because there is a difficulty in getting blind men and women into existing homes for old people?—Yes.

15,874. If the objection which you say was raised in the case to which you refer could be got over, and the blind could be received in an almshouse, to which sighted people were admitted, you think that would be a better plan?—I think it would be a better plan if they were associated with the sighted.

15,875. (*Dr. Campbell.*) Supposing instead of having a home for aged blind men and women, the authorities could be induced to let them live with families, paying so much a week for them, do not you think that would be a better plan?—Yes, I am sure the blind people would favour that themselves, but I fear that the amount that parochial boards would allow would not be sufficient to keep them in that way.

15,876. Putting aside for a moment the question of expense, it would be far better for the blind, and they would be far happier if that mode of providing for them were adopted?—Yes, no doubt.

15,877. Are you aware that that is done in some parts of the world?—I am not aware that it is.

15,878. You are not aware that in America the authorities place blind people in families in that way, paying so much for them?—I am not aware of that.

15,879. (*Chairman.*) Would the amount which it costs the parochial boards now to maintain a blind person be sufficient to induce people to take blind persons into their homes and board and lodge them?—I do not think so. The cost for maintenance per head in the poorhouse is about 4*s.* 6*d.* a week; I do not think that would be sufficient to induce people outside to take blind persons into their homes.

15,880. (*Dr. Campbell.*) If the guardians would allow a sufficient amount to induce private persons to take blind men or women into their homes, that would be better for the blind persons?—Undoubtedly.

15,881. One or two questions with regard to technical training: Do not you think it would be an advantage to introduce into the school something in advance of Kindergarten work in the way of training the children in the use of all kinds of tools; do not you think that children so trained would be more skilful when they came to the shop as apprentices?—I should say that that would be an advantage, but I fear the cost would be too much.

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15,882. It has been done in some places very successfully; if it could be done you think it would be advantageous?—Certainly it would.

15,883. With regard to this fire that occurred at your institution, was the partially blind man who had to light that gas in the habit of smoking?—No.

15,884. (*Mr. Arrol.*) Are you aware that the parochial boards in Scotland board young persons out at the rate of 7*s.* 6*d.* a week?—Yes, I know parochial boards have done so in some cases, I cannot speak to the amount that they allow.

15,885. Do not you think they might be asked to place aged blind people in private families in the same way?—The difficulty would be in cases where blind people were married.

15,886. In answer to the Chairman you stated that one fourth of your present pupils might have been educated at Board schools; what may be the reason why they have not been sent to Board Schools? In some cases because their parents are of opinion that a more thorough training is to be had at an institution; in other cases their homes are in the country and not convenient to Board Schools; the latter are in consequence under the necessity of being placed in an institution as well as orphans, children of the dissolute.

15,887. Then you recommended that a home should be established for those unfortunate children; would you recommend that at that home some one should be appointed to take charge of them and see that they went to a Board school for education?—Yes, if it could be done as economically.

15,888. (*Chairman.*) There are, are there not, some children who, besides the circumstances you have mentioned, would be prevented from going to the Board school from physical infirmities?—Yes, there are some of that class.

15,889. (*Mr. Arrol.*) You recommend that the blind when learning a trade should have some assistance given them; would you be disposed to recommend that all parochial boards should be authorised to pay a certain sum to an individual while he was learning his trade, till he had acquired a thorough knowledge of it?—That is of the utmost importance, particularly in the case of adult blind persons, who in many cases have dependents, I think it would be well that they should have a substantial grant during the time they were learning their trade.

15,890. Paid to them by the parochial boards?—Yes.

15,891. If you would recommend that for those who are being trained, would you recommend that the parochial boards should be empowered to give the industrious blind any assistance in after life—not only when they were beyond work, but while they were capable of working?—No; I think any assistance that is necessary ought to come from benevolent sources.

15,892. You stated that the wages of your workmen had been reduced some 10 per cent.; what may your success have been last year, financially?—We had a profit last year of 404*l.* 7*s.* 3*d.*

15,893. What may have have been the amount of wages paid last year?—Pure wages 2,341*l.* 4*s.* 2*d.*

15,894. So that, if you had reinstated your men on full pay, you would still have had a profit?—We would still have had a profit.

15,895. What was the financial condition of the institution before?—It has been very unsatisfactory for the last twelve years.

15,896. Can you give the Commission any reason for the success which attended you last year?—I think it was due to reducing the number employed at unprofitable occupations, and to the introduction of new industries suited to the blind, bearing in mind, when introducing new industries, that it is of the greatest importance to use materials that are low priced and where wages bulk largely in the cost of the articles.

15,897. You believe it is possible for a blind asylum to work at a profit?—I believe it is when the wages paid to the blind are based on the same rates as are paid to the sighted in similar trades and where due allowance is made for the extra loss of material associated with work done by the blind.

15,898. To add to your profit, have you bought any large stock of manufactured goods?—Yes, we have bought a fair amount of manufactured goods.

15,899. Did those manufactured goods give you much profit?—Yes, we had an average profit off those manufactured goods of about 17½ per cent.

15,900. (*Dr. McDonnell.*) Was the little model of a spring mattress that you placed before us made by a blind person?—No, it was simply made for the travellers to take about with them, to give purchasers an idea of the article.

15,901. Mr. Arrol referred to the allowance of 7*s.* 6*d.* a head that was made by the parochial boards in the case of children who were boarded out; do you think it would answer if, in the case of persons suffering from blindness the ordinary workhouse test, as we call it, was dispensed with, and outdoor relief, to a certain extent, was given to them, on mere proof of blindness?—I think perhaps that would have a demoralising tendency.

15,902. If it was generally understood that any person in this country, rich or poor, who was born blind, or who became blind in after life, would be entitled to a certain amount from the poor rates, merely on proof of blindness (which would be something in the nature of a national insurance), do you think that that would be demoralising to the blind?—No, if it was regarded in the light of a national insurance it would not be demoralising.

15,903. If every one was entitled to the relief on blindness being proved, it would cease to be parochial relief in the ordinary sense of the term parochial relief; do you not think that in the case of persons suffering from blindness, the ordinary parochial test might be dispensed with, and that outdoor relief, which would be in the nature of a national insurance, might be given upon mere proof of blindness?—I think so.

15,904. Under such a system as I am suggesting every blind person would be entitled to a certain amount of relief, which in early life would be expended in his education, and in later life in helping him to eke out the earnings derived from his own industry?—The mode of relieving blind people which you suggest is one which I have not had brought to my attention before, but it seems to me that it is one which might advantageously be adopted.

15,905. (*Dr. Campbell.*) You say that the wire-work requires five years apprenticeship; how long does it take to learn the spring-mattress branch?—Five years is the time an apprentice has to serve in a sighted shop, and we teach all the work connected with wire-working in five years, including mattress work.

Adjourned to Thursday next at 12 o'clock.

At 6, Old Palace Yard, S.W.

Thursday, 3rd February 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. ROBERT MELDRUM examined.

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15,906. (*Chairman.*) You are missionary teacher of the Aberdeen Town and County Association for teaching the blind at their homes?—Yes.

15,907. What is the area of your district?—Aberdeen town and county and Banff town and county, with as much of Kincardineshire as lies north and west of Stonehaven.

15,908. Over how long a period has your work in connection with the Association extended?—Seven years; and thirteen years in connection with a kindred association.

15,909. Have you ascertained by personally visiting the district, as far as you possibly could, the number of blind in the district?—Yes.

15,910. What is the number?—At 31st December last the total number in my district on our roll was 242, being a slight decrease on the previous year.

15,911. In which year it was 247?—Yes.

15,912. How many of those can read?—Ninety-five.

15,913. How many are of feeble intellect?—I have no record of those who are of feeble intellect except the children, and of those there are three imbecile and three of doubtful intellect.

15,914. Are they receiving any education?—None of those six are receiving any education.

15,915. Has anyone ever tried to give them any education?—No; in the case of those six nothing has been done.

15,916. Why are they not sent to the National Asylum at Larbert?—I suppose because they are blind.

15,917. Have the authorities of the Asylum refused to take them because they are blind?—I am not aware that any application has been made in the case of any one of them.

15,918. Have you suggested that such application should be made?—No.

15,919. Is it anybody's business to see that they are sent there?—It is not anybody's business to see that they are sent there; that, I suppose, is the reason why they have not been sent.

15,920. It is not the business of the parochial boards to send them there?—I do not know that it is.

15,921. Out of those of school age, how many are at ordinary schools?—Seven.

15,922. And how many are not at school?—Four are receiving lessons at home for the present, who will probably be at school soon, three are imbeciles, three of doubtful intellect, three under school age, and one blind, deaf, and dumb, which makes 21 under 15 that we have in our district.

15,923. Is that blind, deaf, and dumb child receiving any education?—The schedule is filled up to send him to Craigmillar in Edinburgh, he is receiving no education at present.

15,924. Do your pupils all read Moon?—All my pupils read Moon, and some also read Braille.

15,925. Do you teach all the younger ones Braille as well?—Some of the children are taught Braille at school, but the old people are not taught Braille with us.

15,926. With regard to adults, what is the nature of your work; do you visit them and read to them?—I seek to enable them to read for themselves; that is my chief work.

15,927. Are there any that you have to read to who cannot read themselves?—Yes; as a missionary I read to those who cannot read themselves.

15,928. And what writing do you teach the blind?—Personally, I teach them to write in the ordinary characters, but two or three of the children are taught Braille.

15,929. You make use of the frame you have been good enough to show us?—Yes. I may add that I have another apparatus invented by myself for writing to my pupils, which would write any kind of embossed type; it would write Braille or Alston or Moon; for inventing that apparatus I received the Royal Scottish Society of Arts medal.

15,930. How many of the blind in your circuit are musicians or earn their livelihood by music?—About four—from four to six; it is a somewhat moveable quantity.

15,931. How many earn their livelihood by begging?—Two or three, not more.

15,932. What becomes of the aged blind, those who are too infirm to work?—A good many of them are found in the poor-house.

15,933. How are they treated there; are they treated in any way different from the rest?—I do not know that they are treated differently from other paupers.

15,934. They are mixed with the seeing paupers?—Yes, we do not regard that as a grievance, but the opposite.

15,935. Do you think that that is the best way of treating the aged blind?—No, I think the poor-house test should not be applied in the case of blind people.

15,936. As you say it is desirable for them to live with the seeing, how would you provide for their maintenance; would you do it by an outdoor grant to their friends to maintain them?—Yes, an outdoor grant on a more generous scale than that which is given to the ne'er-do-well who is a pauper because of his misdeeds.

15,937. Have you any suggestions to make to the Commission with regard to the education of the blind?—One suggestion which I should like to make is this, that the 69th section of the Education Act should be made more distinct, so as to throw the onus of the education of the blind unmistakeably upon the school board, and the liability to pay for it upon the parochial board; and another is that double grants should be allowed for blind children passing standards in ordinary schools.

15,938. Do you think it desirable that blind children should be educated as far as possible in classes in board schools rather than in institutions?—Yes.

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15,939. You think they would get a better educational training in board schools?—Yes. I think it most desirable that blind children should be educated with the sighted.

15,940. In the same class with the sighted?—Yes, but I would leave methods to the teacher. I find when a blind child is admitted into the common school, if it is a child of ordinary intelligence, it will pick up its education whether it gets lessons in class or not.

15,941. Do you think that there is a feeling among working men who are blind that the training in an ordinary board school better fits blind children for their work in life afterwards than if they were brought up in an institution?—Yes. I do not know that the blind workmen are in favour of blind children being educated in a board school entirely on that account, however. I think they look at it in this way, that the education of the children in institutions takes away funds which would otherwise be available for industry. I believe they do think it is better that the children should be educated in an ordinary board school.

15,942. What grant do you think should be made for each blind child; would you say that a more liberal grant should be made than the present grant for a seeing child?—Yes, I think it should be about double in ordinary schools; instead of 10*l.* or 12*l.* a blind child should get 20*l.* or 24*l.* when in an asylum school.

15,943. As there would probably always be some blind children who from various causes—debilitated constitutions and so forth—would not be able to be sent to board schools, there must always be institutions for the reception of such cases?—Some special treatment would always be required in such cases.

15,944. Do you think that the parochial boards should be authorized to give a grant for the maintenance of such children at those institutions?—Yes, in the imperative mood. I am not sure that the time will not soon come, however, when the necessity for special schools will gradually wear out without any action being taken. I think by-and-by the difficulties will so completely be met by sending blind children to ordinary schools the necessity for special schools will disappear; but in the meantime, and so long as there are special schools, I would earnestly recommend that something should be given for the children.

15,945. In your opinion is the Amendment Act of 1883 sufficiently clear as to the education of blind children?—Not quite, but I think it has been helpful, so far as it has been understood and pressed on the attention of parochial boards and school boards. One of the clauses, Clause 12, is as follows:—"Where the school "board are informed by any person" (those words "any person" are valuable) "of any child in their "district, who is stated by that person not to be in "course of receiving elementary education by regular "attendance at some public or inspected school, or "otherwise, it shall be the duty of the school board "to take proceedings under Sections 9 and 10 of this "Act" (the Act of 1883 that is), "unless the school "board for reasons to be set forth in their minutes "think that it is inexpedient to take such pro-"ceedings." Having to write down in the minutes the reasons seems to operate favourably in the direction of getting the school boards to take action in regard to the education of blind children.

15,946. Do you know of any cases where they have refused to educate blind children, and have set forth the reasons in their minutes why they have taken that step?—No; but I know in the case of a blind boy, where I proposed to insist upon having the reasons set down in their minutes why they did not take action in regard to his education, and the boy was sent the next day to the asylum.

19,547. You think that the law ought to go one step further, and say that all blind children should be compelled to go to school the same as other children?—Yes.

15,948. Have you read the memorial which has been presented to the Commission by the industrial blind in Aberdeen?—Yes.

15,949. Do you agree with that, or do you wish to make any remarks upon it?—If it could be done, though I could not say in what particular way it is possible to be done, but if it could be done the industrial blind are greatly in need of a grant of some kind; that applies to those in institutions certainly, but it applies more particularly to the industrial blind outside; for I should like to point out this,—that unless something is done for the blind outside institutions the blind are practically not dealt with because it is only a very small section of the blind that are connected with institutions at all, so that unless something is done for the blind outside the institutions the blind of the nation have not been dealt with.

15,950. At present they are left entirely to private benevolence?—There is no provision for helping industrial blind men at their homes, except by private benevolence, that I am aware of.

15,951. Does private benevolence as a rule do much in that direction?—In some places there are associations whose purpose it is to bring those cases before benevolent people.

15,952. What associations of that sort are there?—In Scotland there are associations of that kind covering the whole country, corresponding to the one whose servant I have the honour to be.

15,953. You do not think they are able to give all the assistance that is required?—No; they are doing what they can, but with all they can do a great many of the blind are yet unhelped, many of them being willing and able to work.

15,954. How would you recommend that the State should assist those who wish to work, and are unable either to get employment or to obtain material for their work?—I cannot suggest any mode in which the assistance should be given, but what I wish to impress upon your lordship is this, that unless something like what I have suggested is done the blind have not been reached.

15,955. Do you think that the Government should start, or subsidize the starting of, industrial workshops for the blind in certain cases?—In my district I do not know that it would be of much use, but some of my fellow missionaries think so; our asylums are really workshops after all. A blind man that I have wrote me a letter the other day suggesting that assistance might be given in this way—that if he went to an institution he should get an apprentice allowance for a certain time, as an individual; and if the same thing could be applied to workers at their own homes that would meet the want, I think.

15,956. Who would you propose should see that the grant in such cases was properly applied?—The Government might perhaps entrust associations corresponding to the one whose servant I am with the application of it, just as they would perhaps entrust an institution where there were workers with the application of any grant for the workers there.

15,957. Do you think that parochial boards would be the proper bodies to assist in the industrial training of the blind?—No, they are more for the relief of suffering; in Scotland they correspond to the boards of guardians in England.

15,958. Do you wish them to be associated with industrial work?—I suspect, according to their very constitution as poor law authorities, it is beyond their province. We have no great faith in them in any way; their instincts seem to lead them to withdraw allowances when we initiate anything for the benefit of blind persons.

15,959. Do you know of any cases where the parochial boards have refused to provide for the education of a blind child when they have been applied to?—Yes. I know one case where they resisted for years, and successfully to the end, when a benevolent individual came in to educate the child.

15,960. Do you think that blind children should be as highly educated as they possibly can?—I think the three R's up to the Fourth or Fifth Standard would be quite enough of compulsory education—for the majority at least.

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15,961. These blind working men suggest that the blind children should be allowed to compete for bursaries in secondary or college education, and that teachers should receive an additional grant for the efficiency of each blind child as a reward for extra care and attention bestowed upon it; do you approve of that?—The latter clause I approve of very heartily; I think the first one is somewhat Utopian, at present, I suppose they *may* compete for bursaries.

15,962. Do you know of anyone in your district who is gaining a livelihood by music, otherwise than by playing in the streets or in public-houses?—No. I do not know that any of *our* blind play in public-houses.

15,963. Where do they earn their livelihood by music?—On the streets.

15,964. I class together streets and public-houses. Do you know of any blind people who are gaining a livelihood by music other than those who play in the public streets?—Not in Aberdeen. We have a pianoforte tuner who has come recently to Aberdeen; he is only beginning.

15,965. Where has he been educated?—He had been in Edinburgh before coming to Aberdeen. He was not educated, I believe, in an institution.

15,966. Do you know any blind people in your district who receive pensions?—No, we are very scarce of pensions. There are one or two Army pensioners; they have pensions, by virtue of having been in the Army, for loss of sight, and one or two in virtue of coming under an old servants' endowment, applicable to sighted and blind alike, however.

15,967. With regard to literature for the blind, do you think that the Government could do anything in the way of giving grants towards the printing of books for the blind, or giving grants of books for the blind?—I plead for that very earnestly; it would be one of the ways in which the blind could be benefited. We want more books for the blind. I should like to repeat that unless something is done for the blind outside the institutions the blind, as a class, are not reached.

15,968. How do you propose that the Government should give a grant for the purpose of providing literature for the blind; would your institution ask for a grant from the Government in aid, and then would they be prepared if they got such a grant to retail their books at a lower rate than they retail them at the present time?—I dare say they would be pleased to have cheaper books, but our Association provides books free at present, on loan. It does not *sell* books to the blind.

15,969. Is that your proposal?—I have not thought of that, but I have thought of this, that those who produce our books, for instance, the British and Foreign Association for printing the Braille type, and Moon's establishment at Brighton, should be paid for stereotyping, and then we might be able to buy the books afterwards.

15,970. You mean that they should receive a grant from the Government?—Yes.

15,971. Is there any other point which you wish to bring before the Commission?—No, except that I might say that it has struck me that grants for adults learning to read might be given in this way,—that the upper age limit (which is 15 I believe) might be done away with in the case of blind people, and that all blind persons learning to read should receive grants, or such associations as ours, which teach them, should receive grants for such blind people. I am not at all satisfied that is a feasible thing. I merely suggest it, and doubt whether the Scottish associations would wish it.

15,972. Do you know of any night schools for teaching the blind and for keeping up the education that they have got those who are trying to earn a livelihood during the day?—No, we have such a small number of blind in one place in Aberdeenshire that I doubt whether it would be possible to establish such night schools.

15,973. I understand that you are not in favour of almshouses for the blind generally, that is to say, retreats for the aged blind?—No, that would be going back to the dark ages of asylumism.

15,974. You object to that?—Yes. I have jotted down a memorandum of what children I think it would better to send to asylum schools and what children it would be better to send to ordinary schools for the present.

15,975. You admitted that there always would be some for whom asylums would be best fitted?—For the present, but in the not very distant future I should hope that there would be no necessity for asylum schools after the others have had time. I think for the present the children who had better be sent to asylum schools are those whose homes are poor, or vicious, or poor and vicious, and that those whose homes are good should be sent to an ordinary school.

15,976. Have you examined at all carefully the census of the blind in Scotland, and can you speak as to its accuracy?—I have examined the census returns in the Blue Books, but it was some years ago.

15,977. Since 1881?—Not since 1881; but practically there is no difference between our results and the Government census as given in periodicals and newspapers.

15,978. Taking your district as a sample of the rest you believe that the census returns are fairly accurate?—Yes, I believe in the main they are fairly accurate.

15,979. (*Mr. St. John Ackers.*) You have just told his lordship that you think the census returns are fairly accurate. When certain members of the Royal Commission visited Aberdeen I took the following notes:—(1) That you consider the census returns rather under the real number; and (2), that with all the efforts of your Society you have not yet been able to find out all the blind in your district.—I think that was hardly my statement, that last part.

15,980. Will you kindly correct it?—I think I stated that we had got to the normal number of the blind in our district, but that we could not say—except just when we had completed our list—what was the precise number of blind in our district; practically we know the blind population in our district, and it nearly corresponds with the census.

15,981. Is the other note correct, that the census returns are rather under the real numbers?—Yes, I think so, and I think not only in my own district but other districts of Scotland it is shown that the Government census is slightly under the real number.

15,982. (*Chairman.*) You said, in answer to my question, that it was substantially accurate?—Yes, substantially.

15,983. You qualify that now by saying that, if anything, there is rather a tendency in the Government census to under than over estimate the number?—Yes, but substantially the two agree.

15,984. (*Mr. St. John Ackers.*) Can you give the Commission the reasons which were stated by the parochial board for refusing to help that blind child in the case that you referred to?—I have a note of the case in the little handbook before me. The reasons, if I remember rightly, were the non-liability of the board to educate blind children at all.

15,985. It was not that that particular child was not one that they desired to help?—In that particular case it was that particular child.

15,986. Had that parochial board assisted any other blind children?—Not that I am aware of; that blind child, however, was difficult to deal with on this account,—that the parents were unwilling that the child should be sent to the asylum—they flitted from one place to the other, and I chased him through the districts of three parochial boards, and I had to deal with those three parochial boards.

15,987. At that time was it compulsory on the parochial boards to educate the child?—Yes, just as compulsory as it is now.

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15,988. You said the parochial boards considered that they were not liable?—They usually say that they are not liable till they are shown to the contrary.

15,989. Then the question is still in dispute?—It is often in dispute; whenever a case of a blind child arises they *begin* by denying their liability.

15,990. Do you find a difficulty in raising the full amount from the parochial board that is required?—Not so much that—indeed the charge for admission to the Aberdeen Asylum was originally 5*l.* and it was more difficult to get admission then than it is now when it is 10*l.*, for this reason, that the moment the inspector had an application for a child, 5*l.* being the admission fee, he set himself to find out whether he could get it out of the parents; now when it is 10*l.* or 12*l.* that is on the face of it impossible, and he does not attempt to get it out of the parents. Resorting to the parents always *delayed* the admission of the child, and delays are dangerous in these cases.

15,991. Was it your suggestion that the parochial boards should pay a stated sum of 10*l.*, and that the Imperial funds should give a grant to the same amount?—Yes.

15,992. You stated that there were 21 children in your district; does that include all those who are at school?—It includes those who are at ordinary schools, but not at asylum schools.

15,993. What is the number including those at asylum schools?—At our asylum in Aberdeen, I think the number is 13, which would have to be added to the 21.

15,994. Thirty-four would be the total number of children of school age?—Yes; though I have sent one to Inverness.

15,995. So that you have 34 of school age out of 242, which is the number of the blind in your district; is that about the usual proportion throughout Scotland?—I think that would be about the proportion, because if the area is at all large you would find that the proportion of the blind to the population, and the proportion of the blind to each other as regards age always correspond more or less.

15,996. Does the 242 include those that are in the institution?—The 242 does not include those in the institution.

15,997. Then you would have to alter the answer that you gave to me just now, because you said that 34 to 242 was the usual proportion of those of school age to the total number of blind?—I see that I *should* alter my answer.

15,998. To the 242 must you add the 13 children at the institution, and must you also add the number of adults in the institution to the total number outside to get the proportion?—Certainly.

15,999. How many are there in the institution?—There are in the institution about 60 adults.

16,000. Then the proportion would be 34 to 300, roughly speaking?—Yes.

16,001. Do you consider that the number of blind in your district comes to about 1 per 1,000 of all ages?—I think our proportion would show that result.

16,002. Is not that, in your opinion, rather beyond the usual proportion?—I think 1 in about 1,100 is nearer the average.

16,003. If it is 1 in 1,000, you have rather more blind than other districts?—Yes.

16,004. Is that on account of the dangerous occupations in your district?—Yes, to some extent. I think our iron ship building and granite works have to account for a good many cases of blindness; but in other places there are iron works and other kinds of works dangerous. I do not know that it is exceptional after all. We have an extensive seaboard, which is usually accompanied with a high percentage of blind.

16,005. (*Dr. McDonnell.*) I understood you to say you were not in favour of almshouses and asylums for the relief of the blind?—No.

16,006. I understood you also to say that you felt a difficulty about carrying out any proposal for the relief of the industrial blind?—Yes, the aim should rather be to aid them in their industry than to give them relief.

16,007. You are aware, no doubt, that one of the admitted blemishes of the poor law system, as it works throughout the United Kingdom, is that persons reduced to pauperism by improvidence and vice must be provided for?—They must be relieved under the poor law system.

16,008. Blind persons are not, as a rule, reduced to their condition of poverty by improvidence or vice?—No.

16,009. It is the result of blindness?—It is the result of blindness, and it is only in so far as it is the result of blindness that I am pleading for them.

16,010. Then I will ask you this question:—Do you think that the blind might be relieved or provided for without any application of workhouse test,—in other words, that the blind might be entitled, by the mere fact of blindness, to as much relief as is at present expended upon a pauper whose pauperism resulted from improvidence or vice? I will explain a little more fully what I mean. Suppose that an idle good-for-nothing person who has reduced himself to poverty is received into the workhouse, the expense of keeping him there might be possibly 3*s.* a week—he cannot be left to starve—the workhouse test is applied to him, and he is let into the workhouse and kept alive, but the expenditure upon him comes to, say, 3*s.* a week. Let us suppose that a blind person who is poor, without having been improvident or vicious, were entitled, as a matter of right, to get the same amount of 3*s.* a week, outside, to add to what he would be able to make by his own industry, do you think that would have a beneficial effect upon the industrious blind?—I think so. I think it would be a very great boon to them indeed, and for this reason, that sometimes when we have succeeded in putting a blind person in the way of earning a few shillings, the allowance is taken off, or some of it, and the knowledge of this deters others from making a beginning sometimes.

16,011. Do you think if all the industrial blind—the blind you speak of as being the mass of the blind, struggling for existence—were entitled as a matter of right to an allowance of that kind, that it would soon be understood to be something distinct from poor relief, and that there would be nothing demoralizing in accepting it?—I think it would. It occurs to me that that would be a very great boon indeed, and upon safe lines.

16,012. Do you think that a well thought of scheme of that kind might in a great degree meet the difficulties of the cases you have put before us?—I think it would, but I should like to say this: our parochial boards apply the poor-house test, not so much to have a cheaper result in the individual case, as to deter applicants; and those admitted to the poor-house cost twice as much as a rule as they would give in out-door relief. Suppose they were to give an outside pauper 3*s.* a week, or threaten to put him into the poor-house, then if they put him into the poor-house it would probably cost the parochial board 6*s.* a week. I think it might be conceded to the blind that they should get the same allowance as they would cost in the poor-house—that would be, say, 6*s.* a week.

16,013. Do you consider, as a rule, that 6*s.* a week outside the house would be sufficient to maintain the blind in their own homes independently of their own industry?—I do not know that I should say yes, but I think 6*s.* a week would be very acceptable; it would depend upon whether the recipient had a large family or not; if he had five or six in his family I would say no; if he had not any family I would say yes.

16,014. (*Mr Arrol.*) I suppose you are aware that parochial boards are in the habit of boarding sighted children out at the rate of 7*s.* 6*d.* per week?—I am aware that they board them out; I am not aware of the exact sum they pay.

16,015. Do not you think that the aged blind might be treated in the same way?—I think they might.

16,016. Going back to the question of the census returns of 1881, can you say what the proportion of blind to sighted is for Aberdeenshire?—Not exactly; I think it is about 1 in 1,000.

16,017. Have you taken the trouble to verify the statements in the census?—Yes; all the missionaries in Scotland have compared the census returns with their own results, and we are satisfied that the census is substantially correct.

16,018. Is it one of the objects of your Society to encourage the blind to exert themselves?—The stated objects of our Association are to search out the blind and visit them at their homes, teach them to read, and supply them with the Scriptures and other books free of charge; but practically we set ourselves to help them to earn something, and all the Societies now do that, I believe.

16,019. Do you find employment for any of your 242?—I think I sent in a list of 40 to the Commissioners; there are 40 who are doing something.

16,020. To prevent young blind people rising up without any industrial training, and becoming ultimately paupers, would you recommend that parochial boards should be compelled to pay the expenses of young people in an institution while learning a trade?—Yes, I believe they have *power* to do that at present.

16,021. Have you such cases?—We have some in the asylum paid for by the parochial board.

16,022. Is that during the first period that they are learning a trade?—It extends over the first portion of the time that they are learning, and it gradually decreases, I believe, as they are able to earn wages. Those wages are put to their credit, and the payment of the parochial board is correspondingly reduced.

16,023. (*Dr. Campbell.*) Have you compared the census returns with your own results since 1881?—I have not compared the returns from the Blue Books. I have seen statements of the results of the census in the papers, and I have taken those as being accurate. I have compared the previous census returns with our results.

16,024. Since 1881 you have not made any careful comparison, as I understand you?—Not any close comparison. I have accepted the newspaper statements as true, and I have found that they corresponded with our settled conviction that the census returns were in the main right.

16,025. I think you stated that the opposition of what we will term the working blind to blind institutions educating children is because they think, if they can have them educated by the school board, the entire amount of charitable funds now expended would be available for the teaching of trades and for distribution among blind workmen?—That is so. I do not say their opposition to the education of children in institutions is entirely on that account, but that would practically be the result of it.

16,026. (*Dr. Armitage.*) Is your preference for day schools to asylum schools founded on personal observation?—Yes, very close personal observation.

16,027. Could you tell us the facts upon which you form that opinion?—The most potent fact is that, in the case of the board school, Her Majesty's Inspector passes the children through the standards, which he does not in the case of the asylum school.

16,028. Then, if the asylum school was under Government inspection, would your objection cease?—No. I hardly do object, only I prefer the ordinary school.

16,029. Then what other grounds have you for forming the opinion that day schools are to be preferred to asylum schools for educating blind children?—One other reason for that preference is this,—I consider it a great aggravation to the affliction of blindness to congregate blind persons together of any age or sex, especially those of maturer age. This applies all round. It is a sound principle to go on—that the more they associate with the seeing and the less with each other the better.

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16,030. Do you visit the asylum at Aberdeen?—I do sometimes. I usually have to take the initiatory steps for the admission of children there. It falls to me, because I find the children at their homes, and I have to consider whether the particular case is a suitable case for the asylum or for home teaching. If the home is a respectable and decent one, then I say it is a case for home teaching and ordinary school, but if the home is very poor or vicious, or poor *and* vicious, then I make application that the child should be admitted into the asylum, because we have a very nice comfortable home there.

16,031. Do you know what is the result of the teaching at the Aberdeen Asylum, that is to say, what the general result is in the case of the children who have been educated in the school proper and passed into the workshop; is it good, or is it not good?—As far as I have seen I think it is good.

16,032. Have you any experience of children who have been educated in board schools who have also passed into workshops?—No, we have not had children educated in board schools for a sufficient length of time to have that experience in Aberdeen. I have only been there seven years, and it took some little time before I got any into the common schools.

16,033. You have no experience then of any children who have been educated in the day schools who have afterwards started in life?—No, I have not known such *as children*, but have known some who had been educated at an ordinary school and did well in after life, Miss Falconer for instance.

16,034. (*Admiral Sir E. Sotheby.*) How would you propose that the blind children in the country should be educated?—I would send them to the common schools with their brothers and sisters.

16,035. The common board schools?—Any ordinary school, either a board school, or a private adventure school, or a church school.

16,036. Is not it the fact that blind children kept at home are much petted, and that in consequence they become rather helpless?—I think the fact is the other way, they are more helpful if they are at home and taught with ordinary children.

16,037. Are they not very much petted if they are at home?—I do not know that they are.

16,038. You say that there are only four who earn a living by music?—We have four street musicians.

16,039. Out of how many?—Out of our total of 242.

16,040. Then you have only four musicians out of 242 blind people at Aberdeen?—That is so.

16,041. How do you account for so few learning music?—I do not know that they are learning.

16,042. They must have learned, I suppose, to be able to play?—They turn a handle.

16,043. Do you call a man who turns the handle of a barrel-organ a musician?—I call him a street musician.

16,044. Do you think that the blind in the area of the district that you visit are generally employed in some handiwork?—A very large proportion of them are not.

16,045. How do they gain their livelihood?—By their friends, the parochial boards, and others.

16,046. They are more or less paupers?—They are more or less paupers many of them.

16,047. How many out of the 242?—About thirty-five.

16,048. As far as you are able to judge, what is the best employment for the blind in order to obtain a livelihood?—The best employment outside institutions is selling things in a small way, tea and other articles.

16,049. What do you say to the employment of basket-making or brush-making?—At their own homes they cannot possibly make baskets, it is too difficult.

16,050. Why cannot they make baskets at home if they have been taught in institutions?—But they have not been taught in institutions.

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16,051. They are merely hawkers, you may say?—Yes; I prefer putting it another way, I do not like the term hawkers quite, I would say traders.

16,052. Are there no tuners being brought up at Aberdeen?—We have one tuner just newly arrived.

16,053. He has come from Edinburgh?—Yes; I believe there was one once before.

16,054. (*Rev. Mr. Sleight.*) What system for reading do you find most serviceable?—Moon's system.

16,055. Could you teach Braille's to those becoming blind in later life?—No, not as a rule; we could to some of the clever ones, but we teach Moon's system to people of the most ordinary intelligence.

16,056. What number out of the 242 are really able to earn a sufficient livelihood for themselves?—Very few are able to earn a sufficient livelihood. I would not like to say that even our best workers earn sufficient inside or outside the asylum.

16,057. How do the blind in country districts dispose of their work?—Just as best they can, to neighbours and to those who get to know them. The Aberdeen Association has instituted a system of prizes for excellence in knitting and netting and small handicrafts. This advertises their work as well as produces greater excellence.

16,058. (*Mr. Johnson.*) I think you have told us that you have four men who turn organs?—Not four of them turn organs, one or two of them do. We have a singer as well.

16,059. How many of the four musicians get their living by turning an organ?—We have one that sometimes takes a turn at it, but we have one who has no other occupation.

16,060. Is there one organ between the four?—One habitually plays an organ and one occasionally.

16,061. One or two of them turn an organ?—Yes.

16,062. What do the others do?—There are two that may be said to sing.

16,063. They do not go about with any other instrument but an organ?—One comes round occasionally who plays an accordion.

16,064. What do those musicians earn on an average?—I have no idea.

16,065. Do you think they earn a better livelihood by singing, or playing an accordion, or turning an organ in the streets than they would by manual labour?—I should say that they earn more money by the street singing or playing; but I do not say that it is such a good way of earning a livelihood as by manual labour.

16,066. How many do you suppose gain a livelihood by handiwork?—I would not say they gain a livelihood, but we have 40 doing something for themselves; about 40 out of the 242.

16,067. What are the 200 doing?—Practically very little.

16,068. How are they supported?—By parochial boards and by their friends, and some of them have a little of their own.

16,069. Have you any idea what the grant of the parochial boards is to those of the 200 who are in receipt of parochial relief?—They only give about 2*s.* 6*d.* to some, and to some they give 3*s.*

16,070. Is 3*s.* the outside?—No. I have one case where there is 8*s.* given, but that is the case of a man who has a family of five or six and a wife.

16,071. What do you suppose is the average out-door relief?—Three shillings, if the person is single.

16,072. When they live with their families?—Yes. Sometimes I know one man whose family consists of his wife and two children, and he only gets 3*s.*

16,073. That amounts to 7*l.* 16*s.* a year?—Yes.

16,074. And if 6*s.* was given, it would be 15*l.* 12*s.* a year?—Yes.

16,075. Do you think that that amount should be given to all blind people, irrespective of their circumstances?—No.

16,076. What test would you apply?—The number of children would be one consideration.

16,077. The number of children dependent on the blind man?—Yes; the number of little children; and if his wife was unable to add anything to the earnings that would also be an element of consideration.

16,078. You would impose upon the parochial boards the duty of inquiring into the circumstances, and let them give a grant according to circumstances?—They do go into the circumstances as it is.

16,079. But they never give more than 3*s.* on the average?—I suppose the average might be that; perhaps it is more than 3*s.* When those having families are included.

16,080. You think it would be a desirable thing to make an exceptional grant to a poor blind man who was industrious, and trying to earn a living for himself and his family?—Yes, most earnestly I would concur in that.

16,081. You have told us that your Society finds Moon's system the most serviceable system for reading?—Yes.

16,082. And there are some of your pupils who read by Braille?—Yes.

16,083. Have you any experience at all of any other system?—I have no experience of *teaching* any other system. I know other systems, Alston's and others.

16,084. Are there any of your 240 people who read by the old Roman letter which was in vogue in Scotland?—I do not know of one now.

16,085. But you do approve of the use of the ordinary characters in writing as I understand?—Yes.

16,086. You advocate that every blind person should be taught to read and write the characters ordinarily in use among sighted persons, so that sighted people might be able to read what was written by the blind person?—I would, as far as possible, endeavour to teach the blind to write like other people. I do not call those dots which you have in the Braille system, which are arbitrary characters, writing; the system is useful for the purpose of imparting education, but it is not writing; it will not enable a blind person to give a receipt for an account, or apply for work, or address an envelope or the like.

16,087. That is to say, this system which you call a system of dots requires a key to decipher it?—Yes, only one in ten thousand can read it.

16,088. Have you any experience with regard to the education of blind children amongst sighted children at board schools?—Yes.

16,089. What system of writing and reading is employed in the schools that you know of?—They all read Moon's, and three write in Braille, Braille is very useful for educational purposes, two are writing also by Moon's tablet making the ordinary characters.

16,090. Very useful among the blind themselves?—Yes, very useful and very hurtful, both; it fosters a morbid clinging together, and they do sweethearting through it, I believe, which does not always result well.

16,091. Have you ever visited Miss Falconer's class or school in Aberdeen?—I have visited it frequently. Miss Falconer has given up that school, she has got an appointment in a public school as a teacher.

16,092. What system of reading or writing was used there?—The pupils wrote ordinary characters by Moon's tablet and could use Braille's apparatus, very nicely, and read Moon's and Braille's.

16,093. Have not the results arrived at in that school been very satisfactory, so far as you know?—Very satisfactory.

16,094. Do you think it would be advisable in great centres to establish classes or schools of a similar character that is to say, classes or schools for blind children exclusively, to which the parents of blind children, who were a little better off than the very poor might send their children for a certain small payment? As Miss Falconer's school succeeded so well in your town, do not you think that it would be a very good thing to establish such schools throughout the length and breadth of the country, where you could get a number of blind children together?—I do not think it would be so good as a board school. It would not, I think, be possible or desirable to establish classes for blind children exclusively on such a scale.

16,095. That is because you advocate that blind children should be educated with the seeing?—Yes, and it is because you have the machinery to your hand to begin with; you have the board schools already, you have not schools like Miss Falconer's.

16,096. Do you think that for teaching blind children sighted teachers are preferable to blind teachers?—With the exception of Miss Falconer I should say yes, but Miss Falconer is no ordinary teacher.

16,097. In board schools you think the education of blind children can be effected by sighted teachers?—Better than by blind teachers.

16,098. That is your experience of the schools that you have visited?—I have no experience of teaching by blind teachers, except in the case of Miss Falconer, though I have seen them teach, but I have often seen blind children being taught by the sighted.

16,099. Your opinion is that the sighted teachers at the board schools are capable of teaching the blind?—Perfectly capable.

16,100. (*Dr. Campbell.*) Do you know anything about the French machine which has been recently invented, which while it writes Braille also writes ordinary characters, so that they can be read by an ordinary person, a sort of type writer?—No, I have not seen that machine.

16,101. (*Chairman.*) Have you any experience with regard to the blind working in institutions, and living at their own homes?—Yes, I visit their homes sometimes, though that is hardly my function.

16,102. Do you think it is desirable that the blind should work in an institution, and live outside?—Yes.

16,103. You think that is better than their boarding in the institution?—Yes, much better.

16,104. So that as far as possible they should live with their own families?—Yes.

16,105. (*Mr. Johnson.*) How many of your blind people are living at their own homes and earning their own livelihood who are not connected with any institution?—There are 40 who attempt to earn something by working at their own homes, whether they are earning their livelihood I would not say—those are not connected with any institution.

16,106. (*Mr. Arrol.*) Those 40 are not carrying on any trade that they have learnt in an institution?—No.

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16,107. They have not been taught any trade in an institution, or if they have they are not carrying on the trade at their own homes?—That is so.

16,108. (*Dr. McDonnell.*) Is there any considerable number of blind people in Aberdeen who have been taught trades in an institution who are now living at home and pursuing their trade and making livelihood?—I do not know one.

16,109. (*Chairman.*) You said just now that there are some working in their own homes and partially earning a livelihood,—out of those there would probably be some who have been taught in institutions?—I am not aware that there is one.

16,110. Are any of them pursuing general avocations, such as shopkeeping, or any other vocation which does not require any special training?—I think they are almost all working at occupations that do not require any special training; none of them seem to be working even at what they were working at before; some of them split sticks, one is a hot potato vendor, a few are street musicians. I should say there are one or two costermongers, then some are salmon-net makers (which seems about the best employment), and some splitting firewood on their own account and selling it in little shops. About half a dozen are tea merchants.

16,111. Are you acquainted at all with the wages which the blind receive in an institution as compared with the wages paid by tradesmen for similar work done in the town?—No.

16,112. Are you aware that there has been any complaint on the part of the blind that they do not receive in the institution the same rate of wages which tradesmen are giving in the town to sighted labour?—I am not aware that they put it in that form, or I have forgotten, if I was aware.

16,113. There is no general feeling of discontent on that score?—There is a general feeling that the wages are not enough, but whether they also say they are not getting as much as ordinary tradesmen get for the same amount of work done, I do not know. The average wages are 10*s.* a week, I believe, in our institution, taking them all round men and women.

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16,114. (*Chairman.*) You are conducting a class under the school board in the Blind Institute at Sunderland, are you not?—Yes.

16,115. How long have you been so engaged?—Four years on the 18th of last December.

16,116. You have taken an active part in the formation of an association called the United Kingdom Association of the Bliud, and as secretary of that Association?—Yes, I took an active part in it at one period.

16,117. Have you any connexion with it now?—Our Sunderland branch at present is almost out of existence, but that is only temporary.

16,118. Have you not met with the response that you expected to meet with from the blind in support of the Association?—No, I am sorry to say that we have not, and we are partly to blame ourselves.

16,119. In what respect?—For not throwing sufficient energy into it.

16,120. You have had experience of practical work in the various departments of the Sunderland Institute, have you not?—I have been through all the departments, with the exception of one.

16,121. You have been through industrial departments as a worker yourself?—Yes.

16,122. Did you have any special qualification, or training as a schoolmaster?—In regard to special qualifications I never discovered any, and I had no peculiar training as a schoolmaster.

16,123. The Commission heard you examine the school, and I think the school does you great credit. I only ask as a matter of inquiry, and not in any way as doubting your qualifications.—I answer in the same spirit as the question was put in.

16,124. Therefore your training has been rather practical than literary?—Yes, decidedly so. I have had no literary training.*

16,125. But what you have learnt you taught yourself, I presume?—With the assistance of a sighted gentleman.

16,126. The circular of the United Kingdom Association states that it is imperatively necessary that the blind shall energetically cultivate habits of self-help, self-reliance, and self-respect. Is the Sunderland branch of the Association mainly managed and supported by independent blind?—Among the members of the particular branch which issued that circular there are not only out-door blind, but also those who are workmen at the present time in the Sunderland Institution.

16,127. How far, in your opinion, do the blind in Sunderland support themselves?—Those in the Institute, to a very large extent, support themselves. The majority of outsiders are dependent.

16,128. And the Sunderland Institution is carried out, as far as possible, on business principles?—As far as possible.

16,129. I suppose that it is impossible for certain of the blind, from various causes, to earn the full

* For further information respecting examinations passed by Mr. G. Walker, *see* foot-note to Qu. 12,707.

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wages that sighted people earn?—Wages vary according to ability.

16,130. Do the wages which are paid in this Institution depend entirely upon ability, or do you give any bonus to assist those who are unable from various causes to work up to the general average of the blind?—We endeavour to discountenance any bonus; we acknowledge no such thing in our Institution.

16,131. I find that we have had already, in the course of the evidence of one of our witnesses, a list of the examinations which you have successfully passed. Have you received any diplomas as schoolmaster?—I have received none.

16,132. Were those examinations which you have passed previous to your appointment as a schoolmaster?—All of them have taken place since I was appointed teacher, with the exception of the first, which was passed five years ago, the year previous to my appointment.

16,133. What are the trades which you think are most successful in the Sunderland Institution, and at which the blind can earn the best wages?—Bedding in all its departments, rough basket work, mat weaving in certain departments and cork fender making and also chair-caning.

16,134. Do you think that fresh employments should be found, as far as possible, for the blind, and that the employments now taken up by the blind are capable of extension?—In some particulars I think they are.

16,135. Have you tried wire mattress making?—That all goes under the heading of the bedding department.

16,136. Do they make wire mattresses at the Sunderland Institution?—No, no wire mattresses.

16,137. Do you think that a good trade for the blind?—It depends upon the locality as regards these particular businesses.

16,138. But would not wire mattresses sell anywhere?—They may sell in some places, but the Sunderland people do not seem to have a particular love for such things; therefore we do not endeavour to make them.

16,139. They have not been educated to use them?—No, we do not educate public opinion.

16,140. Is the work in the Institution mostly piecework?—So far as that principle can be carried out. There are certain departments in which it cannot be carried out.

16,141. You said that you do not give any bonus; but, as a matter of fact, do the people who work on piece-work earn more than they would earn if they did the same piece-work outside the Institution?—In mattress making and cork fender making they are paid at an advanced rate, but in basket making they are paid according to the rate of the market, though in some cases rather under it.

16,142. Have you at all followed up the after career of those who have been brought up and educated in the Institution?—Sufficient time has not elapsed to enable us to pursue that to any degree. One or two have left the school to go to other schools in other towns, because their parents have changed their place of abode. We keep a register of all.

16,143. And you propose to follow that up, as far as you possibly can?—As far as possible.

16,144. Have you any special views about the education of the blind that you would like to lay before the Commission?—I may say that on this particular I speak as a representative man for the district to which I belong; we are all opposed, so far as we can ascertain one another's opinions, to what is commonly called the asylum system. We are opposed to it to a man.

16,145. You prefer that the children should be taught in board schools, and that those who work together, supposing that they work together in an institution, should board out with their families instead of living in the institution?—We prefer the children attending special classes and living at their own homes. If I am at liberty to do so, I should like to make a qualification here in order to prevent mistake. We are as hostile to the idea of educating the young blind side by side with the sighted in the ordinary schools under the ordinary methods as we are opposed to the asylum system. We take a middle course.

16,146. You do not approve of what is done in Scotland, where blind children are put in the middle of a sighted school?—No, we are opposed to it.

16,147. On what grounds?—The first point is that we think that, that system is quite good enough for the exceptionally clever blind children with exceptional home privileges, having parents who are able and willing to push them in the evenings. But the average blind children with the average home surroundings, and those who are under the average, we know from experience would suffer for many reasons; and the first is that no ordinary teacher in an ordinary school has the time to give individual attention to an individual pupil; they work their classes all as one, and a blind child needs individual attention. That is one of the reasons, if more are required I can specify them.

16,148. But why should not a pupil teacher, or some one under the head teacher, assist in specially supervising the education of one blind child in a school?—We hold that that simply comes to appointing a special teacher.

16,149. It might only be a pupil teacher, and that would not involve additional expense. As a matter of fact it does not involve any extra expense at Glasgow, where we have seen the experiment tried. If it did not involve any extra expense, would you have any objection to it?—It is not the expense that we object to; the expense, in our eyes, goes for very little. We object on the principle that we think that the blind child would suffer, and that the last state of affairs would be worse than the first.

16,150. The first proposition of your Association is that the blind ought, as far as possible, to live under the same conditions as those who are sighted?—Quite; I subscribe to that now.

16,151. It would not come within your proposition to have blind children in the same class with sighted children?—We qualify that proposition by saying, as far as possible.

16,152. It is not impossible for the blind children to be taught in that way, because it is done in Glasgow; but we want to know what your actual experience is?—We prefer experience to any amount of theory. Our experience in Sunderland has been this, that the Sunderland school board system of providing a special class for blind and partially blind children at the Blind Institution, because it is central, has produced excellent results, not from a blind point of view only, but to the entire satisfaction of the Sunderland school board and their inspectors. The children have improved more rapidly than they would in an ordinary school; they have travelled at a greater rate than from standard to standard per year. In an ordinary school they would only have advanced one standard a year; now many of our pupils have advanced much more than that. Our pupils can take their lessons side by side with any ordinary children in the standard to which they may at the time belong, and they meet ordinary children on fair terms, and do not come off certainly second best. To put it more briefly, our results have been something to this effect,—that our blind children have advanced nearly two standards in a year, that is, taking the standards taught in the ordinary board schools, with the exception of drawing, which, of course, cannot be taught to blind children. But, allowing for that, we have advanced nearly two standards a year, and the blind children in the ordinary school would only, at the very outside, have advanced one standard a year. Their self-reliance has not been injured; they are as self-reliant as if they had mixed continually with their sighted fellows. Continual contact with partially blind children has tended to discourage the formation of peculiar blind habits; such habits have not had time to grow up, even if they were encouraged by the teachers and their surroundings; and the results, so far as the Sunderland school board can estimate, are highly satisfactory,—equal, if not superior, to that they have accomplished in their own schools. That is the testimony of the Sunderland school board; that is not my testimony as a teacher. I hope you understand that I do not wish to put forward my personal convictions here, because I am an interested party.

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16,153. Have you any sighted supervision to correct those habits which the blind, you say, are liable to fall into?—I have no sighted assistants.

16,154. But do you find that the children suffer from the want of sighted supervision?—Not so far as my experience goes, and not so far as the experience of my employers goes. There have been no complaints.

16,155. Do you think that before the blind children come to a board school they should as infants have some teaching in Kindergarten work and similar work?—I am quite in favour of such tuition.

16,156. Do you think that that should be done by the parents, or, in the absence of the parents, by the school board itself?—The parents, so far as I know them in the humble walks of life, will not and cannot take such responsibility.

16,157. Therefore it must fall upon some public body?—Upon the school board, as the educating authority.

16,158. Do you think that children should go to an infant class at as early an age as three years?—Five is the specified age, I think; I quite agree with that.

16,159. And that they should enter the school board school at the same age as other children, that is to say, at the age of seven?—I include all under the school board authority; five, I believe, is the specified age, but we are willing to take them earlier.

16,160. And they would be treated exactly the same as the other children?—As far as possible. They are passed on from one standard to another as they show aptitude.

16,161. Do you know that under the London school board the blind children have half the day in class with the seeing children, and half the day of special instruction, in the afternoon and morning alternately; do you see any objection to that?—I am quite well aware of it, and I highly approve of it. That is the nearest approximation that I am prepared to make to educating the blind side by side with the sighted.

16,162. You think that that would combine the advantages of both systems?—Yes, and it would do away with many disadvantages.

16,163. Would not the sighted children correct those habits which blind children among themselves would be liable to fall into?—Sighted children, so far as my experience of them goes (though it is not very much), do not as a rule take sufficient interest in their companions. I have never found those extraordinarily sympathetic hearts amongst the young that we hear of in books and pamphlets. My blind pupils say that their sighted companions are not so very merciful to them, because they are blind, and, as I have said before, the blind have not time to acquire peculiar habits at school, if they were even inclined to learn them. They are only from nine to twelve by themselves, they go from twelve to two o'clock with their sighted brothers and sisters, they are in school from two o'clock till four again, and during that time the partially blind and the totally blind are at work side by side.

16,164. Out of those whom you have taught, how many have been partially blind, that is to say, not sufficiently blind to require a leader in the streets, but not sufficiently seeing to be able to read?—Fully two thirds.

16,165. Do you find any difficulty in arranging for the children coming to school, do they always get the assistance of some sighted friend?—Occasionally that is required with a very young child; but, as a rule, what we advocate is self-reliance, and that grows very rapidly.

16,166. You advocate their trusting to themselves?—Yes, as much as possible.

16,167. And you find that that succeeds?—Yes, except at very early ages and in very exceptional circumstances. With the great majority it has proved quite a success.

16,168. Is your school inspected by Government?—We are not strictly under Government inspection, for the simple reason that I am not a certificated teacher.

16,169. But have you had voluntary or extra official inspection?—The Sunderland school board have an inspector of their own, who examines all the schools to see that they are working up to the proper pressure, and he inspects our class along with others.

16,170. What religious instruction do you give in your school?—We have a specified course of religious instruction every year. This year we have the life of Samuel, four parables, four miracles, two psalms, and two hymns. We are to have a special examination in those particulars.

16,171. With regard to industrial training, do you think that there is a necessity for some organisation to assist the blind in learning a trade or in maintaining themselves during the first few years before their labour is remunerative?—There is a great necessity for some outside help in the time of apprenticeship.

16,172. Have you any plan for doing that systematically?—We apply to the guardians for apprentices.

16,173. Is the amount sufficient, and is the aid always given?—It amounts to 7*s.* per week when it is given, but it is not very readily given. It is given now more readily than it was at first. It was a contested point. However, we succeeded, and since they have acknowledged the responsibility they give 7*s.* per week.

16,174. Is that sufficient, or ought it to be supplemented by anything further?—I leave that to the judgment of every gentleman present. I am not an authority upon how much it takes to keep a man, but I should not like to live on 7*s.* every week.

16,175. Do you think that there should be any central place of sale for the work of the blind, and that if there were that would assist the blind in any way?—I cannot see how it would do so, it would entail the expense of branches sending their supplies to the central depôt; and the great obstacle to the sale of our goods in our own district is that we cannot produce them sufficiently cheap. Our goods are rather too dear in the district where they are made, and they would be dearer at the central depôt.

16,176. Have you any travellers to try and sell your goods?—We have to a certain extent; we cannot call them commercial travellers.

16,177. Have you any blind travellers?—We have one blind traveller, and the clerk does a certain amount of travelling besides. We have no special commercial traveller at the present time.

16,178. It has been suggested that by combination, or even by some voluntary aid, in a central depôt, arrangements might be made so as to relieve the different branches of such a central institution from the necessity of sending out travellers, and that the central depôt would do the advertising and the business that is usually done by commercial travellers, for the benefit of the various institutions with which it was connected; do you conceive that that would be workable?—That takes away the vitality which exists at present, and that is the weak point. We have not sufficient vitality in our local institutions, and we do not want it sapped by having other means provided to relieve them of their responsibility.

16,179. You think, then, that the only way to stimulate the energy and industry of the blind is to leave them to their own resources as far as possible?—As far as possible, with the assistance of workshops, those workshops being worked by local committees, and not subject to the assistance or to the overruling

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of any central authority. There is one point that I should like to suggest here, if I have the permission of the Commission; it is with regard to the committees of institutions. There is a strong feeling at present that those committees would be greatly improved by the presence of one or two blind representatives of those who are receiving the benefit of these institutions. I hope no gentleman thinks that I am specially speaking of Sunderland in this particular. I am not picking out Sunderland as an example. I am speaking in general. We feel that our institutions lack the close correspondence between committee and men that ought to exist. The committees are composed in many instances of ladies and gentlemen who have all the generous impulses, but who unfortunately have not the necessary knowledge. They, to a great extent, ignore the suggestions that are put forth by blind workmen, and they act on this principle:—"You "do what you are told; if that is satisfactory, well "and good; if not, you know the alternative. We "cannot brook suggestions." That does away with the spirit that ought to be cultivated amongst blind people of thinking out the methods of work, and the creation of a spirit of rivalry amongst institutions. I mean by one institution trying to surpass its neighbour in quality of workmanship and in the extent of well-doing. Our men, whenever they feel that they have a direct feeling in the management of their institutions, endeavour to respond to that, and rise to it; but at the present moment no committee will entertain the suggestion that they should have blind representatives. We do not claim it as a right; we have no right to ask it, because these are voluntary institutions; we simply throw it out as a suggestion. We only think that it would be an improvement.

16,180. You put it very fairly,—that, of course, those who subscribe the money for an institution like to have the disposal of it; but you think that the real interest of the blind would be consulted if committees generally would take counsel with their blind workmen. You would probably not think that it would work very well to have a blind representative doing nothing else but sitting on that committee?—By no means.

16,181. But you would simply recommend that committees should take the advice of, say, the foreman, or some responsible person among those who are employed by the institution, on matters affecting the blind?—I misunderstood you there. I do urge that there be direct representation on the committees, that we should have the choosing of this representative, who should, however, not have any salary or remuneration for it, but should simply be the best man we could find in our own ranks, and one in whom we have confidence,—our leader in fact.

16,182. But such men could not do two things; they could not do the work and sit on committees at the same time; how would you meet that?—That is very easily overcome. As a rule the leaders of the blind in every district are not the men who are working in the institutions.

16,183. Then you mean that the blind workers in institutions should elect not one of their own body, but some one in whom they have confidence?—Not necessarily one of their own body; but if they so choose, let it be so. Committees only meet once a week for half an hour as a rule, and there would not be much time lost if there were only one blind man on the committee. Any man would do that for the sake of himself and his fellows. It is only a suggestion; we do not claim it as a right.

16,184. Do you think that the representative of the blind would work great changes in these institutions?—I do not think that we should bring heaven and earth together even if we had blind representation. I only think this, that blind methods would be more in vogue in institutions, blind ideas would be brought more quickly before committees; and if there were supposed discontent amongst the blind, that would reach the ears of the committees far more quickly than it does at present. It has to go through the foreman and managers, and then through secretaries perhaps, to the committees, and sometimes it does not reach them. That is the point I wish to urge,—to bring the committees and the blind closer together.

16,185. (*Dr. Campbell.*) Supposing that a workman was put on as a member of one of the committees, and supposing that in his work as a workman in the institution he did not conduct himself in a way that was satisfactory, how could he be dealt with as a member of the committee?—I would answer your question in this fashion,—that, so far as my experience of blind men goes, they would very quickly deal with the man who misbehaved himself; they would not ask a committee to do it. Their own interest, if no higher motive prompted it, would simply prompt them to dismiss that man without much ado, and they would not be long about it. I have known such things happen in the past.

16,186. But supposing that this man whom you elect on the committee misbehaved himself, what then?—I am speaking of a gentleman whom we might elect. We should simply withdraw our confidence at the first opportunity. Committees go by majorities, and the law of any committee must be obeyed, no matter whether it affects a member or a non-member. We go on the doctrine of majorities, as all committees do, as I understand. We do not claim partiality, and we do not give it.

16,187. (*Chairman.*) As I understand, you would wish to have a representative of the blind on the governing body of institutions generally, not in order to control the disposition of the funds.—By no means.

16,188. But so as to make known the views of the blind?—That is my aim.

16,189. You would not ask for anything that is unreasonable, because, in the first place, you would not be likely to get it?—We should not, and that is a sufficient guarantee that we should not ask it. Then there is another matter. The blind in general in our district think that we should be none the worse for Government inspection of the workshops; but that does not carry along with it the condition that the Government should also give money to the institutions; we do not ask for that, but only for Government inspection.

16,190. (*Mr. Johnson.*) You do not ask for any money at all?—We do not, from our district, ask in regard to workshops that the Government should vote money. I am not speaking personally; I am simply here as a representative in that particular.

16,191. (*Chairman.*) I suppose the Government inspector has a right to go into your workshops now, has he not?—We have never seen him.

16,192. He clearly has the right?—He does not exercise it then.

16,193. (*Admiral Sir E. Sotheby.*) You have a Factory Act in Scotland, have you not?—We have it in England also, but it is never exercised in regard to institutions. If such were the case, that would meet our objection to a great extent.

16,194. (*Chairman.*) Do you think that Government inspection would prevent anything being done which is now done, or would lead to an improvement in the workshops in any way; or are you only asking for it as a good thing in the abstract?—I am opposed to abstract doctrines, as a rule; I love the concrete; I never deal in mysteries. We do think that it would act as a bridle on certain expenses. The management expenses are in many institutions enormous, out of all proportion.

16,195. The inspectors would not interfere with the expenditure of the institutions, would they?—The mere fact of the inspector being a public official would act as a very good influence upon certain people.

16,196. Indirectly?—Yes; not directly, but indirectly. We only ask for these things indirectly, because we cannot demand them.

16,197. Does your Association make any other practical suggestion as to the relationship between the Government and these institutions in any way?—Our Sunderland branch disapproves of the doctrine set on foot, by the Scotch blind in particular, that the

Government should pension blind people. We oppose that; we think that that would act very injuriously.

16,198. You do not object to the education grant, do you?—No, only to pensions.

16,199. You object to a direct subvention by the State to a blind man as a blind man?—We entirely disapprove of that.

16,200. What do you think is the best way of dealing with what necessarily must be dealt with in some way, viz., the provision for the aged and infirm blind?—We hold that the aged and infirm blind are the only ones who have a claim, and that they ought to be provided for in some way or other, either locally or by the Imperial Government, and in that particular we are divided. Some hold that the guardians, or the local authority, have sufficient power already if they would exercise it, others hold that they have not. We have an open mind upon that question. Personally, I hold that the local authority ought to deal with it, and this is a point that I can speak upon from experience. In Sunderland blind people cannot get out-door relief, and they are told to go into the workhouse, and that there will be a special room set apart for them. They are all herded together like cattle to a great extent (it is a rough illustration, I am aware, but it meets the case), and they object to it. That is destroying what we are trying to build up, and the very poorest in our ranks objects on principle and from sentiment to enter the workhouse. We have men and women in Sunderland who would sell laces or halfpenny books at the street corners, or do anything they could, rather than go into the workhouse. That is from practical experience, it is not simply sentiment. They object to it, even the very poorest. One or two blind persons have 2*s.* a week as out-door relief, and the highest has 2*s.* 6*d.*, and that is simply wrung from the guardians. They say that blind persons cannot be trusted to live alone; that they might get burnt, or they might injure themselves in many ways; and that is the ground of their opposition to giving out-door relief. The blind, as far as possible, do not accept the in-door relief, they struggle on.

16,201. You think that out-door relief should be given, and given more generously perhaps?—Yes, that is my personal conviction; at the same time, I think that the Imperial Government should not be asked to contribute towards their support.

16,202. You think that whatever support is given to the aged and infirm blind should be local?—It should be local.

16,203. So that it would be administered by people who would be locally responsible, and who could not be imposed upon in any way?—There would be a chance of remedying it by force of local opinion then.

16,204. Have you anything to say with regard to the education both in Scotland and in London?—I wish to say that the London system is the beau-ideal, so far as our knowledge goes. In Sunderland we disapprove entirely of the Scotch system (though I am a Scotchman bred and born myself); we go for the London system, and, failing that, we fall back upon special institutions. But this is a further suggestion that I have to make, that all educational classes, whether they be classes or special institutions, should be directly examined by Government inspectors, and earn grants according to the results; and that the grant should be double what is given at present to ordinary schools, on the ground that there are so few blind people that the Government could well afford it. We want to have the Government grant given according to results, and that the schools which are not willing to submit to Government inspection should not receive the Government grant.

16,205. Do you mean grants by individual results, or by the general character of the education in the school?—Upon the same principle as is adopted in ordinary schools. We object to the principle that the education should be judged by the results years after the pupils leave school. If I am not wrong, there is a feeling in some quarters that it should be tested by the results in after years. We think that that ought not to be so, but that the results ought to be tested in the same way as the results in ordinary schools, and that the grant should be double what it is in the case of ordinary schools.

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16,206. Do you think that that would meet the case?—We certainly do; and that there should be a special inspector, blind if possible, or, failing that, a man who is thoroughly in sympathy and harmony with the methods taught, and who understands them fully. A special man could do the whole country, we think.

16,207. Do you think that a blind inspector could judge as well as a sighted inspector whether the condition of the school was satisfactory?—We think so, because he would hold in his hand a key which no sighted man has to the opinions and sympathies of the blind in general.

16,208. You think that no sighted man can appreciate the difficulties of the blind?—Far from it; I do not say that, but we say that no sighted man can grasp blind questions as a blind man can, all other things being equal. We do not stick out absolutely for a blind inspector; we only suggest it. We should be glad to get an inspector, no matter who he may be, if he do his work well.

16,209. I suppose you will admit that there are cases where it would be desirable, on account of the debility and backwardness of blind children, that they should be sent to an institution where they could be maintained and looked after better than they could be looked after if they were either at their own homes or elsewhere in a temporary home, as in London in connection with the school board?—That is a very delicate question. For instance, I have a case in Sunderland of that kind, where the parent would be very glad to get rid of the child, though the parent, if she were willing, is sufficiently able to look after the child; but there is a want of willingness. I am sorry to say that she loves drink, and we know the effect that that has upon the home. She has tried all in her power to get rid of the child, and she has failed. As I say, it is a delicate question. The instant that you begin to relieve parents of their responsibility, you are bringing about anything but an improvement. There are cases in which it would be necessary to have such temporary homes, but only under very special circumstances.

16,210. Then you do not think that the Government or the local authority should give any assistance for maintenance, as is recommended, for instance, by the Manchester inspector?—Under special circumstances I should. Where it is proved that it is absolutely necessary to send the child to an institution, then the guardians ought to send it.

16,211. And ought to maintain it there?—Yes, that is my opinion.

16,212. Then, in your opinion, it should be left to the guardians or to the school board to decide as to the desirability of such a course being resorted to?—Exactly. That should be left to their discretion.

16,213. (*Mr. Johnson.*) I understood you to say there was a great difficulty in getting local out-door relief for your blind people in Sunderland?—Yes, very great.

16,214. Do you think that it would contribute to the comfort of the aged and necessitous blind, who have no homes, if homes for the reception of blind people were established; and do you think that the local authorities would contribute to the support of such homes?—I may say, in answer to the first part of that question, that I think it is a necessity. For those who have no homes, homes ought to be provided.

16,215. But not in the workhouse?—Not, as at present, in the workhouse.

16,216. Your objection, as I understood, to their being taken into workhouses was that there the blind were congregated together?—That is one of their great objections; but it goes further,—they entirely

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abhor the idea of going into the workhouse. That is the plain English of it.

16,217. But they would not object to go and be associated with blind people, would they, provided that this institution or home for them were not called a workhouse?—I am not prepared to answer that question. I cannot speak for their opinions in the future.

16,218. You have no experience of what are called boarding houses for blind people as they have in Scotland?—No, I have not.

16,219. Do you think that it is necessary to have a hard and fast rule of education, that is to say, a special code with special standards for the blind?—I think that there should be compulsory subjects, and also optional subjects; that each school should be, for instance, expected to be up in all the elementary subjects.

16,220. You would not insist upon the ordinary school standards?—I should not. May I enumerate what I would have? Reading, writing, and arithmetic as far as you like to carry them; plain and practical geometry, grammar, and geography, and modelling and Kindergarten work as far as possible. That is what I should say is the elementary education required by every blind child to enable it to hold its own in after life.

16,221. Then you are in favour of giving a public grant according to the results obtained by a school?—According to the results of the individual pupils, as at present in vogue in board schools.

16,222. There has been a Report from one of Her Majesty's Inspectors, presented to both Houses of Parliament, and therefore it is public property; and I may ask you whether you agree to this:—"I am "inclined to think," says Mr. Fitch, "that in laying "down conditions of any public aid which it may be "proposed to give either to the instruction of the "blind pupils, or to the training of teachers for the "blind, it would be well to avoid all rigid and "inelastic rules, to abstain from formulating definite "courses of instruction and examination, and for the "present, and until experience shall have suggested "a better course, to encourage liberally any approved "method of teaching and training, and to judge of "their efficiency mainly by the results." Do you agree with that?—That is too indefinite for me to subscribe to. That gentleman's experience is wide in ordinary matters, but not particularly in matters concerning the blind. He is too indefinite, and I cannot subscribe to any indefinite hazy notion.

16,223. Do you know of any blind representatives from the working classes, or from the school teachers, who have a seat on any committee of any charity?—No. I know of none.

16,224. You think that there ought to be such a representative upon almost every committee of every great institution?—On all committees, I think.

16,225. Do you not think that the ordinary rule of a committee is to go about amongst the institution in which they are interested, and ascertain, so far as they can, the views and opinions of the workers?—Experience is against that theory.

16,226. In Sunderland?—You will remember that I said at the outset that I was not specially speaking of Sunderland.

16,227. Have you any great experience of other institutions besides that at Sunderland?—Not great experience, but nevertheless I have experience, and I have my peculiar channels of information.

16,228. Then your idea is that the blind ought, as it were, to co-operate with the sighted people?—Yes, exactly, and the sighted with the blind.

16,229. What are your principal objections to the asylum system, as you call it?—The objections that it breaks home ties, encourages peculiar habits, and saps self-reliance. Those are, in brief, my objections.

16,230. Then, as I understand, you would like to have classes for the blind children under the school board, but separate from the ordinary classes, and you would like children attending those classes to live at their own homes?—Exactly.

16,231. Supposing that their homes were so bad that it would not be a desirable thing for them to live in them, what would you do with those children?—I think that I have already answered that question by saying that there are circumstances in which it is absolutely necessary to send them to some institution, but that that should be left to the discretion of the school board and of the guardians.

16,232. You have great experience, I know, with regard to the trades which are practised by the blind. Do you think that music is a profitable occupation for the blind?—I think that it is a profitable employment for those who have sufficient capacity; but here again I would lay before you the opinions of all those among whom I move, that there is too much of a general musical education, and perhaps I may explain what I mean by that. The blind in general have suffered from superficial musical education, and also from the notion that every blind man and woman is a born musician. That has led many who have shown no peculiar talent for it to go through the routine of training, and it has wasted years of their lives which might have been more profitably devoted to the cultivation of trades, and, when they have got all they could out of it, they have only been able to degenerate into public bar players. We have dozens of them in the north of England, and this is the worst evil of the whole thing. When a blind man has sufficient musical power to play a piano in a bar he will not work in an institution. That has been put to the test. I am a blind man myself, and of course I come under the same standard; but blind men are just like ordinary human beings, and, to a great extent, they want as much as possible for as little as possible; and when they find that, by playing in public bars for a few hours in the evening, they can earn 12*s.*, 14*s.*, 16*s.*, and some of them 18*s.* a week, and have all the day to themselves, they will not work in institutions, because they say, "It is not "worth while to give up our 16*s.* or 18*s.* for the same "money when we have to work all day for it." Therefore music, to a certain extent, has been a curse to the men. Where special capacity is shown for music, then we hold that it ought to be specially cultivated, but that ought only to be done where special capacity is shown for it.

16,233. Have you had much experience of blind people who have succeeded in the musical profession?—Here again I will take our district. We had one blind man who was educated at the Newcastle school, but not thoroughly; he has had to learn his business since he left it, and he is better off than any other blind man I know who earns his living by music. We have three from the Royal Normal College. Mr. Willans is the only one who has been successful; Mr. Urwin has only recently come, and he has a certificate; but Mr. Muldoon has not taken his certificate. Those two latter ones are not succeeding, and their prospects are not promising. We had another man from Newcastle, a universal man, equipped to play or to make baskets; he is a failure also. We cannot find sufficient trade for piano-forte tuners in our district; that is our experience.

16,234. What do the piano-forte tuners usually earn in your district?—The exact earnings I cannot give. Mr. Cummings does the best; he is employed by an ordinary musical firm, and he has a special connexion of his own. Mr. Willans, until recently, was paid 1*l.* a week by the Institution, but now the arrangement has been altered, and he only gets what he works for, less 10 per cent. commission.

16,235. He did not make the 1*l.* a week there?—He did not, and therefore the Committee altered the arrangement because it did not pay.

16,236. Is he the only successful man as regards music in your experience?—Mr. Cummings and Mr. Willans are the two typical successful men in our district. I do not wish to go beyond that district, because I am sure of the facts in my own district.

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16,237. Do you think that 1*l.* a week is what they could earn in the ordinary way?—I do not say that that is all they could earn; I think they could earn more, but there is such a great difficulty in getting work. We have such a superabundance of tuners, blind and sighted, in Sunderland, that they are cutting one another's throats. The supply is overlapping the demand.

16,238. I suppose I may take it as a fact that the ordinary work in workshops is a much more profitable thing in your experience than music?—For the blind generally. I would give the exceptional men all the opportunities possible in music, but those are the only men with brains sufficient to make their way with it; they force themselves to the front. Those are the men who have told in the past, and are telling now. But every man has not that gift, and therefore he should not be put to something that he is not qualified for, as unfortunately many are.

16,239. (*Admiral Sir E. Sotheby.*) You have 36 people at your Institution, I find?—I believe so.

16,240. How many blind people are there in Sunderland?—One hundred and fifty-four.

16,241. What would the other 128 do?—The great majority of them are over 60 years of age. There are more over 50 years of age than there are under 50 years of age.

16,242. What do those that are under 50 years of age do?—The great bulk of those under 50 years of age, who are fit to work, are employed in our Institution. There are several who could work, but who do not work.

16,243. But you have only 36 in your Institution; how do the others gain their livelihood?—I say that the majority of the blind in Sunderland are over 50 years of age, and unable to do work if they had it.

16,244. But if they cannot get work, what do they do?—They fall back, as I told you before, upon selling several things in the streets.

16,245. Can the majority of them get work?—It is not so with all of them; but certainly the majority are employed in our Institution, though often on short time.

16,246. You have 36 people in your Institution, you say; do you employ any blind people outside your Institution?—We do not.

16,247. How do those people gain their livelihood?—The great majority of the 154 blind people in Sunderland are above 50 years of age, and are unable to work. The great majority of those under 50 years of age who are able to work are provided for in our Institution.

16,248. But are there not more than 36 under 50 years of age?—I did not say that we provided for everyone under 50, but for the majority. If you add 14 to 36 that makes 50. Then, perhaps, you will want to know where I get the 14; those are children who are not able to work. That brings the total up to 50. That leaves 104 out of the 154. Now I go further, and I subtract three who have been at the Royal Normal College; we do not profess to provide for them; they say that they are quite able to provide for themselves; they are already fitted as tuners. That brings it up to 53. One is employed by a musical firm, that makes 54. One was trained by the Newcastle school, and is in business for himself; that makes 55. That leaves 99 out of the total number. There are several of those, however, not provided for; but I only said that the majority were provided for.

16,249. How do those people gain their livelihood?—Simply, I am sorry to say, by depending upon their relatives in the majority of cases.

16,250. You said that you would like to have a blind person to represent the blind on your committee. Would it not answer the purpose if you had a blind gentleman or a blind lady, because they would sympathise with people who are afflicted in the same way as they are themselves, and would they not find out from the blind workers everything that they require?—But there is a very practical objection to that. We have no blind ladies and gentlemen in Sunderland, so that that is impracticable.

16,251. That answers the question as regards the present time; but if there should be one hereafter, what I have suggested might be practicable, might it not?—That would depend, of course, upon what was the view of the general body.

16,252. You have spoken in a general sense of Sunderland, and you have said that you want a working blind representative, or more than one, on your committee. In London there are a great many blind gentlemen and blind ladies; if one of those blind gentlemen or ladies went on to the committee, would not that answer all that is required?—Where the general blind have sufficient confidence in that gentleman or that lady, by all means let him or her be upon the committee; but there are many blind ladies and gentlemen in whom I am bound to say that the majority of the blind people who know them would not have sufficient confidence, and, therefore, they would not vote for them. There are blind ladies and gentlemen who are not naturally fitted for such positions, and who do not know the wants of their less fortunate blind neighbours.

16,253. (*Rev. Mr. Owen.*) If you know it, do you allow any of the blind people who are connected with your Institution to spend their evenings in public-houses, playing and singing?—It is expected by our committee that no man or woman employed by it shall be guilty of playing or singing in public bars. There is one exception to that, where a harp player does play in a public bar; but our committee, in their discretion, overlook that. I am not prepared to give the reasons why they do so.

16,254. Do you know anything about the deaf and dumb who meet in institutions?—I am not immediately connected with the deaf and dumb, and I think that the deaf are people who know their own case better than the blind know it. I would not like to give an opinion about the deaf and dumb.

16,255. Do the deaf and dumb and the blind work together harmoniously?—We have one dumb girl working in our Institution, in the sewing department; she supervises, to a great extent, some of the work done by the blind girls.

16,256. She is eyes to the blind, in fact?—Yes, and they are of course voice to the dumb; but this girl is only employed as a sighted person would be. They give a preference, as they ought to do, to those who are handicapped. They find that an intelligent dumb girl can do the work as well as an ordinary sighted girl, and they give the dumb girl the preference; and she and the blind girls agree as well as can be, so far as I know.

16,257. (*Dr. Armitage.*) You said that you objected to any payment by results in after years, after the pupils leave the institutions; what is the proposal that you object to?—I know that it is the opinion of many blind people whom I have met that it should be the after results that should be taken into consideration. That is to say, that, supposing that I come to the Sunderland school to day, if I turn out two years hence a successful man, the school that educated me shall claim a grant. If, on the other hand, I turn out a failure, that is to be set down to the ill training that I have received at the Sunderland school, and therefore the Sunderland school does not get any grant. That is the opinion which is held by many blind people, but I am opposed to it.

16,258. Supposing that a school is under Government inspection, and that a payment is made by the Government according to the standard attained by the pupils, would you object if, in addition to that, a grant was made to the school for those pupils who were successful in after life?—I understand you to speak of two grants,—a grant for individual results while at school, and a grant for individual results after leaving school. I go for the first, as you already know. As to the second, that is to say, giving a grant for after

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results, that is the point where I get into a difficulty. I will take myself as an example again. Suppose I belong to a very poor family, surrounded by anything but favourable circumstances, and I am not constitutionally strong. Through those reasons, and those are very powerful reasons with blind people, I do not make the progress which perhaps my natural ability suggests that I ought to have made. I say that the school that trains me should not suffer for my after circumstances, because they were not responsible for creating them. On the other hand, if I am surrounded with favourable circumstances, am of a strong robust constitution, and have plenty of friends who can form a connexion for me (and we know that blind people do that), then I say that the school did not create my constitution, neither did it create the circumstances, and therefore it has no right to the grant won by me. That is my position, so far as my knowledge at present goes.

16,259. Taking a hundred pupils, do you not think that an average would be arrived at, and that if a school trained well, they would obtain a higher average of success than a school that trained ill?—Undoubtedly I agree with that.

16,260. Do you not think that a school that trains well ought to be assisted to a greater extent than a school that trains ill?—There is one reason why I should object to that, and this is my objection. Your suggestion is that a school that trains well should be encouraged, and that a school that trains ill should not be encouraged. A school will not and cannot get the same encouragement if the training is ill, because it will not produce the individual results that a school that trains well will produce. A school that takes an "excellent" merit grant wins it because a certain percentage have passed the "excellent" standard; and a school that does not come up to the "excellent" standard does not get the "excellent" grant. Why? Because the training or something else has been at fault. Therefore the excellent school has got the "excellent" grant, and the non-excellent school has not got it. Why throw it over a number of years? That meets your objection, I think.

16,261. It does not quite meet it. The question of after result depends quite as much upon technical training as upon school training.—Unfortunately I used the word education in its wider sense, but under that single word I included both. I had in my mind's eye the Normal College, St. John's School, York and Edinburgh. Those are all typical schools, I am well aware. There they are simply educating the blind; you may call it technical or general education, it all comes to the one end. The great aim is to instruct and educate the blind so as to fit them for their after career. If the Norwood College and the St. John's School beat the schools at York and Edinburgh (I do not say whether they do or not, but I just take it as an illustration), they get the "excellent" grant, whereas, if the schools at Edinburgh and York beat the Royal Normal College and the St. John's School, they get it. What more have they a right to? They have no right arising out of the individual circumstances of individual pupils. The training of these pupils will tell sufficiently in their favour in their ordinary education, without carrying it over a period of years.

16,262. Do you think that Government inspection and Government grants upon results should continue after the pupil has passed from the school proper into the technical school?—Undoubtedly I do.

16,263. And that an inspector should be appointed to examine into the technical training, as well as into the literary training?—That is my opinion exactly.

16,264. (*Chairman.*) Up to what age would you continue that grant?—The age I would not fix, but I would fix the duration of time. I would not go beyond two years after they have left the ordinary school.

16,265. I did not quite understand whether you meant that in those schools which you have mentioned there should be a purely technical branch of education which should continue for two or more years after they have left the literary part of the school?—May I instance the Royal Normal College or the St. John's School? The Royal Normal College, as I understand it, does not have its scholars always working in the ordinary educational department, and at the same time working in the technical department. If I am wrong, Dr. Campbell will correct me.

16,266. We would not take that particular school, because that is not quite the case of an ordinary school, inasmuch as they remain there longer; but take an ordinary elementary school?—An elementary school is not a school where technical education will be given.

16,267. Where will it be given?—In the higher grade schools.

16,268. (*Dr. Campbell.*) In some of these schools, take the Manchester school for instance, at the age of 15 the pupils pass out of the school and go into the workshops; that is what you mean by a technical training, I suppose. You mean that, after they have passed from the school department into the workshop, you would still allow the grant to go on for two years?—In the sense in which you have explained the meaning that you attach to "technical," I do not mean that. I separate the purely industrial from what I would term the purely technical. I know in fact they are one, but what I thought his lordship meant by "technical" was the musical profession. That is the sense in which the word "technical" is generally used among blind people.

16,269. (*Chairman.*) The word "technical" is used as applying to music, is it?—That is the general acceptation of it in our peculiar circumstances.

16,269*a*. (*Dr. Armitage.*) What I meant by "technical" was the special instruction in music, trade, or anything else that is given after the blind person leaves the school proper to fit him for self-maintenance.

16,270. (*Chairman.*) I asked the question purely from an industrial point of view.—We always, I think, in blind circles, make a separation between "industrial" and "technical." A school which takes in a pupil to educate him should not have a grant for purely industrial instruction, or for purely technical instruction, after he has been for two years away from the ordinary branches of elementary education. I mean in the purely training instructions. We always speak of workshops as workshops where men come and get work, and of institutions pure and simple as places where they are trained. I simply attach this to training institutions and not to workshops.

16,271. (*Dr. McDonnell.*) Are you in favour of elementary training and then two years of industrial training, provided that it be given in the same institution, and that it be paid for after the pupils have finished their elementary education and before they go to the workshops; are you in favour of paying for their elementary training, and for two years' industrial or technical training, before they go to the workshops?—Yes. I do not wish to tie down a boy or a girl to two years of ordinary education in the elementary branches; but if it is a training institution, where they profess to give them a technical education, then I think that that ought to be continued. But the workshops, as a rule, just take in those who have passed the ordinary school age.

16,272. (*Dr. Armitage.*) Have you any experience at Sunderland of blind men or women coming to learn a trade, or to practise a trade, who have been trained at other institutions?—Yes, we have had several.

16,273. Is it your experience that, as a rule, they have been well trained, or have they to learn a good deal when they come to you?—I am sorry to say that, so far as our experience goes, they have had, to a great extent, to re-learn their business.

16,274. Can you tell the Commission, I do not say exactly, but about how many you have any knowledge of who have been trained at other schools?—I am speaking of those who have come to work in our Institution,—one in our basket department, one in our mat department, one in our chair-caning department.

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16,275. Do you believe that their defect has arisen from bad teaching, or from their not having been at those other schools long enough to learn?—I do not think it was quite so much bad teaching, in the ordinary sense of bad teaching, as the endeavour to make them basket makers, mattress makers, and musicians at the same time.

16,276. But that is bad teaching according to your idea?—Yes, but I did not say that those special departments had been badly taught. Those special departments may have been sufficiently well taught, but the attempt to make one man learn the whole three has proved a failure. That was not the fault of the teachers of those particular departments.

16,277. Do you know of any pupil who has come to you, as an apprentice or journeyman from another school, who has been thoroughly well taught, so well that he can enter the shop and at once get the wages that he ought to get at his trade?—We have had a very limited experience in taking in men who have been trained in other institutions, simply because we have had so many in Sunderland wishing to be taught that we did not feel justified in taking men from a distance. We have had one basket maker who was taught in York; he came into our institution as a journeyman basket maker, and received his wages according to what he did. We paid him as a journeyman ought to be paid. He could do his work.

16,278. Have you any experience with regard to the intermarriage of the blind at Sunderland?—Yes, we have. Two cases have happened within the last four years, where blind men have married blind women, or women for all practical purposes blind, who had not sufficient sight to know a lamppost from an ordinary individual, but who, nevertheless, were not strictly blind, being able to tell the night from the day; but, of course, we class those as blind.

16,279. Are such intermarriages encouraged?—No; they are so decidedly opposed that one of the unfortunate men who married was threatened with instant dismissal. We have a rule prohibiting the intermarriage of blind people, but the committee did not carry that rule into effect in that case. Those are the only two instances that have happened in our Institution.

16,280. (*Dr. Campbell.*) In regard to the blind desiring to have one or more representatives on the committees of the institutions, I suppose the idea is that, if they cannot find a suitable blind man, what they want is someone whom they can elect; that it would be open to them to have a representative of their own choosing, but whether he should be a blind man or otherwise would depend upon their own judgment in the matter?—I stated that blind men want blind representation. We do not ask to have permission to elect sighted people on the committees; it is only blind people that we want, because we should be going against our own notions if we elected other sighted people. That would be simply saying that we have not confidence in those sighted people, who already form the committee, but that we have more confidence in other sighted ladies and gentlemen. Still, in exceptional instances, a sighted representative might be chosen.

16,281. That might happen, and quite rightfully too?—We do not go for that; we prefer blind representation.

16,282. Do you not think that it would be a very great advantage, in the case of the young blind, while they are being educated, even as young children, to have what we will term technical education, that is to say, some training every day to educate their hands and fingers in the use of tools, so that afterwards, when they came to work at a trade, they would be skilful in the mechanical manipulation of the tools?—I heartily sympathise with all that would develop the talents of children. I do not care whether you begin at a year or two years, but I would give them all the tools possible. We do it practically. I am as enthusiastic in that particular as any gentleman here present.

16,283. What I want to get at I believe to be of great use, and I think you would sympathise with my view. In institutions for the blind, would it not be very advantageous if the young children began to be taught to use tools very much earlier than they are taught now? This is a plan that is beginning to be carried out in some blind schools, and I, together with many others, hold the idea that it is going very much to increase the industrial earnings of the blind. I wanted to find out whether this subject had been brought to the attention of your Association, and whether it had received the support of the blind of Sunderland?—If the Royal Commission had sufficient time when they were in Sunderland, they would have seen for themselves that the younger blind children were continually using all the tools that they could lay their hands upon, and that they were encouraged by every branch in the Institution. We have not funds sufficient to make it a system; it is the lack of funds, and not the want of willingness, that prevents its being more generally adopted.

16,284. (*Chairman.*) Do you mean in the school board classes?—We do not teach it; but the children are continually, from twelve o'clock to two o'clock, roaming about the workshops, and the men all encourage them. We would teach it, but we have not funds, and we have not time. I am heartily in sympathy with the idea, because it is what we want.

16,285. Of the three pupils that you spoke of as coming from the Normal College, how long has the last one left the College?—I think I said that Mr. Urwin had recently come.

16,286. As yet, he has not had time to get started?—No.

16,287. And in regard to one other, of whom you spoke, who had no certificate, he left before the College authorities considered that he was qualified to do good work?—Yes. I carefully noted that he had received no certificate.

16,288. So that we have accounted for two out of the three not having employment immediately?—I do not think you have accounted for their not having got employment. Mr. Willans, for instance, who is a fully certificated teacher, from the Royal Normal College, has not sufficient employment to occupy one-half of his time. Therefore it cannot be the want of a certificate that prevents the others from getting employment; it is the want of employment.

16,289. But if a man is not qualified to do good work, he will not get employment even if work is to be had?—No, and I would not like to see him get it. It would be a pity.

16,290. (*Dr. McDonnell.*) You spoke of great objection being raised to blind persons playing in public bars, many blind persons earning an honest livelihood by playing at public bars, what are the objections to their so doing?—By playing at a public bar I mean playing at a public-house bar. The associations that they form there are anything but calculated to advance their moral welfare, and, as blind men, we are as much in need of healthy surroundings as other people. All the blind men that I know, with one solitary exception, who have played in bars, have sunk lower and lower. There has been one bright example on the other side, who has, in spite of his unhealthy surroundings, risen; but the general tendency has been downwards, and we want to discourage the blind playing in public bars.

16,291. Then it is the bars and not the playing that you object to?—Quite so. It is the lack of sufficient power to get positions as organists and other high class musicians; it is only public-house playing that is considered objectionable.

16,292. I understood you to say that out-door relief was seldom, if ever, given to the blind in Sunderland?—Seldom, if ever; and when it is granted it is very grudgingly granted.

16,293. Would you yourself be in favour of giving out-door relief more freely?—Yes, I would.

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16,294. Would you be in favour of giving out-door relief in a way in which it could not be spoken of exactly as poor relief, but rather as a thing to which every blind person would have a right? Thus: you are in favour of giving money for the education of the blind in early life; would you be in favour of giving certain allowances to all the blind late in life, so as to supplement what an honest and industrious man could make?—I object to the latter proposal as to supplementing the earnings of honest and industrious men. I am in favour of giving money for an education to the blind; sighted people receive that, but so far as I am aware sighted people do not receive extraordinary grants when in middle or in later life.

6,295. The aged receive such grants.—I object to our getting anything because we are blind. The aged receive it from the guardians, but not from the Imperial Government, and the blind have the same right.

16,296. I am speaking now not of its being given in the way of relief, but of the proposal that every blind person should receive a certain allowance in the nature of an insurance; that inasmuch as we all contribute to the State funds we should all get back again for our children, in the event of their becoming blind, a certain allowance so as to place the blind man simply on a level with the seeing man. How would you view such a proposal as that?—I distinctly disapprove of that.

16,297. On what ground? Would you think an insurance on your life demoralising?—By no means, because I am insured myself. The ground of my objection is this, that people have no right, because they are blind, to ask the Government to provide them with what other people are not provided with.

16,298. I have tried to explain to you that it is not because you are blind. Supposing that we all paid a small sum annually to a fund which would entitle each of us to an allowance in the event of his having a son who was blind, how would you regard such an arrangement?—I am quite in favour of national insurance.

16,299. Now that you see the point, you see that out-door relief may very readily be made not a demoralising and improper thing, from your point of view, but something in the nature of a national insurance; would you object to aid (I will not call it relief) being given to the blind in the nature of a national insurance?—By no means. I am certainly in favour of national insurance in the case not only of blind people but of others.

16,300. (*Mr. St. John Ackers.*) You said, in answer to the Commissioner who last examined you, that you did not wish the blind to receive anything that sighted people did not receive?—Yes.

16,301. But that is hardly, is it, in agreement with a previous opinion of yours, that the Government should give a double grant for the education of blind children?—I am well aware that there is a blind consistency of view there.

16,302. Putting it in a practical way, I understand that you do not wish blind persons who are able-bodied to receive any assistance from the Government that ordinary seeing able-bodied people do not receive, but in exceptional cases of youth and old age and infirmity you would not object to it; is that so?—Before I answer your question, may I ask what I am to understand you to mean by old age and infirmity?

16,303. You yourself said that the majority of those who were over fifty years of age were not able to work?—As I have already said, I do not think that the aged blind have a right to special funds from the Government.

16,304. Then you make an exception in the case of the children?—Yes, those are the only ones that I am prepared to make an exception for.

16,305. How many blind children of ripe school age are there uneducated in your district?—My district is purely Sunderland. There are only two uneducated children in Sunderland at the present moment, so far as our knowledge goes, within the age at which they can be compelled to come to school.

16,306. And there are 14 blind children altogether, are there not?—Fourteen; that is including the two of whom I have just spoken.

16,307. There would be 12 at school, and two not at school?—Yes, two who ought to be at school.

16,308. So that one-seventh of the number of blind children of school age are not receiving any instruction?—Yes, but you cannot discover in a large town every blind child. Of those two to whom I have alluded one has only been discovered within the past month, and the other within the past four months; and this is the reason why she has not been brought to school:—The parents say that they are going to take her to a London doctor, and that has been regarded as a reasonable excuse. That is why the law has not been put in operation in that case.

16,309. We know, from the evidence we have heard, that in large towns a considerable number of deaf children escape the observation of the school authorities altogether. May it not be the same with regard to the blind, that the school authorities are not sufficiently vigilant in looking out for blind children?—I cannot complain of the Sunderland board, so far as my knowledge goes.

16,310. What proportion do the children of ripe school age bear to the whole number of blind persons which, I think, you said was 154?—It is 14 to 154.

16,311. In your experience, is that about the average throughout England?—I cannot answer for the rest of England; I have not sufficient material to enable me to do so.

16,312. Have you studied the census returns?—I have studied them; but in Sunderland the census returns have been discredited, because they have not agreed with our knowledge of the real facts. In many senses they are unreliable in Sunderland, and therefore we never do base our opinions upon the census returns for that reason.

16,313. Then your practical knowledge of the locality leads you to doubt the accuracy of the returns given in the census?—Yes, and I am not alone in that; I am speaking as a typical blind man.

16,314. Which way is the difference; are there more blind than are put down in the census, or fewer?—There are more than appear.

16,315. You spoke of your Institution being opposed to the marriage of the blind with the blind; can you tell us whether your Association of blind persons hold the same views upon that subject?—They do not, they are divided upon that question. It is the most delicate question that we have.

16,316. But they are divided in opinion; they are not opposed in a body to the views of the Institution?—The majority of the blind are opposed to the views of the Institution. The minority favour the views held by the authorities.

16,317. (*Chairman.*) Is there any other point upon which you wish to say anything?—With regard to the training of teachers, I think that teachers ought to be certificated; but I do not go further and say what the standard should be.

Adjourned to to-morrow at 11 o'clock.

At 6, Old Palace Yard, S.W.

Friday, 4th February 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.
THE RIGHT HON. A. J. MUNDELLA, M.P.
THE RIGHT HON. SIR H. SELWIN-IBBETSON, BART., M.P.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARBOL, ESQ.
F. J. CAMPBELL, ESQ., L.L.D.
EDMUND C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. WILLIAM HARRIS examined.

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16,318. (*Chairman.*) You have taken a great interest in the question of the industrial training of the blind for the last 20 years?—Yes, for more than 20 years—nearly 25 years. I did not take it up as an amusement. I was asked to help in the work, and having the time, and means and opportunity, I undertook the work as a duty.

16,319. You are the honorary treasurer of the Leicester Association for promoting the general welfare of the Blind?—Yes.

16,320. You have visited the principal institutions in England and America?—Yes; 50 in England and Wales; 5 in Scotland; 8 in Ireland; 20 in America; 3 in Canada.

16,321. And on the Continent also?—And on the Continent also. I have visited 28 on the Continent, viz., some in France, Belgium, Holland, Prussia, Hanover, Saxony, Germany, Bohemia, Austria, Bavaria, Switzerland, and Italy.

16,322. And your attention has been principally turned to the best way of giving industrial training to the blind?—I would rather say industrial occupation. I have worked very heartily in this matter with Colonel Turner, and was compiler, with him, of each edition of the "Guide to Institutions and Charities for the Blind." Our idea at starting being that schools should be only places of *instruction*, and that workshops should be workshops, any other occupation coming under miscellaneous occupations.

16,323. With your experience, do you think that industrial occupations are the best for the blind—I mean as distinguished from other occupations, such as music?—I should say undoubtedly so, for the majority of the adult blind, and especially the friendless ones. But I would qualify that remark by stating that I would never wish to compel blind persons to go to work in a workshop. I would prefer that they should find occupations at their own homes, amongst their own people, in ordinary household or other employment; at the same time it is an advantage to most of them to work in a workshop. I remarked at the conference held at York in the year 1883, "It appears "to me that the *largest number* of the blind are "*poor persons*; and, that the *greatest good* we can "do them *does not consist chiefly in enabling them to* "*earn the largest possible amount of money*; we "have to think of their *general welfare*, their *health*, "their *home happiness*, their moral and spiritual "welfare. . . . The circumstances and places of "residence of the blind are very different; but, for "most of them, I believe such occupations as could "be carried on *in workshops* to be the best," and the advantages of workshops for the blind are thus stated by me:—"1. Workrooms, *suitable* as regards "space, ventilation, warmth, cleanliness, &c., are pro-"vided. 2. Proper tools are provided without cost "to the blind. 3. Good materials are provided with-"out capital, and without loss of the time of the "blind, and also without loss to the blind through "waste. 4. Companionship and conversation *with* "*those who can see*, as well as with blind persons, is "secured. 5. Daily exercise and change of air is "secured, which improves their health, and gives "them confidence in walking about. 6. Their work "is done at the right time of the day; is done better "and more quickly, therefore, larger earnings are "made. 7. *Regular daily work* of the same kind is "secured, and with it *regular income*. 8. The goods "when made are sold without loss of the time of the "blind, and without injury through delay of sale. "9. The sale of badly-made goods, and the con-"sequent injury to the cause of the blind, is avoided. "10. The blind have *always before them* an object in "life, and so think less of their infirmity. 11. Their "characters and circumstances are known, and as-"sistance when needed is more easily obtained. "Some of the blind have, through their connection "with our institution, received gifts, pensions, and "help of various kinds. 12. The blind receive some "instruction and consolation; each day's work being "commenced with the reading, *without comment*, of "a portion of the Bible, and the Lord's Prayer. "13. Begging, or the temptation to beg, is avoided." What we are endeavouring to do is to get the blind to help themselves. Let me emphasise those words "help themselves," for the blind have always needed the help of the sighted, and in my opinion always will need such help, they will always be to some extent helpless, and I can speak feelingly on that point, because I am myself afflicted with partial deafness, sufficient to make me very nervous, very irritable, and very ill at ease with those to whom I am a stranger either in public or in private. Through the indulgence of the Chairman, I have brought my brother with me to assist me in repeating questions which I may not be able to hear perfectly, and I may fairly say that my coming here has been a very great anxiety to me, and I had very little sleep last night, knowing I was going to be examined as a witness to-day. I only say this to show how an affliction like deafness or blindness can touch the nervous system of individuals. I have never been a strong person, and perhaps that is one reason why I have more sympathy with the afflicted and helpless than I should otherwise have had.

16,323*a*. You acted with Colonel Turner in starting the Cottage Home at Leicester?—I did.

16,324. Do you think that is the best way of providing for the aged blind?—Yes, for the aged blind under certain circumstances it is.

16,325. That is to say where they have no friends to look after them?—Yes, the helpless and friendless blind. The Home is really a cottage home, three or four living together, with a woman of their own position in life to take care of them.

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16,326. You would object to a large institution or asylum for the aged blind, that is to say, an institution as distinguished from a home?—I should very much prefer cottages, though there are certainly some difficulties and trouble in overlooking them. We do not want a lady superior, and make a grand business of it, we want simply someone to drop in to see that all is right, and to cheer up the inmates. The cost would come to about 10*l.* a head.

16,327. For the blind, after they have left school, would you have workshops provided in central towns, and if you established such workshops would you have them supported by voluntary contributions, or at whose expense?—That is a broad question, my general views are set forth in the answer to question 16,323.

16,328. Have you any scheme for the establishment of workshops?—I have not any scheme for the establishment of such workshops, though I have some general ideas about it. In the first place, if they are conducted by private individuals from private sources it would not be fair to interfere with them; and, secondly, there is a very great difficulty in getting sufficient funds to work them. I think the great success in the American institutions is attributable to the fact that aid is given by the State to enable the institutions to get first-rate managers and overlookers. A small institution cannot afford that. At Leicester we can only give our manager 100*l.* a year. You cannot expect to get an experienced tradesman to take the position of manager for 100*l.* a year—he would want at least 200*l.* or 250*l.*, and we should consider ourselves fortunate if we got a good man on those terms. You want the best manager you can get. Then as regards the question where the means are to come from, if you defrayed the expenses of such an institution out of the public funds, I would put it under public management, like a school board: but I do not now wish to go into that question.

16,329. Still it is very important to consider how this system of workshops which you say is the best for the blind is to be provided and worked. Of course, if it to be provided by voluntary aid, it cannot be interfered with in any way by the State; but do you think that, after having given the blind an education in State schools (that is to say, in board schools, or in schools subsidised by the guardians in the case of the poor), it is so important to the blind that something should be provided for them in the way of workshops that the State should depart from its usual practice in their favour?—Undoubtedly workshops are needed, but I should be afraid now to go into the details.

16,330. You say that one of the advantages of workshops for the blind is that "the sale of badly "made goods and the consequent injury to the cause "of the blind is avoided." I assume you mean that it is of great importance that the work of the blind should be of first-rate character?—Undoubtedly.

16,331. And that is more likely to be the case in a large and well managed institution than in a small one with deficient funds?—Undoubtedly. Large institutions are under good supervision, and they have everything provided for them, and every opportunity of doing their work well. I will mention a fact connected with that. The workshops for the blind at Glasgow make baskets which they sell in Ontario (Canada); though there is an institution for the blind in Ontario where they make baskets. The Glasgow workshops can compete with the Ontario people—they make them, I suppose, quicker and better.

16,332. Have we much to learn from the industrial workshops of America and Canada?—Yes, certainly. We have to learn our own imperfections, and we have to discover where we can introduce improvements. They have not given so much attention to industrial work in America, except in some institutions, as to providing a good general education, such as is given to those who can see, to qualify them to be useful, intelligent, and agreeable members of society. They seem to have done what we have done—they have tried almost every occupation—they are seeking to get at the impossible just as we are seeking to get at it. They are trying to find something which would be perfect—something that will enable the blind to *compete with those who can see.* They have never yet attained that. Mr. Wait, of New York, gave me last year, the Report of a Special Committee of the New York Institution for the Blind, dated April 1885, which is called, "A Review of the Efforts of the New "York Institution for the Blind from 1831 to 1885," on page 5 of it is stated, "The Committee, after "considering the various attempts and failures of the "the past, concur in the conclusions so uniformly "arrived at by their predecessors as well as by "present superintendent, that it is not reasonable to "hope we may ever be able to teach the blind to hold "his own in mechanical pursuits, unaided, as against "the competition of the seeing man, backed, as the "latter is, by accumulated capital and concentrated "skill." I have never yet found any institution where they have made work produced by the blind pay for long together.

16,333. The conclusion come to in that paper is that there is no one thing in which the blind can compete in the long run successfully with the seeing?—That is so.

16,334. Do you think that the blind who are in poor circumstances require any assistance through the boards of guardians, for instance, between the time that they leave school and the time when they are able to earn a livelihood in the workshops? We have had evidence to the effect that that is the time when they most require assistance.—If they are skilful workers they ought not to need it, but there are some who fail just as the seeing fail.

16,335. We have had evidence to the effect that the industrial training in the institutions is not sufficient by itself to enable blind persons to earn a livelihood after they leave those institutions, and we have had evidence that they very often have to begin their training again in the workshops. Do you think that it would be desirable that at that time they should receive any public assistance, that is to say before they are able to earn their own livelihood? I am assuming, which is the fact, that in a large number of cases blind persons, when they leave the institution, are unable to earn their livelihood; have you any opinion upon that subject?—Your question I understand to imply a subsidy of some sort. I believe that would be needed in some cases.

16,336. What, in your opinion, is the best industry for the blind? Is there any one which is better than another, or would it depend upon the particular place where the blind were residing?—The circumstances of place of residence, social position, physical and mental power, and manners would be very different, so you cannot make a rule to apply to every case. I should never expect the blind to maintain themselves without the help of some devoted relative, friend, or servant who can see.

16,337. You want to give them habits of industry in order to enable them to earn as much as they possibly can?—Yes, certainly.

16,338. With regard to the literature for the blind, have you paid much attention to that?—Yes, I have.

16,339. Have you come to any conclusion as to the best type for books for the blind?—I have come to the conclusion that the type question will never be settled as long as blind people and the benevolent public go on *improving it*, as they call it. At a conference of the school board for London in the year 1876 (which I should like to put in as evidence) evidence was taken from those who could see as well as from those who could not see, and the board, composed of professional men and men of business, what I should call practical men, decided that the type used by the seeing was the best for educational purposes.

16,340. Your remarks at the conference which you are alluding to seem to have been partly in favour of Moon's type and partly in favour of Roman, and at the

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end of your remarks you say, "In using their in-"fluence for the adoption of the Roman type the "board would use it in the direction of one universal "type, and in this they would be assisting the rich as "well as the poor." Though you speak very favourably of Moon's, you object to Braille on account of its contractions?—Chiefly on that account. Many of all ages and circumstances in life lose their sight after they have learned to read.

16,341. Are you still of the same opinion?—I should like to say a few more words upon that subject. If you will notice what I say about Moon's type you will see that I attribute its success to certain causes, one of them being that Dr. Moon had more books in the field than other people. I do not object to Braille, neither do I object to a Point system, but what I say is this, that almost every year there are some improvements suggested, and indeed there was a modified system discussed a short time ago, vizt., at the biennial convention held at Columbus, Ohio, 1878, when the subject of type was very warmly discussed. I am not going to plead for any special system. I do not believe the question, which is the best system will for many years be settled. One of the statements made by Dr. Campbell at that conference was as follows:—"Dr. Armitage said if the convention would adopt "this international system he (Dr. Armitage) would "be willing to give up Braille's." (*See* page 138.) There is nothing to prevent another system coming into the field. We have had other systems which have had their day and then died out. Take, for instance, the Scotch system—the Alston system; when the promoter of it died it practically died. Then take Frere's system—that went well for a time, but when Frere died it died with him.

16,342. Is there not this advantage in having a system of contractions such as Braille's, that you get books printed for the blind in a very much more portable form than if they were printed in the Roman type?—Undoubtedly; but it has its disadvantages, a character when written should be read without any doubt of its meaning.

16,343. Is not that a great advantage?—I should say, for educational purposes, it is not an advantage, I think children should have the plain, simple type, of large size, like that for sighted children, and for them you have no contractions. Talking of the education of the blind, let me remind you that there are about 13 per cent. under 10 years of age, and about 7 per cent. between 10 and 20, so that there are 20 per cent. to deal with. Then I say treat the blind as much as possible in the same way as you treat those who can see. A sighted child has to learn its A, B, C, and the letters you put before it are very large, with pictures in them sometimes, it has got toy books to help it, and it can be helped by its sighted relatives and friends. With a point system, whatever it may be, you have the smallest type possible. You expect the child to learn those very small characters, and in Braille type there are more contractions than letters, and you isolate it in its special training from those who can see, and the result is not satisfactory. I say, let us treat the blind as we treat those who can see, let them learn their A, B, C first, and then after that if they like to learn Greek or Chinese or any other form of letter let them do so, but first insist on their learning the ordinary A, B, C, which will help the teacher and help the scholar in the work of education. With regard to books for reading, many of the blind do not care much about reading to themselves; their ordinary, and most agreeable, inlet to knowledge is the ear; and, as a rule, it is only the aged and infirm who read such books as are printed in raised type themselves. Mr. Fawcett neither read nor wrote any type for the blind after he became blind.

16,344. He could afford to pay for some one to read to him?—Just so, now we are coming to the point. Those blind who have got on well in the world have been those who have had sighted wives or relatives who read to them, or who were able to pay for some one to read to them. They have been people who had ample means, people who had good health, and many of them were educated before they lost their sight. Mr. Fawcett neither read nor wrote any type for the blind. I know other persons who care nothing about it, they prefer to have readers, whenever they can get anyone to read to them. My belief is that books for the blind are very useful to the aged and infirm blind, but I think active persons do not care much about them.

16,345. Obviously current literature can hardly be translated quickly enough into type for the blind in order to enable them to read it?—Exactly.

16,346. The literature of the blind must necessarily be very limited?—There are some very good standard books in America.

16,347. Would you approve of the adoption of the system which is adopted in America of subsidising the printing of books and distributing them to all institutions connected with the blind?—Not till the question has been pretty well settled what the type should be. Before the Government subsidised the printing of books in America it was pretty well agreed what the type should be; it was not only one or two persons who came to the conclusion as to which was best, but a conference every two years for years together considered the matter and came to a conclusion on it, and the result was not arrived at without constant communication with Europe.

16,348. Your opinion is that no State aid should be given to the printing of books until some common type has been settled on in England?—That is my opinion. I presume that school boards have already power to provide books and teaching apparatus for their use.

16,349. Do you consider that it would be an advantage for the blind if the American type was adopted in which so many books are already printed?—I would rather not now give an opinion about the kind of type; my views are stated in the report referred to in my answer to question 16,339. I do not profess to know much about the technical characteristics of the various types, but with the Braille type I understand that you have to push your fingers up and down and right and left to discover what the characters are, whereas with the New York type you put your fingers on the characters and you feel the thing straight off—that is what I am told is one of the advantages mentioned by the promoters of that type; they say you can read it quicker.

16,350. Do you think that after the blind leave the institutions in which they have been educated, their condition in life and their circumstances should, as far as possible, be made known to the institutions with which they have been connected, and that the institutions should keep a register of them and assist them throughout their career in life as far as possible?—I should say that it would be unnecessary, for this reason. The blind do not care to be followed up and down and have, as it were, a policeman after them to know exactly how they are going on. They do not like to tell you all they earn and all about themselves. Moreover, if they are people of good character they will never be without friends in their own neighbourhood and amongst their own people. I believe in the kindness of people at large to the blind, in fact they are sometimes rather too kind to them. I would not follow them up, we can always get at them if we want them, and they can apply to an institution for the blind when they require help. Too much nursing is bad.

16,351. Do you approve of the way in which pensions for the blind are administered?—I think there should be a public register of all pensions and the recipients of them, for it has come to my knowledge that some persons have more than one pension.

16,352. Are there not some who have several pensions from different societies?—I have reason to believe so.

16,353. What is your opinion as to the best way of preventing pensions being given to those who do

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not deserve them, and of preventing their being squandered recklessly by the blind when they have received them?—Information should be got from the neighbourhood where the pensioner lives. As a rule I believe that answers very well.

16,354. Would not it be advisable, instead of paying pensioners in the way they are now paid, that some local machinery should be used for distributing the pensions, either the clergy or the boards of guardians, or independent persons, who should pay the pensions either fortnightly or quarterly?—I should like them to be paid quarterly. I do not like the idea of a blind person receiving a small sum once a week, except under special circumstances.

16,355. The evidence we have had is that the blind necessarily must have a guide to take them to the place where these pensions are given, and that after having received their pensions the money is spent very recklessly and extravagantly in some way or other, sometimes in the public-house with sighted friends; is that a desirable state of things?—Certainly not; if they are not fit to be trusted with the money they should not have it.

16,356. (*Mr. Arrol.*) Do you approve of the young who are being taught a trade receiving assistance from the parochial boards?—Yes, if they need it; and the board has power to give it.

16,357. Do you think then that the parochial boards should be required to assist young people while they were learning a trade with the object of preventing them from becoming paupers?—Yes.

16,358. Do you consider it hard upon the aged blind that they should be required to go into the workhouse if they require assistance?—Sometimes it is very hard; but not harder than it is upon those who can see, many of whom are utterly helpless; the workhouse is the only place where they would be well cared for. I have heard of blind people who go into the workhouse in the winter and who come out in the summer and go begging, pretending to be hawkers, &c.

16,359. Do you not think that it would be better that they should receive a certain amount that would enable them to remain constantly with their friends?—Undoubtedly, it would be pleasanter for them. They have out-door relief in many cases where they are worthy of it.

16,360. On the question of education, do you think it is advisable that the young blind should be educated along with the sighted?—Yes, as soon as they are are able to be so educated.

16,361. (*Rev. Mr. Sleight.*) How far do you find that the deaf and dumb can act as sighted helpers in industrial workshops?—I have had no experience. They cannot help the blind, but they can do work which the blind are not able to do. To my knowledge it has only been tried in a few places, and I believe satisfactorily, but there is, I understand, danger connected with it. We are aware that deaf and dumb people are very irritable, excitable, and often passionate.

16,362. Are you speaking of deaf and dumb people who have been well educated?—I am speaking of the deaf and dumb as a body. I do not speak of individuals. I saw some deaf and dumb schools in America, though I do not pretend to have gone into the subject of the education and treatment of the deaf and dumb at all.

16,363. How do you find that the deaf and dumb communicate with the blind?—They would do it by the fingers, or lip reading through persons who can see. No doubt you are aware that there has been more than one case where a person who has been absolutely deaf and dumb and blind has become an intelligent person through careful teaching.

16,364. (*Mr. Johnson.*) You have been telling us something about the American books; will you state to the Commission what are the types in use in America now?—At the present moment I believe there are five or seven.

16,365. Will you tell us what they are?—The Braille, the New York point, the Boston, the Philadelphia, and Moon. I saw printing presses also at the institutions at Raleigh and Stanton, but I do not remember in what type the books were printed, and I believe modified forms of some of those I have named are also used.

16,366. Does the State subsidise the printing of books in all those types, or is a selection made of any particular types?—I believe the printing house issue, or profess to issue, works in the Boston line type and the New York point type. I believe if people wish it they may have others, but practically they do not issue books in any other type.

16,367. Is what you call the Boston type a type composed of the ordinary letters of the seeing?—Not exactly; it is a modification of the Roman type.

16,368. A type which anybody could read?—Yes.

16,369. I mean a type which a sighted person could read as well as a blind person?—Yes, certainly.

16,370. I see in the report of the conference of the school board for London, Dr. Campbell, one of the Commissioners, is reported as having said that the Roman type is learnt in 45 minutes; do you agree with that?—The period of learning varies with the individual blind person as it does with the individual seeing one. I believe the blind can learn, and do learn, any type and every type they please. In our own town there is a person who reads four. Since I came back from America I have had sent to me regularly the weekly Sunday school lesson of the International Sunday School Union, printed in the New York point type at the American Printing House for the Blind, Louisville, Kentucky. I gave that paper without the alphabet or any kind of help to a blind *young man*, and he took it home and brought it back, having very soon mastered the system and I now send him regularly the papers I receive. That printing society issues a thousand of those every week; some are in point type and some are in Boston line type.

16,371. Do you think that it would be an advantage that educational books should be printed in the ordinary Roman type, the type of the seeing, provided blind children were educated in board schools?—Undoubtedly; and that is what I should recommend for any blind person. A great majority of the blind lose their sight after childhood, and after they have learned to read the Roman type; if, afterwards, they care to learn any other they will soon do so.

16,372. You have had a great deal of experience with regard to workshops for the blind. Have you any suggestion to make to the Commissioners with regard to the mode in which the trade accounts are ordinarily kept?—As long as institutions are private undertakings (I mean so long as they are not under the State) I do not see how you can interfere with them; but, if they should ever came into the hands of the State, I should prefer to see the accounts prepared in a tabulated form, such as is issued by the Educational Department, so that, without going into all the minute details, they should give the expenditure under separate heads. My idea is that the school board system is a very good one in respect of management of every description. You can get sensible people on the board, and, if they do not do their duty, they are turned off and you get somebody else; the management does not get into the hands of one man, and you get fair play. I am not on a school board, but I am trustee and manager of more than one school.

16,373. The difficulty I believe now is to determine between the absolute earnings of the workers and the cost of sustaining them, and the material; as I understand many of the workers in the institutions are subsidised; do you not think it would be a desirable thing to divide the charitable portion from the actual trade portion?—Yes, I think that is often done. I can tell you the amount given to our blind people. I believe it is well to give it the form of per-centage, because it conduces to regularity and industry.

16,374. Then you are in favour of a subsidy by way of per-centage?—Yes, where it is needed; I do not think that a man with 1*l.* or 25*s.* a week should have any subsidy. You would gauge a man the first five or seven years, and you would soon ascertain what he could do. I do not think our people vary a shilling a week under ordinary circumstances.

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16,375. You do not think that the blind can be entirely self-supporting?—The blind as a body cannot. Let us see what they get. A man, we will say, earns 10*s.* a week; very true, he did that amount of work, but what a tremendous cost there has been over it! Look at the supervision, the auditing of the accounts, the advertisements, the annual reports, and all the various incidental expenses, to say nothing about the voluntary work of those who look after the institution, and who go to it week by week or day by day. Then you have to divulge all your trade secrets. Directly someone finds that you are doing well at any trade brush-making, for instance, others are led to compete with you.

16,376. Do you think it would be desirable to have a central depôt in the different great centres where blind work could be sent for disposal, and also a central inquiry office where information could be obtained as to markets for the disposal of goods made by the blind?—Undoubtedly there should be a central inquiry office, or a sort of club-house, where anyone could go for information respecting the work of the blind, but with regard to having a central depôt where all things made by the blind should be sent, I should not, I think, advocate that. I should interfere as little as possible with other people, but I would have an office of record where each institution could get information at once. Say I had now a hundred dozen brushes that I wanted to sell. I would not send them to London, but I would write to this inquiry office and say, "Can you name to me any merchant "who would buy a hundred dozen brushes?" and the answer would come, "Yes, Smith, in Smith Street, "wants them." The office would put me in direct communication with the market in which I could dispose of my goods.

16,377. What organisation would you suggest to carry out such a plan?—I cannot in a few words describe my views and scheme. It would have to be well considered before being determined on. We have not yet learned all we can do. Till the conference at York in 1883 we never had a large representative conference officially reported where we could have free discussion about the best way of teaching and helping the blind; though in the year 1866 representatives from 10 institutions met at Birmingham for consultation, and a similar meeting was held in London the following year, and in the year 1876 the Charity Organisation Society, having made special inquiry, issued a very full report on the subject of benefiting the blind.

16,378. Would you have a voluntary organisation for carrying out such a plan?—Voluntary undoubtedly at first.

16,379. Are you in favour of State supervision of workshops as well as schools?—I apprehend that the workshops are already under the Government Inspector of Factories, and I understand that some schools are under the Government Inspector of Schools.

16,380. I will ask you the question in another way. Do the Inspectors of Factories inspect blind workshops?—Not that I am aware of.

16,381. Do you prefer the teaching of music to blind people rather than trades, or do you prefer trades to music?—It is a wide question, and I must ask your indulgence while I say a few words about it. In page 19 of the report which is before the Commissioners they will see my views upon the matter. I refer there to some words used in the paper read by Mr. Martin, namely, "the greatest good to the largest "number does not consist chiefly in enabling them to "earn the largest possible amount of money; we "have to think of their general welfare, their health, "their home happiness, their moral and spiritual "welfare." "The circumstances and places of resi-"dence of the blind are very different." I must draw your attention to the word "health." I believe it is the fact that blindness, like deafness, often arises from feebleness of constitution. It is so in my case. We are told that the blind have 10 or 20 per cent. less vital power than those who can see. You have to think, then, of their health. Will it conduce to the health of the blind man or woman to go into a hot room and sit there *for* hours together. The blind require plenty of fresh air and exercise, and everything which is likely to conduce to their health, and strengthen their body. Then your musician sometimes suffers very materially in health in another respect. After going from the hot room he is feverish and thoroughly unstrung, and he wants some stimulant, this, with late hours, often leads to intemperance, and inability to rise in good time the next morning. Then with regard to music, it is a very difficult thing to learn, I am told. I gather from reading the printed reports that to make a musician he has to practise many hours a day for several years. In learning tuning I am told it takes 10 hours a day; and that the boy should begin at 14; what will his health be after all this undue strain and exertion? With regard to success in music I am quite aware that some earn large sums, but I want to know whether it will last. We can all do well for a certain time, but we all know the Italian proverb, "Go "gently and keep it up." Music is the last new thing, the last fashion, and it is supposed to give a great deal of pleasure to the blind people who learn it, but how long will this state of things last? Then with regard to getting employment for them, we are told that 80 per cent. earn large sums of money, but if you extend the area over which you take your per-centage will you get the same 80 per cent.? and if you keep bringing forward blind musicians where will you find berths for them? Then I understand—I do not pretend to be giving facts at this moment, but I understand that many of those who we are told are earning large sums of money are teachers in institutions for the blind, but what becomes of the ill qualified or unqualified teachers? Say you have 80 teachers, and say that berths have been found for 40 through influential friends, what becomes of the others? What will be the state of things 20 years hence? So much for music; it is bad for the health of the blind, I should say, and it takes them away from home just at the time when they should be there, and may lead them into bad habits.

16,382. Have you any instances of great success or great failure amongst blind musicians at Leicester?—I knew a musician who conducted for many years the musical service in a parish church, where there is a choral service, he also performed at private parties, but through being overworked he took to drink, and he has lost his berth in the church, and lost his berth in the workshop. He is now doing what he can at his home.

16,383. Do you know any cases of itinerant blind musicians in Leicester who play in public-houses, or in the streets?—Yes, there are several who play in the streets and in the public-houses. I should not say they were professional musicians.

16,384. They are blind musicians?—Yes; I should like to add that music *in public places* serves as an advertisement; and in America is thought to be very useful as such—but, you must think of the circumstances of England. England is not like France, or Germany, or America. We have to deal with England.

16,385. (*Dr. Armitage.*) You say that Mr. Wait states* that every plan for employing the blind on a large scale in workshops has had to be abandoned,

* The statement referred to is as follows:—
"This 'working home for blind men' does a most excellent and needful work, but it is clear that such an establishment ought not to be attempted as a part of *educational work*. The Committee, after considering the various attempts and failures of the past, concurs in the conclusions so uniformly arrived at by their predecessors, as well as by the present superintendent, that it is not reasonable to hope we may ever be able to teach the blind to hold his own, in mechanical pursuits, unaided, as against the competition of the seeing man, backed as the latter is by accumulated capital and concentrated skill."

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because it did not succeed; are you of that opinion?—I believe that under certain circumstances industrial occupations can be carried on with success in *workshops*, or with the aid of those who can see, but these circumstances exist in very rare cases; and I believe further that in dealing with the question we have not to simply think of the blind, but of the manufacturer or dealers; so long as a blind man likes to make a basket he can make it, but the question is to get somebody to buy it. At Indianopolis for more than 20 years—it is no longer an experiment, for it has been worked for 20 years—the workshop has been let to a sighted person who works it at his own cost and risk and for his own profit, which is proof that it can be done under certain circumstances and that both parties are satisfied in that case.

16,386. Did you visit the workshops belonging to the New York Institution?—Yes.

16,387. Did you find them making brooms?—I do not remember

16,388. Did Mr. Wait tell you that he had discontinued training the blind for broom making because it did not pay?—I do not remember that fact.

16,389. You know, however, that Mr. Wait did discontinue broom making in New York because he found that it did not pay commercially?—No, I did not know that.

16,390. Do you know that Mr. Hall of Philadelphia has a large broom making workshop for the blind?—Yes.

16,391. Have you seen his report?—I have seen it.

16,392. Do you remember the statement that he sold 100,000 brooms in a year in New York?—I do not remember that. I remember that there were some large sales. I know further that broom making is a trade which is very speculative; corn broom costs 200 dollars a ton one year and only 75 dollars another year, so you may lose a great deal; it is like growing hops in this country.

16,393. If those two facts are correct, that Mr. Wait discontinued broom making because it did not pay, and that Mr. Hall can sell 100,000 brooms in a year in New York and finds that the making of brooms does pay, does not that point to the fact that a good deal of the success or failure of a workshop depends on the manager?—Undoubtedly. I am not quite sure that Mr. Hall makes it pay.

16,394. He says he does in his report.—I do not wish to contradict him, but it seems to me that at the present moment there is a great controversy going on in America as to whether corn broom making should be continued or not, for very few States make it pay since the introduction of machinery.

16,395. You say that blind pupils, when they leave the institution in which they have been educated and enter a workshop, require some sort of assistance till they have finished learning their trade?—I think that some of them ought to have some assistance if needed.

16,396. Does the necessity for assisting young people on leaving an institution arise from the fact that blind pupils, trained in our institutions, as a rule have not learned their trade thoroughly before they leave the institution?—In some cases it is so, but sometimes it is from want of capacity or special circumstances; they are only received in the school for a limited time, and they sometimes leave before they are capable of working at a trade.

16,397. What is your experience at Leicester with regard to pupils who have been trained in schools; have you to teach them over again?—We have had to do so in some cases, but we have not had to do so lately. Some years ago, what we found was that those who had been at school were decidedly better, *i.e.*, more intelligent and capable than those who had not.

16,398. (*Chairman.*) Do you mean in schools where some industrial training was given?—Yes, where a certain amount of industrial training was given them as occupation to amuse them in a great measure, and to teach them how to use their hands

16,399. (*Dr. Armitage.*) How many are there in your Institution who had received their industrial training in a school before they came to you?—I cannot tell you from memory.

16,400. Have you more than half a dozen?—Yes.

16,401. Have most of those who come to you learnt their trade thoroughly before coming to you; would they be capable of earning journeymen's wages when they come to you?—Yes, those who have been in schools, but the adults have to be taught a trade.

16,402. Full journeymen's wages?—The question is what you call full; they would earn according to their capacity for work, some might earn only 6*s.*, while others might earn 12*s.*

16,403. As a rule, when blind persons come to you after they have been trained industrially in institutions for the blind, do you find that you have to teach them a good deal of their work?—I do not think that is the case now.

16,404. Then the industrial training in schools for the blind has improved of late years?—Undoubtedly: there are more sighted helpers; there are not so many blind teachers, and there is better supervision.

16,405. You account for many of the types for the blind becoming obsolete by the fact of their promoters dying, and you think there is a probability of other types now in use becoming obsolete when their promoters die?—Undoubtedly, but there are other causes also, which lead to this, *e.g.*, the introduction of new systems, and the supply of funds.

16,406. Do you know the date at which Braille died?—I should think it would be 40 years ago.

16,407. Do you know that the Braille type was not adopted officially in any institution, even in Paris or anywhere else, during the lifetime of its inventor?—I do not remember that fact.

16,408. Do you know that it is generally adopted now all over the world in blind institutions?—I believe some form of point type is in conjunction with the Roman or Moon's or some other type, but where there are so many abbreviations, more abbreviations than letters, you can scarcely call it a *fixed* system; and I know that, at the present moment, in America, there are people scheming for new ones or fresh modifications. When Dr. Moon dies, I believe his type will die. You may say he has put it in trust, so Frere's was put in trust, but that did not secure its survival.

16,409. Is not it the fact that Braille having died a great many years ago, his type is much more used since his death than it was during his life?—I suppose so; but it is because there are more people, and the education of the blind is better looked after.

16,410. Do you know that Dr. Reuss, the inventor of the New York type, died a good many years ago?—Yes.

16,411. Is the New York type more more used in America now than it was some years ago, or is it less used?—I suppose it is undoubtedly more used for the reasons stated in answer to No. 16,409.

16,412. In spite of the death of its inventor?—Yes, but that is no guarantee that it will not be changed or improved, or new systems take its place.

16,413. Do not you think it is possible that the reason that these types are becoming so generally used amongst the blind is that they suit the blind?—I believe some form of point type, some system by which the blind will be able to write for themselves, will be adopted, but I do not, for one moment, believe that perfection has been reached in any system. We find in writing frames new inventions are constantly being brought forward; I have had in my possession several, some of which have been invented in Leicester.

16,414. Where the question is what type should be used, whether for the seeing or for the blind, do you think it should be left to those who are *not going* to use it to say which type should be used, or do you think that those who *are going* to use it should be left to say which type they think best?—I should say that the instructor is better able to judge what is best for the child.

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16,415. If the instructor is blind or seeing?—Yes; in either case.

16,416. You think that those who are not going to use the types are the best judges whether a type is suitable or not?—I think they are the best able to decide the question. Take the illustration of a case where a man is being tried for forgery; you have an expert to give evidence that the writing is forged, but the jury give the verdict, the judge having summed up first.

16,417. The most important question in considering the best type for the blind is whether it is suitable to the sense of touch; do you think that the seeing are the best judges of that or the blind?—I should say the seeing undoubtedly; but in forming a judgment, they should take the evidence of the blind of ordinary condition of life, with the ordinary amount of the sense of touch; and not simply of highly educated ladies and gentlemen. I know people who can read three or four different types. I think those who have to conduct the education of the blind ought to be the judges, and not the children.

16,418. Provided that seeing people determined that a particular type was the best type, it would be a matter of indifference to you whether the blind could learn it or not?—No, it would not, the blind can learn anything and everything, but we have to think of the instructors, and we have to provide suitable apparatus of all kinds and teaching power for the children.

16,419. With regard to the Roman type or Boston type, do you remember Mr. Wait's statement that in the American institutions he found that one-third of the children were able to learn to read it fluently, one-third by a process of slow spelling, and one-third not at all?—I have heard of that statement; it may be so, but if that were so, I should say that the success in learning would depend very much upon the teacher; the teacher has got his own hobby, and his own wishes and feelings, and he naturally pushes that which he likes best.*

16,420. You were referring in the early part of your evidence to the decision of the London school board at their conference; are you aware that they have altered that decision?—I am.

16,421. And that instead of using Moon until they can print Roman they are using scarcely anything but Braille?—I am aware of it; and I think I can tell you why it is,—they have put their teaching in the hands of the Royal Normal College for the Blind, where Braille is used; but I have yet to learn that the education of the blind in the London board schools has been a success, and I have also to learn whether they could not do it cheaper; for a blind teacher you have to find a guide, and you have to find all sorts of people to help him. When the London people cry out about rates and taxes it does not do to waste money.

16,422. Are you not aware that the London school board came to that decision before they employed any teachers from the Normal College?—I was not aware of that fact. I should suppose so.

16,423. Speaking of music as an occupation for the blind, I understand that you object to it partly because it is unhealthy?—Chiefly; but also because it does not give regular daily employment and regular pay, and it takes the blind to hot rooms at night when they would be better at home.

15,424. Do you think that the occupation of a tuner or of an organist in a church, or of a teacher of the seeing, is a more unhealthy occupation than basket making or brush making in a workshop?—I think the strain upon the nervous system of the tuner would be much greater; but I was speaking more of the adult blind generally, not of a few strong ones. I am not so much opposed to the occupation of tuning, as to music, if constant employment can be provided.

16,425. If it were the case that blind musicians suffered from the strain you speak of, would it not be the case that the length of life of blind musicians would be shorter than that of workers?—Not of necessity; they might be very infirm and yet live to a good age. Many sighted persons take honours at the Universities and never recover from the strain caused by their efforts, though they live a long time.

16,426. Is the period of life of blind musicians shorter than that of workers?—That I do not know.

16,427. You say that for a blind man to become a tuner he has to begin at the age of 14, and to work 10 hours a day; how long would that continue,—how many years must he work 10 hours a day?—"As long "as it takes him to learn;" that is the statement in the book.

16,428. About how many years?—Ordinarily, I suppose three or more.

16,429. Where do you get that information from?—The Report of the Convention of American Instructors for the Blind, held at Columbus, Ohio, 1878.*

16,430. Do you endorse that statement?—I know nothing at all about it; I only take the statement.

16,431. You touched upon a rather important question with regard to the institution at Indianopolis, in which case you said that the work of the pupils in the institutions was let out to a contractor; did you visit the institution at Indianopolis?—I did.

16,432. Did they tell you that they were quite satisfied with the way in which that system worked?—I believe they did. This is what Mr. Churchman says, who represented that institution at the Convention in 1878:—"I would like to speak of the "course we have pursued for some 17 or 18 years, "and from which we see no cause to turn. We now "pay neither our instructor nor anybody in our "establishment. We give him the use of the shop "and the use of the pupils, and he buys his own "materials and sells the products. Thus we are free, "not only from all the expenses and anxiety of the "management of it, but we never have a stock of "brooms accumulated. The advantages of this "system are many, but lest I should occupy too much "of the time of the association in explaining it, I "would refer you to our reports."

16,433. Will you be kind enough to give the Commission a sketch of the working of the system at Indianopolis?—The board of managers allow the contractor the use of the rooms and the use of the pupils, and he makes either profit or loss as the thing may turn out; he takes the whole responsibility, but the shops are under the inspection of an authority like our Government Inspector, I suppose, and the directors allow the workers some percentage on their work. I am not quite sure about that fact.

16,434. Did you hear this objection to the system raised by anyone connected with the institution, that

* I should expect the teacher to succeed best with the type which he prefers; moreover, I do not think the Roman or the Boston type as used is as clear and as good as it should be. It has been stated that in England the Roman type has been altered too little, and in America too much.

* I beg to give Dr. Campbell's own words (page 121). "Our pupils are made to understand that a place in it (the tuning "department) means at least ten hours a day of hard work, we "do not allow a pupil to work in it until I give him a certificate. "and we never promise them that it will take less than three "years to learn the business" (page 123). "How many "persons do you employ in your tuning department?—From "12 to 15 employed every hour of the day" (page 125). "We "did at first take them between 20 and 30; we have now "passed a rule not to take any over 18." "How much time "does he spend per day?—The whole time." "How long must "one of that age stay?—He must stay till he receives a certi-"ficate, as long as it takes him to learn." "How do you manage "to keep them at tuning ten hours a day when you are "teaching them anything else?—We begin with boys at 14 "years of age and give them but little tuning at first: but we "have those who do nothing else." W. H.

Note.—Dr. Campbell disputes the accuracy of the above report, which was not submitted in proof to him for correction. From the foundation of the College the rules have admitted pupils from 7 to 21, and since the establishment of the Technical School they have been taken as old as 25. C. E. D. B.

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the contractor always puts the pupils on work that pays him the best, and not upon work that is best for them when they leave the institution and work at home?—No, but I should expect him to do so.

16,435. You do not know whether that is what the contractor does or not?—No.

16,436. In reference to the long hours that have to be devoted to the training of a blind tuner, when an apprentice enters the workshop how many hours a day does he work at his trade?—I think about eight hours; they come about 8 and stop till 7, resting for dinner and tea, but they are *adults*.

16,437. You say there are a good many blind beggars and itinerant musicians at Leicester?—Not a good many; there are some.

16,438. Can you tell us where they were trained?—I cannot from memory, but I am not sure that they have been in *schools;* they may have taught themselves.

16,439. Will you endeavour to get that information when you return, and send it to the Commission?—I will. There are five known at our institution who reside in Leicester, three of whom have been in schools for the blind, though I believe they were not trained there as musicians, but there are others who visit the town from time to time.

16,440. (*Dr. Campbell.*) Are you aware that in the training of pianoforte tuners very much of their time is spent, not in the actual tuning, but in training in various other mechanical ways, in the same way as if they were learning a trade?—I should suppose so; but there will be a great strain upon the system if they have ten hours' work day after day.

16,441. To put my question again. Are you aware that in the tuning department of the Royal Normal College there is a great variety of work, and that those who are learning tuning are only a comparatively short time at any one department, so as to avoid this nervous strain you are apprehensive they would be subject to?—I am not aware of that. I read the statement with reference to the ten hours a day in the report I have before me, but the details of how the pupils are employed during the ten hours are not there stated.

16,442. If that system of giving a variety in the training is carried out, and if the pupils have opportunities of getting fresh air and so forth, that would tend to counteract the evil which you are afraid might result?—I think the hours should not be so long as ten hours a day, unless some intervening time is allowed for recreation. In an ordinary school the children are allowed so many minutes from time to time to run about to shake themselves up; I do not know whether you follow that practice, but in no school they should be worked ten hours a day.

16,443. Are you aware also that that ten hours a day does not apply to children of 14 years of age, but to young men who go into the technical department, where we do not receive children at all?—I read that formerly you took them between 20 and 30, but now none over 18, and that you begin with boys at 14; that is the statement in the report.

16,444. At all events, this statement in regard to ten hours a day does not refer to children?—That, of course, would alter the case.

16,445. Then as to what you said with regard to musicians who have been employed as teachers in blind schools, can you tell me how many have been employed as teachers in blind schools?—I cannot.

16,446. Are you aware that there have only been two in this country?—I am not aware of that fact; it is not so in America—there they have more.

16,447. They claim 80 per cent. in America, do they not?—I do not know; they claim to do a great deal of good. In America the State provides for the blind as good a general education as is given in the public schools to those who can see, and the result is they make their blind people very useful; the young women are so well taught that they find sighted husbands, and that they very seldom do in this country.

16,448. How many did you hear of as marrying sighted husbands?—I cannot tell you from memory, but several; I am not sure whether they did not use the word "many."*

16,449. With regard to the quotation which Mr. Johnson read, in which I am reported to have said at the school board conference that the Roman type is learnt in 45 minutes, are you aware that what I am reported to have said is incorrectly reported?—No; I take it from you that it is so.

16,450. Though I was very much opposed to the Roman type, I saw I had very carefully tested it, and though I as a blind child learnt it in 45 minutes, I found it was not practicable for a large number of the blind. You do not remember me making that statement?—I do not remember it. I believe there has never yet been a good, well printed Roman type in this country.

16,450*a*. (*Mr. Johnson.*) Are you aware what systems of embossed literature are now adopted by the school board for teaching the blind to read and write?—I am not aware what they are; I have not been into their schools.

16,451. (*Chairman.*) A witness yesterday, a blind man, stated that he thought it would be a great advantage to have a blind working man, or a representative of blind working men, on the governing body or managing body of charitable institutions for the blind; do you think that a workable proposition and one which it would be desirable to carry out?—It is a matter of indifference, I think, whether you have such persons on the managing body or not; if you could get a good man I should have no objection to him; it might be useful; I should not object to it myself.

16,452. Have you any blind working men in the management of your workshops at Leicester?—No; when we began work we had a blind manager and blind teachers, and the institution was twice on the eve of being closed; since then under the management of sighted persons we have succeeded in carrying on the work and are now getting along pretty well, though we are extremely poor; our income is only 120*l.* a year, supplemented by legacies and donations at times. We have a debt of more than 5,000*l.*, which has been standing five years, but still we are not discouraged.

16,453. Have you had any experience of the school board classes for teaching the blind?—No; there have been none at present in Leicester—the deaf and dumb are taught by the school board, but the blind they have not yet taught. I have been consulted about it.

16,454. With regard to the advantages of children being taught in a school board class either by themselves or with the sighted, rather than in institutions; have you any opinion upon that subject?—That is a large question. In England we like the boarding school system, and send children away from home; in Scotland the parents do not like to part with their children except during the daytime. I think I should prefer myself the Scotch system—let the children go to school in the daytime and come home at night. I find Scotchmen generally do well wherever they go; they are well able to take care of themselves; their system of a day school answers admirably, and I myself should, I think, prefer it.

16,455. The blind may be taught in two ways in a board school—they may either be taught in a class by themselves, or in the midst of an ordinary class; or, as is the case in London, they may be taught in the morning with the sighted, and in the afternoon in a special class by themselves. We have had evidence that the London school board system is much

* Mr. Patten says, "Since leaving school our girls have "taken the matter into their own hands, and 16 *that I can "think of without referring to the records* have married seeing "men, and they have done so well that they have rather shaken "my theory. They explain this result by the fact that after they "have been at school and had some education and polish, and "go back home, they take the shine off the country girls and "get husbands."

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approved by the blind; which do you think the better of those two systems?—The blind require special teaching by experienced certificated teachers at first by themselves, till they know a little; then when they know the names and use of things, they should mix with other children.

16,456. Do you think blind children should be taught in an infant class by themselves as far as possible before going to a school where the blind would be taught with the sighted?—I think that would be advisable at first, in many cases. We want first to teach them the forms of objects and so on; we want to teach them what an apple is, and then when you use the word apple they will know what you are referring to. There would be an advantage in so teaching them; you want a skilful teacher, one who would know how best to develop their intelligence, and who could correct the bad habits peculiar to blind children.

16,457. Do you approve of blind teachers for the blind?—No; I do not know of any blind person who employs a blind person in his own affairs; I know of no blind lady or gentleman who employs a blind teacher for his or her children, or a blind valet, or butler, or secretary, or anything else.

16,458. Perhaps you are aware that in many school board classes the special instruction is only given once or twice a week; do you think that is sufficient for the blind?—Certainly not. I should treat blind children as I should treat the sighted, whatever the sighted did the other should do.

16,459. (*Dr. Campbell.*) You said you knew of no instance where the blind have employed the blind; you are not aware that when I was having my own sighted child taught, I, in the first instance, employed a very high-class sighted teacher, and that he entirely failed to teach the child to read, and then I employed a blind teacher, who succeeded most admirably?—No; I am very glad to hear of it; that might be accounted for perhaps by the first man having drilled the child into shape, and then the blind man finished him off.

The *Secretary* read the following paper, which had been prepared by the witness (but not specially to be put in evidence; the original notes were commenced at the time of the conference held at Birmingham in the year 1866):—

Memoranda.—For establishing a Central Association for helping the Blind.

National, or Royal, or British and Foreign Institute, or Association for the Blind.

President.

Vice-Presidents.

Treasurer.

Secretary.

Bankers.

Office Address.

General.

1. A. Get information of all kinds.
1. B. Have a list of all institutions, eye infirmaries, and hospitals.
Ditto of all charities and societies, shops for sale.
Ditto of all books and pamphlets on the blind.
Ditto of books, in all types, for the blind, and with price of each.
Have a list of all instruments for the use of the blind.
Ditto of all articles made by the blind.
Ditto of games and amusements for the blind.

2. Send questions to each institution and charity for the blind.
3. Prepare a guide to "Help for the Blind."
4. Have a room (an office) and a secretary.
5. Have a collection of—
A. Books on the subject of the blind.
B. Articles made by the blind.
C. Instruments and appliances for the use of the blind.
D. Samples of material.
E. Report price list, form of application for admission, and all printed papers relating to each institution and charity for the blind.
F. A register, in which shall be entered all particulars about each institution and charity for the blind.
G. A register in which shall be entered the change of residence, town or village (or parish, if a large place), of each blind person (to prevent tramping).

6. Supply to each institution, charity, or society for the blind a register for the names of the blind, in their town or district.
7. Keep a register for the wants of any institution (*e. g.*, what stock is increasing, and what require to complete their order).
8. Keep a list of the best markets in which to buy material and sell goods, and, if desired to do so, buy for any institution.
9. List of blind who want employment.
10. List of institutions which have vacancies for pupils, or journeymen.
11. Make a note of anything written (in the newspapers, magazines, or otherwise) about the blind, and forward same *to any member* of the association who may order it.
12. Advertise. Ask for money, books, maps, models, preserved animals, minerals, musical instruments, appliances, &c., &c., for the use of the blind, which may be lent or given by this society, to the persons, or places, requiring the same.
13. Register of qualified teachers, foremen, &c., who want situations.
14. Issue a short report "occasional paper" from time to time, numbered and dated when necessary or desirable, to all members of the association.
15. Have a commercial traveller or commission agent to act for all, so that in time each institution may find it advisable to keep as much as possible to one class of work (trade).
16. Have a form of statement of accounts, and balance sheet for all institutions.
17. Try to get uniformity in reports.
18. Resolve upon some newspaper or magazine, which shall be the recognised organ, or means of intercommunication for the institutions for the blind, and arrange with the editor or proprietor to report in it all meetings, or information which he receives on the subject; this should be taken (paid for) by each institution.
19. Report any new trade or occupation which has been found, after fair trial for some years, to answer, or any which have failed.
20. List of persons who can and will speak at meetings on the subject.
21. List of all foreign institutions.
22. Register and file copies of all letters received.
23. Register and file copies of all letters sent.
24. The secretary should not be connected with any association for helping the blind.

16,460. (*Chairman.*) Is this supposed to be a scheme for a voluntary institution, to be started, say, by the Gardner Trustees, or by anyone who takes a large view of the wants of the blind?—That is what I would suggest; but the managing body should be thoroughly

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representative. It would not be an institution for the purpose of educating or employing the blind so much as a sort of club-house, where people would get any information of any description relating to the blind, together with the use of a library, &c.

16,461. You think that the blind institutions suffer from want of sufficient correspondence with each other?—Yes, undoubtedly.

16,462. From want of combination in the trade which they practise, and from want of combination in selling their goods and bringing them more before the public?—Yes; we want, in fact, co-operation. We want to do for the blind what sighted people do for themselves. A sighted manufacturer has his works, and sometimes retail shops in different towns, and they are worked together. By that means he gets rid of his stock which is not wanted in one town by selling it in another. That system would probably grow out of this scheme.

16,463. Then you think that, in connexion with this central institute, there should be some organ of the press in order to give information generally to those who wish to assist the blind, and in which blind institutions might advertise and make their wants known?—Yes, that is just what I would suggest, a recognised organ for all matters relating to the blind.

16,464. Do you think that it would be very advantageous for the blind institutions to have every year a conference at which all questions affecting the blind, and the progress of the blind generally might be discussed, and interchange of opinion take place between the managers of the different institutions?—Yes, but not for the managers only but the public also; there should be plenty of publicity. Perhaps a biennial one, as in America, would be sufficient until the public are better acquainted with the subject.

16,465. Such a conference would, of course, be open to the public?—Yes, and a report would be published.

16,466. Do you think that the institutions which you have seen in America show evidence of greater power of combination and interchange of opinion between them than there is in England?—Yes, decidedly so.

16,467. Do you think that conferences of this kind and an institute such as this, would open out new avenues of employment to the blind?—Very probably, and also other ways of helping them.

16,468. This institute would be the means of communicating with all foreign institutions, and it would be a centre of information?—Yes.

16,469. This institute being a voluntary one, of course would have no compulsory power of obtaining information, but it must depend entirely upon the voluntary support of the various blind institutions?—Not entirely on the institutions for the blind; but also on those who have sympathy with the blind and wish to help them, upon the recommendation of this Commission, and when people are known to be working together, it would secure confidence, I think, and would have a great influence for good.

16,470. Is there any existing institution or machinery that you think likely to take up this idea; have you made it known to anyone, or applied to anyone to carry it out?—The details have never been publicly submitted, and I would prefer that it should not be taken up by any existing institution, though it might be taken up perhaps by the Gardner Trustees.*

16,471. Did you get any expression of opinion from them upon it?—I think they said that they were glad to have it, but nothing more than that.

16,472. (*Mr. Mundella.*) Your scheme then contemplates that all assistance to the blind shall be of a voluntary nature?—Yes, undoubtedly for the present, until the subject is better understood.

16,473. And you do not contemplate, in anything that is done for them, that the State shall step in?—Certainly not at present, it is not needed at present. You already have the Poor Law and School Board Acts.

16,474. How have you come to that conclusion? Are the funds at the disposal of the blind institutions in your opinion ample for all purposes?—I believe that when the public have confidence in a body in London, who will undertake to work it, there will be ample funds provided; recently, in one year, more than 110,000*l.* was contributed to the various charities for the blind. You ask me how have I come to that conclusion? to which I reply that, for more than twenty years, I have been studying this subject carefully. I have visited the Continent and America, and read almost all the books named in the Guide to Institutions and Charities, &c. for the Blind, of which book I was co-compiler; so I think I may say, that I am well acquainted with the subject.

16,475. You spoke of the importance, which is undoubted, of the co-operation of all the voluntary institutions of the kingdom, with one centre, that is to say, that there should be one centre with which they should communicate?—Yes, but only a place to obtain intelligence. I do not propose that all goods should be sent to London.

16,476. What do you want the commercial travellers to do, then?—That is merely a suggestion to be taken up if thought well.

16,477. You suggest that there should be a commercial traveller connected with this central institute, to act for the whole of the institutions; what do you want him to do?—I suggest that there should be a commercial traveller, or a commission agent; the latter would save all the trouble of travelling. This also is only a question for consideration.

16,478. To act in what way?—To help to sell the goods when made, and to be acquainted with all the institutions and proposed shops. If I had a hundred gross of brushes that I wanted to sell, he would find somebody who wanted them. If somebody else in another town had a great stock of some other goods, the commercial traveller or agent would discover a market for it.

16,479. But unless those goods are consigned to one depôt, how can the traveller tell what goods there may be for sale in all parts of the kingdom, or what are being sold at the very time that he may be selling them somewhere else?—By writing to this central office. A shipper at Birmingham wants a great stock of a certain article; he writes to London, "Where can "I get a hundred gross?" and they will say, "Try "Leicester," or "Try Derby."

16,480. I am assuming, for instance, that Leicester has a stock of any particular article, and your commercial traveller is informed that there is such a stock, and he tries to sell those articles in the country; in the meantime there is nothing to prevent Leicester from selling them while he is negotiating the sale elsewhere; so that unless the articles are absolutely deposited in a central warehouse or depôt, there may be a conflict of action; and, what is more, the commercial traveller or agent may be negotiating at one price, while you may be negotiating through another party at another price. You have spoken of the American system; do you know the American system?—The proposed commercial traveller would of course have definite instructions. I have lately visited 20 institutions there, and have read many of their official reports, including reports of all their biennial conventions, so I believe I have a good general knowledge of the principles on which they are conducted.

16,481. Do you know anything of the German system?—Yes; I have been to Germany also.

16,482. Have you visited Dresden?—I have.

16,483. Did you see Dr. Büttner and the institutions at Dresden?—I did.

* Such an institute was recommended by the conferences held in 1866, 1867, and 1883, also by the Charity Organisation Society in 1876, one was actually established in the year 1867; but for want of wealthy and influential supporters never got a fair start. The original notes from which it was prepared were made more than 20 years ago, and have been shown to several friends of the blind, also to the Charity Organisation Society and the Gardner Trustees. W. H.

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16,484. Are you quite familiar with the Dresden system?—I believe I am.

16,485. What do you say to the working of the Dresden system?—I should say that there is too much nursing,—that there is a want of liberty and independence on the part of the worker, and that after all he needs and has, perhaps, more help, pecuniary and otherwise, than he would get under the English system; however well that system works in Saxony I think it unsuitable for England. You cannot compare the circumstances of social life in Germany, France, or America with that of England.

16,486. What do you mean by "nursing"?—Too much following up, and looking after and help.

16,487. When they become adult workers, do you think that they are too much cared for?—Yes, in one sense. Their independence is destroyed.

16,488. What do you say to the system in operation there, for the education and training of the blind?—I should say that it was pretty good of its kind.

16,489. You know, do you not, that it is compulsory now to educate all blind children in Germany?—I suppose so.

16,490. Do you approve of that system?—Yes, I should say that every child ought to be educated, undoubtedly, but how or when, or where, I am not prepared to say straight off, for circumstances are different.

16,491. Then you have not thought about that preliminary?—I have thought about it, but it is a very difficult question to pledge one's self upon its details straight off.

16,492. But have they not solved the difficulty in Germany?—I should say that they have only done so to some extent, but not entirely. All the institutions for the blind in the world, I believe, are in a transition state; they are all moving forward, but they have not got to perfection, and they never will get to it.

16,493. There is no perfection in this world; but have they not come nearer to it in Germany than anywhere else?—I do not know that they are any better than Berlin.

16,494. That is quite true; the two places are running side by side. Dresden is the older institution, and Berlin is copying Dresden, is it not, very much?—Berlin may be copying Dresden, you will find that the institution at Berlin is the older one. I may add that I consider that the principles adopted in America lead to more successful results than are attained in any other country.

16,495. They have both resolved that all blind people and blind children shall, as far as possible, be trained to earn their own living, giving them intelligence and handicrafts; is not that so?—Yes.

16,496. Do you not think that we ought to do that in this country?—Undoubtedly.

16,497. Without the obligation upon the localities to help those who cannot help themselves, and the obligation upon the parents that they shall not neglect their children, do you think that we shall ever accomplish that result?—I believe that the school board have the power to do it.

16,498. But they do not do it, do they?—I have heard of some which are to some extent doing it. It may be necessary to make their powers compulsory instead of permissive.

16,499. And you think it is desirable that they should be made compulsory?—Undoubtedly.

16,500. That if they have a blind child in any village in Leicestershire, for instance, of a certain age, that child shall not be neglected and allowed to grow up to be a probable burden upon the population, but shall be trained and made intelligent, so that it may earn its own living?—Certainly.

16,501. If the parents could not pay you would require the commune, or the locality, or the municipality to pay as they do in Germany and Switzerland?—Yes.

16,502. You would train blind children up to the age of 17 or 18 until they can be turned out in the world to earn their living?—Yes, so far as they are able to do so; but all should be so educated as to make them useful and intelligent members of society.

16,503. Then you want an institution to come in, you say, which shall have some relation to all the blind all over the country, and assist them to find employment, and to dispose of their products?—Yes; but the proposed institute is intended chiefly for the sighted who wish to help the blind, and the managers of institutions for the blind. Give the blind education, and if they have ability they will with the help of their friends take care of themselves. I find from observation that those blind persons who have got on best in the world are those who have not been nursed in institutions.

16,504. But do you believe that as a matter of fact the blind can produce their various kinds of wares, and at the same time sell them and distribute them, unless somebody else does the commercial part of the transaction, that is to say, assists them in the purchase of the raw material at a low price, at first cost, and also in the distribution of the articles at the best possible price when they are manufactured?—Undoubtedly they would not be able to get on by themselves; they are entirely dependent upon persons who can see to help them, and if they have no friends "workshops" would be needful for them.

16,505. Then they want what you speak of; they want in fact co-operation?—Yes, and help.

16,506. But that co-operation is the aid of sighted persons who will take an interest in the blind?—Yes, they cannot do without the sighted.

16,507. And carrying on your simile of co-operation further, you would have what they have in Manchester, viz., a wholesale co-operative department where they do two things, simply buy the raw material and sell the goods?—Yes.

16,508. (*Dr. Tindal Robertson, through the Chair.*) With regard to your proposal of having a newspaper for the blind, should that newspaper be simply printed for ordinary use for circulation with regard to advertisement and so on, or is it desired that it shall be also printed in blind type, so that it may circulate among the blind themselves, or both?—I was providing for the sighted in order that they might know what is being done to benefit the blind. For instance, I see in the proposed newspaper that Mr. Mundella is going to give an address somewhere; I think it will be worth while to go and hear it, and I go. Had I not seen the notice, I only see a short account of it in the "Times" which is not perfect, and I get a false impression of what Mr. Mundella said.

16,509. (*Mr. Mundella.*) You have said that you think that the blind in Germany get too much nursing. My friend Dr. McDonnell and I have both seen them working in Dresden, and I think Dr. Armitage too, and we are of opinion that there is no nursing there. There is registration, and the earnings of those who cannot make enough money to live upon are supplemented a little. But the voluntary principle comes in there; the State educates and the volunteers maintain and supplement. Is not that your experience?—No.*

* I believe they get very much more than the little help supposed, and I do not recommend that system for England. I would recommend the careful study of the paper officially communicated by Mr. Büttner, the Director of the Dresden Institution, for the information of the French Government, in it the following statements will be found:—

1. An outfit and assistance, *as far as needed*, is given when the pupil leaves.
2. It is found that blind children who do not begin their training till the age of 13 or 14 seldom become good workers.
3. Very few are trained as piano tuners as there is not much demand, and it is feared that this will oblige the blind tuner to seek custom from house to house which might lead to his degradation.
4. In rope making there is much exposure to weather, and the rope maker must possess a sound constitution.
5. The director looks out for some gentleman of position, respectability, and common sense, to watch over the interests of the blind pupil.

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16,510. And if they are not well behaved they do not get the voluntary help?—That is so; but I was going to say further that where there is too much done for them the spirit of independence is destroyed, because they know that they will always get help. I went to see some of these Saxon people work in their own homes, and I will tell you what I saw,—there was a little shop where they lived, and in their shop window they were selling things made by the sighted.

16,511. Why should they not do so?—I do not say that they should not sell them; but as they were under the Saxon system I expected to find them making and selling their own goods. On asking "What can you earn?" the reply was, "So much, *if* I can get work," implying that constant employment was not provided.

16,512. But is not that the case with this country, too?—Not as a rule in workshops. In workshops, work is provided whether the goods made be sold at once or not.

16,513. I am afraid we have abundant evidence that the blind are sometimes put on half time because they cannot sell their products?—At Leicester constant employment with full pay is provided all the year through, and in addition to their earnings 2*d.* is given to the blind men for each shilling earned, and the women receive double what would be paid to sighted persons for the same work.

16,514. Do you not find that the Saxon system is a very strong stimulus to them to maintain their character and their respectability, and temperance and good behaviour, and to keep out of bad company, and so on?—Yes, there would of course be some stimulus of that sort, and employment in workshops leads to the same results.

16,515. They can always be free from it, can they not, if they choose to be independent, but then they do not get any help?—Exactly so, and on the same principle they are not compelled to go to the workshops; they go there because they like it, and if you turn them out they will do anything to get back again.

16,516. (*Chairman.*) Do you think that your system of workshops is better than the Saxon system?—I should certainly say so for the friendless blind.

16,517. You say that you always supplement what the blind make by their work?—Yes, the men get twopence for every shilling that they earn, and the women get about double what is paid to sighted persons.

16,518 (*Dr. Armitage.*) How many institutions in Germany did you visit?—I have visited 13 in Germany, also two at Prague, three at Vienna, and one at Munich.

16,519. How long did you take to visit all those institutions?—I do not remember. I have been in Germany several times, and did not see all during the same visit. A sighted person who is well acquainted with a subject, like a school inspector, can see a thing in a moment and arrive quickly at a good general opinion. An auctioneer or land agent will value an estate or block of buildings in a very short time if he has had twenty-five years' experience, and it has taken me nearly twenty-five years to get my experience.

16,520. Do you speak German?—No, but I always had a person with me who spoke German, and I found people at the institutions who spoke English.

6. *Very often the parents'* home is not convenient for carrying on the trade selected; A., so lodgings have to be found, and if necessary the directors guarantee the punctual payment of the rent for some time; B., a basket maker wants some place for soaking his willows; C., a rope maker will need a rope walk near his dwelling.

7. Where there is not likely to be a decidedly bad influence at home it is best to send the pupil *to board with* his parents.

8. The parish lays out the rope walk and gives the land.

Adjourned.

At 6, Old Palace Yard, S.W.

Wednesday, 11th May 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

The REV. HERBERT JOHN RANDALL MARSTON examined.

Rev. H. J. R. Marston.

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16,521. (*Chairman.*) You are now rector of Icombe, in Gloucestershire?—Yes.

16,522. When were you appointed?—In October 1883.

16,523. Were you educated at the Blind College at Worcester?—After I lost my sight I was educated there.

16,524. When did you lose your sight?—I lost my sight when I was 11 years of age. I was just going to Eton. I had been prepared for Eton with the present head master of Harrow. After I lost my sight I was in abeyance for two years or rather more, and then I went to Worcester College. I got the rudiments of my knowledge at preparatory schools.

16,525. From Worcester, I think, you went to Durham University?—Yes.

16,526. And you became a fellow of the University of Durham?—Yes, I proceeded from Worcester to Durham, where I took my degree and where I obtained a fellowship, which is a title to orders, as no doubt you are aware.

16,527. Then from Durham University you went back to Worcester College as a master?—Yes.

16,528. Have you a curate now?—No; the population of my parish is only about 200.

16,529. You are able to visit all your parishioners without any difficulty?—Yes, perfectly, without any assistance.

16,530. Have you any remains of sight?—Yes; I can see this white paper before me.

16,531. Can you find your way in the streets?—I cannot in London, but I can in the village streets and even over a field. I can get on pretty well in the country roads within about two or three miles of my own house.

16,532. Can you speak to the present state of Worcester College?—I can only speak of the past. I have no practical knowledge of the present state of the college beyond what I get from private sources. I have an intimate knowledge of what the college was up to the time I left it in 1883.

16,533. Do you think that the college fulfilled its object of educating young men for the Universities?—Yes.

16,534. Were you taught the usual curriculum of a public school?—Yes, I was.

16,535. When you went from there to Durham what examination did you pass?—I took a foundation scholarship of 50*l.* a year. I was examined in high Latin and Greek classics, Tacitus and Horace, and I had to do Greek play.

16,536. Was the examination *viva voce*?—No; I dictated all my answers to one of the undergraduates.

16,537. Had you any difficulty in getting the books you wanted when you were at college?—A very great difficulty.

16,538. Had you any difficulty in getting on at Durham in the usual course?—None except those which a blind person necessarily has to encounter.

16,539. Was your blindness such as prevented your going about by yourself?—As a matter of fact, I never did go about Durham alone outside the college; but that was my own fault. I can go about Durham alone now when I go there to lecture and so on. Durham is a very easy place to get about in.

16,540. Were there any seeing pupils at Worcester when you were there?—Yes.

16,541. And did you engage in games with them as far as you possibly could?—Yes.

16,542. What games could you join in; could you see enough to be able to join in games of football with those who could see?—It was not so much that we blind boys joined in their games as that we got them to join in ours. We had a football which all the boys sighted and blind could play with; it was of a very large size with bells in it, so that it was very palpable and very audible too.

16,543. Had you a gymnasium there?—Yes.

16,544. I suppose you consider athletics and gymnastics of great importance to the blind?—I do. I do not consider drilling of much value. I do not consider ordinary drilling is much good for any boy. I hated it as much when I could see as when I could not see; it is stupid sort of work, I think; but I think gymnastics of the highest importance. Of course a blind boy can never so drill as to become a volunteer, and I think marching about and whirling your arms round are ridiculous and of no value whatever.

16,545. Were you able to take walks into the country?—Yes; all the boys walked out as far as five miles into the country, and the elder boys were allowed to go anywhere in the town.

16,546. What amount of supervision or sighted assistance did they have?—The elder boys had none, and as regards the younger boys who were blind—that is to say, boys under 14—the rule was that they were never allowed to go into the town alone—that is to say, not without being accompanied by a sighted boy.

16,547. Could the older blind boys go five miles into the country without a guide?—Yes. I have done it many times myself and I can do it now at home; so can my late pupil, Sandford, he has many a time walked five miles and paid a visit and come back without assistance.

16,548. He has some glimmering of sight?—Not as much as I have, I think.

16,549. With regard to the higher education of the blind, do you think it is in a satisfactory state at present in England?—Not at all.

16,550. You do not think Worcester College supplies the want?—No.

16,551. Have you formed any opinion upon the question whether the State should encourage the higher education of the blind in any way?—The fundamental view I take of the whole subject is that sighted and blind education should go precisely *pari passu* and on identical lines as far as possible.

16,552. You think the blind ought to go to the Universities with the seeing?—Yes; and in the case of the poor the strictest compulsion should be exercised in sending poor blind children to elementary schools. I think the blind of the upper classes should be left to shift for themselves as the sighted are, that they should not be State aided.

16,553. Do you think that the provision which is made for the education of the blind in the upper classes or the middle classes is satisfactory?—No.

16,554. Why do you think it is unsatisfactory?—Because I think that the Worcester school, which is the only school so far as I know that at all meets the want, does not meet the want adequately. I think it does not meet the want in point of teaching power, and I think it does not meet the want in point of efficient publicity; and there is also a want, I will not say of endowment, but a want of proper educational apparatus; there requires to be a certain amount of money laid out to provide maps and books, and so on.

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16,555. If such an institution is left to private enterprise it has to depend upon the demand for that sort of education?—Yes; I think it or a similar school should exist upon a public school footing.

16,556. I thought you said that your view was that the blind should go to the same colleges as the seeing; if that were carried out Worcester College would have to be abolished?—I think the blind should go to the same universities as the seeing, because the universities have charters for conferring degrees, but the blind in the middle and upper classes should have schools of their own, because the difficulties of teaching blind boys are such that they would not be met at Harrow or Eton, I think.

16,557. You start with the proposition that the seeing and the blind should be treated exactly in the same way?—Yes.

16,558. But you now say you would teach the blind in schools of their own?—All I mean by saying that you should treat them in the same way as the sighted is that you should treat them as much as possible as though they could see; you should minimise all reference to their blindness.

16,559. Would there be a sufficient number of blind of the class who would want higher education to keep up a college like Worcester?—Yes, I think so.

16,560. You say you think the reason why it does not meet the want is that there is not sufficient publicity, and because there is a want of completeness in the arrangements and in the educational apparatus?—Yes; a better house is wanted, and I do not think the teaching power is efficient.

16,561. Do you happen to know what Gardner's trustees have done for Worcester College?—I ought to know, but I am afraid I have forgotten. They gave some scholarships, I think.

16,562. There are five Gardner scholarships at Worcester College, which vary from 20*l.* to 30*l.*, and it seems that there is at present a fund of 60*l.* which is not utilized. Do you think that Gardner's trustees might be asked to do more than they do now?—I had forgotten the number of Gardner scholarships. I consider those adequate looking at the present number in the school, but I think with a school containing the number that I think ought to be there, perhaps Gardner's trustees might do more. I think poverty has been generally the seed ground of intellectual excellence, and not wealth.

16,563. When you are speaking of the shortcomings of Worcester College, you are speaking of the state of things in your time; you are not speaking of the present state of things?—No; I think we were very much hampered by the difficulty of getting books and maps and so on; the limitation of our space, the imperfection of our house, and so forth.

16,564. Do you think there should be scholarships specially for the blind at the universities, or do you think the scholarships should be open?—I think the Fawcett scholarship is a good move; I should be opposed to extending scholarships for the blind very much. We have got scholarships more than once from sighted men.

16,565. Do you think that all schools for the blind should be inspected by a public inspector?—Yes, I do, emphatically.

16,566. Do you say so having yourself inspected such schools, or only on general principle?—On general principle and from what I have heard. I have never inspected a blind school. I once assisted in a school somewhere in Manchester. I think it

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was Henshaws, in looking over some papers. That is all I have ever done in the way of inspection.

16,567. Do you think the inspector should be a seeing man?—I think if you are only to have one he had better be a blind man.

16,568. How could he inspect the details; how could he see whether the house was clean or not?—He could not see that.

16,569. You mean to say you would have a blind man to test the literary acquirements of the blind?—Yes.

16,570. Why could not a seeing man who had learnt the Braille type do that?—Because a seeing man would never be severe enough in demanding the full powers of the blind; no man who has not himself been through the course of education that a blind man goes through knows how much he can do and how much he might fairly expect.

16,571. Then you think there should be two inspectors?—Yes, I think that would be the best arrangement; that would be in every way desirable.

15,572. Do you think they should be appointed by the State?—Yes.

16,573. Do you think that our present system of Blind Asylums is a good one, or are you in favour of the blind gaining their livelihood in their own homes, as far as possible, after having gone through the usual curriculum in the elementary schools of the country?—I think the arrangement suggested in the latter part of your question is much better than the Blind Asylum system.

16,574. Suppose the blind have gone through the ordinary curriculum of an elementary school and then have to earn their livelihood, what provision would you make for teaching them a trade?—I do not think I can offer any evidence that would be of any value upon that point.

16,575. You have not thought that question out at all?—No.

16,576. You do not speak as the representative of the blind upon that point?—No, I have no knowledge of the poorer blind, and therefore my evidence would be purely empirical on that point, and would be of no value.

16,577. When you were at Durham you never visited the Newcastle or Sunderland workshops?—No, I did not. I understand that they are very useful institutions.

16,578. I was asking you whether you thought there should be some special place where the blind could be taught trades?—I should suppose so.

16,579. Of course they are at a disadvantage in learning a trade with other people?—Quite so.

16,580. You do not approve of asylums, but I understand you have not the same objection to workshops for the blind?—No, I do not regard them in the least in the same category.

16,581. I presume you think the blind should be taught as early as possible, at as early an age as other children?—Yes.

16,582. With regard to books for the blind, have you any suggestion to make? It has been suggested that the State should give some grants for books for blind schools, which must necessarily be more expensive than other books; have you thought that matter out at all?—I have never thought of that. I am not a great believer in State intervention in any of these things myself.

16,583. In what way would you enable the poor blind to get books, the price of which is necessarily high; it must either be by State aid or by means of voluntary societies?—Yes.

16,584. Which would you prefer?—The aid of some voluntary society, if it could be got. But is there not some other way? Cannot we, by educating the mass of the poorer blind of the country to be book copiers, make it a comparatively remunerative trade? I have taught Braille to several children in my school, could not we teach our blind children to produce Braille books?

16,585. Many books are produced in Braille for nothing, that is to say, they are produced by volunteers?—And they are also produced as a means of livelihood.

16,586. Do you know of any one who earns his livelihood at it?—I understand there are some who earn a livelihood by producing books in Braille. Books might be got at a much cheaper rate if the production of them were extended in that way.

16,587. Did you find any difficulty in getting the classical books that you wanted?—I found it excessively difficult to get them. You may get an "Agamemnon" of Æschylus for 6*d.*; it cost me a sovereign for a copy, and it is the only copy now extant, I believe.

16,588. You are in favour of such books being provided by voluntary means and not by the State?—I am.

16,589. Did you get the classical books which you wanted to study specially written for you?—I did; not all of them, but the majority.

16,590. At the present time I suppose the number of those who take up classics among the blind is so few that it would not pay to print any number of classical books?—It would not pay in the ordinary sense of the word, but if education of the higher sort was developed among the blind, so as to create a demand, we should probably get for 10*s.* what we have to pay a sovereign for.

16,591. It would require rather an extra amount of energy and self-reliance on the part of the blind to go through an education of that kind; is not it rather hopeless to expect that a very large number of blind would go through that course of education?—Quite hopeless; I do not think it would be a large percentage of the whole that would go through that course of education.

16,592. Do you know any blind young men who are at present studying for orders or for any literary profession?—I know three or four young men at Oxford who were pupils of mine at Worcester, and I know three at Durham who were pupils of mine at Worcester; I know one at Cambridge, and then there is one pupil of mine who has just gone into the law under Dr. Ranger.

16,593. Is there anything else you would wish to lay before the Commission with regard to the blind generally?—I do not know whether there is a public schoolmaster sitting upon the Commission, but my strong conviction is that those who teach the sighted are perhaps the best judges of how the blind ought to be taught; that would follow from what I said before; that is an opinion, of course, very much open to contention, but that is my opinion.

16,594. (*Mr. St. John Achers.*) At the present time is not there an effort being made to move the Worcester College?—I know an effort has been made to change it into a public institution instead of its being a private one; I do not know whether that would involve a change of situation, probably it would.

16,595. I may say I have been appealed to by one of the present pupils, and I saw a collection card and so forth?—The old buildings were not satisfactory, not only because they were too crowded and too small, but also on account of their situation

16,596. They were very unattractive to the parents of blind children who might wish their children to go there?—Yes.

16,597. If the school were moved and put into a better position, and made a public school, do you think the number attending it would be largely increased?—Yes.

16,598. What is the lowest payment taken from any pupil?—I have no official knowledge; I should say, as far as I can judge, they would have been taken at 30*l.* a year; that was by no means what was asked.

16,599. Was the number of pupils in the college less than it otherwise might have been because intending pupils, though they might have been able to pay more fees than in the ordinary elementary

schools for the blind, were not able to pay the fees demanded at Worcester?—I do not know.

16,600. You do not know whether there were many cases in your time where the applicants were not admitted because they could not pay the fees?—I do not think there were many.

16,601. Do you think there is great room for a school or schools of secondary education between the primary schools or institutions of the country and Worcester College?—I do; I think it would be a very great boon; it would render the education system complete.

16,602. (*Dr. Armitage.*) In the last report of Worcester College which I saw it is stated that nine of the former pupils are in the Church, is this still so?—I believe so; I could not have told you the number was nine, but I have no doubt that is correct.

16,603. Do you know whether most of them are, like yourself, in small livings?—Mr. McNeile has a population of about 1,200; his parish is a large country parish. Mr. Beresford has a county cure. I do not know whether Mr. Beresford's living is a large or a small one. Mr. Robins has, I believe, a town parish; he is at a place called Gillingham. I think the others are curates. Then Mr. Marsh has charge of a portion of a very large Nottingham parish, Mansfield, his cure consisting of some thousands of stocking spinners.

16,604. Do you know whether there is much difficulty made by the bishops in ordaining blind clergymen?—I think that a good deal depends on the clergyman and something on the bishop; I found no difficulty whatever.

16,605. Are there any bishops who refuse to ordain blind clergymen?—I do not think there are now. The Bishop of Worcester hesitated a good deal about me, but when I had taken my degree he did not hesitate to ordain me for a moment.

16,606. How do you manage in administering the Holy Communion; can you do it without assistance?—Yes, I did it last Sunday without the slightest trouble.

16,607. How many communicants have you?—I had eight or nine last Sunday; I never have more than 20. I administered the Communion in a church in Manchester the other Sunday, a church that was strange to me, and there were about 50 communicants there.

16,608. By yourself?—No, the rector was present; I was preaching there.

16,609. From what you know of other clergymen who graduated from Worcester, do you think there is any practical difficulty in blind clergymen administering the Communion?—Absolutely none; I do it myself, and Mr. McNeile does it to a very much larger congregation than mine. It would be very awkward if all the communicants were blind, but as only the minister is blind there is no difficulty, it only requires a little tact.

16,610. Have you any special arrangements, by means of a carpet or anything, to guide you in going round?—None at all.

16,611. You have to feel at the rails sometimes, I suppose, to know your distance?—Scarcely ever; I do not think you would know I could not see if you were watching the ceremony.

16,612. You know that is an objection that is often raised to blind clergymen?—Yes, I think I have heard it; I do not think there is anything in it. I should never dream of its being in any way an impediment to the ordaining of a blind man who possessed the necessary qualifications.

16,613. (*Chairman.*) Is not your case somewhat different from that of a man totally blind, because you can see a little?—I cannot see you in the least; I could just see a communicant if he was against a white wall, but I cannot see him in the middle of the communion table.

16,614. (*Dr. Armitage.*) Do most of the Worcester pupils who go to the universities go into the Church?—I think that the majority have done so hitherto; I should say decidedly the majority have done so, but I think they are not doing so now so much.

16,615. What other professions are open to them?—The law is one profession open to them; two have now entered the profession of solicitor, those two being Dr. Ranger and my late pupil, Mr. Sandford, who has gone as articled pupil to Dr. Ranger.

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16,616. I see in the report it is stated that a certain number have gone out as literary teachers; does that mean teachers at a blind college?—I could not tell you. I hold a readership in English literature at the University of Durham, and I have to lecture there four times a year. I do not know whether that is what it means.

16,617. Do you know of any who coach, seeing pupils for examinations?—I only know one, who was in his uncle's school at Eastbourne, which was a sighted school.

16,618. You do not know what sort of opening that affords in a money point of view?—No, I do not.

16,619. Can you give us any idea as to what opening the Church affords in a money point of view?—It depends on the glebe and it depends on agricultural depression; my glebe lets at 50*l.* a year at present. That is a question which it is rather difficult to answer.

16,620. What is your whole income from the Church?—I suppose nominally my whole income is about 150*l.* or 160*l.* derived from the Church. I have a rectory house and a fine garden, and so on.

16,221. You do not know the incomes of other blind clergymen?—No, I do not.

16,622. Do you think that a university training is generally a desirable thing for blind persons who have nothing else to depend on?—It depends altogether primarily on their social status. In the case of all such persons who, if they had their sight, would go to the university, I should say it is absolutely desirable that they should have a university training; in the case of other persons it would be an open question.

16,623. Worcester College professes to take the sons of gentlemen?—Yes.

16,624. Therefore they would be of the social status of persons who usually go to the universities?—Yes.

16,625. Do you think it a desirable thing for blind persons of that class if they have nothing of their own to go to a university and take their chance?—Yes; speaking generally, I do; but I would not say that a boy with a very great musical gift and no particular literary gift should go to a university; he had much better go where he could get his musical education best and quickest, and begin to support himself.

16,626. But there is a Worcester College pupil who is going in for his degree in music at Oxford?—Yes, I believe so. I do not know much about Worcester College now, but I believe young Wolstenholme has passed his entrance at Oxford; that I consider a good thing for him, because I suppose it is a good way of getting into the musical world. If I am right in that supposition, I thould say it is a good thing; if not, I should say it is not.

16,627. You were speaking of the blind writing out books. You are probably aware that it costs so much to remunerate the blind for that work that the books become very expensive when they are to be sold?—I suppose that is so.

16,628. Suppose the Gardner trustees instead of giving five scholarships to Worcester College, gave four, and gave the amount which would represent the other scholarship for books and educational apparatus, do you think that would be better for the college as it is now?—I should be inclined to think it would. That opinion of mine is not worth much, because I am not fully conversant with the present state of things at Worcester.

16,629. (*Admiral Sir E. Sotheby.*) You were at Durham?—Yes.

16,630. Were there any blind students at Durham when you were there?—One, part of the time that I was there.

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16,631. Do you know whether he took his degree?—Yes, he did.

16,632. What became of him?—He is a clergyman.

16,633. Do you know whether there are many blind students at Oxford and Cambridge?—Yes. I know three or four now at Oxford, and one at Cambridge.

16,634. Do they as a rule take their degree?—Yes, one is a senior op. I think the best man we ever had at Cambridge.

16,635. Do you take pupils?—Yes.

16,636. Are they sighted or blind?—I have two pupils. One is a blind boy, and the other can see pretty well but his eyes are affected; he can see to play cricket.

16,637. Do you feel yourself quite competent to take sighted pupils?—Certainly.

16,638. What remuneration do you get from your pupils?—I get 90*l.* a year for each of my boys.

16,639. Do you teach them mathematics?—I do not teach much mathematics.

16,640. You teach them classics?—Classics and history.

16,641. What is the age of the boys?—One is 15, and the other is 18.

16,642. Do you propose to keep them for any definite time?—I propose to get the one who is 18 up to Cambridge as soon as I can. I propose to send him in for the Fawcett scholarship at once.

16,643. Do many compete for the Fawcett scholarship?—It has never been offered yet. I believe it will be offered in September for the first time.

16,644. When you left Durham you went back to Worcester as a master?—Yes.

16,645. And there you saw ample room for improvements?—Yes.

16,646. Did you suggest that any of those improvements should be introduced?—Yes, I tried to introduce as many as I could.

16,647. Why were they not adopted?—Some of them were adopted.

16,648. You think Worcester College was on a better foundation when you left it than it was when you were a scholar there?—Yes, I think it has improved decidedly.

16,649. When you left there was still room for improvement?—Decidedly.

16,650. Which could not be carried out for want of means?—Largely owing to that, I think.

16,651. Principally?—I will not say principally. I do not attach primay importance to money in education.

16,652. Did the master object to introducing improvements out of the old lines?—I would not say he objected, but I think perhaps he was rather difficult to move out of the old lines.

16,653. Were there any other blind masters at Worcester besides yourself?—No, not till about three months before I left, and then the mathematical master came from Cambridge, who was blind.

16,654. You spoke of the great expense of these books. When a book is once in print it can be stereotyped to any extent, can it not?—Yes.

16,655. Then the price would diminish?—But then as the Chairman said, it is scarcely worth while to print the "Agamemnon," because perhaps only a dozen copies will be asked for in a dozen years; very few men read the "Agamemnon" even among those who can see.

16,656. In your parish you attend your school as most clergymen do?—I do, and I have taught the only sixth standard girl that there is in the school to read Greek to me.

16,657. Is she going to any college when she leaves school?—I am afraid not.

16,658. Do you know the greatest population that any blind clergyman ministers to?—I have not the least idea.

16,659. (*Mr. Arrol.*) You have expressed very strong opinions in respect to making no difference between the blind and the sighted?—I said that as possible, as far as circumstances would admit, I would treat them identically.

16,660. Would you be disposed to recommend that the blind should be educated along with the sighted in elementary schools?—Yes, I would strongly.

16,661. Up to what age?—I am not prepared to say up to what age; I would put no limit.

16,662. Then would you recommend that there should be special institutions for the training of the blind after they left those elementary schools?—I have never thought about that. I can give no opinion upon that that would be worth having.

16,663. You consider from your own experience, you having had your sight in your early years, that it is quite possible for the blind to take their place in a public school or a university alongside of the sighted?—You use the term now "a public school"; a public school and an elementary school are not the same thing; when in answer to your question I said I would recommend that the blind should be educated along with the sighted in an elementary school, I was referring to the children of the poor; when you speak of a public school I take it you mean a school in which children of the better class would be educated, and I am not in favour of sending blind children of the better class to a public school, because they would not get the attention there that they ought to have if they are to succeed. I do not wish to put blind boys against sighted boys until they get to college.

16,664. Why would you so keep them apart?—Because I know that if you sent a blind boy to Harrow or Eton the chances are that he would be very much neglected, because his books and his appliances would be a dead language to the masters.

16,665. Would not it rest very much with the pupil himself?—I think not; for instance, his reading would be slower than that of the other pupils; if he had 50 lines of Virgil to prepare it would take him three times as long to read it as it would the sighted; he would have no dictionary as the sighted would have. All those things have to be considered.

16,666. Those are difficulties which might be overcome?—I think they might be overcome, but I think practically they would not be overcome.

16,667. If you trained the blind in separate institutions, might they not when you placed them in a university be at a disadvantage?—No, I think not; I think that in every good public school for the blind there should be a sighted element.

16,668. You would require to assimilate the sighted with the blind?—Yes.

16,669. In answer to one of the questions put to you by the Chairman, you said that you had no difficulty in getting on at Durham except those difficulties which a blind person necessarily has to encounter; what were the difficulties to which you referred?—I mean, for instance, this, I had perhaps ten Greek plays to read for my degree; I had perhaps three embossed, and I had to get the other seven read to me.

16,670. In respect to your pastoral duties, do you make use of any system of writing in preparing your sermon?—I sometimes make a few notes in Braille; I never read my sermons.

16,671. You study your sermon thoroughly and deliver it extempore?—Yes.

16,672. (*Dr. Tindal Robertson.*) I think you said that you did not know that there were any coaches at Oxford who are blind?—I did say so.

16,673. Have you heard of Mr. Charlesley?—Yes, I had forgotten him.

16,674. You know that he has been a coach at Oxford for many years?—Yes.

16,675. Probably you know that he has followed his work with great success?—That I do not know; as he has been there some years I presume he must have been successful.

16,676. How do you communicate with your friends otherwise than by Braille?—I write with an ink pencil.

16,677. Do you think it possible that correspondence by type-writing could be carried out further than it is by the blind. That is to say, by means of a type-writer, so that what was written could be read by the sighted?—I think it would be a very useful thing.

16,678. You think it would be a good thing if that could be more systematically carried out in schools than at present?—I think it would be an excellent thing.

16,679. Dr. Armitage asked you, with regard to the pupils at Worcester College, whether you thought it advisable that they should go to one of the universities or not. I think you said that they might advantageously go to a university if they were in a social position to enable them to go there; but do not you think that many of them, though they might be in a good social position, would scarcely be able to go to a university unless they were largely assisted by funds from the Gardner trustees or from some other source?—Yes, I think so.

16,680. Still, though they did not go to the university, they might get a good education at the college itself?—Certainly.

16,681. The education they would receive there would be a great advantage to them, whether they went to a university afterwards or not?—I entirely think so.

16,682. Arising out of that, I would put this other question: I think it is in contemplation at the present time to put Worcester College in a different position; have you any suggestion to make as to the best way in which that could be done?—No.

16,683. (*Chairman.*) You said you could not speak of Worcester College as it is, you could only speak to it as it was?—That is so.

16,684. (*Dr. Tindal Robertson.*) I will put my question in a more general way; putting aside Worcester College for the moment, what, in your opinion, would be the proper constitution of such an institution?—I think simply this in general terms: a house should be secured which should be turned over to trustees, with a small amount of land round it for playing ground; a house that would accommodate 50 or 60 pupils, to which institution should be a master's endowment of about 150*l.* a year, or going up to 200*l.* or 300*l.* a year at the outside, and perhaps half-a-dozen scholarships, then the institution should be supplied with thoroughly good educational apparatus.

16,685. Probably you agree with most of us that physical training for the blind is most important?—Yes.

16,686. And therefore do you not think it would be advisable that such a college as Worcester College, or any high college for the blind, should be provided with the best possible means for giving that training?—I quite think so.

16,687. (*Dr. Campbell.*) I think from what you have already said you agree with me that the blind, if they are going in for higher education, should go to an ordinary university. I know that in America it is proposed to establish a special university for the blind; I myself think that the blind would be great losers thereby. Besides the value of the education which you get in a university, do not you regard the associations and friendships which are formed during a university course as of very great value to a blind student as well as to a seeing one?—Yes, I do indeed; that is an opinion which I share in common with all English gentlemen, I think, who have been to college; that is supposed to be the chief advantage of going to college. I agree with you in what you say about a blind university; I think it would be a great mistake to establish such an institution.

16,688. (*Rev. Mr. Owen.*) Do you know the services and prayers fairly by heart?—I always use a book.

16,689. With regard to occasional offices, weddings, christenings, and burials, you read from the book?—Yes.

16,690. You know a great deal of the services by heart, I suppose, so that you do not read the services so slowly as to be tedious?—I do not read slowly; I am supposed to read too fast.

16,691. Speaking generally, do you know the services by heart, or do you principally rely on reading by your fingers?—It is a combination of both; I read the lessons which I do not know by heart and the psalms too.

16,692. How do you write to sighted people?—With an ink pencil.

16,693. Do you use a frame?—Ordinary paper with a little bit of wire under it.

16,694. (*Mr. Johnson.*) I believe you were at Worcester in the time of Mr. Blair?—Yes.

16,695. He was the originator of the college, was he not?—Yes.

16,696. And most of those gentlemen who have succeeded in the Church, or in other professions, including one or two solicitors, received a portion of their education during the time Mr. Blair was there?—Yes, I think all of them, certainly most of them.

16,697. I suppose you are aware that Mr. Blair did all he could to make the college public?—Yes, I am; I do not know what steps he took, but I know that was his object.

16,698. Have you any knowledge that it was the intention of the committee of the college to solicit public subscriptions to rebuild the college. I am speaking of the time you were there?—No, I do not think I knew that; I know there was a continual talk of it.

16,699. You are not aware that plans were drawn, and that photographs of those plans were circulated, and appeals made to the public for subscriptions?—No, I was not.

16,700. The teaching power at the time that Mr. Blair was there was very efficient?—I should say very efficient.

16,701. It produced very satisfactory results, did not it?—Yes it did.

16,702. Was there at that time an admixture of the sighted with the blind in the college?—Not to any extent under Mr. Blair's reign.

16,703. During the time that you were there as a boy there were, as I understand, very few sighted boys associated with the blind boys?—Yes, there were a few, but the whole number of boys was small; there were some sighted boys in my time, two or three.

16,704. Is it the fact that sighted boys have been added lately so as to fill up the deficiency in the number?—No, that was distinctly not the object. When I first went back as a master from Durham the school was then flourishing, and boys were added not at all for that purpose. I think they were added to add to the income of the school, but partly also as guides and readers and writers and playmates for the blind.

16,705. Then the council thought it would be a desirable thing to associate the sighted with the blind?—Yes.

16,706. So as to aid them and teach them games, and so on?—Yes.

16,707. I think you told us that there was not very much supervision over the elder boys when outside the college?—Not when they went for walks along country roads.

16,708. Do you think that a desirable thing?—Do you mean on account of danger to themselves?

16,709. No, on account of danger to their morals?—That is a question that would appertain to the discipline of the school in common with all other schools, but *quâ* blind I say it is a desirable thing that they should be allowed to take those walks by themselves. I think there are certain boys to whom that liberty should not be allowed, but as a rule I think it should be allowed.

16,710. I suppose if there were sufficient means found there would be a sufficient number of blind persons who would avail themselves of a college of this kind?—Yes, to the extent of 50 or 60. I could not bind myself to the number; possibly there might be 100, but 50 or 60 is my idea of what the average number would be.

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16,711. How is it that so few apply for admission at the present moment?—I do not know. I do not consider myself that the state of the college, so far as I can gather, is satisfactory.

16,712. In what way do you think it is unsatisfactory; you told us you thought it could be improved if there was a better house, and if there were larger rooms and more efficient teaching power?—Yes.

16,713. In what way do you think the teaching power is deficient as compared with what it was when you were there?—I am not able to make a comparison properly. I have not followed the new circumstances, but I infer a deficiency in teaching power to be one of the causes, from the obvious falling off in the number of pupils—that is merely my judgment on the question—it is more inference than anything else.

16,714. I see by the last report of the college that there was a very satisfactory examination in classics, mathematics, and Greek Testament by regularly recognised examiners, and also in Hebrew; how is Hebrew taught to the pupils?—I think Hebrew is taught nearly entirely orally. I cannot speak to that.

16,715. As regards Greek books, I see the play of "Alcestis" is embossed?—Yes.

16,716. Is that made much use of?—Yes, far too much use of.

16,717. Among the educational books printed hitherto at Worcester there are some Latin works, are there not, and some Greek works?—Yes.

16,718. Are they printed by the college or by the society?—By the printing society.

16,719. Have you any idea whether they are extensively used as a means of education outside Worcester College?—Not extensively.

16,720. They are used to some extent?—Yes, my pupils use them a little.

16,721. There are other books printed by that society?—There are.

16,722. In what type?—A certain number are printed in the Roman type, and a certain number in Braille.

16,723. Have you formed any idea as to the desirability of continuing or discontinuing any of the types for the blind?—With regard to the subject of type, my own impression is that every blind boy and girl who aspires to be educated as an English gentleman or lady should know the common Roman letters. Then I think Braille is very valuable and a great help in all matters of education because it can be written and read by the same person, but I think that contracted Braille is one of the most mischievous things possible for young persons, because it has a tendency to ruin their spelling: at the same time it is a most valuable assistance when they have learnt to spell properly. I am very much against its being used in teaching young children because by its use they get into a bad way of spelling. I have found among the blind a great deficiency in many cases as regards spelling, and the use of contracted Braille is, I think, one of the causes. Then I think Moon is chiefly valuable for aged persons. The two types for educational purposes, I think, are Braille and the Roman, and above all the small American type which is a most beautiful type. The Bible in that type is in eight volumes, and I always read the lessons from it.

16,724. The Worcester Society does not print very much in that type, does it?—It prints nothing at all in that type.

16,725. But it does print in the lower case type?—In the Roman upper and lower case. I do not care which particular form of Roman type is adopted, provided the ordinary letters are used so that the blind shall read the type that the sighted use.

16,726. With regard to writing, you think it an advantage that the blind should be able to write the ordinary writing of the seeing?—Yes, if you can teach it to a blind boy; if not, then this type-writing to which Dr. Robertson referred is an admirable thing, because anyone can read it.

16,727. You write in the ordinary writing of the sighted?—Yes, I had learnt to write when I could see.

16,728. Do you think it a desirable thing to teach the blind to write the ordinary characters of the seeing?—No, I think not. I have not tried the experiment; I do not know how far it would be useful.

16,729. But you use it yourself?—Yes, I correspond regularly in it with all sorts of people.

16,730. You are not in favour of adopting one type as a universal type for the blind; you think that the Roman type for ordinary purposes, Moon for the aged, and Braille for educational purposes, should run in parallel lines?—Yes, to regard one type as having any inherent value over others is, I think, ridiculous.

16,731. In any grant that the Government might be inclined to make, you would propose that those three systems should be subsidised equally?—No, I do not think I would subsidise them equally. Of those three systems the most useful for writing and reading, and the most valuable in every form of education for all classes of blind, I should say was the Braille, and therefore I would give that the largest subsidy; but I should subsidise them all.

16,732. Have you any experience with regard to types that are mostly used by the blind?—No; I can read anything myself, so I do not speak from bias. I have very supple fingers, and I can read rapidly any type. I read Braille more than I do anything else.

16,733. Is it the case that one of your pupils was at Worcester College for some time?—Yes.

16,734. Were you able to judge from the state of his education when he came to you in what the college is deficient in point of teaching power?—Yes; I should judge from the state in which he came to me that the chief deficiency lay in want of discipline and teaching of the junior boys, and thereto I trace the decline of the institution; that is my inference, I may be wrong. When I say that there seemed to me to have been a want of discipline, I do not mean the boy is a naughty boy at all, but I should say the boy before he came to me had not acquired such intellectual habits as I would have done my best to enable him to acquire, knowing his abilities and disposition, had he been under my care to the age of 14.

16,735. Are the boys that are at the college at the present moment, whether sighted or blind, generally speaking in the same social position?—I do not know the boys who are attending the school at the present moment; but, speaking generally from my general experience, I should say they would be in the same social position.

16,736. What is the ordinary payment?—I do not know.

16,737. (*Rev. Mr. Sleight.*) Are the Gardner Scholarships at Worcester College open to the blind of the poorer classes?—It is a little difficult to answer that question. They are nominally for boys of a better or higher social position, but there is great latitude in the interpretation of that condition; it depends upon the examination.

16,738. Can any blind children from elementary schools present themselves for those scholarships?—Not unless they have received a very much greater amount of education than they get in an elementary school.

16,739. With regard to the Fawcett scholarships, the standard of examination would be the same as the standard of examination for the other scholarships?—I think it would be conducted by Oxford and Cambridge examiners.

16,740. But the standard for the Fawcett scholarships would be the same as the standard for the other Oxford and Cambridge scholarships?—I should suppose so.

16,741. Supposing your pupil who is going to present himself for the Fawcett scholarships is not successful, would you present him for other scholarships?—Probably not; he will perhaps be the only one to stand for the Fawcett scholarship, or perhaps he will have to compete against three or four who are blind like himself. There would be much less competition in the case of the Fawcett scholarship than in the case of the other scholarships. I would rather

he got the Fawcett scholarship than one of the others because it is a scholarship specially for the blind, and it would be a blue ribbon for him and for me for him to get it. If he did not get it he might perhaps try for any scholarship at Cambridge.

16,742. (*Dr. Armitage.*) With regard to what you said about contracted Braille, are you aware that in contracted Braille, with very few exceptions, every letter in the spelling of a word is expressed?—No, I was not aware of that.

16,743. (*Dr. Campbell.*) When you were asked about subsidising different types, you spoke of the beautiful American type, and you referred to a Bible in eight volumes, which you say is printed in that beautiful American type and which can be purchased, I think, for 4*l.*; would it not be advantageous rather to buy such books as are already printed in America so beautifully than to set up a printing press to reproduce them here?—That, of course, is a question of trade more than anything else. I am not sure about that. It would seem to me a very good suggestion.

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The Rev. N. F. McNeile called in and examined.

Rev. N. F. McNeile.

17,744. (*Chairman.*) Since when have you been Vicar of Brafferton?—Since 1876.

16,745. Were you educated at a college or at the university, or at both?—I was educated at the Cathedral school at Worcester.

16,746. Were you at Worcester College?—I went there between the terms at Dublin University. I went to Trinity College, Dublin, after leaving the Cathedral school.

16,747. Were you ordained from Trinity College, Dublin?—Not immediately I left it. I was ordained at Worcester, but it was a year or two after I left college.

16,748. Were you ordained by the Bishop of Worcester?—Yes.

16,749. What is the number of people in your parish?—About 900.

16,750. Have you any curate?—Yes.

16,751. Are you able to do all the visiting yourself, or do you depute that to your curate?—I do it myself.

16,752. Are you in the diocese of York or of Ripon?—I am in the diocese of York.

16,753 Do you preach extempore?—Yes.

16,754. In what type do you read the lessons?—In the American type of which I have a specimen here.

16,755. What sort of type is that?—This is printed in New York, I think.

16,756. (*Chairman.*) Are you able to read this type with facility?—Yes.

16,757. Is it generally used in England among the blind?—Not very generally, I think.

16,758. Is it difficult to read, or why is it not generally adopted?—I think one reason is the expense. We have to have the books brought from America, and the expense of carriage adds so much to the price.

16,759. What is the price of a Bible in England and what is the price of a Bible in America printed in that type?—The price of a Bible in America in that type is, I think, 4*l.* 2*s.* I cannot say what the price of such a Bible in England is for I never bought one; I have been content with this copy I have here. I have had parts of the Bible in other types, but they are more expensive than that.

16,760. The cost of printing the books is an element that enters into the higher education of the blind, is it not?—The cost is so great because being so little known at present, the demand is comparatively small for some of these books.

16,761. Have you any special views with regard to the higher education of the blind to lay before the Commission?—I am very desirous to see the higher education of the blind put on a permanent footing. There is now no permanent provision for it.

16,762. There is no higher education of the seeing provided now by the State; do you wish the blind to be treated in a different way from the seeing, and that the State should give special provision for the higher education of the blind?—Yes.

16,763. At present the State does not give any provision at all; would you begin from the elementary schools upward; would you wish them all to be subsidised by the State?—I would according to merit.

16,764. How would you judge of the merit?—If you can begin from the elementary education, I should judge of it by examinations in the same way as in the case of the seeing.

16,765. At present there is no provision at all made for the education of the blind directly by the State. Would you state what your scheme is from the beginning?—I think they should begin with the elementary education, and give grants in aid of the elementary education of the blind.

16,766. Do you mean in ordinary schools or in special institutions?—In both; I should say grants in aid should be given in ordinary schools if they could come up to whatever requirements are prescribed.

16,767. You would propose to give that in the ordinary elementary schools?—In ordinary elementary schools.

16,768. And in special institutions, I presume, where from various causes they are unable to be in elementary schools, from want of health or general backwardness?—Yes, or from the unwillingness of any elementary school to take the blind; for, I suppose, they could not be forced to do so.

16,769. Would you have any gradual stage from the elementary school up to a higher college in the way of scholarships, or how would you facilitate the higher education of the blind from the elementary schools where we left them?—By means of scholarships.

16,770. Should the State provide those scholarships in your opinion?—I think the State should help; I do not know whether we could ask the State to do all.

16,771. In what way would the State help; should it be in the way of grants?—Yes, in the way of grants.

16,772. Grants to colleges?—Grants to colleges more peculiarly suited for the higher education of the blind.

16,773. Do you think that the blind must always go to a special institution in order to get the higher education and not to the university?—No; they would go ultimately to the university.

16,774. Do you think they must go to special institutions as preparatory to the university?—I think, generally speaking, they must.

16,775. Then at the university, do you think that they would be able to hold their own against any comers in the way of scholarships?—Certainly.

16,776. Did you yourself get any scholarships when you were at college?—I got some prizes; I did not get any scholarships; I did not try for one.

16,777. Were there no open scholarships at Trinity College, Dublin?—Yes, and one was held by a blind man, who is, I believe at present a Member of Parliament, Mr. Macdonald; he was classical scholar of Dublin and did excellently.

16,778. Do you think that it is desirable that the blind should be taught in separate institutions between the elementary school and college?—Yes, I do.

16,779. But you say it would be an advantage to them to go to ordinary elementary schools if the elementary schools would take them?—Yes.

16,780. Why could they not go to ordinary colleges if the ordinary colleges would take them?—I think you have put the "if" in now. I do not think they would take them. If they would always taken them, and the blind count upon that, then I should certainly say let them go there.

16,781. Would it not be the best system that the blind should go with the seeing so far as they could *pari passu* and not have special institutions of their own?—Yes, I think so, if it is possible.

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16,782. When you were at Trinity College you were in an open institution?—Yes.

16,783. And the Cathedral school at Worcester was an open institution, also, was it not?—Yes.

16,784. You yourself did not go to any special institution for the blind, I understand?—No, except making use of the one at Worcester and reading there during the Dublin vacations. But I may perhaps be allowed to mention that when I went to the Cathedral school there was great unwillingness on the part of the head master in the first instance to allow me to go there, and it was only because one of the under masters had known me for years before, and offered to be in a way responsible and took me into his boarding house, that the head master took me.

16,785. When you were there had you any difficulty in keeping up with the ordinary schoolwork?—No, none whatever.

16,786. What type did you use then?—I used the large and small letters, the ordinary type.

16,787. The Roman type you mean?—Yes.

16,788. Have you any opinion as to the desirability of having one or more types; will you state what your preference is?—I feel very strongly that the barrier between the blind and the seeing should be minimised as far as possible, and therefore that whatever the seeing read, the blind should be taught to read, whatever else they may learn in addition.

16,789. That means, as I understand, that you advocate the use of the Roman type in the first instance, with the addition of the Braille afterwards?—Yes, the Roman type is the elementary type in which all should learn. The Braille is invaluable as a means of communication.

16,790. Would you teach the Braille or the Roman first to a child?—The Roman.

16,791. Do you advocate the blind writing by some of those mechanical contrivances which enables them to write the ordinary current hand of the seeing?—Yes, certainly.

16,792. Rather than writing only in the Braille?—Certainly.

16,793. Do you yourself usually write in the ordinary handwriting in writing your letters?—Not to be certain of its being read. I never began to learn it when I was sufficiently young.

16,794. You have seen, have you not, several different mechanical means, such as the Moon and the Braille systems?—I have seen some for guiding the hands and writing in the ordinary way, but I do not systematically use them.

16,795. You have told us of the two types, the Roman type and the Braille; what is your opinion as to the Moon type, where would you place that?—I think the Moon type has been greatly overrated.

16,796. Has it any advantages over the Roman type?—I think not, if the Roman type is given in the same sized letters as the Moon.

16,797. In the same sized letters as this Bible is printed, do you mean?—No, I mean the same sized letters as the Moon is printed, quite large for hands that cannot feel the small letters.

16,798. You think that people who become blind in old age would read better in the type which they had been accustomed to all their lives than if they had to learn a new one?—I will not say they read better, but I know they can be taught it, and it seems to me that the advantage of their reading the same type as the seeing read is so great that it is worth even the extra pains, if that is necessary, to learn it.

16,799. On what grounds would it be such an advantage that the blind should read the same type as the seeing?—For this reason, that anyone could help the blind man with the book, if help is necessary, if it is in the ordinary type.

16,800. But surely almost any book which a blind man would be likely to have, such as the Bible, for instance, would be already in his possession in ordinary printing?—He must have a separate key in order for the seeing to read it and help him.

16,801. Is not the Bible much more bulky in this ordinary Roman type than in the Braille type?—I cannot say.

16,802. Have you never seen the Bible in Braille type?—I have only seen portions.

16,803. Judging from the portions which you have seen, and the size of the volume you have seen, would not a volume printed in the Braille type be very much less cumbrous to carry about than if it is printed in the type which you use now?—It would be less cumbrous than the large Roman type, certainly, but not than the American.

16,804. I suppose the American type requires to be very well printed in order to be legible?—Yes.

16,805. Is not the printing of the American type as regards the paper and the sharpness of the type much better than in the case of our ordinary type?—I think it is; we very seldom get such printing here.

16,806. Have you any difficulty at all in fulfilling the ministrations of the Church—in baptisms, for instance?—No, I have no difficulty.

16,807. Nor in the ministration of the Holy Communion?—No; occasionally when some stranger comes then there may be a little awkwardness. There has been once or twice a little awkwardness. I mean to say, perhaps, he has not come up at the right time, but there has been nothing to mind.

16,808. Do you take your full share of the service with the curate?—Yes, very often, I take it all.

16,809. Have you more than one church to minister to?—Yes, the church and a licensed building.

16,810. Do you read the prayers from memory or do you read them from a book?—Generally from memory, but I always have the book there.

16,811. Do you think the State ought to subsidise the printing of books for the blind in Blind Schools or Colleges?—Yes, I think that is a very important thing for the State to do.

16,812. Have you any views at all as to the treatment of the aged blind—I mean those who are too old to earn their livelihood and who become blind in mature years; have you any system to suggest in the way of pensions, or otherwise for making provision for them?—I have not thought of that point.

16,813. Is there any other point which you have thought of with regard to the blind which you wish specially to bring before the Commission?—I do not think so.

16,814. (*Rev. Mr. Sleight.*) Is the Prayer Book printed in the Roman type?—Yes.

16,815. In the the same type as the Bible you have there?—It is printed in the upper and the lower case; that is to say, the type they print at Worcester; it is not the American type.

16,816. Have you had any experience as to the aged learning this type; say, for instance, a man who became blind after he is 50?—Yes; we had a class at Worcester which used to meet every week, and they made very fair progress in doing it.

16,817. Was the progress as rapid as it would be with the Moon type?—We did not try them with the Moon type, we only tried them with the large Roman.

16,818. Have you any experience of the aged blind learning the Moon type?—I have heard men read the Moon type, and some of those men who read the Roman type at Worcester in the class I have spoken of could read as well as many whom I have heard read the Moon type, more than that I cannot say.

16,819. (*Mr. Johnson.*) After you left the Cathedral school you went to the Worcester College, did you not? I did, but not immediately.

16,820. During how many vacations were you at the Worcester College for the Blind Sons of Gentlemen?—From the year 1867 to the year 1871.

16,821. For four years?—Yes.

16,822. For how long were you there in each year; would it be three or four months?—About three months.

16,823. I suppose you are aware that they claim you at Worcester College as one of the brightest ornaments of your college?—Yes.

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16,824. While you were at Worcester College, I suppose, you were aware of the presence there of Mr. Robins, were you not?—Yes.

16,825. He is Vicar of Gillingham now, is he not?—I believe so.

16,826. How many persons do you know who are now in holy orders who were your contemporaries at Worcester College for any portion of their time?—I could not say how many offhand.

16,827. Was Mr. Ranger there with you?—Yes.

16,828. He is a solicitor, is he not?—Yes.

16,829. Was Mr. Marston there with you?—Yes.

16,830. Mr. Marsh?—Yes.

16,831. Mr. Fawcett?—Yes.

16,832. Mr. Beresford?—Yes.

16,833. And Mr. Johnson?—Yes, six or seven, including Mr. Robins.

16,834. These are all gentlemen now occupying almost the same position as you hold, I believe; they are either curates in charge or else vicars?—Yes.

16,835. None of those gentlemen, according to your knowledge, have experienced any difficulty in administering all the duties of the Church, have they?—I believe not.

16,836. Have all those gentlemen to your knowledge gone to universities, some of them to Durham, some to Oxford, and some to Cambridge?—Yes, they have all gone to universities.

16,837. Have you ever heard of their experiencing any difficulty in their collegiate life from the fact of their being blind?—No.

16,838. They have been able, with the assistance, I suppose, of readers, to carry on the ordinary education, and the attendances required at the universities?—I believe so.

16,839. Were you at Worcester College at the time of Mr. Blair's superintendence?—Yes, I think he was superintendent to the end of my time.

16,840. Then you cannot speak of the condition of the college now, I presume?—I cannot speak positively in detail of its condition now because I have seen it only cursorily the last few years.

16,841. You have seen it cursorily, you say?—Yes, I have paid visits from time to time.

16,842. What is your opinion of the teaching power of the college at the present moment, or, at least, when you last visited it?—I think the teaching power is weak at present.

16,843. Will you tell us what that weakness depends upon in your opinion?—Want of adequate assistance owing to the want of funds.

16,844. Do you think the college suffers at all from the want of publicity?—Yes, I am confident it does.

16,845. You think that if there was more publicity and more teaching power—that is to say, more teachers and more money spent on the arrangements of the college, it would be more effective?—I should think it would.

16,846. Your opinion is as I gather that there is a nucleus of great success if there were more pecuniary resources?—Yes.

16,847. Do you think it would be advisable to have an inspector to inspect all the schools and blind colleges?—Yes, very.

16,848. Do you think it would be an advantage to have a blind or sighted inspector?—I should prefer to have both.

16,849. You would like to have them going on the same lines and inspecting together?—Exactly.

16,850. We have heard something with regard to the types for the blind; could you tell us anything about the amount of books that are available, in what is called the Worcester type, from the society that prints so much at Worcester?—I have brought the list here to show exactly what books are available.

16,851. There is a very considerable list, is there not?—A fair list, I cannot say it is very great; but there again, of course, the want of funds comes in.

16,852. Now are there, in your opinion, a sufficient number of readers in that particular type to justify the society in going on in printing books in that type?—Yes.

16,853. In your experience you prefer that type to any other type that is known, I understand?—Yes, certainly.

16,854. You prefer it to the ordinary Roman; you like the ordinary lower case?—I prefer it to the Roman.

16,855. Do you find that it is equally easy to learn with the ordinary Roman?—Yes, certainly in the case of children.

16,856. Do you put it in any comparison, so far as regards its being easy to learn with any other system which is now in use amongst the blind; for instance, is it as easy as the Moon type, and is it as easy as the Braille type?—I do not think it is quite as easy as the Moon except in the figures; the Moon's figures I never mastered myself, they were always very complicated to me, and it is not so easy as the Braille, that is to say—the plain letters of the Braille. When you come to the different signs and all those contractions, then to my mind an element of difficulty comes in.

16,857. I gather from you that you are in favour of a Roman letter, either the lower case or ordinary Roman letters, because it is the type of the sighted?—Yes, principally.

16,858. And you think that it is a desirable thing that the blind should approximate as nearly as possible to the sighted?—Yes.

16,859. May I ask by what system you write yourself in your ordinary correspondence?—Usually with a Remington type-writer.

16,860. That is a mechanical apparatus?—Yes.

16,861. Do you use any other means of writing, either by ordinary pencil writing or by the Braille system—I write by Braille to blind people.

16,862. And by the type-writer to your seeing friends?—Yes.

16,863. Have you ever formed the opinion that it would be desirable to have one type for the blind to the exclusion of any other, or do you think that the three or four types which are now in use should exist side by side, so that those who use one by preference can use it?—I think there should be a choice so that one man can use one and another another.

16,864. You would not extinguish the three or four types in order to make one permanent, you would let all four types run and let the blind man choose which he liked?—Certainly.

16,865. I see that in the report of the College for Blind Sons of Gentlemen there is Greek, Latin, and Hebrew taught; I should like to ask whether you have any experience of books embossed in the Greek character?—Yes, I have one here.

16,866. Do you find them of utility?—Yes, great utility.

16,867. Have they been very much used?—I am afraid not as yet, the undertaking is only in its infancy.

16,868. If the college were further developed you believe that the printing in Greek characters would be of much utility?—Certainly.

16,869. (*Chairman.*) Is the whole Greek Testament in print in Greek embossed characters?—Only portions of it.

16,870. (*Mr. Johnson.*) Portions of it are embossed in Greek character by the society at Worcester?—Yes.

16,871. Do you think that it would be desirable if there was a depôt in England where the books for the blind which are printed in every country, in every system, could be procured?—Yes.

16,872. (*Chairman.*) Do you consider this Greek type easier than the English to read?—Not easier, certainly. Some few years ago a number of us collected a special fund for casting the Greek type. Before that was done Braille was used for Greek letters; but then it was impossible to depict a great many of the Greek signs; there was no attempt at showing the accents for instance.

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16,873. I take it that this type which you started at Worcester you considered to be preferable to the old way of communicating Greek to blind pupils by the Braille type, or else you would have printed it?—Certainly.

16,874. That portion of the Greek Testament printed in Greek characters you consider to be more important as an educational adjunct than the portions of Greek printed in Braille?—Certainly.

16,875. (*Mr. Arrol.*) I think you say you are in favour of the blind being educated along with the sighted?—Yes.

16,876. And you have expressed a belief that there is a difficulty in getting the blind admitted to sighted schools?—Yes.

16,877. May one of your reasons for the recommendation that the blind should have a grant in aid be that it would induce a schooi to admit a blind child?—Yes, that is one reason.

16,878. Do you not think it is desirable that it should be compulsory on all sighted schools to admit blind pupils?—Not unless additional qualifications are manifested in sighted teachers; otherwise it would be to the detriment of the other children, or, at least, it might be.

16,879. Should it not be the duty of the sighted teacher to qualify himself to teach a blind child?—I should give him an additional grant for doing so.

16,880. Do you think that it is advisable that the blind should be taught by a blind master?—Not necessarily.

16,881. I understood that you recommended an inspection by the blind and sighted inspectors, but you would not recommend teaching by blind teachers?—Not necessarily; it can be done.

16,882. (*Admiral Sir E. Sotheby.*) Did you feel yourself that it was a very great advantage to be associated with sighted people at your school and at college?—Yes, very great.

16,883. Have you at the present moment any pupils?—I have one.

16,884. Is he sighted or blind?—He is sighted.

16,885. What is his age?—His age is 16.

16,886. Do you instruct him in classics and mathematics?—My curate takes him in mathematics, I have taken him in classics.

16,887. Do you consider that blind gentlemen are more efficient in classics than in mathemathics; are they able to learn classics more easily than mathematics?—I would not say that as a rule.

16,888. I suppose you can find your way about your parish without help?—Yes, but I seldom try it.

16,889. At Trinity College were there other blind graduates besides yourself?—I think not contemporary with me; Mr. Macdonald, to whom I referred a short time ago, was senior to me.

16,890. A good deal senior, was he not?—Yes.

16,891. You do not know whether all the blind who go to Trinity College take degrees?—I cannot say as to that.

16,892. At Trinity College there were no books specially furnished for the blind, I suppose?—No.

16,893. At Worcester College the principal deficiency, I presume, is the want of endowment for the head master and others?—Yes, I think so.

16,894. You say the great deficiency at Worcester College is the want of funds; what would you propose as a good endowment for the head master at Worcester College?—Do you mean what should be his yearly income?

16,895. Yes?—600*l.* or 700*l.* a year.

16,896. Is music taught at Worcester?—Yes.

16,897. Did any of the blind arrive at great proficiency while you were there?—One pupil arrived at very great proficiency.

16,898. Do you know what his after life was?—I believe he has gone to the university—to Oxford, I think.

16,899. Was there not more than one who arrived at great proficiency in music; I suppose you all learned music more or less?—We all learned music more or less who had a taste for it, but I do not remember anyone else who arrived at great proficiency in music.

16,900. What proportion would that be, one out of how many?—One out of 20.

16,901. Did you learn Greek by book or orally yourself?—Orally.

16,902. Were you provided with any Greek books?—No; Greek was not printed in my time, I wish it had been.

16,903. Do you consider that the Greek books are so very expensive that it prevents many blind people from availing themselves of them?—I do not think so. I do not think they are sufficiently known.

16,904. If they were more known they might be cheaper?—They might be cheaper.

16,905. (*Dr. Armitage.*) You said that when you were at the Cathedral School at Worcester you used the books printed in Roman letters?—Yes.

16,906. What text books were there printed at that time?—When I was at school I had no embossed text books to help me beyond the Scriptures.

16,907. When you were at the Cathedral school at Worcester you read the Scriptures in embossed characters, but no other books?—Yes.

16,908. Was all the other teaching oral?—All the other teaching was oral.

16,909. Are you able to read and write contracted Braille?—Not contracted Braille.

16,910. You condemned the contracted Braille very much; what was the reason of that if you do not know it?—I should scarcely say that I condemned it; all I said was that it was complicated, and therefore became rather more difficult. What I desired to say was that the simple Braille letters were on a very simple system and could be learned easily, but that when we come to the many contractions elements of difficulty were introduced.

16,911. Have you ever spent half an hour in learning the contractions?—I have spent half an hour in trying to do so.

16,912. But without success?—Yes; I mastered some few of them.

16,913. Will you tell us what experience you have had in teaching adults. You said there was a class of nine blind adults in Worcester; how many have you known to be taught in Roman letters?—About a dozen.

16,914. What other experience have you of the power of the adult blind in learning Roman letters?—Only one or two isolated instances that I met with in Yorkshire, of people who learned by Roman letters.

16,915. Is the whole of the New Testament published in Greek characters?—No, not yet.

16,916. Are you the editor of this edition embossed in Greek characters?—No.

16,917. Do you know what number of copies were printed in the first edition?—I cannot answer that with certainty, not many.

16,918. Do you know what number have been sold?—No.

16,919. (*Chairman.*) Can you tell us what portions of the New Testament have as yet been published in embossed Greek characters?—The Epistle to the Galatians; the Epistle to the Philippians; the Epistle to the Ephesians; and I believe also the Epistles to the Thessalonians, but those I have not seen. That is all that is published to my knowledge yet.

16,920. That is all published at Worcester?—Yes.

16,921. (*Dr. Armitage.*) Can you tell us the price of that volume that you have in your hand?—I have a list here, and I find the price of the Epistle to the Philippians in the original Greek is 3*s.* 6*d.*

16,922. (*Mr. St. John Ackers.*) There are two separate societies at Worcester, are there not—there is the Worcester College and another society?—There is the Worcester College and the society for providing cheap literature for the blind.

16,923. Have they anything to do with each other?—Not essentially.

16,924. Are they both private venture schemes or is either of them public?—The society for providing cheap literature for the blind is public.

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16,925. Is it supported by annual subscriptions?—Yes, to some extent.

16,926. Are you an officer of that society, honorary or otherwise?—I am on the committee.

16,927. Have you assisted in editing certain books for this society?—Not in editing any books.

16,928. I thought this book of the New Testament was brought out under your supervision, your name is on the front of it?—The reason my name is mentioned is because I was the chief one in collecting the funds in the first instance.

16,929. You had a certain amount of control over it, I suppose?—Yes, in that respect.

16,930. Could you tell us who would be best able to speak as representative of the society for providing cheap literature for the blind?—Mr. Forster.

16,931. Is not Mr. Forster the head of the Worcester College?—He is.

16,932. Then the two societies are somewhat connected?—Yes, but may I point out that I said "not essentially."

16,933. Will you kindly explain the position of the two societies, as there certainly is a very considerable amount of misunderstanding in regard to this matter on the part of a good many persons who are not connected with Worcester?—After the Worcester College began to work the need of some more literature than had been provided for the blind was very strongly felt. Hence it was proposed that a society should be started for providing cheap literature for the blind, and funds were solicited. The Bishop of Worcester was the first to come forward, and his donation was followed by other sums; and the society began to work at Worcester simply I may say from the accident of the need for its first existing at Worcester.

16,934. At what date was that?—1867 or 1868, I think.

16,935. Then Mr. Forster would be the best witness to examine, in your opinion, both with regard to the printing society at Worcester and with regard to the college?—Yes.

16,936. (*Dr. Armitage.*) Was Mr. Blair connected with the cheap literature for the Blind Society?—Mr. Blair was the original promoter of the society for cheap printing.

16,937. (*Mr. Johnson.*) All the credit of starting this printing society is really due to Mr. Blair, I believe?—Most certainly.

16,938. (*Chairman.*) Can you tell us what the actual cost of printing one of these books is, what capital do you require in order to start a thing of that kind?—We collected 130*l.* before the Greek type could be cast at all.

16,939. (*Mr. Johnson.*) Was it cast at Mr. Taylor's in London?—It was cast in London, but I do not recall the name; I think it was Besley.

16,940. Was it the same man who cast the type for your society?—Yes.

The witness withdrew.

Mr. W. Burnett.

Mr. W. Burnett called in and examined.

16,941. (*Chairman.*) You were at one time a member of the town council of North Shields, I believe?—Yes, from 1882 to 1885.

16,942. And you have also been a guardian of the North Shields township?—During 1882 and 1883.

16,943. Are you engaged in any business?—I follow the business of a night-caller that is to say—waking people in the early hours from 12 o'clock to 6 in the morning.

16,944. You are well acquainted, I presume, with the blind of the working classes in the North of England?—I am pretty well acquainted with those in Northumberland and the north part of the county of Durham, more especially those who have been educated in the Blind School of Newcastle.

16,945. Where were you educated yourself?—The principal part of my education was received at a village school.

16,946. With seeing children?—Yes.

16,947. Were you then seeing?—No, I have been blind from my infancy.

16,948. How did you learn in the village school?—I happened to get embossed books in the Roman capital first and then in the old fashioned common type, which was in use 50 years ago—I mean with the f's for s's. Then a counting-board was got for me, and I just read and worked with the other children in the school. When I was 13 I went to Newcastle.

16,949. Did you go to the blind school there?—Yes, at 13.

16,950. Do you think it is advisable that blind children should be taught in an asylum or in a blind or other school?—My opinion is that if they mix with sighted children generally it sharpens their wits a little more, and it tends to make them more like the rest of their neighbours generally, more especially if they want to keep up with the others.

16,951. Do you think that the education of the blind should be compulsory?—I do.

16,952. And do you think that in cases where the parents are unable to pay for the children themselves they should receive assistance without being made paupers; that is to say, that blind children should be treated more liberally than other children?—As a rule the present Education Bill provides that children whose parents cannot afford to pay for their education, where there is a School Board, can be educated and yet not become paupers, and therefore we have a right to the same privilege.

16,953. In your knowlege has there been any dispute on the part of the guardians with regard to the payment of fees for blind children whether the parents were able to pay or not?—I never knew a case where the School Board interfered in the education of a blind child, but in Sunderland they do sustain a teacher in connection with the institute there at 15*s.* a week.

16,954. Do you think that the School Board should be obliged either to send the children to school or to send them to some institution where the children should be taught?—I would make that subject to the circumstances of the case. If there were enough blind children in the locality to cause the teacher to give them sufficient attention to have them educated, I would let them form a class amongst the sighted children. At the same school where I was educated there were two other boys who were my senior in point of age, although they were not so far advanced in general education, because they had not been so long at school, and we got on well enough.

16,955. With regard to the children of the blind after they leave school, what steps should in your opinion be taken to teach them a trade?—In the majority of cases they would have to go to an institution of some sort for the blind, because few masters, except those who really were set to teach the blind, would go to the trouble of teaching them. I am satisfied that that is so.

16,956. Therefore you think that an institution is a necessity for teaching them a trade?—I think so.

16,957. Or a public workshop of some sort for the blind?—Yes, anything so long as they acquire a trade, so that they might be able wholly or partly to make their living.

16,958. Do you think that there is any particular trade for which the blind are most fitted; have you any opinion upon that subject?—In the north mattress making is the most lucrative trade.

16,959. Have you known many blind who have any skill in music such as could be developed into making them good musicians?—Yes, there were several educated in the Blind School at Newcastle. One is now practising as a tuner in Newcastle.

16,960. Do you know many who have maintained themselves by music?—Yes, I know three who have

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entirely maintained themselves by music—that is to say, in a respectable way.

16,961. You do not mean in the streets?—No, of course there are others. We had a pupil or an inmate there who went to St. George's from Newcastle as an assistant teacher there for a time, John McCoan.

16,962. (*Mr Johnson.*) Has not John McCoan gone back to Newcastle now?—Not that I am aware of; he may have, but I have not heard of it.

16,963. (*Chairman.*) Do you think that after the blind have learned a trade they had better go to their own homes, or had they better work in common together at some institution?—Some blind persons are able, by extraordinary power of brain, to make a living where others cannot. I am quite satisfied that in a fairly populous district a blind person with brains of an ordinary quality could make his living by mattress making, and yet it would not do for all to be mattress makers. But when it comes to basket making he would do better in an institution than he would by working at home.

16,964. So he would at mattress making, I presume?—I should think he might. I would not prefer it myself. I would prefer working at home.

16,965. Would he have all the appliances and assistance at home?—They would not cost much.

16,966. Is there any recommendation that you would like to make with regard to the aged blind, as to the provision that should be made for them?—Where it was found absolutely that a blind person could not maintain himself it might be for the State to give him some little help, and at the same time have entire control over the various charities for the general good of the blind.

16,967. That is a very sweeping proposition. I do not quite understand what you mean. Do you suggest that all charities for the blind should be put into a common hotchpot, and that the aged blind are to dip into it whenever they like?—I do not intend that the blind should have the control by no means. I mean that the State should help them with control over the charities, that was my meaning.

16,968. Do you propose that the State should take possession of all the charities left for the good of the blind, and divide them as it likes? Surely people would not leave their money to charities for the blind if they thought the State would come in and apply it as it thought best?—The power of the State would certainly need defining in some respect, but I am quite of opinion that there is much money which has been rather misappropriated.

16,969. With regard to the pensions in the various societies, for instance, do you think the Government should interfere with them, and divide them among the blind?—I think that many kinds of pensions are, from misinformation which is supplied to the committee or trustees, sometimes misappropriated.

16,970. You think that there is no doubt that there are abuses in the existing system?—I think so.

16,971. Are you prepared, because there are abuses in the present system, to confiscate all the money that has been left in different charities under different control and place it all under the control of the State?—I would put it either directly or indirectly under the control of the State.

16,972. That makes some modification in your proposition. I quite understand your wish that the State should see that the funds are not misappropriated?—I had not much time to prepare myself for giving evidence before this Commission, and perhaps I have put it more strongly than I should.

16,973. Do you think that the aged blind should have some assistance from the State other than that derived directly from the Poor Law, for instance? Is that what you mean; or would you let the blind go into the workhouse in the same way as the other poor must do when they are unable to maintain themselves?—I can scarcely see why we should be privileged more than the rest of our fellow men. I certainly desire fair play, but I do not see why we should be privileged more than any other men.

16,974. We have heard it stated in Scotland certainly, and I think also in the North of England, that the blind should not be treated in the same way as the seeing; they should not be forced to go into the workhouse, but should have some assistance given to them directly and independently of the relief ordinarily given by the Poor Law?—I would scarcely go so far as that.

16,975. You only ask that the aged blind should be treated in the same way as other aged persons?—That is what I should like.

16,976. (*Mr. St. John Ackers.*) In answer to one question of the Chairman, you stated that you desired State help with State control over all the charities for the blind; and then in answer to a subsequent question, you said you thought that the blind should not be treated more favourably than others. What, then, is the State help to which you alluded in the previous answer?—If a person can partly make his living outside, I think the State might help him; but if he was aged and could not take care of himself, I think he would be better taken care of in the union than if he were left, perhaps, to the sometimes merciless hands of his neighbours or friends.

16,977. You distinguish between those who are able to work, but are not able wholly to earn a living, and those who are not able to work at all?—I should scarcely maintain that those who are quite broken down by age and infirmity should not go into the workhouse.

16,978. But the State does not give any assistance at present to those who are able or partially able to earn their own living?—I am not aware that the State gives any aid to the blind.

16,979. But I mean to others who are not blind?—Quite so.

16,980. What we want to understand is how the blind are to be treated in no way more favourably than others, and yet are to have State assistance?—I would certainly like every inducement given to them to work. As to these who can work outside I should say let them do so, because it is everybody's duty to do what he can to earn his living. I would not like them to be encouraged in entire laziness by any means, because that in time would do the class harm.

16,981. I understand your views to be this: that if a blind workman does his best and does not earn as much as would keep him in fair comfort, then his wages are to be supplemented by the State?—To the extent that the State thought he really required.

16,982. Is there any organisation of the adult blind in your neighbourhood?—No.

16,983. Do you know of any such society either in the North of England or elsewhere?—One did exist in Newcastle, but I do not think it is really in action at the present time.

16,984. Was there any benefit so far as you know to the blind from the action of that society?—None.

16,985. (*Dr. Armitage.*) Following up Mr. Ackers' question, do you mean that you know of no organisation in Newcastle conducted by blind persons?—I mean to say that an organisation did exist in Newcastle, which was subscribed to by the members in a small way (perhaps it would be a halfpenny a week), simply for the sake of communicating with various parties in the interests of the blind, in order to hear how things were going on; but no benefit ever arose from that to any individual, and, if I am rightly informed, the organisation does not exist at present.

16,986. Is there any workshop for the blind in Newcastle?—Yes, but I consider that an institution.

16,987. Is it conducted by the blind?—Certainly not. It has a committee of gentlemen who are none of them blind.

16,988. Do they meet?—They meet, but I cannot tell you how often.

16,989. Do you know much about the working of the workshops in Newcastle?—I have visited them at various times. I am not in a position to say what is the number they employ, but I would estimate it at something under 20.

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16,990. You do not know much about them personally?—I am frequently there. When I am in Newcastle and have spare time I may look in.

16,991. Have you followed any trade yourself at any time?—I have followed a business of my own, but not the trade that I acquired at school. I acquired basket making at school, but I have not done anything at it since I left.

16,992. What made you not continue the trade of basket making that you learned at school?—Because I knew no one who had succeeded in it.

16,993. Do you consider that you were well taught; were you a good basket maker?—I was only half a basket maker, because to begin with I was satisfied that I was wasting my time and my energy was never thrown into it when I was at school.

16,994. You spoke of mattress making; do you personally know of your own knowledge of any blind person who works at home as a mattress maker?—I have known several.

16,995. Have you known any in Newcastle?—I have known some who have been educated in Newcastle and worked in Sunderland, Carlisle, and Durham.

16,996. Who work at home on their own account?—They did; they are not alive now.

16,997. Did they succeed in making a tolerable living?—The one succeeded for a time, and the fault was really his own when he failed. The other one succeeded very well indeed, and afterwards accepted a situation as home teacher at the Home Teacher's Society in Newcastle, where he did not make the same money, but it suited his tastes better. I believe he made much more as a mattress maker than as a teacher.

16,998. Do you think the bulk of the material is an objection to mattress making at home?—It could not be done in a small room where the rest of the domestic work is to go on; they would require a room to do it in.

16,999. Could you tell us whether you are still continuing your vocation as night caller?—Yes, I have had to get a substitute to do my work during my absence.

17,000. About how many persons do you call?—At present 50, but my business has been greatly in excess of that. I have had 160.

17,001. Is that reduction in the number in consequence of a wish on your part to reduce your work?—I retired altogether in 1876, thinking that I could be comfortable and rest from my labours; but it was an entire mistake. I could not sleep at nights; I was 10 months off duty, and I was glad to resume again and pick up what I could of the business after four other men had come into the field.

17,002. Are there four other men in the field in North Shields besides yourself?—Yes.

17,003. Can you tell us what they earn?—I cannot exactly, because I do not go so closely into their business.

17,004. Can you tell us what you earn?—Yes; I consider at the present time my earnings would be about 60*l.* per annum, but they have been between 180*l.* and 190*l.* for several years in succession.

17,005. How are you paid?—Sixpence per week per man.

17,006. Do you go by yourself?—Yes.

17,007. How do you find the numbers of the houses?—With my finger.

17,008. Are the numbers embossed in North Shields?—In North Shields they are, but in South Shields they are not. They are engraved upon the plates in South Shields, and I cannot feel them well; I hate to have to seek a house in South Shields.

17,009. How do you manage if the number is not embossed?—The number is embossed as a rule.

17,010. But in South Shields the number is not embossed, I understand?—I do not go to South Shields, except on other business.

17,011. Are there any night callers in South Shields?—Yes.

17,012. How do they manage?—They are not blind.

17,013. Are you the only blind night caller in North Shields?—No, there are other three who are blind, either entirely or partly engaged in the work.

17,014. Do any of those three frequent South Shields?—They could not do business in both and keep time.

17,015. I understand you to tell us that the numbers are not embossed in South Shields?—They are not.

17,016. What I want to know is whether in spite of that any blind persons follow the vocation of night callers in South Shields?—I do not believe there is one in South Shields.

17,017. How do you manage to call a person?—Supposing, for instance, John Thompson was to send and asked to be called at 12 o'clock, and he lived in 55, Middle Street; if I did not know the house I should have to feel the numbers on the doors till I came to it. I should have an idea of the position in which the number would be by my knowledge of where No. 1 was placed on the door, and when I got to the right number, I would call John Thompson.

17,018. How would you call him, would you ring the bell?—If there was not a bell, I could not; if he lived downstairs I would possibly tap at the window, or if he was upstairs, and I could not get at the window, I would have to shout out in the street.

17,019. Following out that imaginary case a little further: when John Thompson asks you to call him, would he tell you what room he lived in and how you were to call him, what particular bell you had to ring, and so on?—He would tell me where he lived, and the rest would be left to my discretion as to how I called him.

17,020 Would you find out which room he lived in for yourself?—He would tell me, or ought to tell me the room.

17,021. Do you know of any blind night callers in other towns?—I have been in company with one at Gateshead. I have heard of more, but I am not acquainted with them.

17,022. (*Admiral Sir E. Sotheby.*) Do you say that you failed in gaining a livelihood in making baskets?—I never tried it. I was taught basket making at school, but I never attempted it after I left school.

17,023. Were you instructed by a blind or by a sighted person?—By both.

17,024. Which do you think is the best?—There are many things in basket making in which sight is of great assistance. Of course a blind teacher has many ways of entering into the necessities of his pupils which would seldom strike a sighted man, but in basket making I would almost prefer a sighted teacher if he were a good teacher.

17,025. You say, that, as a rule basket makers do not gain a livelihood?—They do not at home. If they happen to be engaged with heavy work at a factory or at any place where heavy work is required, it is possible, I believe, for the blind to make a living; but if they have the fine ordinary domestic work I do not think it is possible.

17,026. Do you mean that there is no demand for their work?—There is not a demand to keep them constantly at it, and hence the remuneration from that source is not good enough.

17,027. Are you aware that some basket makers earn from 21*s.* to 25*s.* a week in their own homes?—Yes, with heavy work. I quite admit that with making hampers and other classes of heavy work blind persons may make a good livelihood, but if they are reduced to fine work it will not do.

17,028. I am only speaking of heavy work. In making hampers, for instance, a blind man can gain not so good a livelihood perhaps as a sighted man, but he can at any rate earn a livelihood?—Yes, I admitted that from the beginning. He cannot earn so good a livelihood as a sighted man, but he can earn a livelihood.

17,029. (*Mr. Arrol.*) In order to teach the young blind a trade it is admitted that they ought all to be

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sent to institutions, and in those institutions there must be a charge for teaching a child; do you think it would be advisable to compel the Parochial Board to pay for that child's maintenance during its term in such an institution?—I do think it would, because the child as he grows up and takes his station in life has his share of the burden to bear, and he has to pay his proportion towards the School Board for education.

17,030. I think you misunderstand my question. I am not referring to the School Board, but the Parochial Board. Supposing that you had a child whose parent could not pay for its maintenance to the institution where it was learning a trade, what would you do with the child?—I think that both in the interest of the Board and of the child it is worth the Board attempting to put that child into such a position that he can maintain himself.

17,031. Would you be disposed to recommend that it should be compulsory on the Board to pay that?—I would assent so far as regards education; but I would certainly qualify it, because where the parents can pay for it, it is only proper that they should pay. But where they cannot I think they should have help from their respective parishes or townships with the view of bettering the child.

17,032. So as so make him in after years independent and self-supporting?—That is my idea.

17,033. You said that you thought the blind should not be treated more charitably than the sighted; but do you not admit that the blind man is handicapped and put in an unfavourable position which he has not come to by any ill act of his own life, and that on that account he should be privileged more than sighted people are?—There would be some difficulty as to how to do it, because it would have a tendency to hinder those from pressing forward who might do so if they were urged on by necessity.

17,034. In order to alleviate in some way the difficulties which blind men have to contend with, do you not think that it might be well that they should all have some fixed grant?—I would be strongly opposed to that because I think in many cases it would encourage lack of energy.

17,035. With regard to the aged blind going into the workhouse, do you not think that some license should be granted in allowing the blind to remain with their own people and to obtain outdoor relief?—It might be, but I think in many cases that I have known they would be as well attended to in the union. Of course there are cases where they have friends who would be faithful and good to them, but in many cases they would be better looked after by the guardians according to law than they would be if left to the indifferent and merciless hands of so-called friends.

17,036. Would you go so far as to say that if the aged blind did receive assistance from the Parochial Board it must be compulsory upon them to go into the house?—I do not say that I would compel them.

17,037. But I am asking you whether you would compel them?—I scarcely think I would; I think were I a guardian I should measure the merits of each case.

17,038. You would give the guardians authority to give outdoor relief if they found that it was advisable that the man should remain at home?—If they were satisfied that the individual could be made comfortable by their granting outdoor relief I would decidedly keep the man in the possession of his liberty if it were possible.

17,039. (*Chairman.*) Is there anything which you wish to add to your evidence?—I do not think there is. My ideas have been fairly drawn out on the various subjects upon which I have taken thought.

The witness withdrew

Adjourned to to-morrow at 12 o'clock.

6, Old Palace Yard, Westminster.

Thursday, 12th May 1887.

PRESENT:

LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D.
B. ST. JOHN ACKERS, ESQ.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., L.L.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. WILLIAM SLEIGHT examined.

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17,040. (*Chairman.*) You have been many years at the head of the Deaf and Dumb Institution at Brighton; have you not?—I have been the head master 45 years next July.

17,041. Were you the first head master of that institution?—I was the first.

17,042. You have had very great experience, have you not, in the education of the deaf and dumb?—I have been a daily worker all that time in connexion with the deaf and dumb.

17,043. Have you much experience of what has been done in other countries; have you visited other countries to see what has been done there?—Yes.

17,044. Will you state to the Commission where the institutions are which you have visited, and how many years ago you visited them?—The first institution I ever visited was in Switzerland at Zurich in 1869.

17,045. Have you visited any deaf and dumb institutions in Germany?—Not in Germany, but I have visited the institution at Brussels and also those at Rotterdam, Liége, Geneva, Paris and Rouen.

17,046. Had you any opportunity of seeing the oral system at work either in Germany or in Switzerland, with the exception of Zurich?—No. I went to Italy, but the teaching of the deaf and dumb has made great strides in Italy since I was there. I visited an institution at Turin, and an institution at Genoa, but there was very little done I suppose in the way of articulation and so on at that time. My own opinion, if I am right in stating it, was that the

teaching of the deaf and dumb was not in a very flourishing condition at that time.

17,047. That was in 1869?—In 1869.

17,048. Do you think that the deaf and dumb children should be treated, as regards education (except of course where there is defective mental intelligence or any special physical defect in the throat and vocal organs), as far as possible as hearing children are treated?—I should certainly say treat them as much like ordinary children as you possibly can.

17,049. We have heard that in Italy they prefer to begin to educate the deaf and dumb at about six or seven years of age, and in some cases younger, even as young as five?—Yes.

17,050. In your institution what has your practice been with regard to the age at which you take the deaf and dumb?—The conditions under which I first went to Brighton are stated in Mr. Baker's article in the Encyclopædia, where he says that Mr. Sleight was appointed to take charge of a small institution at Brighton, and to take younger children than were taken into ordinary institutions. I took children two or three years younger than any institution admitted them at that time.

17,051. What was the usual age at that time at which education began in the other institutions?—The practice then was not to receive them till they were eight years of age; and the London institution did not receive them till eight and a half, and preferred putting off their reception till they were nine or nine and a half years old; but that is altered now.

17,052. What was your practice?—I received children at five or six years of age. In fact the institution was commenced with younger children than had been admitted to institutions before.

17,053. At that time the oral system was not known in England, was it?—Not the oral system as it is now taught; articulation was taught to some children.

17,054. May I ask how you began to teach these young children; did you attempt anything in the direction of teaching them articulation?—I did not attempt to begin by teaching articulation, articulation was quite a secondary thing. If we had a child who had become deaf, but had some remains of speech, or whose speech had perhaps nearly gone and could easily be brought back, we should try articulation; but as regards the school generally, articulation was not thought of. As regards the age, I believe that it was clearly proved at Manchester that if children are admitted very young, say, at three, or four, or five years of age, they are no better at 10, and perhaps not so good (and I think Mr. Patterson said that they were not so good) as if they went to school at seven or eight years old.

17,055. Supposing the object of education to be to teach speech, would it not be desirable to teach the children to breathe like hearing people, and to exercise as early as possible those vocal organs which must, if they are not exercised, become inefficient from want of use?—I do not myself think that articulation does much in that way. The children get some exercise in their play, for they shout and scream in the playground and in the yard, and make as much noise as any children in the world.

17,056. If they shout and scream does not that show that they have some power of speech left?—I think not. I think it shows they have a voice, and that they are as it were dumb with respect to language, but not mute in any other way as regards voice. They have as much power of voice, and it varies as much as other children. I should know one child's voice from anothers in the school or playground. The voice a child is born with is more natural and distinctive than the voice which you are able to develop by training.

17,057. Is it not the fact that if you let the voice, which does to a certain extent exist in the deaf and dumb, remain without training, it becomes harsh, particularly if you leave it so long as to allow the vocal organs to become inefficient from want of use?—I have no objection at all to the vocal organs being used.

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17,058. Does not the voice become harsh if it is not used?—My own opinion would not have much value as regards the voice in that respect.

17,059. Do you believe that under no circumstances it is desirable to teach the deaf and dumb to speak?—By no means.

17,060. What are the circumstances when you think it is desirable?—I believe there are some deaf and dumb who can be easily made to repeat words. Some seem to have a predisposition to speak, and some children have learned at home from their parents before they came to us. Some parents try a good deal to make the children learn words; in fact you would be astonished to find how some of the children come to us with a string of sentences that their parents have taught them; but such cases are exceptional.

17,061. Would you in those cases attempt, in the education of the deaf and dumb, to continue that course of training?—I would.

17,062. And that has been your practice, has it?—I cannot say it has been my practice as much as I should have liked it to have been, because we were not able to supply teachers to carry it out. We have had a great deal of difficulty as to funds which some institutions have not had at all.

17,063. Your difficulty has been rather from want of proper qualified teachers than from any objection on your part to teach the children in that way, where there has been a predisposition in the child to speak?—Our difficulty has been rather from want of money to supply the teachers.

17,064. Were there properly trained teachers there if you had the money?—We have always trained our own teachers; I have always trained all the teachers I have had.

17,065. If you train your own teachers why was there any money difficulty; you might just as well have trained your teachers to teach the children upon the oral system?—I do not think you have time as a rule to carry out any two systems unless you separate them in some way.

17,066. Your system was the sign and manual system pure and simple?—The sign and manual system pure and simple; that is to say, we do not teach articulation as a regular rule although we do in exceptional cases, because there are some adults who articulate very well. I could show you one of my old pupils for instance at Ardingley, who was not born deaf but became deaf at such an early period that he became dumb, and he can articulate very well. I may say that those who have become dumb are not in the position of born deaf mutes; suppose for instance you began to teach them to say "bird," you could not draw "bird" out of them. When they begin to learn words it is most remarkable to notice how they remember what they spoke before they lost their voice.

17,067. Do you think that people can speak without being trained to use their lungs properly?—I should say that speaking must exercise the lungs certainly.

17,068. As a rule do the deaf and dumb take as long an inspiration and breathe in the natural way as other children do?—I should think so.

17,069. Have you ever tried it by any mechanical means?—I should say that they absolutely do, for they run a mile race at their annual sports with no more fatigue than other boys.

17,070. Have you ever tried by filling a bladder, for instance, to see whether they do?—No, I have not.

17,071. Do not the deaf and dumb generally breathe with open mouth?—There is a connexion between the throat and the nose, and you will frequently find that there is a stoppage there, but that is not necessarily from their deafness; that is caused sometimes by scarlet fever in childhood; you often find a stoppage there, and a great many become deaf and

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dumb from that cause so far as we know. I think that is owing to that disease and not to the deafness.

17,072. The thickening of the tube would be one of the causes of their deafness?—Yes.

17,073. If you could by practice open that tube, would not that enable them to speak?—I should not say so, because the disease has caused that obstruction. There are some deaf and dumb that cannot breathe through their nose at all; the disease has brought on something that has stopped the nose.

17,074. Is not that rather a case for surgical treatment?—There is hardly a case admitted into the institution that is not taken to an aurist first; we do not undertake anything of that sort at the institution.

17,075. What medical examination is there at the entrance of the child and from time to time in the institution?—There is no medical examination at all; every child comes before the head master.

17,076. Is he the judge of whether they are deaf and dumb?—No; there is a form card filled up.

17,077. Is there a medical certificate before they enter?—Yes, there is a medical certificate appended; it is signed by a medical man and witnessed by the clergyman of the parish.

17,078. Is there a medical inspection from time to time to see whether those children are going on well?—We have a medical man.

17,079. Is there a periodical medical inspection?—It is not periodical; it is only when the child is ill. Of course the medical man comes in himself very frequently as he is passing, but there is no fixed period.

17,080. How many years do you keep the children at school?—We should like to keep them longer than we do. The average time is five or six years; I should say, perhaps, six. One of our great difficulties is that the children are removed from the school just when they are beginning to get on. The minds of the deaf and dumb do not develop at so early a period as in the case of hearing and speaking children. We commence, as it were, very much lower down in the teaching of the deaf and dumb; their memory has not been exercised at all by acquiring the mother tongue. The want of memory is one of our great difficulties. A deaf and dumb child's mind is at least three years behind that of a speaking child. A deaf and dumb child of 7 is not more advanced than a speaking child of 4 as regards the maturity of his mind.

17,081. You say that the deaf and dumb child is much more backward; what steps do you take to develop his powers of observation?—On the child coming to us we let him mix with the other children, and he soon begins to see the sign language. That sign language is the language of the house; every one speaks it in the house. You can tell a child by that language to do anything, and the children talk one with the other. You need not teach a deaf and dumb child the signs; you need only put him into the schoolroom, and in a remarkably short time the child begins to gather up, not only the names of individual things, but phrases; and so we let him go on, and do not trouble to teach him at first. Then after a short time we commence to teach him to write words of three letters. You may, for instance, take c-a-t, and then show him a picture, or, better still, show him a cat; and so on with other words. During all that time the child is acquiring without teaching this sign language as a mother tongue; it is the language that all the children talk, and they use that language as well as any children in the world can use their mother tongue. I say that it is a very important matter for a deaf and dumb child that he should get this mother tongue language. It is to him a living channel, the same as our speech is to us.

17,082. It is a living channel to those who understand it?—Yes.

17,083. Not to the outer world?—Neither is this English language of ours a living channel except to English people; it is their language, as the English language is our language.

17,084. You place them like foreigners in the midst of English-speaking children?—That is perfectly true, but what are we doing? We are trying to break through that foreign language and give them an English written language, so that by learning 26 letters you can spell anything to him.

17,085. Do you give all your instruction in spelt language?—In signs and spelt language.

17,086. You give, I understand, all your instruction in language by the fingers?—Yes.

17,087. Without conventional signs?—No, we use conventional signs from the first. We take the natural signs, as far as possible, as the groundwork, and then the conventional works in. I will give you, as an instance of what I mean by natural signs, the case of a little boy who, when he had been with us only a few months and before he knew any expression at all, was walking with his father (who was a detective in Brighton) on the King's Road, and as a gentleman, whom he knew to be a doctor, passed he pulled his father's coat, and, putting his tongue out and his finger on his pulse, he pointed to the gentleman. That was the case of a little boy who could not speak any English at all; he could not spell it with his fingers, because he did not know any English. When I speak of spelling, it will be understood that I mean simply writing (without using pen or paper) on your hands, either with the two hands or the one hand alphabet; we use both in almost all our institutions. If you see the children anywhere you will notice that they can talk with their hands behind them or before them, or in any position; they can communicate with one another as easily as possible; and it is curious to observe how little boys who do not know any writing can talk to one another. I can give an instance that occurred only last week of a little girl who knew no written language; she had been a short time in the school and only knew signs. A telegram came to us to say that her mother had died, and the work-mistress came to me to ask if she had better tell the child the news, and I said she had better take a proper opportunity to tell her if possible. The work-mistress only made two signs; she touched her ring (the wedding-ring is the sign for mother), and she made another sign indicating "dead," and the little child at once understood, as was shown by the fact that she went and sobbed in the corner. That shows the power of signs to reach children who do not know any written or spoken language.

17,088. As we hope to have an opportunity of visiting your school and of judging of details of management on the spot, I will only now ask you one or two questions with regard to general principles. Do you contemporaneously with the educational training give them any industrial training or knowledge of tools?—No, we do not. If I may be allowed I should like to say a few words upon that subject, as I have had considerable experience with regard to it. About 40 years ago it was thought that trades should be taught in all the institutions for the deaf and dumb, and the institutions of Exeter and Glasgow, and some others went to considerable expense to teach the boys trades, by which they could earn their living, as they thought. When they had given the boy a certain amount of instruction in a trade, we will say tailoring for instance, and had got him to use the needle pretty well, they found it was very seldom that the boy went to be a tailor.

17,089. Would not the knowledge which he had acquired be useful in other conditions of life besides tailoring?—It would.

17,090. Would not the knowledge of how to use an axe, or hammer, or chisel be useful to a boy though he was not going to be a carpenter?—Yes, I quite agree so far as that goes.

17,091. That is rather what I was referring to; would you give them such exercises as to make them accustomed to use their hands; do you think that is desirable?—Yes, I should think it was desirable, but it is certainly not desirable if it be done with a view of giving a boy a trade, for this reason; that in an

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institution you can never make a skilled workman. Of course I have taken a great interest with my boys in getting them apprenticed, and my advice formed on my experience has always been to the parent, "you "had better get a master for your boy, and put him into "the general field of labour, and he will make a "better workman in that way than if he is taught in "a private way." Then as regards the girls we have an experienced work mistress, who is a dressmaker, who understands the things that girls should learn.

17,092. Do they mend their own clothes?—Yes, and the boys' too; the girls make some of their own dresses.

17,093. Do they help in the different operations in the house such as cooking?—Yes, everything belonging to the children, boys and girls. The girls make the beds and sweep the floors, and wash. There is a table where each girls' work is put down.

17,094. Do they learn to wash as well?—Yes, but not all the girls; only those who are likely to become laundresses. As a rule we give them special training in laundry work. In domestic service laundry work is the service best fitted for them.

17,095. I suppose there is no difficulty in finding places for the girls who want to go to service?—No, but we always discourage their going to be servants unless they are going to be laundresses, because they cannot take their place with other servants, where they have to answer bells and answer the door; otherwise they make good servants.

17,096. With regard to the boys, do you know at all what trades those that have been through your school have taken in after life?—Yes; I have a copy of our report here with a table showing the different trades the boys have gone to (*handing in the report*). You will see that they go to almost every trade. There are plenty of our boys in London now, and my great surprise is the wonderful way they seem to get on in their trades.

17,097. I presume they have the usual games that boys have?—Our boys especially have. They have athletic clubs and such like, such as no other institution has had. They play cricket and football matches against hearing and speaking colleges and schools regularly, and they go out on the Downs for instance, which is a very important matter, and I do not think you will find that as a general rule. I do not approve at all of children, whether they are deaf and dumb or not, being kept in a playground within four walls. Our children go out every morning on the Esplanade or on the Downs. They have a half-holiday on Saturday and Wednesday, and very often they have cricket matches.

17,098. Then you do not overwork them; you give them a fair amount of holiday?—Plenty. I think the starting point of all education is good health and happiness, and that gives it; you cannot get that if you shut them up within four walls, I do not care how big the playground is.

17,099. Do you develop the study of drawing specially?—We give great attention to drawing, and many of our pupils have become engravers.

17,100. Do they take certificates from South Kensington?—Yes, one year six of them took certificates from South Kensington. Two or three have been sent up to South Kensington. But those certificates which we get from South Kensington are through the Brighton School of Art. We send a good many of our boys to the Brighton School of Art. A good many of my boys have been engravers in London, but unhappily engraving is now superseded by something else, so that some of the very best engravers were out of work last winter. The result of that will be a very sad thing for the deaf and dumb. Many of the deaf and dumb have become quite successful engravers. There is Mr. Hollick, who is doing the specimens of the "Challenger" for the Government; he does the most microscopical lithographs; I believe there is not one to surpass him. He has taken two of our boys as apprentices, and they are getting on very well indeed.

17,101. Does the number of your boys increase, or does it remain the same?—It has been very much the same for some years. The numbers of the boys and girls are about the same. We have taken them at much older periods of life than almost any other institution would take them. There are applications sometimes to admit boys 16 years old who have never been educated at all.

17,102. Is there any limit as to the class of life from which you take them?—No.

17,103. Is the institution purely for those who are poor?—No, we have had what we call three classes of pupils in our institution, that is to say the private pupils, the intermediate pupils, and the foundation pupils. There are no free children in our school. It has been the most self-supporting of any in the kingdom, as you will see if you refer to the balance sheet in the report. With the exception of this year, when there have been two legacies, our institution has been the most self-supporting and dependent upon its own work.

17,104. Do the profits go to capital account?—They all go to the committee; it is all shown in the report, every penny that is received and paid appears in that balance-sheet. The income and the expenses pretty nearly balance. We had two legacies this year, which is a very rare thing for the Brighton Institution.

17,105. What is the number of your teaching staff?—Five, that is to say four besides myself. I may qualify that answer by saying that we always employ some of our older pupils as monitors; it does them good to go through the vocabularies that they have passed through before. We have five teachers altogether with the monitors. There is myself, and my son is now with me. He was at Cambridge, but he was always among the deaf and dumb. Then Mr. Pearce, who has been 15 years with me. He is a speaking deaf; he speaks very well, but he is totally deaf.

17,106. Was he brought up in the school?—No, but he has been 15 years with me.

17,107. Does he teach on the sign and manual system as well?—Yes, entirely.

17,108. Is he able to communicate with you by voice?—Yes, perfectly well, but he is stone deaf. I do not think he could hear a cannon fire.

17,109. He learnt to speak before he became deaf?—Yes. I think it was through scarlet fever. I think scarlet fever takes away all power of vibration of the ear. I think those who become deaf in that way, are the deafest of all.

17,110. What sort of service do you have; do the pupils go to church?—We take all the pupils to church in the morning; they go to Saint Mark's where I am churchwarden; we have gone there for years. We used to go to Saint James' many years ago.

17,111. How do they understand the sermon?—They do not understand the sermon, but I have had a service myself for 43 years. I have conducted the service regularly for the adults, and for my pupils every Sunday afternoon, and then we prepare them for confirmation.

17,112. Do you read a sermon to them?—Yes, I have always had a sermon.

17,113. Was that entirely your own doing?—That has nothing to do with the committee or the institution; that is my voluntary work, and I carried it on till I had a very severe illness some two years ago, and my younger son has carried it on since. He was brought up amongst the deaf and dumb, and can talk with his fingers as well as his mother tongue. He was for five years one of the masters in Merchiston Castle, Edinburgh, after leaving Cambridge.

17,114. Have you been to America to see their deaf and dumb institutions?—No. But as regards America, I may say that following the first exhibition of 1851, Dr. Peet and his son the present principal of New York Institution stayed at the Brighton Institution two or three days, and he was very much pleased with

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it, and I corresponded with the late Dr. Peet as I also do now with his son.

17,115. Are you aware of what goes on in America with regard to the deaf and dumb?—Yes; I get reports and I am aware that there is the same process going on there as regards changes as there is here.

17,116. Since you have been at work with the deaf and dumb has your opinion been modified by what you have heard or read about the education of the deaf and dumb; are you still of opinion that the sign and manual system is the only system to pursue?—It is not the only system.

17,117. You said, I think, that it was practically the system which you pursued to begin with, with very rare exceptions, I understand?—Yes.

17,118. Has your opinion been modified since you first began to work with the deaf and dumb in that respect?—No, so far as my judgment would go, I believe it gives the deaf and dumb a greater power with the outer world after they leave school, than the uncertain articulation of the deaf and dumb. If the deaf and dumb articulation could be depended upon as a channel of communication then of course you make a deaf and dumb child more like another person if you teach him articulation.

17,119. That is what is done in Italy; we have seen it done there?—Yes, I know that there are exceptional cases, but that is a very different thing from taking a general school. I myself have visited all the deaf and dumb institutions in England. I spent two hours not many weeks ago in an institution in London which I need not name, where I believe you would find that there have been pupils equal in that respect to any you will see anywhere.

17,120. Having seen all that, does your opinion remain the same or does that modify it?—It modifies it in this way. The two systems have always been, as it were, rivals more or less ever since I was a teacher of the deaf and dumb, and even in the time of Mr. Baker and Mr. Anderson, 45 years ago. The whole of this subject was thought over, and Mr. Baker began to teach articulation. The fact is when I first went to Mr. Baker he had some private pupils, and I was appointed to teach articulation to them for an hour and a half every evening; but Mr. Baker said at the second conference of teachers that the result both in time and cost was not such that he would consider it desirable to give the time to it.

17,121. Then you think, as I understand, that the parents would not allow the children to remain long enough and be prepared to undertake the expense necessary to teach the children the oral system?—Yes.

17,122. That is one of the grounds upon which you defend the sign and manual system as the best means of giving, within a certain time, a certain amount of education?—Yes, otherwise I say, do as much as you possibly can for their education.

17,123. (*Mr. Johnson.*) How many pupils have you got in your school now?—We have 90.

17,124. Can you tell us at all what the cost is per head?—About 20*l.* per head.

17,125. That of course includes all the expenses?—Yes, everything, except clothing and rent of building and absence during vacation.

17,126. From your experience what is your opinion of articulation as a means of instruction for the deaf?—Of course there are two systems of teaching the deaf which may be called rival systems. No one would say that the deaf could not be taught on either system. If you compare them, taking it all round, my opinion is that the sign and manual system is the best for the greater number of the deaf and dumb. I believe there are exceptional pupils who may be taught very well by the oral system. I may say with respect to that point that I have had considerable experience, having come in contact with those who can speak either. There are some ladies in London who have been educated abroad, and I have had intercourse with them and with a great many others who have been educated entirely upon the oral system, and I have never found yet that those who have learnt the oral system can communicate with one another so freely as those who have learned by the sign and manual system. This freedom of communication is a very important matter indeed with regard to the deaf and dumb. For instance, a few months ago I saw a group of eight boys in the playground who had all been taught upon the oral system; I never saw those boys speak to one another by lip; but I did see them use their hands; they stood and looked at one another, and I never saw them communicate with one another labially; I think that is a very important matter. Supposing you had eight deaf and dumb boys together who had been educated on the sign system, you would have seen them gossiping and communicating with one another as rapidly as by electricity. The sign system gives them a power of intercourse one with another, and I believe that intercourse that they have one with another becomes a living bond between two souls that no lip intercourse can ever come up to. I believe in the usefulness of that intercourse with contemporaries in their case as amongst ourselves. Do you suppose the child depends upon what he gets in school for all his knowledge? Certainly not. Unless you can say, "Here are eight boys educated "on the oral system, who can talk freely one to another "by the lip," you do not show me what the sign language has done for the deaf and dumb. Then of course comes the other argument, but what will the signs do when they go outside your school?

17,127. That was the question I was about to ask you?—What is the experience of all who have ever had anything to do with the deaf and dumb? they have never had a difficulty. I can give you as an instance, the case of one of our boys who is mentioned in the report. He was working as a diamond polisher at the exhibition last year, and his master told me that all the workmen could talk quite easily with that boy, and that there was no difficulty whatever. I send a boy with a bag with 20*l.* in it, and tell him to pay a Bill; I find no difficulty in sending the boys about anywhere; they go and take their tickets at a railway; if they want a third class ticket they will put down 3, and if they want a half they put down a ½, and go about everywhere quite easily. But if the orally taught child can go and speak to a person, and talk to him just as we do one to another, then I say you have given him a tongue with the outside world that the other fails to do. But can you get a perfect channel by the voice in that way with the mass of your pupils, and not only with one picked pupil. To take another instance, I was at a small party in London some weeks back, and there was a gentleman there who had been taught entirely upon the oral system. He did speak, and you could tell what he said generally, but there were occasional breaks that you could not gather up continuously. He was a young gentleman of 23 perhaps. There were two or three other gentlemen in the room; we were all teachers of the deaf and dumb. Dr. Gallaudet was there, I said I should like to try whether this gentleman can gather from our lips the subject that we are speaking upon. I said to the gentleman whom the house belonged to "would you mind that young "gentleman just sitting so that he can see us," "I "want to know if he can gather up, I do not mean "every word, but the subject of our conversation." This young man came and sat near us, and we began to talk, but he did not succeed, and if the oral system breaks down in that way what is the man to do who has learnt only the oral system. Suppose for instance a boy is a carpenter, and has learnt the oral system, and is on the top of a ladder; the voice is no use to him; he must see the lips, he cannot see the lips all that distance, but he could see a sign. Or take the boys at their games; you have a lot of boys in the cricket field, do you think the boy who has learnt the oral system could read anything by the lips when he is standing a considerable way off, and is told by the lips to throw up the ball; he would fail entirely, whereas our boys play cricket and take their part with other boys, and are in fact very much liked. Many of my past pupils for example are now earning their living in London, and they never seem to have any difficulty in making their way, it is marvellous how well those boys get on in after life. And after all, the test of the success of a system must be how does it succeed when a boy has to make his way in the world. That is what I look to.

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17,128. We may take it that you are in favour of what you call the combined system, that is to say to use as much language as it is possible to teach a child, together with signs?—Yes, as much as possible.

17,129. That is the opinion that has been given by Dr. Gallaudet?—Yes; I believe Dr. Gallaudet is quite of that opinion, if I may gather from what he has written.

17,130. Then do you think it is possible to teach the two systems, the sign system and the oral system, I do not mean the pure oral system, together in the same school?—I do if you have the means to enable you to have special teachers for them. I am quite of a different opinion from some in that view. I think they would speak all the better.

17,131. You mean if they are taught in a combined school?—I think you should never deprive the deaf of the sign language. I take it that of course we would never deprive the deaf and dumb of this system of sign and manual language, which develops their power of language, and by which they learn to write the English, for spelling by the fingers it is practically writing without paper or pen.

17,132. In your opinion do the results from the oral method of instruction compensate for the time and expense which the learning of it involves as compared with other systems?—I should not say so.

17,133. Have you much experience of what is called the pure oral system?—Not much.

17,134. Have you ever seen any remarkable instance of proficiency under the pure oral system?—Not remarkable proficiency. I have seen remarkable failures.

17,135. You do admit that there are successes?—I admit there are successes, but not to the extent that many people say. It has been said, and I could show you it in print, that there have been ladies who can read a sermon. It was said, for instance, that Charlotte Elizabeth could do so, but Charlotte Elizabeth contradicted that and said she could not.

17,136. In the interesting case which you gave of a little girl having the death of her mother communicated to her by two signs, would it have been possible to have conveyed the intelligence to her by the oral system?—I should think not to a little girl like that. As a rule I should think it would take a much longer time. In fact I believe all the oral teachers admit that you get up an intercourse with the pupils by the sign language in a much shorter time than you can by the oral system.

17,137. Do you think there would be any advantage from a more careful medical inspection of the cases that come under the schoolmasters and directors?—There might be in some cases; but as a rule the children are generally as healthy as others. There is no special need of a doctor unless you intend to have some operation performed, and then I think an institution ought not to undertake that. If a parent wants an operation performed I should say take your child in your own care and take him to a specialist, and then you get every advantage that can be got. But we might get into trouble if we were to undertake that.

17,138. I did not mean to recommend that you should undertake operations. What I meant to ask was if there was more regular medical supervision in all the institutions, would it not be possible that some causes of deafness and muteness might be removed, and that as a result you would have a better material to work upon?—As regards that, I think a good many of the medical men as I have reason to know, hardly see what deafness and dumbness is. Many of them think it is two afflictions, but it is simply the deafness they suffer from. I should think an ordinary practitioner would not be of much use as regards a point of that sort. I think his attendance, to look after the general health of the child is very desirable, and I would not mind if he attended daily.

17,139. Do you think that the use of the sign and manual system leads to a thorough knowledge of language?—I do think it leads to a thorough knowledge of language, but there is a great mistake in the mind of the public generally as to the knowledge of language which the deaf and dumb can acquire. That is one of the difficulties that the teachers of the deaf and dumb have to meet with. I believe that the outside world think that the deaf and dumb know ten times more language than they really do as a rule. For instance, any one going over a school, and seeing the writing of the children, will expect a child in two or three months to answer questions in writing to which it would take him two or three years of training to be able to give written answers. People forget what power of language is required. The children have not only the difficulty of getting to understand any sentence, but they have a difficulty in retaining it in their minds after they understand it. It takes more years than some people would think months, to develop the memory and power of composition of the deaf and dumb. If you compare them with the blind for instance, which may be a helpful comparison, I should say that it would take a deaf and dumb child six years to learn to write a piece of composition which a blind child could learn to write in one year. A blind child has language, and will learn language practically like a seeing child, whereas a deaf child is cut off from language. An outsider who sees a child write well on a slate (and they are very quick at merely imitating writing when they see it before them) thinks that they will be able to answer questions in writing just as easily. But it is quite a different thing.

17,140. My question was rather this: is it your opinion that the sign and manual system gives a better knowledge of the English written language than the oral system has hitherto done?—So far as I have seen it does.

17,141. Do you think that under the oral system there is the same difficulty as to a limited vocabulary as there is under the manual system?—I think so.

17,142. I understand that there are some deaf and dumb missionaries at the present moment, have you any experience of any of them?—Yes.

17,143. Can you tell the Commission anything upon that point?—I can speak of Mr. Pearce. He was first licensed as a lay reader, and subsequently he was ordained by the Bishop of Winchester, he has a license for the whole of the Diocese of Winchester. He visits the deaf and dumb in the diocese of Winchester, and holds classes for the deaf and dumb.

17,144. Where was he educated?—He was 12 years with me as a private pupil.

17,145. Does he hold classes in the sign and manual system?—Yes.

17,146. Has he any knowledge or has he had any experience of the oral system?—No, he is a pure deaf mute.

17,147. Have you had any other person who was remarkable in these particular respects in the diocese?—There was a boy of the name of Brigden who was my pupil for a good many years, he made great progress in drawing, and I got him apprenticed to Messrs. Smith and Linton in Hatton Garden. I showed them one of his drawings and they took him without a premium, and he got on very well. Eventually, he began to find out the deaf and dumb in Deptford, and used to have a class in Deptford every Sunday of adult deaf and dumb pupils, and he got a schoolroom there, and he used to have them regularly on Sundays, and sometimes on week nights. Then he got an opening to go to Canada, and he now has and has for years had a regular service for the deaf and dumb in Shaftesbury Hall in Toronto, Canada There is a young lady there, who was educated by me, Miss

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Martin, who is married and lives at Toronto, she says in a letter, "I have so much pleasure in "attending Mr. Brigden's services on Sunday after- "noon at Shaftesbury Hall, Toronto."

17,148. Is it your experience that the deaf who are taught by the sign and manual method, when they leave school, lose the language they have previously acquired?—No, that is not my experince, but the very opposite is my experience, namely, that they marvellously increase their knowledge of written language, and their use of phrases because they are thrown more upon the spelling than they ever were before.

17,149. A question was asked of another witness some time ago. "May I take it from your own "experience that the combined system with as much "vocalization as can be recommended is the method "that you would recommend," is that your view?—It is.

17,150. (*Rev. Mr. Owen.*) Did you ever find your pupils who are taught on the sign and manual method at any disadvantage with those taught on the oral method?—Never.

17,151. Speaking of missionaries do you consider their evidence is important as regards the adult deaf and dumb?—Most important, because they have so much to do with them.

17,152. Speaking generally and very briefly in your opinion, which system develops the faculties best?—In my opinion the system that develops the faculties best is the sign and manual system. It must develop the faculties much quicker, because the sign language develops so much quicker than the oral system can possibly do.

17,153. The sign and manual system reaches the mind quicker, in your opinion?—It reaches the mind quicker certainly.

17,154. (*Dr. Robertson.*) Reverting to a question which the Chairman put to you with regard to the exercising of the vocal organs, do you not think it is necessary that the children should be trained to exercise them properly, inasmuch as although they may use the voice in shouting in the playground, if they do not develop the muscles of the larynx itself by constant attention, they are not likely to get any good pure sound?—I do not see myself the value of that.

17,155. I presume that the muscles of the larynx are like other muscles, and that unless you use them you will not acquire such a good condition of voice?—I think that all the muscles of course are the better for being exercised and developed if there is any power of development. There must be an advantage in exercising them so far as that goes.

17,156. Even if you could teach the sign and manual system, it would be an advantage to cultivate as far as possible some voice power, would it not?—I think unless you cultivate the voice fully and go into it in a proper way, you do not do much good; and if you go into it thoroughly you take up all your time with that alone. I do not see how it could be well managed.

17,157. (*Chairman.*) You told Mr. Johnson that you were in favour of the combined system; now, as I understand, you say it is not worth while going into the two systems, unless you do it throughly?—I said that you should divide the classes. If I could take a certain number at a school who are specially fitted for it, I would teach those children, and do a great deal of good, by the combined system.

17,158. Would you divide the school into two halves and teach one half the one system, and one half the other; is that your explanation of what you mean by recommending the combined system?—There are a certain number of pupils in the school whom I should teach upon the combined system. I would not take away the sign and manual system from them by any means. But there are a certain number whom I do not think it would be wise to teach by the oral system; you would spend your time better by keeping them entirely to the sign and manual system.

17,159. (*Dr. Robertson.*) Supposing you had a school divided into two parts, and those pupils who were simply fit for oral teaching were taught orally, you would grant, I suppose, that the earlier their vocal organs were called into play the better?—I think by adopting that system they would lose ground in this way. I think that young deaf and dumb are all better for mixing with hearing and speaking children; it takes away that sort of clannishness from them. If I had a child who was born a deaf mute, I would prefer his mixing, for the first five or six years, with other children; that would do him more good than if you gave him special instruction either by the signs or the oral system previous to seven years of age.

17,160. That does not quite meet my question, which is this, supposing that you were going to educate children upon the oral system, would it not be advisable that they should be practised with regard to their vocal organs as early as they possibly could?—Yes, certainly; I think the mother should do it, or anybody who is with the child should do it.

17,161. May I ask if your medical man is paid?—No, he is an honorary medical man and always has been.

17,162. Do you tabulate the causes of deafness in the school?—No, except as to whether they are born deaf or not, and even that classification, I may say, is not to be depended upon, because very frequently the parents do not know themselves whether their children were born deaf, and they will tell you so. I had two sons from a medical man at Ramsgate, and he told me himself that in the case of his eldest son, the first child, he did not find out that he was deaf until he was nearly three years of age. I had the brother of that boy with me also, and that young gentleman has been 20 years in the Phœnix Fire Office, he is a pure deaf mute.

17,163. Is there any means, from the information in your report, of arriving at the causes which have brought the children into the school?—No.

17,164. Could not it be shown to some extent?—Yes, I am quite in favour of any improvement in that way that could be made.

17,165. We have been discussing the question of deafness caused by scarlet fever; is it not the fact that in a great many cases the deafness following scarlet fever arises from perforation of the tympanum?—I believe so.

17,166. And there are also cases in which the eustachian tube leading from the ear to the back of the mouth is closed?—Yes, those are frequent cases; and we also find frequent cases of discharge from the ear, which is sometimes very offensive and continues for many years.

17,167. Is it not possible that those cases could be diagnosed by a medical man before he sends the child to you?—It would be a very good thing if it could be done. I quite agree with you as to that. I quite think that you cannot have too much knowledge as to causes of deafness and the history of the children; but there might be some difficulty at the various institutions. In my own case for instance, I was appointed to the Brighton Institution when I was about 25 years of age, and I had not all the experience that would be necessary to draw up such tables as would be desirable in the case of a deaf and dumb institution.

17,168. If those cases were tabulated do you not think that you might in process of time acquire such information as would enable you in many cases to trace the deafness to causes which might be preventible?—I do.

17,169. Do you teach the girls cooking?—Some of the girls, those that are likely to benefit by it, not all of them.

17,170. I mean the poorer girls more particularly who are likely to have that kind of work in after life?—We do in some measure, but not as a regular practice in the training for each child. They help in the scullery and kitchen, and so on.

17,171. You believe, I understand, that physical training is most important?—Yes.

17,172. Do you think that the training which you spoke of outside the four walls of the playground, cricketing and so on, would do away with the necessity for any regular good gymnastic work?—If you can have a nice gymnasium I should say have one by all means. I am for athletics in every possible way. I suppose there is no institution that has carried out that principle to the extent which we have done.

17,173. If you had more means you would have a still better gymnasium?—I would have a very good one.

17,174. And you would supplement the athletic teaching in the gymnasium by athletic sports outside?—I would.

17,175. (*Mr. Arrol.*) You mentioned having a teacher at your institution who is deaf, namely, Mr. Pearce?—Yes; and I have a female teacher who is deaf and dumb, a pure deaf mute. Mr. Pearce lost his hearing after he had learnt to speak; he is a speaking deaf; he was not taught by articulation; he never lost his speech; he lost his hearing and became totally deaf, as many do.

17,176. You admit, I suppose, that he is a very good lip reader?—No, he is not; he has never practised it. He does not teach lip reading; he teaches the sign and manual system.

17,177. Does he hold conversations with ordinary individuals?—No, not by seeing them speaking; only by the manual signs and by writing.

17,178. (*Admiral Sir E. Sotheby.*) Do you know the nature of the surgical examination that takes place when the pupils are admitted to the institution?—There is no surgical examination; there is only a medical certificate sent with the child.

17,179. Do you think that if there was a closer surgical examination it might be found that some of the pupils had a greater power of hearing than they are given credit for?—Certainly. We do test their hearing a great deal ourselves after they have come. And there is a very curious thing to be observed as to the degrees of hearing. Some children will hear the least sound, but you cannot get the meaning of an articulate word conveyed to their mind by the ear, try as you like. They can hear vibrations, such as the clock striking, and small noises. They can hear some things almost as well as we do, but there is an imperfection in hearing which prevents them from distinguishing articulate words. I have tried many experiments in that way with a kind of funnel. With the hearing that they have you would suppose that they would gather the words, but you cannot possibly get articulate words through the ear.

17,180. (*Dr. Robertson.*) They have the nerve power but not the mechanical power?—That is it.

17,181. (*Admiral Sir E. Sotheby.*) This examination is of immense advantage, is it not, to find out what they can do?—Yes; but I think the teacher could do that better than the medical man.

17,182. Have you any sort of mechanical tube by which you try their hearing?—No; I merely made a sort of funnel for myself.

17,183. Are the pupils taught to swim?—They have been taught to swim for the last 30 years.

17,184. Do they swim as well as other people?—Yes, they are very good swimmers. I was a very good swimmer myself, and I used to take them.

17,185. Are they timid in the water?—They are rather the reverse. I do not think they have the timidity which ordinary people exhibit.

17,186. Do you know if there are any deaf and dumb children among the poorer classes at Brighton who are not educated?—I have a letter from the Brighton School Board, which says that there is only one.

17,187. Are any deaf and dumb children educated at the board schools at Brighton?—No; they are all sent to my institution.

17,188. (*Mr. St. John Ackers.*) What year were you at Genoa?—In 1869.

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17,189. Who was the head of the institution?—I do not remember the name.

17,190. Do you remember anything of a teacher of the name of Pendola?—I did not hear the teacher's name.

17,191. You stated in evidence that you began by taking the children extremely young at your school?—Yes.

17,192. And now you take them at an older age than any other institution in the kingdom, do you not?—So far as I know we do. I take boys as old as 16 who have never had any education.

17,193. Do you also continue to take them at as early an age as you did at first?—No, we put the age two years later.

17,194. Would you state what reasons induced you to change the age?—The reason was that, so far as my experience went, it was better for the children to be put off a little. They made so little progress in the first two years that I thought it was better that they should remain at home with their brothers and sisters under the charge of their parents than be sent to the institution.

17,195. What age do you receive them at now?—Seven, as a rule.

17,196. You say, as I understand, that your numbers have not increased, why is that; is it because you have not increased your building?—We have increased our building three times.

17,197. And the numbers have not increased, have they?—Yes, the number has slightly increased, up to the number we have now.

17,198. I understood your answer to the Chairman to be that the numbers had not increased; does that mean within the last few years?—Within the last few years. Last year there were a few more than there had been before; from 80 to 90 has been the number for some years.

17,199. Am I to understand that in your neighbourhood the deaf and dumb are educated so far as you know, with the exception of the one referred to in the school board letter?—Yes, I believe so.

17,200. What is the district you take in under that answer?—The whole of the county of Sussex.

17,201. You spoke of Mr. Baker, of Doncaster; are you aware that Mr. Baker in his latter years regretted that he had not taught the pure oral system?—I am not aware that he regretted that he had not, but Mr. Baker was anxious to do anything that he could for educating the deaf and dumb. I never heard that Mr. Baker proposed in any way to take away the signs and manual system.

17,202. He had taught the oral system, but not the pure oral system, I think?—Quite so; Mr. Baker was very anxious to use all the means he could. I do not think there was a more enlightened man than Mr. Baker in the whole profession of teachers of the deaf and dumb.

17,203. He was one of those who urged me to take up the pure oral system about a year before he died, and you may remember perhaps that the last work he ever did in a literary way, was to publish a translation of Amman, which is the great standard work on the oral system?—I believe he did.

17,204. Could you furnish the Commission with the names and addresses of the ladies in London who were educated abroad?—I do not know their names and addresses.

17,205. Is it some years ago since you met them?—Many years ago, 25 years ago.

17,206. Do you take private pupils?—Yes, and always have done.

17,207. With a view to explaining what might seem to be a discrepancy between two answers you have given as to the system you would recommend for adoption, when you speak of the "combined system," would you tell us how you would define the word "combined"; do you mean that all the children in a certain school should be taught some

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articulation; or do you mean that one portion of the school should be taught upon the signs and manual system altogether without articulation, and that the other portion should be taught by signs and manual with as much articulation as you can give them?—I believe one portion of the school should be taught entirely by signs and manual altogether; and if another portion gave evidence that the combined system was the best for their case I would teach that portion on the combined system, and let them have the benefit of the signs and the oral system too.

17,208. (*Chairman.*) That is the system which, you say, you would adopt if the circumstances permitted; but I understood from one of your former answers that at present you teach entirely upon the sign and manual system with some special exceptions, which did not really interfere with the general character of the school?—My practice is to use that combined system in assisting those who have become deaf after they have spoken; that is to say the speaking deaf.

17,209. You encourage them in the language which they have learned outside?—Yes, quite so.

17,210. You do not teach all the pupils on what we have understood to be the "combined system," that is to say the sign and manual system with so much articulation as can be taught concurrently with the sign and manual system?—No.

17,211. (*Mr. St. John Ackers.*) Do I rightly understand that the reason why you do not practice at Brighton that system which you think is the best is because you have not money enough to do so?—Exactly so. Many times the money has been too short. At one time there was only 10*l.* left in hand, and I had to send out circulars and try to get more money. We have had great difficulties. I used to have meetings to collect money, and do everything I could to get funds to go on with the institution. It is a very difficult thing to get the money for all these large institutions when the old friends are falling off as you go on year by year, and you cannot fill up their places. I worked the numbers up to 50 pupils by myself before the institution could give me one assistant. You have to be very careful about the expense. If you come to get into debt you take away your power of doing any good at all. It is the better way to do the best you can so far as your means allow, and that has been my principle throughout.

17,212. (*Chairman.*) If the Brighton school had sufficient means would you think it advisable to have oral teaching in that school; I mean combined with the sign and manual system?—Certainly, if I had the money I would have classes for the oral system.

17,213. Would you have some classes, if you had the means to do it thoroughly, upon the pure oral system?—I would so far as it can be carried out in a school where you have the signs and spelling carried on.

17,214. (*Mr. St. John Ackers.*) You find that there is considerable confusion in the public mind with regard to the names and terms in connexion with the different systems as you have pointed out?—Quite so.

17,215. Is not the term "combined system" used to denote many different systems?—It is.

17,216. Would it not be very advisable if the profession were to agree upon certain terms to be used to express certain definite things?—It would be most valuable.

17,217. (*Chairman.*) Do you have any classification of the deaf mutes according to their power of acquiring language in any way; do you put those who have any remains of language together in a class?—Sometimes we have three or four, or even six or seven such pupils, what I call the speaking deaf; and sometimes only one. We have only one at present.

17,218. If you had three or four, would you put them all together and teach them in a separate class?—Yes.

17,219. Have you ever had any children sent to your school and paid for by the guardians?—Yes; I have evidence of it in a letter I have here.

17,220. Does not that meet the difficulty as regards want of funds to some extent?—The attitude of the guardians has been very different recently.

17,221. When you speak of want of means you are not referring to recent years?—Not quite recently. At one time we could not get the guardians to help, but they have altered very much.

17,222. Is the grant paid by the guardians sufficient to cover the expenses?—Certainly not.

17,223. By how much does it fall short of the expenses?—They pay 12*l.* 10*s.*, and it costs us over 20*l.*, but the guardians clothe the children.

17,224. (*Mr. Johnson.*) The school board cannot do that, can they?—No.

17,225. (*Chairman.*) Seeing that your expenses are not covered by the guardians, have you ever applied for an increased grant?—We have done so many times. They give then rather less if the child's parents are earning so much money; for instance, we had a case not long ago where the father, who had seven or eight children, and was earning 24*s.* a week, and the guardians made him pay one half of their grant. Many of the parents pay part of what the guardians grant.

17,226. Then the parents do not pay in addition to the sum which you mention as what the guardians pay?—No, the 12*l.* 10*s.* includes what the parents pay. Some parents pay a shilling a week, or even up to 2*s.* 6*d.* a week in some cases.

17,227. Do the guardians ever pay you the 20*l.*?—No, they never pay us 20*l.* They pay 15*l.* for boys over 12.

17,228. Do they get part of that money back from the parents?—Sometimes they do. For instance, I will take the case of a labourer's child, the labourer pays 2*s.* 6*d.* a week and the union pays 2*s.* 6*d.*, that is a very common thing.

17,229. (*Mr. Arrol.*) You have instances, have you not, where the guardians pay the whole?—Yes, they pay the whole if the child is a child of the union; but they do not pay even then more than 15*l.* in our case.

The witness withdrew.

Mr. Edward Townsend called in and examined.

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17,230. (*Chairman.*) For how long have you been head master at Birmingham?—Close upon five years.

17,231. Have you found any difficulty in getting the deaf and dumb children of Birmingham sent to school?—As a matter of fact I may say that at present in the Birmingham School Board district there are some 30 or 40 children of school age who are having no education at all. That is in the school board district alone, that does not comprise what I may call greater Birmingham. Some of the outskirts of Birmingham belong to other school board districts, and there are also in those districts, to my knowledge, other deaf and dumb children who are having no education.

17,232. Does that arise from the fact that the school board has not instituted school board classes for the deaf and dumb?—In a great measure I think it does; but I may say that the Birmingham School Board did pass a resolution to establish a school board class. Prior to the carrying of that resolution into effect, however, a deputation was sent to London to examine into the working of the London School Board classes. The deputation spent two whole days in visiting those schools, and on their return to Birmingham they made a very unfavourable report as to the working of the school board classes. They condemned the day school system, and they also disapproved of the method of teaching followed in the London School Board classes.

17,233. You mean the oral system?—Yes, they disapproved of the oral system.

17,234. In what year was this?—It occurred in 1885.

17,235. In consequence of that adverse report, no further action was taken then?—Not further than this: the matter again came up for discussion among the members of the board, and I suppose they felt that they would stultify themselves rather to rescind the resolution they had already passed about establishing the school board classes; so they decided upon suspending that resolution, and came to the decision that it would be better to send the children to such institutions as the one at Edgbaston.

17,236. Then I suppose the question came in that they have no power to pay for the maintenance?—Quite so, they have no power to pay for maintenance.

17,237. What did they do?—They then memorialised the Education Department, that was on the 6th March 1885, they asked the Education Department to introduce a Bill with regard to additional powers for dealing with the deaf and dumb and blind children. The department said that the memorial had been considered, but it was not proposed to introduce a Bill in Parliament as suggested. Subsequently to that, a deputation of the board had a meeting with the board of guardians to try and get them to take up the cases of those deaf and dumb children. But now I must turn to the action of the board of guardians. The Birmingham Board of Guardians have made a hard and fast rule, which they will not depart from, with regard to sending deaf and dumb children to school, a rule which I think is very ill judged and very short sighted, and the operation of which is most injurious to the deaf and dumb children as is proved by the existing state of things in Birmingham.

17,238. Have you any resolution of the board of guardians embodying the rule you refer to?—Yes. I can give you the actual words, I think. The rule they have made is this: that if the united earnings of the family, after paying house-rent, amount to 3*s.* per head, they will not take up the case of a deaf and dumb child in that family. Take as an illustration the case of a man and his wife with six children; suppose that man is earning 30*s.* a week, he pays 5*s.* a week for house rent, that leaves 25*s.* a week to keep his wife and his six children, that averages a little over 3*s* per head. I say that man could not afford to pay 5*s.* a week for teaching his deaf and dumb child out of the 25*s.* a week which he has for the support of that family. The consequence is, the man applies to the guardians, and the guardians will not take up the case themselves because the united earnings of the family average more than 3*s.* per head. There are large numbers of children without education in Birmingham because their parents cannot afford it. I am aware in the last few years of a dozen children at least who have got beyond the age for entering an institution and who are left uneducated, and I am further aware that there are a number of adult deaf mutes in Birmingham also without education.

17,239. Has any action been taken since 1885 by any public body to bring this matter before the Education Department?—Not that I am aware of, I presume that the Birmingham School Board is waiting to see the issue of this Commission.

17,240. In the meantime the children remain uneducated?—Yes. As year after year passes, more and more children are growing up without education.

17,241. The board of guardians have power to spend up to 20*l.*, have they not, upon deaf and dumb children?—In our institution that is so.

17,242. For maintenance?—For maintenance, education, and clothing.

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17,243. Have you any cases of that kind?—In certain cases they are paying that.

17,244. How many cases do you know of?—I could not tell how many Birmingham Board of Guardians cases we have in our school at the moment, although I could tell by reference to my list. They do pay for some I know. I may perhaps mention this fact also: It has been proposed to rescind that resolution so far as it affects deaf and dumb children. That proposition was made by one of the guardians, but he failed to carry his point, so the matter remains in *statu quo*.

17,245. Do you think that it is desirable that there should be some compulsory powers given to the school board or the board of guardians which would enable them to educate and maintain the children in these institutions, or to provide day classes for the deaf and dumb children in their localities?—I think such compulsory powers are absolutely necessary. I should like to give my views as to how I think the matter could best be taken in hand with the idea of getting a successful result. The views I entertain are these: that a capitation fee should be paid to the institution of 10*l.* for all cases in the institution from the Imperial taxes.

17,246. By whom should that 10*l.* be paid?—So long as it comes out of the Imperial taxation I do not care whether it comes from the Education Department or from any other department, but as this amount would not cover education, but would be only for maintenance, probably it would come from another department than the Education Department. In addition to that I would transfer the permissive powers already enjoyed by the board of guardians to the school boards, or, in the absence of a school board, to any local corporate educational body, the managers of schools or whatever they might be, and I would make it obligatory upon them to have the deaf and dumb children in their respective localities educated. I would leave it with those bodies to determine whether the parents of those children were in a position to pay the 10*l.* per head for education, or whether they should pay such portion of it as they finally decide they can pay. Whatever the friends of the child are unable to pay of this additional 10*l.* for educational purposes, I would allow the school board to make up, if necessary out of the local rates, either out of the school board rate, or supposing that a school board does not exist in the district, from the other local rates. I would put the educational part in the hands of the school board because I think that is their special function.

17,247. Between what ages do you think that the children ought to be compelled to come to school?—I think from 7 or 8 years old with a minimum school term of seven years.

17,248. What is to become of the children up to 7 and 8 years of age?—I certainly would not advocate their being sent to institutions.

17,249. Not to infant schools?—No; the experiment at Manchester demonstrated the uselessness of that.

17,250. Uselessness in an educational point of view, do you mean?—I think it would be useless from an educational point of view; and, moreover, I think it would be a very expensive proceeding; if the children were resident it would necessitate so many nurses and attendants. Before you leave the question of guardians I should like to give you two or three typical cases of the action of the guardians.

17,251. I should like you, if you would, to give actual cases that you could quote where the guardians have refused to contribute, in accordance with the rule that you have mentioned, to the maintenance of the children in your schools, such cases as we can thoroughly identify. If you will hand them in you need not do more than allude to them. We would rather not have them down on the notes, but we should like to get them in a documentary form?—I cannot give them in documentary form; copies of the letters will be in the hands of the secretary of the institution.

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He would retain press copies; I do not know what more you want than that.

17,252. Will you give us the names, so that we may be able to identify them, and in order that we may communicate with the local board?—Yes, I can supply you with full particulars, and I can vouch for the accuracy of them. The first case is the case of the Coventry Board of Guardians. At the present time in Coventry there is a family in which there are six deaf and dumb children. The father of the family is a machinist in one of the bicycle and tricycle factories. The work is very fluctuating.

17,253. If you give us the names we shall move at once, through the Local Government Board, for particulars from the board of guardians direct?—The man's name is Greenhall; he has six deaf and dumb children. We have had two girls at the institution who stayed, one, I think, only three and a half years, and the other four years.

17,254. From that family?—Yes, two from that family. They did not stay longer, I presume, because the parents either could not afford to keep them at the institution, or wanted to put them out to get their living.

17,255. Did the parents contribute to the maintenance of the children?—I am not aware of that.

17,256. In some cases that may be a reason why they wanted to get them out of the school?—I am not in a position to answer that; I really have nothing to do with the financial business of the institution.

17,257. Will you just mention the cases; that is all we want?—We have one boy from that family in the institution and now there are twin girls of an age to be admitted.

17,258. (*Mr. Johnson.*) All in the same family?—Yes; in fact, the mother told me she had lost a baby at Christmas, which would have been the seventh. The guardians were appealed to by a clergyman in Coventry who took an interest in the family, seeing what a sad case it was, to send the children to school; negotiations took place; and when the guardians found that we at that time were charging 6*l.* a year to parents of children, and 20*l.* a year to boards of guardians, they declined upon something like this ground: that they did not see why they should pay 20*l.* when we could afford to take them for 6*l.* per child when the payment is made by the parents. The matter dropped through then; but now a gentleman is interesting himself in Coventry to collect sufficient money to pay for the education of these twin children for five years.

17,259. (*Chairman*) As I understand, in order to explain the difference between the 6*l.* and the 20*l.*, it is that you ask the board of guardians to pay the full amount?—Yes, the maximum sum allowed by the Local Government Board.

17,260. But as a matter of charity, I suppose, you do take other children in at a lower sum?—When the payments are made either by parents or by friends who hold themselves responsible for the parents, the sum now charged is 10*l.* a year, but at that time the sum charged to parents was 6*l.*

17,261. Anyhow, a difference is charged in cases of charity?—Yes, there was a wide disparity between the two sums, and on that ground the board of guardians declined to pay. Before leaving this case it will perhaps interest you as members of the Commission to hear a very singular circumstance in connexion with this family. These six deaf and dumb children are not all children of the same mother. When Dr. Gallaudet was in England I was mentioning the case to him, and I asked him if he could cap it with another, and he said that he could not. The man has been married twice. By his first wife he had two deaf and dumb children.

17,262. Was she in possession of all her faculties?—Yes, both of them; the father and mother had their hearing. He had by this first wife two deaf and dumb children, and also some hearing children, I do not know how many. He married again on the death of his first wife. By his second wife he has four deaf and dumb children, and the one that I was mentioning as having died at Christmas would have made five. The woman herself had had a previous husband, by whom she had had hearing children; but whether she has had any hearing children by this husband I cannot say. Evidently therefore the taint is on the father's side; but to get at that taint I have hitherto been unable. So far as I have been able to ascertain, there is no case of deaf mutism in the man's family, so far as he knows.

17,263. (*Mr. St. John Ackers.*) Have you enquired whether the father is the offspring of a consanguinous marriage?—That is a point that I have taken great interest in, and I cannot find that it is so.

17,264. But you have not found that it is not so? So far as the man can tell me it is not so.

17,265. (*Mr. Johnson.*) The man tells you it was not so?—Yes. There is no match for that case. I am not sure that I asked that question about the parents.

17,266. (*Mr. St. John Ackers.*) It is the father's parents I mean, not his wife?—I cannot answer you positively; do not accept that as final.

17,267. (*Chairman.*) Have you any other cases with regard to the guardians?—Yes. A second case that I should like to bring under the notice of the Commission is that of the Cannock Guardians.

17,268. Cannock Chase?—No, Cannock.

17,269. (*Mr. St. John Ackers.*) In Staffordshire?—Yes, the Chase is a large district; Cannock is the name of a place. There is a family there of a miner, in which there are five deaf and dumb children. One child has grown up beyond the age of education; the second we have in the institution, and I believe the third. A lady pays for one, and the parents pay for the other. I urged the mother to go to the board of guardians, to ask them to take up the case of another child of an age to go to school, both the boys we have entering very late indeed. The mother went to the board of guardians, and the guardians decided to take up the case; but I presume they made enquiries of various deaf and dumb institutions to find out where they could send the child at the cheapest rate, and they decided to send the child to Bath. The father says that the child shall not go to Bath, and I think if I were in the place of the father I should be very likely to do the same thing myself; if I had two children in one institution, whom I could see from time to time, and found that they were happy at school, I should object to send a third a hundred miles away from home, where I could not see it perhaps from one six months' end or twelvemonths' end to another. The case has fallen through in consequence, and there is the child growing up without any education.

17,270. Then the guardians absolutely refused to send the child upon these grounds?—I presume it was on those grounds, that they found that they could send the child to Bath cheaper.

17,271. Have they sent the child to Bath?—No, the father refused to let the child go to Bath.

17,272. Then he has not sent the child at all?—No. Then only quite recently a case cropped up in connexion with a local school board. A lady member of this board happened to go into one of the board schools and found a little child standing by herself; she wanted to know why the child was standing there, and was told that the child was deaf and dumb. She made inquiries, and came to see me about the child. The father had been out of work for some time and the family were in a wretched condition. She has been to the chairman of the board of guardians, but he says that they cannot send the child to a deaf and dumb institution and pay for it unless the friends are absolutely destitute. I have placed her in possession of certain information which I hope will disabuse his mind of that impression; but there the matter rests at present.

17,273. Is that the action of the board of guardians?—That is what the chairman of the board of guardians said; but whether the matter has officially come before the board of guardians yet I am not in a position to state.

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17,274. (*Mr. Johnson.*) Is that in Birmingham?—Close by; it is the Smethwick School Board. As showing the unwisdom of the board of guardians, taking only the lowest view of their action, I think it shows that it would be more expedient for them to take up the cases of these children, and pay for them for five years, from what I have been told of the Chesterfield Union. I was informed that in the Chesterfield Union they had five adult uneducated deaf mutes.

17,275. (*Chairman.*) Do you only know that from hearsay?—I was told that by the master of the Derby Institution. Application was made for these adult deaf mutes to be educated; but of course the application could not be entertained. When I had this information the five adult mutes had already cost the guardians 1,500*l.*, in maintenance I presume, at the union; and there they will be a permanent burden upon the rates until the end of the chapter. Taking the lowest ground I think one may say that it would be a good speculation for the board of guardians to take up the cases of these poor destitute children and send them to school where they can be educated, to become self-supporting members of society.

17,276. Do you suppose that there would be no difficulty in getting employment for the deaf and dumb?—Many of the deaf and dumb do very well. Just now many are suffering from the existing depression of trade.

17,277. In Birmingham to your knowledge is that so?—Yes; in Birmingham to my knowledge; and also from this fact; I have had men come to the institution soliciting help who they tell me that they cannot get work. I had two men from Scotland only recently who were wandering about in search of work.

17,278. What do you think should be done in that case; do you think that they should be treated more liberally than other people?—I do not see that more can be done for them than for other men who are thrown out of work. I think that if you were to begin to relieve them it would be a step in the wrong direction; it would be a semi-pauperising step; I would not counsel that.

17,278*a*. (*Mr. Johnson.*) I suppose that no part of the 300*l.* in each case was spent in education, but only in maintenance. I suppose that these five people had never been educated in any way whatever?—They had never been educated at all.

17,279. (*Chairman.*) Do you think it is desirable to teach the deaf and dumb the rudiments of any trade without actually teaching them a trade, as giving them some idea of the use of their hands?—That is rather a wide question. If you introduce trades then you must introduce workmen to teach those trades, and you introduce then an element into your institutions which is not always of a desirable character. I speak with some degree of experience upon that point. When I was a young teacher I was at the Doncaster Institution. At that time printing and book-binding were carried on in the institution. As they were carried on at that time I think it was to put it very mildly a great mistake. The children's school life became a kind of semi-slavery. It was school and work. Now I cannot see that the brightness and sunshine should be taken out of the life of a deaf and dumb child more than out of the life of a hearing child. I would teach it the use of tools, make it industrious, let it work in the garden, and do anything it can about the institution; but if teaching trades in an institution is to mean that the children are to go to school and to come out of school to go to work, then I should say keep trades out of the institution; but if it is used as a means to make the children handy and no more than that, then I would say teach them the use of tools. The experiment of having trades in institutions has been tried, and it has been debated at various meetings of the masters, and I think the consensus of opinion from what I have heard is that it is not desirable to have trades taught in an institution. If children were taught certain trades, perhaps the mere fact that those children are compelled to go to work when other children go and have a game, would give them a distaste for the very thing that they are put to at the institution.

17,280. Do you find that when the pupils leave school there is any difficulty in getting them apprenticed out?—There is a difficulty. There is a difficulty with regard to the money, and sometimes there is a difficulty with regard to the masters taking apprentices, especially when they have never had such apprentices before; but where masters have had deaf and dumb children as apprentices, they will take other deaf and dumb apprentices over and over again; they have been so pleased with them. In fact I might mention that I was in Hull last summer, and one of the members of the committee of the Hull Institution was telling me that if he had any particular work that he wanted attended to, requiring special care, he always sent a deaf and dumb man in his employ to do it. And there was one thing that I learnt there in connexion with the apprenticing of deaf and dumb children which appears to me to be an excellent thing. They have some apprentice fund in the town, not especially for the deaf and dumb but children in general, to which they can go for help for the deaf and dumb; in addition to granting a fee for the apprenticing of the children year by year, they make a grant for providing working clothes for these deaf and dumb apprentices, and I presume for others. At the expiration of the apprenticeship they give the apprentices money for providing tools, and they also give the master something on the satisfactory termination of the apprenticeship.

17,281. Is the system of education in your school entirely non-speaking?—No, it is mainly manual; but with children who show any aptitude for acquiring speech and the power of reading from the lips, efforts are made to develope that power, and they are practised in it.

17,282. Do you classify the children according to their ability of speech?—Yes; but we have no children who are taught exclusively by means of speech; in fact our school arrangements do not admit of such a thing; nor do I believe that the pure oral system is a system which is generally adaptable for reaching the mass of the deaf and dumb.

17,283. Are you speaking especially of the class of children that you have there?—I am speaking of the class of children that we have in our own institution and in kindred institutions.

17,284. Do you think that the system fails to give sufficient speech to make it of use to them?—Yes, I do; and the fact that the orally taught pupils in after life have to fall back upon manual means of communication is proof to my mind that that is so.

17,285. Do you not think it possible that the oral system has not been fairly tried in England in the way in which it has been tried in Germany and Italy?—It has been tried 20 years in England.

17,286. Do you know what the system of teaching in Germany is?—I do not know that; but I know this, that it is an admitted fact that the English language presents much greater difficulties than either the German or the Italian languages.

17,287. But I suppose the human voice is the same?—Yes, the human voice is the same, but the construction of words is not the same. In German the words are written exactly as they are pronounced, I believe. In our English language it is not so.

17,288. But you might very well have a vocabulary of words, all of which are pronounced as they are written?—I could give you four or five words which pronounced look exactly alike on the lips.

17,289. Yes, no doubt; but that means more care and more trouble?—Lip reading is educated guess work; that is the definition that Professor Graham Bell gives of it.

17,290. In English?—More especially so, I should say, in English.

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17,291. (*Mr. St. John Ackers.*) Can you give us those four or five words which you say look exactly alike when pronounced?—Big, pig, peak, beak, and pick.

17,292. (*Chairman.*) I can see the difference on your lips when you pronounce them?—I am pronouncing the words audibly now; you must bear in mind that a deaf person has no idea of sound, it is nothin more than a lip action. I venture to say that if the Commissioners were to thrust their fingers into their ears, and I were to go and stand at the end of the room and select one of those words at random they might hit upon it, but they could not do it with certainty.

17,293. But then the language might go on very well without having a combination of all those difficult words?—I do not say that you would get those words.

17,294. If a person stammers over a particular word he does not use it, you know?—Yes, he selects another; but my meaning is, if one of those words were uttered in a sentence you could not pitch exactly on that word.

17,295. But the context would tell you?—It would help you no doubt.

17,296. And you are not likely to have more than one of those words in a small sentence?—Certainly not; but you might happen to pitch upon the wrong word. Then again, with regard to the difficulty of deciphering words from the lips, to take this word "once," the word as pronounced on the lips is what? You do not get the order of the letters; you get w-ŭ-n-s; that is how the word is formed; you do not see the word itself upon the lips at all, you see the powers of w-ŭ-ns, but not the names of those *letters*. There is an idea prevalent that this system of oral teaching gives the deaf and dumb speech as we understand it; it does nothing of the kind. It puts them in possession of another alphabet. They form their lips for the enunciation of certain letters, or rather the powers of those letters, and on the lips of other persons they see the formation of certain letters. When you see the formation of letters on the lips it is intensely confusing, because several of the letters have precisely the same formation. More than that, words are not spelt as they are pronounced, so that, as has been stated by an American writer, "A dull child will often produce a meaning-"less succession of English which proves upon "analysis to be exact lip reading." Now if I spell a word on my fingers, there is no possible means of mistaking what word is spelt. If I spell c o m e, the child, or adult, or whoever it may be, gets a distinct word and cannot mistake it; if I write "come" on paper, there is the word which a person cannot mistake; but if I say it to a deaf and dumb child it may be "come" or it may be "gum;" he does not see "come."

17,297. I see a difference as you pronounce it?—I venture to think that there is no difference except in the "c" and "g;" the only difference is this, that in the one case you have a non-vocal consonant and in the other you have a vocal consonant. Discard from your mind the names of letters "c" and "g," those are not the powers of the letters, those are not the values of the letters in pronunciation of words (*illustrating it*), and it would be difficult to distinguish what was said. If I say "gum" to you, you hear the hard sound to guide you; but put your fingers into your ears and then try and read from a person's lip whether it is "k," "g," or "c," and I think you would be fairly puzzled to know which it was.

17,298. (*Mr. Johnson*) I suppose you speak from practical experience?—As an enthusiastic teacher, I might almost say, of articulation. When I was in the Margate Institution, and in London in the London Institution, I was a teacher of articulation 18 years; and on my appointment from Margate to Birmingham I had charge of the highest oral class at the Margate Institution.

17,299. (*Chairman.*) Did you begin to teach your own oral system by teaching proper methods of inspiration and respiration?—No.

17,300. Do you not think that before you can produce proper sounds you must get the lungs to work properly?—I think they do work properly.

17,301. Have you ever tried the experiment of making a child, who is not in the habit of speaking, blow into a bladder and see the effect?—No; but as a matter of fact, I know that these pupils can be taught to speak and speak distinctly without any such preparatory exercise.

17,302. Is it likely that the lungs or the throat, if they are not exercised in vocal sounds can speak as clearly and intelligently as if they had been?—Is it not rather a question of the larynx than the lungs?

17,303. Do you think that a person who had not walked for 20 years, if he suddenly put his legs to the ground could walk as I do?—It is a matter of the larynx, not of the lungs.

17,304. But it is not used, is it?—I beg your pardon. If you were to go to the playground of a deaf and dumb institution, you would find that they are making a tremendous noise at their play; their lungs are exercised and the larynx too; it is a fallacy to say that the larynx is not exercised.

17,305. But no continuous sound is produced. You can make a sound which is not continuous without inflating the lungs; and you cannot continue a sentence without properly inflating the lungs; is not that so; is not there a difference between the cry of an animal and the speech of a man?—Yes, but in both cases, I think, whether you are uttering a sequence of words or merely making sound, the lungs and the larynx are exercised.

17,306. Then you think the exercise of the lungs and larynx does not contribute to pronunciation?—I will not go so far as to say that.

17,307. Your argument has been in that direction?—I think not.

17,308. (*Mr. Johnson.*) I think you ought to say that they go concurrently; you could not articulate unless you have your lungs, and you could not articulate with lungs and no larynx, or with a larynx and no lungs?—It is like blowing a current of air with a pair of bellows through an aperture, if you force sufficient air through you get a whistling sound; the aperture is the larynx and the bellows are the lungs.

17,309. (*Chairman.*) Is it not likely that the reason why a knowledge of the oral system is not so successful as it might be is that the children are not taught at the beginning to exercise their lungs or throat?—I venture to think not; I think it is the inherent difficulties of giving these children speech, and the difficulties they have of reading from the lips.

17,310. (*Admiral Sir E. Sotheby.*) You said that you knew persons taught on the lip system who in after life fell back on the sign manual; is that your experience or is it hearsay?—Did I use the words "I know"?

17,311. I understood you to say that you knew people who had been taught the habit of speaking by the oral system who fell back on the sign manual?—I think I put it that the proof was that they did so.

17,312. Do you know that by experience or from hearsay?—By hearsay.

17,313. Then that is no evidence?—I know it by conversation with those who have to do with these pupils who have been instructed on the oral system; that is to say the missionaries.

17,314. Then they have lost sight of the oral system and have cast it away?—They have cast it away because they found it insufficient for their needs.

17,315. Because they found the outer world able to converse with them better on the sign manual, is that it?—Yes.

17,316. You were a master, were you not, in the Margate School?—Yes.

17,317. And you taught there the lip system?—Not exclusively; it was the combined system.

17,318. But they had classes of the lip system?—Yes.

17,319. How long were you in the Margate School teaching them the lip system; how long is it since they have adopted the lip system at Margate?—Do you mean the pure oral system?

17,320. Yes.—About six years; but I was not in that oral school. The combined system of instruction has been pursued in the London Asylum for a great many years.

17,321. I am speaking of Margate?—They are one and the same institution; the London Asylum was transferred to Margate, and the teachers were drafted with the children from London to Margate. I was altogether in the London and Margate Institutions about 18 years.

17,322. And while you were in Margate you had a class on the lip system?—Yes, the highest class.

17,323. And from thence you went to Birmingham?—Yes.

17,324. When you went to Birmingham did they not teach the lip system at all?—Very little. There was a class, but the teacher teaching that class had very little idea how to proceed; she had had no direct instruction in the science of teaching speech to the deaf and dumb.

17,325. Did you not endeavour to bring that system more into notice?—I have brought it more prominently forward, but there has been very great difficulty in my way. I have three deaf and dumb teachers and we have only one schoolroom; so that speech has to be taught in a room where there is the din of 130 children at their lessons.

17,326. But you have screens, have you not?—No; it is an open room, as this might be.

17,327. Who are the managers of that school?—The committee.

17,328. Have they never proposed to have screens or class-rooms for the oral system?—In that matter, as in others, the money difficulty stands in the way.

17,329. What, at Birmingham?—Yes.

17,330. Indeed! You have mentioned several deaf and dumb children who are not receiving any education; do you know at all the number in Birmingham who are outcasts in that way, receiving no education?—In the school board district there are some 30 or 40 children who, if State aid were available, could be compelled to come in.

17,331. Are they not obliged to go to the board schools?—There are no board schools for that purpose.

17,332. But are they not obliged to go to the ordinary board schools?—It is useless; and moreover the child often upsets the whole school. If there is one such deaf and dumb child there the master or mistress can send him away; they can learn nothing but imitative work, writing on the slate, or something of that kind.

17,333. (*Mr. Arrol.*) Are you in favour of a law being passed to make it compulsory that all deaf and dumb should be educated?—Yes.

17,334. Would you recommend that they should be exclusively educated in institutions set apart for deaf and dumb children?—Yes; because by that means I think they would get what they do not get in day schools, viz., moral, religious, and social training, which they sadly need.

17,335. If classes were set apart for them in the board schools would not that accomplish the same end?—I think that the best answer to that is, that classes have been set apart in London and that it has been found that they have been compelled to supplement those classes by homes. Practically you have got the two sets of machinery here at work in London; institution life and school life; and I think it would be much better to have the children altogether in an institution, and have the whole machinery going on under one roof rather than under two.

17,336. You are in favour of the sign and manual system being taught?—It is the combined method that I am in favour of.

17,337. Would you say that, if in board schools the sign and manual system were taught, there would be any disadvantages in allowing the children to return to their parents' homes at night?—There is no disadvantage; only in many cases it is quite impracticable; and I think also that you would find it very dangerous for the deaf and dumb children to be coming a very long distance to school, in crossing the streets and so on.

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17,338. You make some reference to five adult cases where they cost the board some 1,500*l.*; is there any physical defect which has prevented these adults from obtaining education?—Not that I am aware of. So far as I am acquainted with the facts of the case it is simply that they, like many others, have been allowed to grow up neglected.

17,339. But they have had means of communicating with their fellows through signs?—Through the natural language of the deaf and dumb, through signs.

17,340. That would deprive them of the opportunity of going to some trade, would it?—Yes, it would to a great extent. What means have ordinary persons of communication with an uneducated deaf mute except by natural gestures?

17,341. Are these five so totally ignorant of the power of expressing their thoughts?—An uneducated deaf mute is utterly incapable of expressing his thoughts except through gestures. To give you a case in point, some time ago I was told of a deaf and dumb young fellow at Nottingham who by some means or other lost his way; he did not get away from Nottingham more than 10 miles, but yet he was lost for more than a fortnight because he could not tell persons where he came from; so that people with the best wishes in the world did not know where to send him.

17,342. (*Mr. Johnson.*) Could he not write?—An uneducated deaf mute cannot write.

17,343. But he had acquired the sign language?—But that is not enough; it is a matter of education. A deaf and dumb child before education has no word to signify "boy," his only way of showing the difference between a boy and a girl is that one parts the hair in one way, and the other in another. He has no word to signify that he is a big boy; if he is a big boy he is so high (*describing it*), but he has no word to signify it; he is as ignorant of the language of this country as a boy from the heart of Russia would be if brought here now.

17,344. (*Rev. Mr. Owen.*) Is it from inquiries which you have made that you have reason to suppose that in other large towns in the Midland districts there are many deaf and dumb children growing up uneducated?—It is not from inquiries which I have made in those towns, but from the information communicated to me by my teachers, and by the information which the children themselves bring back, and also from the fact that I have children in school who have brothers and sisters who are deaf and dumb, for whom their friends cannot afford to pay.

17,345. You have great difficulty, have you not, in keeping children even as long as five years?—Very great.

17,346. Why?—Because their friends wish to take them away from school to put them to work, or because they are unable to keep up the payments. A further difficulty is the late age at which we receive children; during the last three years we have had 65 children admitted into the institution, but of those 65, as many as 35 ranged from 10 to 13 years of age on admission.

17,347. I believe that you have given some attention to the matter of consanguineous marriages?—Yes.

17,348. Did you not request that a question bearing upon this point should be inserted in the nomination form of our institution?—Yes.

17,349. From your long experience among the deaf and dumb do you think that there are more cases of deaf-muteism from consanguineous marriages than from deaf mutes marrying each other?—Most decidedly; the present state of things in our own institution proves it. We have only three children

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who are the result of intermarriage; and it is not intermarriage of deaf mutes; we have two brothers the offspring of a hearing father but a deaf and dumb mother, and we have just got a deaf and dumb child who is the illegitimate child of a deaf and dumb mother; I believe the father is not known. The woman is uneducated, and her only means of communication with others is by gestures.

17,350. Do you know of many deaf and dumb couples in Birmingham?—Yes.

17,351. And are many or any of their children deaf and dumb?—Among those that I know they have not a single child deaf and dumb, they all have their hearing. I have heard of a marriage, but I do not know the case myself, where there are deaf and dumb children; but in these cases that I know (and I know several cases) the children all have their hearing.

17,352. I believe that you have often been an interpreter at deaf and dumb marriages?—I act as interpreter.

17,353. And you did not disapprove of them?—No, I think they are the most natural thing in the world.

17,354. Why?—Because of the sympathy, the mutual feeling and mutual interest very often; and more than that, I think it is much better for the deaf and dumb to marry and have children in wedlock than to have a lot of illegitimate children, which would inevitably be the case if they were not married.

17,355. (*Chairman.*) Do you think that that is the absolute alternative?—Short of prohibition. If the law prohibited their marriage all well and good, although I should entertain grave doubts as to the wisdom of any legislative enactment of that nature.

17,356. I do not see your point?—If a deaf and dumb young man and a deaf and dumb young woman become attached to each other, if they are not allowed to marry, I think that the inevitable consequence would be that in some cases, at least, there would be illegitimate offspring.

17,357. But the point raised is not that, but whether it is right to afford facilities for intercourse between the deaf and dumb, male and female, of a certain age when they would be likely to fall in love with each other; and you say that you see no objection to that?—I see no objection to that and I think results prove that the dangers are not so great of having deaf and dumb offspring in that case as of their being the result of consanguineous marriages.

17,358. That of course depends upon whether your search is sufficiently extensive to be of any material value?—I can only speak according to my experience and the attention which I have given to the subject.

17,359. (*Mr. Johnson.*) Is your experience rather large in that way?—I have given a good deal of attention to it.

17,360. I mean with regard to your personal knowledge of deaf and dumb people who have married?—No, I cannot say that it is specially large. I have been amongst them 25 years, and I have taken an active interest in them, and am, I hope, in sympathy with them. I do not find that very many of the married pupils have deaf and dumb children.

17,361. But some do?—Some do; you may find instances where there are deaf and dumb children.

17,362. (*Rev. Mr. Owen.*) You find, do you not, on inquiry that there are more deaf and dumb children among Jews than among others?—That is an acknowledged fact.

17,363. To what do you attribute that?—May I be allowed to quote in support of that something written in the "Nineteenth Century"?

17,364. (*Chairman.*) You had better quote your own knowledge; I do not think it is of any importance?—I cannot speak of that of my own personal knowledge; it is based upon my reading.

17,365. (*Mr. Johnson.*) Are you referring to Professor Dalby?—No; but the matter has been frequently dealt with in the American Annals of the deaf and dumb; in fact I have with me a copy of the Annals.

17,366. (*Chairman.*) We have a copy here; you can refer us to that, but we will not take it down; you cannot adduce a general law from a small number of cases?—Here are the American Annals (*handing in the same*).

17,367. (*Mr. Johnson.*) You say that it occurs amongst the Jews, from the knowledge which you have gathered?—Yes, from knowledge gathered from the special organs devoted to the deaf and dumb.

17,368. (*Chairman.*) But not from cases within your own knowledge?—No, because we have not children of Jews in our institution; but it is a matter of common knowledge. Hartmann, in his book on "Deaf-Mutism," gives the same statistics. I can give you that reference, too, if you would like it; it is a book of acknowledged credit and reputation.

17,369. (*Rev. Mr. Owen.*) Do not many of your pupils suffer from defective eyesight?—Yes.

17,370. What steps do you take to remedy that in your institution?—I get tickets from subscribers to the eye hospital, and I send the pupils down to one of the specialists at the hospital, to his private rooms, and then they are supplied with spectacles.

17,371. What do you say is the chief disease that they suffer from?—There is a disease found among them called *retinitis pigmentosa*, and that is a disease which has been noticed among the deaf and dumb, and also among the results of consanguineous marriages. Among those children who have been examined there have been nine found more or less affected with this disease.

17,372. It is almost incurable, is it not?—It is incurable. There is a chapter devoted to the disease in this book from which the quotation was taken about the Jews, "Hartmann's Deaf Mutism."

17,373. If any Government grant were made to deaf and dumb institutions do you think it advisable that any conditions should be laid down as to what method should be adopted?—Certainly not; I think that would be a great mistake.

17,374. (*Mr. Johnson.*) You told us something about the combination of home and school as adopted in the London School Board; in what way do you think it is objectionable to have homes established in connexion with day schools?—I see nothing objectionable in the thing itself, not actually objectionable. Why I disapprove of it is because you are really having two sets of machinery to carry out what one would effectually accomplish.

17,375. You are aware that in the London School Board the oral system has been adopted?—Yes.

17,376. And therefore isolation of deaf and dumb children from the rest has been recommended as the best means of carrying on that instruction, and homes accordingly have been established in connexion with those schools to prevent the scholars going from an isolated school to mix with their hearing brethren?—I am inclined to think that that is not the case from a letter that appeared in the "Times" written by Dr. Buxton; it was rather a question of the difficulty of getting to and from a school, and the danger which awaited those children who had to come a long distance.

17,377. Have you formed any opinion with regard to the question of whether they should be combined together out of school in the case of those who are being taught upon the oral system; you have had a certain amount of experience of oral teaching because you were at Margate, were you not?—Yes. Except in case of children who have lost their hearing after acquiring speech, I see no reason for isolating them. But those children I would not bring among deaf and dumb children, among born mutes; but as to the others I would allow them any and every means of intercourse either among themselves or among the teachers in order to lift them up to a higher level, I care not whether by speech or signs or finger alphabet, I would adopt every and any means that would give knowledge to those children.

17,378. I suppose you are aware that it is an admitted doctrine almost everywhere, that in order to teach the pure oral system it is necessary to isolate the

pupils from any other system?—Yes, I believe that in order to teach the pure oral system (if success can be attained in that way) it would be desirable to isolate them from the others.

17,379. But in your system, which I understand to be the combined system, there you do not think that there is any disadvantage in mixing the children?—Certainly not.

17,380. Have you ever found that the children taught upon your partially oral system communicate with their fellows out of school in any other system but the oral?—Yes, they spell and sign; but when they are at home with their friends they do communicate by word of mouth; that I have found to be the case.

17,381. But not in school?—No, nor out of school with their fellows; they will speak to me occasionally, but with their fellows they communicate by manual means.

17,382. In your schools have you any pupils who are deficient in intellect?—Yes, we have.

17,383. Do you teach them in the same classes as the others?—No, I should not attempt that.

17,384. Then what do you do with them?—We teach them on the manual system.

17,385. Entirely?—Entirely.

17,386. Do you find that those who are deficient in intellect are more easily reached by the manual system than by the combined system?—Yes; I think that the only way of reaching their minds is by means of gestures. As a German writer has put it, "Signs "are the windows by which we are first able to look "into a deaf mute's mind."

17,387. Of course, admitting that fact, signs must be employed in teaching any mute in the first place?—You do not want to teach a deaf mute signs; they come to you charged full of signs; they can talk to you by means of signs to a certain extent as soon as they come to the institution.

17,388. You say that you do know instances of children educated on the combined method who make use of speech at home?—Yes. One of the best lip readers that I have ever seen, and one whom some of the Commissioners have seen also, who is a teacher at Margate, was taught on the combined system. She lost her hearing, but she was taught on the combined system, and she is one of the most ready lip readers I have ever met with.

17,389. What do you think is the best way of testing the practical value of oral teaching?—By comparing the results as shown in the literary productions of those taught on the oral system with those taught on the manual system, and also the facility with which they are able to hold converse with people after they leave school.

17,390. Have you had any opportunity of getting the opinions of the deaf and dumb themselves with regard to the best system?—Undoubtedly the deaf and dumb themselves are dead against the pure oral system.

17,391. In your institution do you mean?—No, deaf and dumb adults generally; the most intelligent deaf mutes that you can meet with. As a matter of fact the subject came up at a debating society in connexion with Oxford Street Church. The debate was taken part in by pupils who had been orally taught and by pupils who had been manually taught. The result of the debate was that only two were for the combined system, all were for the finger and sign language, and none were for the oral system alone.

17,392. (*Chairman.*) At what date was that?—I am speaking from a cutting out of a newspaper; I have the cutting here; but I cannot tell you the date.

17,393. (*Mr. Johnson.*) Was it last year?—I should say it is more likely about six years ago. In connexion with that I have an extract here cut from "All the Year Round."

17,394. I would rather have it from the "Times" please if you have the evidence of the "Times" there?—I think the correspondence following upon that debate did not appear in the "Times" but in the "Standard."

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17,395. Then I will put it in this way: was it a really representative meeting, and was it numerously attended by deaf and dumb people?—That I could not tell you; but I should say so. I could not tell you positively.

17,396. Does it give the number of people who voted?—No, I was not there; these are merely cuttings from newspapers.

17,397. Have you formed your opinion of the feeling which the deaf and dumb people have for one particular system from the result of that particular meeting?—Partly by that and partly by what I have heard from the deaf and dumb people themselves.

17,398. Then your experience, we will say at Birmingham, and in London, and in the other school that you have been to, is that the deaf and dumb people themselves prefer sign language?—Yes, there can be no question about that. Not only is that the case in England, but, as was stated at the last conference of head masters in London, an assistant master who was present at that conference, had been at Antwerp, and by means of natural gestures alone he had got into conversation with some deaf mutes there, who had been educated on the oral system.

17,399. (*Mr. St. John Ackers.*) There was no pure oral teaching in that part of the world?—He observed that these were orally taught pupils.

17,400. (*Chairman.*) Is this from your own knowledge?—The matter was openly stated at the last conference of head masters; I can verify it.

17,401. There has been so much use and abuse of the term "oral system" that we do not know what it means; it means different things in the mouths of different people?—They were pupils of the Antwerp school.

17,402. (*Mr. St. John Ackers.*) That certainly had never had the "pure oral"?—That question arose at the last conference, and Mr. Elliott said that it was the "pure oral" system.

17,403. (*Mr. Johnson.*) To cut the difficulty I will ask you simply this: At the conference which was held of head masters, what was the statement?—A master said that he had got into conversation with these pupils, who had been educated on the so-called oral method, I will say; he got into conversation with deaf mutes merely by natural gestures; he did not know their language and they did not know his; but he got into conversation with them by means of natural gestures. He asked them if they had been taught to speak at school or were they also allowed to use signs there, and they said no, that was bad; he asked them whether they could understand the priest preaching to them and they said they could not. Then he asked to what extent they could understand speech, and they said so much (*describing it by the length of the forefinger*). He asked them how much they could understand by signs, and they said so much (*describing it by the length of the arm*). They liked signs, and they disliked speech.

17,404. In forming that opinion with regard to your combined system, have you ever had any good specimen of the pure oral teaching brought before you?—Yes. I have seen the man who I suppose stands head and shoulders taller than any of his fellows in oral teaching in England, and that is Mr. Farrar, and some of the Royal Commissioners also saw Mr. Farrar. He cannot wholly depend upon speech. More than that, I think it was a fair inference to judge from the readiness with which he was able to read spelt communications on the fingers that he is in the constant habit of reading such spelt communications. To my own personal knowledge something was said to him, nothing more than a common-place observation, at the Gallaudet dinner, and he failed utterly to take it from the lips. I believe that I myself uttered some words and he failed to take them from my lips; but he took them readily enough from the fingers.

17,405. Then that good specimen of oral teaching, which everybody seems to agree is a very fine specimen,

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not only has been able to attain to perfection in oralism but also at the same time perfection in signs?—No, manual spelling.

17,406. Alphabetical spelling?—Yes.

17,407. Such alphabetical spelling, I suppose, as was employed by Mr. Stainer at that dinner in translating to the deaf and dumb the speeches made on that occasion?—Yes.

17,408. The object of my question is simply to find out whether it is possible that a pure oral example could be turned out, and at the same time that pure oral example use alphabetical signs as well as the oral system?—Yes; there is no great difficulty in acquiring the alphabet; but to acquire facility in the use of it, and facility in reading from other persons' fingers would require some practice.

17,409. Were any of your teachers trained at any of these oral colleges, at Ealing, for instance?—No.

17,410. For what reason did you not try to get the services of such teachers?—It is simply out of the question; we could not pay them such salaries as they demand.

17,411. Supposing that you had the means at your disposal, would it be desirable?—With the views I hold, and which my committee hold, such teachers would be practically almost valueless in my school.

17,412. Because you could not make the arrangements, under your convictions, to enable them to carry out their system?—No; they only understand one phase of deaf mute teaching, and I want teachers who understand more than one phase.

17,413. Do you find many of your people who lose their hearing at an early age before they have absolutely completed the learning of speech—At the present time I have not a single child in the school who has retained any speech, or anything worth mentioning; I had one boy a while ago who lost his hearing when he was 7 years of age, who was getting on wonderfully in lip reading; in fact, during the short time he had been at school, he had become so far proficient that I could understand and talk to him with an occasional resort to my fingers, but the poor little fellow died.

17,414. Were you ever present at any religious services conducted on the oral system?—I never heard of any.

17,415. You do not think they are practicable?—I do not; not lip reading services.

17,416. (*Rev. Mr. Sleight.*) May I ask how you received your education in teaching the deaf and dumb orally?—Under the Rev. Mr. Watson and Mr. Elliott in the London Institution.

17,417. What system of teaching do you pursue in Birmingham at the present time?—Chiefly the manual, but for some of the pupils we use the combined.

17,418. What method of instructing deaf and dumb people are you in favour of at the present time for the general mass?—For the great mass I am in favour of the manual system, and for those who show aptitude in learning to speak I should prefer the combined.

17,419. What is the opinion of your committee upon the exclusive adoption of the oral method?—I do not think they believe in the practicability of it.

17,420. And the visit of the deputation to the London School Board classes confirmed them in this opinion?—Certainly. I may mention that they have not come to this conclusion without making inquiries. The chairman and the deputy chairman visited the London oral school when it was in the Old Kent Road; the chairman some time since went to Fitzroy Square, and Mr. Owen, a member of my committee, has visited the London School Board classes; and the opinion of them all is certainly from what they have seen, that it is not desirable to change the method or system at present followed in the institution.

17,421. (*Mr. Johnson.*) In your institution do you mean?—Yes.

17,422. (*Rev. Mr. Sleight.*) You have not visited any of the German institutions yourself, I suppose?—No.

17,423. Has your committee taken steps to do so?—I believe not; but some years ago at the annual meeting a gentleman who had been on the committee, in fact I think he had been chairman, who had visited the German schools, stated at this annual meeting as the result of his visits to German schools, that he considered their system a miserable failure.

17,424. Do you find that your scholars when they leave school experience any difficulty in making themselves understood by the outside world; the scholars whom you teach on the combined system?—Do you mean by means of speech, or written or spelt communications?

17,425. Do they find any difficulty, by whatever means they can adopt?—Not with educated persons; those who could read spelt or written communications.

17,426. I will ask you a question which I want you to answer carefully. Do you find that your scholars lose language or improve in it after they are launched forth into the world?—That depends altogether on the intelligence of the people among whom they mix, mainly, if not altogether.

17,427. Do the results of pure oral teaching in England, so far as you have gauged them, justify in your opinion the adoption of this method for the general teaching of the deaf and dumb?—They do not.

17,428. You were with the London and Margate School for 18 years?—About that.

17,429. During how much of that time did you teach orally?—Purely orally, solely on the oral system, not at all; on the combined system more or less the whole time.

17,430. Were addresses given to the children on Sunday afternoon, or on Sunday?—On Sunday evening.

17,431. How were those addresses given?—In sign language.

17432. Never orally?—During my time I never heard of such a thing being broached, and I do not believe it would be practicable.

17,433. (*Mr. St. John Ackers.*) The oral system was not taught, was it?—The combined system.

17,434. But not the pure oral?—No.

17,435. (*Rev. Mr. Sleight.*) I am going to ask you whether you could obtain the number of cases in Birmingham of deaf mutes who have married deaf mutes?—I have not the full details.

17,436. Could you find out the number, do you think?—I could get the particulars approximately correct from the missionary.

The witness withdrew.

Adjourned to Thursday next at 2 o'clock.

Mr. E. Townsend.

12 May 1887.

PAPER HANDED IN BY MR. E. TOWNSEND.

INTERMARRIAGES among the DEAF-MUTES of BIRMINGHAM.

Names and Condition.	No. of Children Deaf and Dumb.	No. of Hearing Children.	Total.	Remarks.
1. Mr. and Mrs. G. (both D. and D.)	0	3	3	Mrs. G. died last year. She had a deaf and dumb sister, who is also dead.
2. Mr. and Mrs. W. (both D. and D.)	0	2	2	Mrs. W. has a deaf and dumb sister married to Mr. F. (*see* No. 3).
3. Mr. and Mrs. F. (both D. and D.)	0	3	3	Mr. F. has a deaf and dumb sister cohabiting with Mr. G. (*see* No. 4).
4. Mr. and Mrs. G. (both D. and D.)	0	4	4	Mr. G. has a deaf and dumb sister (uneducated).
5. Mr. and Mrs. A. C. S. (both D. and D.).	0	3	3	
6. Mr. and Mrs. J. (both D. and D.)	0	1	1	
7. Mr. and Mrs. G. (both D. and D.)	0	3	3	Mr. G. has a deaf and dumb sister married to Mr. T. S. (*see* No. 8).
8. Mr. and Mrs. T. S. (both D. and D.).	0	3	3	
9. Mr. and Mrs. G. (both D. and D.)	0	4	4	Mrs. G. has a deaf and dumb brother (unmarried)
10. Mr. and Mrs. D. (husband D. and D., wife deaf only, having lost hearing after acquiring speech).	0	3	3	
11. Mr. and Mrs. J. (both D. and D.)	—	—	—	Only recently married.
12. Mr. and Mrs. P. (both D. and D.)	0	4	4	
13. Mr. and Mrs. L. (both D. and D.)	0	4	4	Mr. L. has a deaf and dumb nephew.
14. Mr. and Mrs. F. (both D. and D.)	0	4	4	
15. Mr. and Mrs. F. (both D. and D.)	0	4	4	Mrs. F. had a deaf and dumb brother (now dead). Also has a deaf and dumb cousin.
16. Mr. and Mrs. G. (both D. and D.)	0	3	3	
17. Mr. and Mrs. C. (both D. and D.)	0	2	2	
18. Mr. and Mrs. W. (both D. and D.)	3	4	7	Both parents are uneducated.
19. Mr. H. (D. and D.), married to a hearing and speaking wife.	0	2	2	
20. Mr. H. (hearing and speaking) married to D. and D. wife.	0	2 or 3	2 or 3	
21. Mr. J. (hearing and speaking), married to D. and D wife.	0	4	4	Mr. and Mrs. J. are cousins.
22. Mr. W. (hearing and speaking), married to D. and D. wife.	0	5	5	
23. Mr. M. (hearing and speaking), (now dead), married to D. and D. wife.	2	3	5	Mrs. M.'s father was deaf and dumb. She has an aunt (her father's sister) deaf and dumb, Mrs. W. (No. 18). Another of her father's sisters (Mrs. V.) is very deaf. Mrs. V. has a deaf and dumb daughter who has an illegitimate child deaf and dumb. *Evidence is here afforded of the direct transmission of the infirmity for three generations in two collateral branches of same family, and in a third collateral branch for two generations, although the deafness varies in intensity.*
24. Mr. P. (hearing and speaking), married to D. and D. wife.	0	2	2	
Totals - - -	5	72	77	Thirteen of relatives were deaf and dumb.

6, Old Palace Yard, Westminster.

Thursday, 19th May 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE LORD BISHOP OF LONDON.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
CHARLES E. D. BLACK, ESQ., *Secretary.*

The Right Hon. and Right Reverend Dr. TEMPLE, Lord Bishop of London, examined.

The Right Hon. and Right Rev. Dr. Temple.

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17,437. (*Chairman.*) You are a member of the governing body of Gardner's Trust?—I am one of the committee.

17,438. You are aware of the objects the trustees have in view in making an application to the Charity Commissioners for a partial modification of the trust. I have before me the proposed alteration, and I should be glad if you would furnish the Commission with the reasons of the Gardner Trust in proposing the alteration of the 4th paragraph in clause 7 of the scheme?—The alteration that is proposed is in the 4th and 5th paragraphs. The scheme we found restricted the amount of money that could be given in pensions more than we thought wise. At present we are allowed to spend six-ninths of the income in instruction (two-ninths of which six-ninths as a minimum may be spent in instruction in music), the remaining three-ninths being all that we are allowed to spend in anything but instruction, that is to say, out of the remaining three-ninths we can grant pensions or donations if we think it advisable to do so, and also make any other grants that do not come under the head of instruction, which we may think necessary. A great deal is comprised under the second of those two heads. A man who has been instructed in some trade will want a grant to supply him with materials and with tools before he can make use of the instruction that he has received, such a grant must come out of this three-ninths; we want to make a grant sometimes to set a man up in a small business in a shop; we want to make a grant sometimes to set a man up as a pedlar or a hawker, all those grants must come out of this three-ninths. A very little reflection will show that there are a great many purposes beyond those that I have already mentioned, which are of real importance over and above the instruction given to the blind towards enabling them to maintain themselves. And then, besides that, we find that there are a considerable number of cases where, as far as we can see, it is not possible to give any other assistance than a pension or a donation. There are cases where, for instance, people have become blind in later years, and when it is too late for them to be instructed in anything which will enable them to get their living; there are cases where it is not possible to give instruction owing to other circumstances than simply advanced years; in many cases, if we were confined simply to instructing the people, and then starting them in life, we should not be able to assist them at all, and those cases we find much more numerous than we might have expected.

17,439. Have you a list of applications for pensions which you have been obliged to refuse?—The number of applications for pensions on our books is 3,576; the number we have assisted out of this number of applications is 242; and I have not any doubt at all that very many more than 242 really do need that particular kind of assistance and cannot receive any benefit from Gardner's Trust except in that form.

17,440. Your object in asking for an alteration of the scheme is rather to extend the operation of the Trust in regard to pensions than with regard to the encouragement of trades or workshops?—What we propose is precisely this: we propose to give up the three-ninths to pensions and donations alone, and to remove the burden of making grants for tools or materials or grants of any other kind to the other six-ninths.

17,441. Then do you leave the amount devoted to instruction of music untouched?—Yes, we leave that as it is; a minimum of two-ninths must still be spent in instructing the blind in music, and moreover a minimum of four-ninths must still be spent in instruction either in music or in trades or handicrafts.

17,442. Has your practice been to extend the instruction in trades rather than in music, in consequence of the applications you receive?—I do not think so. I do not think that we have found that there has been any difficulty in that respect. Instruction in music naturally will take the lead for blind people. We have not at any rate found any difficulty in administering the grant as at present administered except that which I have mentioned about the pensions. I do not know whether the Commission would like to hear, or to have put in, some cases in detail which appear to us to be incapable of receiving assistance except in the way of pensions. I have a dozen such cases here. I will read one, and then put in the paper. Emily M. S———, London, age 52, blind four years, daughter of the late Captain H———, R.N. (died 1866), who left a large family without provision. Widow, no children, income less than 3*s.* 6*d.* a week. Gardner's Trust has made a grant of 10*l.* towards her maintenance this year. Her savings were exhausted during her late husband's illness. Recommended by the Charity Organization Society, and also by the Somers Town Blind Aid Society, which is giving temporary assistance. We have made a grant of 10*l.* to her.

17,443. Annually?—All our grants are made for a year, and only for a year, but practically this will will be an annual grant.

17,444. Where a donation of 10*l.* is given, is it all given at once?—The pensions are of the amounts of 10*l.*, 15*l.*, and 20*l.* a year; we do not go beyond that.

17,445. I think we have heard that pensions are sometimes abused when they are paid quarterly; that there is a tendency in the recipient to spend it all at once, or else the recipient gets it through a third party, who helps to spend the grant. Is there any security against that happening by its being paid direct, and in small sums, say weekly?—In certain cases we have paid the pension in small sums; in certain cases we pay through the Charity Organization Society; in certain cases we pay through the clergyman of the parish.

17,446. (*Mr. Johnson.*) Is not it paid by a warrant to the persons themselves, which is required to be signed by a magistrate or a clergyman in the neighbourhood?—The cheque has to be signed by a Clergyman, a Minister of Religion, Magistrate, or duly qualified Medical Practitioner.

17,447. (*Chairman.*) Do you propose in this altered scheme to grant any further scholarships for the higher education of the blind at Worcester College, or elsewhere?—That would come under the head of instruction, and we already have power to expend part of the money devoted to instruction in providing scholarships; this alteration would not affect that.

17,448. What is proposed would not relieve the fund that would be available for such scholarships?—No.

17,449. Then the alteration is mainly in the direction of an extension of the pension system?—That is the main purpose of it.

17,450. (*Mr. Johnson.*) The three-ninths it is proposed now to devote entirely to pensions?—Yes.

17,451. What portion of this three-ninths has hitherto been appropriated to any other purpose than pensions?—In 1886 we paid pensions to the amount of 2,520*l.*, and we made grants in other manners to the amount of 1,153*l.* 10*s.*

17,452. Making in all 3,673*l.*?—Yes.

17,453. I suppose your Committee take great care in investigating the claims of those people who apply for pensions?—We do the best we can in the way of making inquiries, not only in the first instance, but also every year. In the first instance, a form of application has to be filled up, and inquiries are carefully made, and then in every year in September all these pension cases are brought up again, and what is called Form No. 2 is required to be filled up; and if that is not satisfactory, if there is anything in it that is at all unsatisfactory, we immediately write to make inquiry, and in some cases the secretary goes down personally to investigate the case.

17,454. You make a personal investigation through your secretary?—Sometimes.

17,455. In the cases that you have any doubt about?—Yes.

17,456. You follow the same plan as they do in Day's Charity, of getting all the information you possibly can before you appoint a person to a pension?—Certainly.

17,457. I know your great experience with regard to pensions. Do you think the other pension societies in England are conducted in the same wise way?—I cannot answer that question. I know them only very generally. I have known cases of pensions which were very ill-applied certainly. I remember, when I was head master of Rugby, coming across some very strange cases of grants of pensions made out of one of the Coventry charities for the blind.

17,458. I suppose you are aware that the larger proportion of the pensions given to the blind are given by the city companies?—Yes. I am aware of that fact.

17,459. I suppose you are aware that very great care is taken by those city companies to follow on the same lines that you have laid down, namely, to make every inquiry that they can?—I am quite aware of that.

17,460. (*Dr. Armitage.*) I take it that the increase of pensions will necessarily diminish the grants of other kinds?—Yes, of necessity.

17,461. No doubt there is great need of increasing the pensions to the blind, but are there any other grants that you have been making hitherto which you think are not equally required?—I do not think that the other grants are so urgently demanded as the pension grants. At present we are able to make grants for instruction, grants for pensions, and grants at our discretion for materials, tools, and starting in life and the like. We desire now to remove the burden of making the last-named grants from the three-ninths at present devoted to those purposes and pensions, and to put it upon the six-ninths now devoted to instruction.

17,462. Do not you think that it is of more importance to instruct the blind in the way of earning their living for the remainder of their lives than to pension the old and helpless blind?—If you took any one given case and you had the choice which you would do,—to instruct the man to maintain himself, or give him a pension, of course you would prefer to instruct him; but if you are to compare the whole body of blind people who can be instructed with the whole body of blind people who can receive no assistance but pensions, I think in the present circumstances the assignment of two-thirds for instruction and only a part of one-third for pensions is giving too much to instruction.

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17,463. Have you proposed any definite proportions for pensions and other grants?—We do not propose anything further than to give the three-ninths wholly to pensions; we think, looking at the cases that come before us, one-third of the whole income is not too much to assign to the aid of those who under no circumstances could maintain themselves.

17,464. (*Mr. St. John Ackers.*) The payments are, as a rule, I understand, given direct to the recipients through a clergyman or magistrate?—Yes.

17,465. Is it a rule to give them in quarterly, half-yearly, or yearly sums?—The rule is to give them in quarterly sums.

17,466. That would amount to 20*l.* as the maximum?—20*l.* is our usual maximum for a pension.

17,467. Have cases been brought under the notice of the trustees of the recipients of those sums misspending the money they so received?—There have been three or four cases in which we have dismissed pensioners.

17,468. Do you, under certain circumstances, give the pension weekly?—In several cases we have given the money through the Charity Organization Society, and it is understood that they pay weekly.

17,469. Is it contemplated at all to extend that system and pay the pensioner through a clergyman or through some other person weekly instead of quarterly?—We have not contemplated it; we have not yet seen any reason for doing it.

17,470. Is there any communication between the different pension societies and the trustees of Gardner's Trust with regard to individuals receiving pensions?—We have not a regular arrangement with the other societies. We make all the inquiries we can.

17,471. There is no organized agreement and intercommunication between the different pension societies?—I am not aware of any.

17,472. Are the pensions given under Gardner's Trust in any way restricted to special localities?—They are restricted to England and Wales, that is all.

17,473. What special means, if any, are taken to inform the blind in different localities in England and Wales that they may apply for these pensions?—I do not know that we advertise the matter in any way; but I think it is very generally known that we give such pensions.

17,474. I am sorry to say it is very generally unknown in certain parts of the country?—There are advertisements from time to time with regard to the scholarships.

17,475. (*Chairman.*) What proportion of your pensioners reside in London and what proportion in other parts of the country?—There are 200 pensioners, of whom 23 receive 20*l.* a year, 60 receive 15*l.* a year, and 117 receive 10*l.* a year; the average age is between 53 and 54; 116 are men and 84 are women; 92 live in the London district and 108 outside.

The following statement shows the counties in which the pensioners are resident. London includes the suburbs, such as Acton, Dulwich, Stratford, &c.:—

England and Wales.—Bedfordshire 2, Berkshire 12, Buckinghamshire 1, Cambridgeshire 3, Cardiganshire 1, Carmarthenshire 1, Cornwall 14, Devonshire 3, Essex 5, Glamorganshire 4, Gloucestershire 7, Hants 3, Hertfordshire 2, Kent 3, Lancashire 3, Leicestershire 2, Lincolnshire 2, London 92, Middlesex 3, Norfolk 2, Northamptonshire 3, Nottinghamshire 1, Oxfordshire 3, Somersetshire 6, Suffolk 1, Surrey 1, Sussex 2,

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Warwickshire 3, Wiltshire 4, Worcestershire 6, Yorkshire 5.

The following statement shows the number of applications from each county:—Anglesea 2, Bedfordshire 17, Berkshire 66, Brecknockshire 2, Buckinghamshire 16, Cambridgeshire 7, Cardiganshire 7, Carmarthenshire 17, Carnarvonshire 10, Cheshire 30, Cornwall 214, Cumberland 56, Denbighshire 2, Derbyshire 18, Devonshire 119, Dorsetshire 28, Durham 40, Essex 66, Flintshire 7, Glamorganshire 56, Gloucestershire 104, Hampshire 72, Herefordshire 11, Hertfordshire 20, Huntingdonshire 3, Kent 85, Lancashire 174, Leicestershire 22, Lincolnshire 28, London and suburbs 1,424, Middlesex 64, Merionethshire 6, Monmouthshire 32, Montgomeryshire 4, Norfolk 25, Northamptonshire 17, Northumberland 12, Nottinghamshire 32, Oxfordshire 30, Pembrokeshire 8, Rutlandshire 1, Shropshire 28, Somersetshire 50, Staffordshire 67, Suffolk 32, Surrey 58, Sussex 72, Warwickshire 45, Westmoreland 2, Wiltshire 25, Worcestershire 86, Yorkshire 144.

17,476. Has it come to the notice of the trustees that boards of guardians reduce or refuse help to those receiving pensions?—Yes.

17,477. (*Mr. Johnson.*) Is it within your knowledge that a great number of the pension societies in England advertise either their vacancies or the result of their elections?—Yes, it is. Gardner's Trust publishes its report every year, and in that report it states the pensioners; that report is published in the "Times," the "Standard," the "Morning Post," and the "Daily Telegraph."

17,478. (*Chairman.*) Who is the chairman of the trust?—The chairman is elected annually. The chairman has been till lately Lord Kinnaird. He has just died and we have not yet filled up his place with a chairman for the year.

17,479. Have Gardner's trustees any idea of establishing a workshop or workshops for the blind in the metropolis or elsewhere?—No, they have not entertained any idea of that sort. We are at liberty to assist existing institutions by our scheme.

17,480. Your Trust does not propose to take the initiative in starting fresh workshops, but merely to support existing institutions?—Yes.

17,481. Since your secretary gave evidence, can you tell the Commission whether your Board have considered the question again?—No, they have not reconsidered it.

17,482. (*Mr. Johnson.*) But you do virtually assist workshops by giving them grants occasionally?—Yes, we have power to do so, but we have not started any of our own.

17,483. (*Chairman.*) Since your secretary gave evidence, there has been no other proposal to make any alteration of their Trust than that which you have indicated?—No, nor do I see any likelihood of their proposing any other alteration at present. Of course Gardner's trustees will necessarily be influenced very much by what this Commission may report.

The witness withdrew.

Dr. W. Moon examined.

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17,484. (*Chairman.*) You have been engaged for a very long time in work connected with the education of the blind, especially that of embossing books for the blind?—It is now 47 years since I first took to the work in connexion with the education of the blind.

17,485. What were the types in use when your type was first started?—Lucas's, Frere's, Alston's, and Gall's.

17,486. Have you any idea what proportion of the books printed for the blind are in your type?—There are more books in my type in this country than in any other type. We have altogether, large and small volumes, 490 in English; of those, 127 would be books of the Bible and single chapters. There are 183 foreign books, so that there are 673 English and foreign together; we have also portions of Scripture in 343 languages, sufficient for missionaries to teach any blind persons they may meet with abroad; as soon as they have learnt to read those portions of Scripture, we prepare chapters and so go ontill we complete a gospel.

17,487. Is your work carried on by the aid of voluntary contributions?—Entirely by voluntary contributions. I give my time to it quite free. All the buildings, plant, &c., I have put in trust. There are five trustees, namely, Lord Mount-Temple, Sir Charles Lowther, the Right Honourable James Lowther, and myself and daughter.

17,488. The premises and the machinery and all your plant are in trust for the benefit of the blind?—Yes; I have given a piece of ground worth about 3,000*l.* for extension of buildings; then the Gardner's Trust kindly gave 1,000*l.* to have the premises enlarged,—that is to say, the last enlargement that we had,—so that now we have sufficient room for some time to come. We stereotype everything we do, so that in case I was called away, the work would go on with the plates that have been already made. Then my daughter has rendered me very great help during the last 25 years.

17,489. Are the books at their cost price?—No, below cost price; that is to say, there would be nothing charged for setting the type, nothing for rent of premises, and nothing for wear and tear of machinery. Some of them would just clear the paper, embossing, and the binding.

17,490. Then there is no hope of books for the blind on your system being very much cheaper than they are at the present time?—No; there is nothing whatever of a commercial character about it; everything is of a charitable nature from beginning to end; for instance, supposing any book is wanted, the plates have to be stereotyped first, for which the money is raised, and then the books are printed.

17,491. Is the cost of setting up the new type considerable?—Our large size plates at present cost us about 3*s.* each,—that is to say, for material and the setting up,—so that a book with 100 pages would cost us 15*l.* for the smaller-size type, and 12*l.* 10*s.* 0*d.* for the larger type. This latter would cost 2*s.* 6*d.* per page. The book would be sold half bound for 3*s.* 6*d.*, the book consisting of 100 pages. It would not pay any printer to print and sell those books under double that price. Some years ago a Quakeress came to me and said, "I think your books could be "printed much cheaper if you were to let some large "firm in London print them." I said, "Very well, "if you think so I am quite willing to have it "tried." So I gave a firm an order for 25 copies (lending them our stereotyped plates), and when the bill came in the books that we should have sent out at 10*s.* 6*d.* they charged me a guinea for. I told this lady, "Now I have proved to you that other people "cannot print the books cheaper, you ought to pay "the extra money," but she did not see that. We have now more than 45,000 plates in English and in foreign languages. Suppose our plates were put out for a London firm to make of copper they would charge 8*s.* per plate after we had set up the type; we shall do them for something like 3*s.*

17,492. Do you know the American type?—Yes.

17,493. Do you prefer yours to that?—Certainly so. Four years ago I went to America and I heard there were 50,000 blind in the United States. I went to an institution in Philadelphia where they had about 200 inmates, and there were 30 adults at that time in the institution, not one of whom could read the

American type. I took over some books to give them as a present from Sir Charles Lowther. We unpacked the boxes on a Friday and gave the books out on Saturday, and the following Saturday there were 114 of the inmates able to read the books, and the 30 who could not read at all before were of that number.

17,494. Was that on account of the shape of the type being more easily tangible to the blind?—Yes, on account of the simplicity and clearness of the type. I can say confidently that out of the 50,000 blind in the United States, at the very outside you would not get more than 8,000 or 10,000 to read the American type. I consider that there are 40,000 blind in the United States requiring our books. I established a home teaching society in Philadelphia, and they are mailing the books to various parts of the United States, right across to California. We have another one at Chicago, another close to Pittsburg, and if we had only the means and I were to go over and work there, I have no doubt we should get home teaching societies established in a very large number of places in the course of a few years.

17,495. Do you think that there ought to be only one type for the blind, and that type yours?—I would not say that. I would say this, that out of 30,000 blind that we might have in the United Kingdom you would find that fully three-fourths of them could not read the Roman letter type, not in the size it is printed; but you would find that it is only quite the very aged and infirm blind that are not able to read ours; they read it up to 90 and 95. Last year I was with an old lady in very good circumstances residing in Edinburgh; she was 95 years of age, and had become blind at the age of 92. She learned to read my type in about half an hour; she had tried Braille, and she could not manage that, and she could not manage common letters, but she learnt mine directly. When I went to wish her good-bye, she said, "Never pray "for me to have my sight, so great has been the "pleasure and comfort your type has afforded me. "I never knew before what I now know of my Bible, "though I have read it all my life, and have been a "church-going person, yet it has never been to me "what it has been the last two years. I would "rather remain blind the rest of my days than lose "the comfort these books have afforded me." A lady who came over from Sweden two years ago told me the same thing.

17,496. Does she read English?—No, Swedish.

17,497. Are books in Swedish printed in Moon type?—Yes, I sent away 90 volumes about a fortnight ago.

17,498. Supposing Braille, which is used to a very great extent, and Moon type to co-exist, do you think the Moon type should be taught first, before the Braille type, to young people, or do you think that the Braille type should be taught first and the Moon type afterwards?—I find that they teach them Moon first generally, and then they learn Braille more easily. The Braille type is useful for children, but as soon as they come to work at basket-making or anything of the kind, that hardens the fingers, they are not so well able to read it.

17,499. You think the fingers become less sensitive as they get older?—Yes, then they must throw Braille aside.

17,500. You think it desirable that children, though they should be taught Braille, should also be taught Moon, and that they should be taught Moon first?—If they are not taught Moon when children, they will learn it when they grow older, because Braille would be of no use to them. If I thought Braille better than my own I would take it up directly, and throw all my efforts into it, but the blind would not allow me to do that, because at the present time I have not less than 1,000 volumes ordered that we have to supply.

17,501. Do you think that the State might be asked to give books to the blind gratis, as they used under the Education Acts to supply books to schools?—I should say it would be a very great boon, or if they could increase the number of volumes in the free lending libraries which have been established in connexion with the home teaching societies. I estimate that these societies lend upon the average something like 200,000 volumes a year in my type.

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17,502. All over England?—In Great Britain and Ireland. Take the London Home Teaching Society, for instance; they have taught during the last 10 years more than 2,700 persons to read, and more than half of them are over 50 years of age, some 70 and 90 years of age, and they have lent from their free libraries during that time upwards of 55,000 volumes. Now these very individuals, if you had given them Braille books, would not have been able to read them. I am not speaking against Braille. I do not wish to be understood to do that, because I believe Braille's is doing much good among the young blind, and such as have a delicate touch. A great many advocate Braille's who would not throw their strength into mine. Lots of things are taken up by people; they will work very hard at what is their own hobby, when they will not lend a finger to what is being done by anybody else.

17,503. The free libraries of which you are speaking are in connexion with the home teaching societies?—The home teaching societies in the different towns where they are established.

17,504. These home teaching societies from a small number have become a very large number?—Yes; we have more than 80 libraries altogether, and we are getting home teaching societies and libraries in connexion with them established in America, Australia, and Sweden. There is one great thing in our system, which is that there is the full orthography with the exception of the endings, ing, ment, tion, ness, so that there is a certainty in the reading of the type. Braille, unfortunately, is very contracted, which renders it not so certain in the reading; still blind children do read it remarkably well. Some children can learn anything.

17,505. What circulation is there on the Continent of books in the Moon type; is it large?—No, I cannot say that it is—not in France or Germany; it wants someone to travel there, and interest the people on behalf of the blind. I have been urged strongly of late to go to Paris, and start a home teaching society afresh there, as I did some 25 years ago; but when the war came on it had to be given up. In Berlin we started a home teaching society in 1862, and a blind woman, the first one I taught there, who had been trying to learn 18 years by the common letters and could not succeed, learnt my type in about half an hour. A Jew learnt next; he was started as a home teacher, and in about a year and a half he had 100 readers in Berlin. I learnt all the different systems that were out when I first went blind, the common letters, which I could read when I had my sight, then Lucas's, Frere's, and Gall's. I tried with a poor boy for five years, and I could not manage to teach him by Frere's, which I found to be the clearest type for the touch. During that time I made it a matter of frequent prayer, and in answer God put a plan into my mind, by which, in 10 days the poor child could read easy sentences. The next thing was to provide him with books. I soon found that it was an expensive affair to emboss them, and this also I made a matter of prayer, and God began to send in means, and from that hour to this the little stream has never stayed, and it has gone on widening and deepening, and the work has developed to a much greater extent than I ever thought it would, because no man that I am aware of before me had ever put embossed type into more than three languages, and here it is in 343 languages; the sun never sets on our books, so widely have they gone into the world. We are now preparing some in Hindostanee and Russian. We are doing a primer in Russian, and we have portions in nine of the Chinese dialects.

17,506. What number of people do you employ in your works?—Twelve. I hope you will not think

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me boastful in what I am about to say, but if I had the funds for it, we could find sufficient employment for 100 compositors for the next seven years to come, and take nothing new in hand, and we could find employment for 30,000 missionaries for the next 20 years to come, and at the end of the 20 years there would be as much for them to do in searching out the blind and teaching them to read as there is now, because by that time most of the blind of the present day would have died out, and others would have become blind. Take the United Kingdom, for instance; I should think that upon the average there are 3,000 blind people dying in Great Britain and Ireland every year, so that you see in ten years a number equal to the present living blind would have died, and an equal number of others would have lost their sight. There are not less than three millions of blind in the world, and not less than 300,000 die every year; and it is a solemn thought, that many hundred thousands must die before missionaries can reach their case. There would be plenty of employment for the next 20 years to come for more than all the missionaries of the various missionary societies in the world put together.

17,507. Have you any views with regard to the best education for the blind; a literary education is no doubt desirable, but do you think industrial education is useful for the blind?—I think it is a very great point to find some employment for those who are capable of working, but there are over 8,000 that are over 65 years of age, and it cannot be expected that they can work; then there are over 14,000 over 45 years of age. Blindness apparently begins as a rule when people are about 33 years of age; the number of blind that are young appear to be about 10 per cent. of the mass, under 15 years of age. I would say, then, if you take into consideration that one half of our population die under 10 years of age, you will see that a large proportion of that one tenth of young blind would die under the age of 10. It is a very great point to find some kind of employment for the blind, but then if they learn some trade, as they do at workshops and institutions, when they get home the difficulty is to get rid of what they have manufactured. Many of them are not likely to make baskets and other articles so well by themselves as when they had the teacher's eye upon them, while in the institution or workshop.

17,508. (*Dr. Armitage.*) You said that the blind when they grew old were no longer able to read Braille; are you speaking of your own experience?—I am speaking of a large experience I have had, derived from accounts from the blind themselves, also from the home teachers.

17,509. Are you aware that blind persons up to 80 years of age and even over have learned to read Braille?—I have known very few such cases.

17,510. You have known some?—I am wrong in saying I have known any at the age of 80. I have had this from several, that they have pored over Braille and have got quite out of heart about it, and that then they have met with mine and learned it in about a quarter or half an hour.

17,511. You know for a fact that some old people do learn Braille?—I cannot say that I have known or heard of half-a-dozen cases where blind persons over 60 years of age have learnt Braille. Do not misunderstand me. I do not say that there are not such persons, but I have not heard or known of so many as two such cases.

17,512. Do not you think that you would be always more likely to hear of failures than of successes?—No, I think not.

17,513. If an old person had set to work to learn Braille and succeeded perfectly and used it, would you be likely to hear of it?—I think it is possible I should, because I have a very wide correspondence with the blind; I receive applications for books every day. I do not want it to be understood that I am speaking against Braille. If I were to say all I know of Braille, and all I feel about Braille, I should run it down very much indeed, and could justify what I could say upon it, but I do not want to do that. I am pleased with anything that is done for the blind that people bring forward if it is only a little benefit to them.

17,514. If an old person learns Braille, and likes it so well as to use it exclusively, do you think you would be likely to hear of such a case; why should they write to you in such a case?—I beg your pardon; such a case would naturally get talked about by other persons who had met with it, and in this way reach me. A letter was received by me not more than a month ago from a woman in California who had learned to read Braille, but when she took to work she could not read it any longer, and then she thought she would never be able to read again; but some person met with her who read my books and who lent or gave her a book, and she learned to read my type directly; and then not knowing where to purchase my books in America, she wrote to me and asked how she could get them, and she told me what I have told you, that she was obliged to throw Braille aside because her fingers had got too hardened.

17,515. We have had it in evidence that there are many basket-makers who having learnt Braille at school continue to use it; do you know of any such cases?—Yes, I think I met with some in America. I did not hear them reading Braille, but I was told that there were some who did read it. I know that there are many of the blind who can write Braille, but who cannot read it after they have written it.

17,516. You were saying that owing to the contractions in Braille, it was not easy to make it out—that the contractions caused a great difficulty?—I know that is the case myself.

17,517. Did you mean by that the difficulty in recollecting the contractions, or that it interfered with the spelling?—The spelling is altogether imperfect in Braille; they do not profess to give orthography with any accuracy at all.

17,518. Are you aware that in contracted Braille every letter is expressed; that orthography is a thing that is particularly attended to in contracted Braille?—I cannot understand that, for this reason: there are special contractions in connexion with the Psalms alone printed by the Bible Society; therefore, if there are those additional contractions, there must be other contractions, and consequently, if you have such a variety of contractions, I do not see how you can have much regard to orthography.

17,519. Are you not aware that all contractions in Braille, with the exception of two or three, are orthographic contractions which express the full spelling of the word?—I cannot understand how that is, because if you only express about half the letters in a word, you cannot fully indicate the orthography.

17,520. Do you know how the word "them" would be written in contracted Braille?—No.

17,521. (*Chairman.*) Do you write Braille yourself?—No, I learnt it, but I gave it up. I do not know the contracted Braille.

17,522. (*Dr. Armitage.*) You do not know then that if you take the word "them" in the contracted Braille it is written with one sign for "the" and another sign for "m"?—Supposing you were going to write "themselves" what would you do?

17,523. Then you write the contraction for "the," then the contraction for "m," and then the rest of the word. The point I wish to bring out is that every letter is expressed?—I should like to look into that again when I am at home. I have a list of the contractions; as I understand, the whole of the letters are not expressed in the words, but there are a set of contractions for certain letters not expressed.

17,524. Do you believe if a child writing, in contracted Braille made faults in spelling, those faults could not be detected at once by a person who knew how to spell?—In the letters we get from people who write Braille the words are not all spelt alike; and if one person writes me two letters there are more contractions in the one than in the other.

17,525. The question of the value of Braille, or any other system, for educational purposes, depends upon this: whether an exercise written by a pupil in contractions can be tested as to spelling as closely and as certainly as if it was written without contractions?—I have no doubt you have the same thing in Braille that you have in Frere; there is the word "Iconium," for instance, that you may spell in 30 different ways, and not break a single rule, and yet not spell the word right.

17,526. Are you aware that Frere is phonetic and not orthographic?—Yes.

17,527. One is a system in which words are spelt according to the sound, and the other a system in which the words are spelt according to the letters?—Yes.

17,528. (*Chairman.*) Take the word "handy," which, we will assume, is writen by first a contraction for "hand" and then another for "y." Do you mean that different writers who write to you in Braille would have different contractions for "hand"?—Take that as an illustration, it is so; and moreover, they use the same contraction for more than one syllable.

17,529. You might have a contraction to be used with every word ending in "ation"?—Yes; I know that in this version of the Psalms in Braille, to which I have referred, which is printed and circulated by the Bible Society, there are special contractions that are not found in other books. They may go on contracting to make the books smaller, but then your readers must go on learning these new contractions. I could make my books a fourth of the size they are now by using contractions, but if I did that my books would be almost useless.

17,530. (*Dr. Armitage.*) You have begun to use contractions, have you not?—Very few. We have always had contractions for "ing," "ment," "tion," "ness," and for "Lord," "God," "Jesus," and "Christ;" the first letter in each of those words standing for the word; and now "t" with a dot over stands for "th" in a word, and "the," when standing alone; but not for the pronoun "thee," so that there is never a chance of any mistake.

17,531. (*Mr. Johnson.*) In fact the advantage of your type you consider to consist in this: that it is easy to be read and that there are fewer contractions than in Braille?—Yes.

17,532. You have been telling us a good deal about Braille; are you aware that there are several systems of Braille in use among the blind?—I know there are differences, because they are quarrelling about it in America. The Braille is no longer one system.

17,533. The Braille system that is used in France is not exactly the same Braille system that is used in England?—That I am not quite certain about.

17,534. I suppose that in your type you have printed a great many educational books?—Yes; we have Nelson's Royal Reader; the first four and a part of the fifth; we have also a book on astronomy, a history of England, a grammar, geography, a spelling book, and several other educational works, and a part of the public school primer.

17,535. Are those books used by the school board now for primary education?—They did begin to use them for a time in the London School Board, but Braille has superseded them, because the teachers are taught to teach Braille.

17,536. As I understood the School Board of London resolved that not only Braille should be taught but Moon. Is Moon still being taught in the schools of the London School Board?—I do not think it is. One of the teachers told me she taught Moon before she taught Braille, because she found it easier to work that way, but they have not ordered books from us for several years.

17,537. As I understand, lately the school board have passed a resolution that the children should be instructed in the Moon type?—I understand that there was such a resolution come to.

17,538. Were not you communicated with to supply books?—Yes, we stereotyped some books for the school board.

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17,539. You were asked by the London School Board to supply them with books for the purpose of instructing blind children in their schools?—We were, and they gave so much money towards stereotyping three books.

17,540. Are you aware whether they still continue to instruct the blind children in their schools in Moon type?—I do not think they do. I should imagine that they have nearly or quite discontinued the instruction of children by my type, because they order no fresh books, and the old ones must be much worn if still in use.

17,541. Have you any idea in your own mind why they should discontinue it?—Yes.

17,542. Will you tell us the reason?—I should prefer not, as I have no personal knowledge of the reason.

17,543. You told the Commission just now that the school board had made a grant to you for printing certain books; was that made to you direct from the school board?—Direct.

17,544. As an encouragement for you to print a certain number of educational books?—Yes, for their own use.

17,545. Did you print those books on receiving that grant?—Yes.

17,546. At the order of the school board?—Yes.

17,547. And for the use of the school board?—Yes.

17,548. Were the books for which you got the grant educational books which could not have been supplied in any other type but yours?—They were not in existence at that time on any other system that I am aware of.

17,549. The School Board of London were anxious to instruct their blind children in Moon's type in a particular set of educational books which were agreed on by the board to be used in instruction?—Yes.

17,550. They had not those books by them; they asked you to produce those books, and they gave you a grant provided you would produce those books?—Yes.

17,551. You did produce those books?—Yes, and supplied them.

17,552. And have you supplied those books to any other institution except the London School Board?—Yes, to the blind schools.

17,553. The school board considered that there was a necessity for printing books in your system?—They did consider so, because they gave a grant for it; and moreover one of our home teachers used to go to the schools at that time to give instruction to the blind scholars, also to the monitors as to how it was to be carried on till he came again; and moreover the school board went to extra expense and had the books illustrated with raised pictures. Furthermore, we had to print them not in our ordinary size and shape, but of a particular shape that should suit their desks.

17,554. You do not know of your own knowledge that your system has been discontinued and superseded by another system?—I know that the blind children in the schools are being instructed, and I know that they have not had any additional books from us, and that those books which they did have from us must by this time be greatly worn, because it is ten years ago or more. I have also heard from one of the teachers themselves that they teach Braille.

17,555. I understand you have all the books necessary for the first four standards printed on your system?—Yes, and part of the fifth.

17,556. Then your society could supply the preliminary educational books to any school board established under the present Code?—Yes, quite so; and if we finished the fifth and sixth then it would be complete from beginning to end.

17,557. Of course, you are an advocate for your own system; but supposing it was not your own system, should you say that there was a necessity that it should be continued in our elementary schools?—I should, for this reason: blind people must come to it

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sooner or later after they leave school, and moreover, they have the use of our books in the free libraries, many of which are books that they could not get upon another system.

17,558. You find that the demand for your publications is pretty steady and continuous?—If we had ten times as many books as we now have, there would be a demand for them. The blind are always crying out for more books.

17,559. What would be the ages of the greatest number of your readers?—I suppose we have more readers over 50 years of age than under; we have a great many under that age, but the majority would be over that age. When you find that 14,000 odd of the blind are over 45 years of age out of 22,000, that shows at once that we should have a larger number of readers that are adult than we should have of children. The children can learn my system quicker than they can learn the other, that is an undeniable fact. I do not say they do not learn Braille quickly, or that they do not learn the Roman letter soon, for a quick child will learn almost anything if you are patient with it. There is another thing I would refer to while I think of it. I think it is a very great pity that in the London School Board they do not teach the blind children the ordinary writing, but if they did that they must have sighted teachers to see how they did it. I do not say blind teachers do not teach well, but they could not tell how the children made the strokes with the pencil.

17,560. You have spoken about writing. You would advocate blind children being taught the ordinary writing of the seeing or the ordinary Roman characters?—Yes.

17,561. And you have invented a machine yourself which enables blind persons to write in the ordinary characters of the sighted?—Yes, I have here (*producing a machine*) eight different modes of writing. If a person does not like one he can take to another. This machine you can use for ordinary writing, for writing my type either with a style or with pin type, or for writing Braille. This is the tablet, and you can use either one of the eight systems you like with it. A quick blind child would learn to write by this mode quicker than a sighted child would by the ordinary mode.

17,562. That is to say, in the ordinary letters of the sighted?—Yes, writing letters as we write. This is so formed here that if you pass the pencil round so, you make the letter "o"; then after you make the "o" you draw the pencil down that side so, which makes an "i"; when those two are made you put the "o" and the "i" together, and that makes "a"; open this a little higher and you get "l"; add the "l" to "o" and you get "d"; then if you open this and draw it so, that makes the "j"; add that "j" to "o" and you get "g"; and so in that way a blind child learns to write quickly, but it must have a sighted teacher to see whether it does it right or wrong.

17,563. You think blind children should be supervised by sighted people in education generally?—Yes. Clever as a blind person may be, give him his eyes and it makes something more of him. I have been blind 47 years; if I had had my sight I could have done much more and done what I have done easier. It is very wonderful what some blind people do, but if you could give them their eyes they would do more still, and do it easier.

17,564. With regard to your printing society, it is entirely a charity, is it not?—Yes.

17,565. Did I rightly understand you to say that you have given the ground or part of the ground on which your establishment is built?—I have given 3,000*l.* worth of ground.

17,566. Ground upon which your establishment now stands?—Upon which part of it stands.

17,567. The plant was paid for, or rather subsidized partly by Gardner's Trustees and partly by Sir Charles Lowther?—By Sir Charles Lowther and others; the work has been going on now for 40 years.

17,568. Then your subscriptions go towards the expenses of working the establishment?—Yes, entirely so.

17,569. Are your accounts audited every year?—Yes, by a public auditor.

17,570. They are audited for your trustees?—Yes.

17,571. Are they published?—They are printed with the auditor's name.

17,572. You were good enough to give a large portion of the ground to the trust, and you merely live upon the premises?—I live upon the premises to manage the work, to which I give my time free.

17,573. You get no stipend?—No; but I could not give my time free to carry on the work if I had not my independent income.

17,574. You give your time and energy to carrying on the work without remuneration?—Yes.

17,575. You live in one portion of the building, and that is the only advantage you get?—Yes; I raised the money and put up the building. I had to bear the heat and the burden of the day in raising all that money. The work daily increases. My daughter writes quite two thousand letters a year for me, besides what my secretary and myself do.

17,576. You told us that in Berlin there are 100 readers of your books; have you any idea whether any blind people read them in France?—I cannot say how many read them in France, because I broke up the mission when the war came on. I had not funds to carry it on, therefore the work was given up. I have lately been written to by Miss Verner, who tells me there are 2,000 blind in Paris that want to be taught to read.

17,577. You have had great experience with regard to the blind generally; would you instruct them in trades generally speaking, in preference to devoting any large portion of time to instruction in music?—With regard to music I should say this: of the many directions in which effort has been made to teach the blind something with a view of enabling them to earn a livelihood, I think that music, previous to the time of Dr. Campbell taking it up with such thoroughness, cost more time and more labour, and produced less result than anything else.

17,578. I suppose you are in favour of teaching trades rather than music?—Yes; as regards music, let those learn music who have really a talent for it, and only those, and do not waste so much money upon it.

17,579. Do you think music gives a profitable return for the time and labour spent in teaching it; are there many people who are doing well in music?—There are some, but there are many who go upon the street and get their living there. According to the returns made by our home teachers, who have made a great deal of inquiry about it, it appears that there are a great many from one institution and another that have gone out on the streets to play music after they have left the institutions.

17,580. Playing in public-houses?—Playing in public-houses and in the street.

17,581. (*Rev. Mr. Sleight.*) Have you ever been a teacher of the blind yourself?—When I first became blind I learnt to read the different systems, then I purchased some books, then I wanted something to occupy my time, and I found several blind adults and children in Brighton, whom I gathered together at my mother's home in a class; the class gradually became formed into an institution, the Brighton School; that institution I attended for years, and then I gave it up because this other work occupied all my time.

17,582. What system was adopted at that school while you had anything to do with it?—My system, but they have now discontinued teaching it, and introduced Braille; but why or wherefore I cannot tell you. That was where my system had its origin. I am an honorary visitor of that institution, but I never go there now.

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17,583. Do you employ any blind persons in your printing establishment?—No, they would be of no service to us.

17,584. With regard to aged people, is not there some advantage in their learning the Roman system in addition to Moon, or even in preference to it, from the fact that it is the type of the seeing?—You cannot get them to learn it after they have learnt mine; they would not be bothered with it.

17,585. Is not it an advantage that they should learn the Roman system, seeing that it is the type by which they can communicate with their friends who have sight?—Yes; we make stamps with Roman letters at one end, with my characters on the sides that they can feel, so that they can stamp what they have to say in Roman letters and send it to their friends; they adopt that plan in Philadelphia and other places in America, and in Bristol and several other places in this country.

17,586. If the demand for books in your type for educational purposes was increased, would it not be possible to make your establishment commercially successful?—No, that could never be. The more we printed the more we would lose.

17,587. Did the grant that the London School Board gave for those books pay the entire cost?—It paid the cost of the material and the labour; that is to say, setting up the type and the material for the plates. It did not go beyond that.

17,588. Then could not you now issue the Royal Reader very cheaply?—We issue it now below its cost price. There is the paper and all the material to be supplied, and then there is the workmanship.

17,589. Will you tell us the price of the Royal Reader now?—The No. 1 Royal Reader is in two volumes, each volume 11*d.*; No. 2 Royal Reader is in four volumes, each volume 1*s.* 4*d.*; No. 3 Royal Reader is in three volumes of 100 pages each, and each volume is 3*s.* 6*d.* All our books of 100 pages are 3*s.* 6*d.*, half bound. Royal Reader No. 4 in five volumes, each volume 3*s.* 6*d.*, and the sixth volume is 2*s.*

17,590. (*Chairman.*) Could you furnish us with your correspondence with the school board?—I will send it to the Commission if I can find it. I have no doubt we have it, though it was 12 years ago. There was a conference held in London at the time, before the school board decided upon what they would do, Dr. Campbell was there and several others connected with reading for the blind, and I remember Dr. Campbell saying this, that when he was tired he turned to my books for recreation; he found the type so much simpler than the other.

17,591. (*Mr. Johnson.*) Was that remark of Dr. Campbell's reported?—I do not know. I was very much struck with it at the time, and he said it very heartily. If my system was not a more simple one, and better adapted to adult people, we should not be able to get on, they would all go for Braille or these other systems; instead of that, every year we are increasing; if we had ten times the number of books that we now have there would be a demand for all those.

17,592. You have so many orders that you could employ more workmen if you had the means?—Yes, without taking anything more in hand than I have already laid down. I could find work for 100 compositors for the next seven years to come. Some day I must die; when I am gone somebody else must take my place, and must be paid for what is to be done, and all that will add to the expense of the work.

17,593. (*Rev. W. Sleight.*) Do you know why it is that the Brighton school in which your system was first introduced has discontinued the use of it, and adopted Braille?—I have not the slightest knowledge of the reason. They were the finest readers in the country at the time I was there; they read as well as sighted people.

The witness withdrew.

Adjourned till to-morrow at 12 o'clock.

No. 6, Old Palace Yard.

Friday, 20th May 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.

CHARLES E. D. BLACK, ESQ., *Secretary.*

The Very Rev. HERCULES HENRY DICKINSON, D.D., examined.

The Very Rev. H. H. Dickinson, D.D.

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17,594. (*The Chairman.*) You are the dean of the Chapel Royal, Dublin Castle?—Yes.

17,595. And you have all your life been connected with institutions for the deaf and dumb in Ireland?—Since I was a schoolboy. In 1844 I became connected with the deaf and dumb institution as a member of the juvenile committee. I have been connected with it for more than 40 years.

17,596. Two of the three principal institutions for the deaf and dumb in Ireland are in the neighbourhood of Dublin, are they not?—Yes; the Claremont Institution, the oldest, was founded in the year 1816; the Belfast Institution was founded in the year 1831; and the Cabra Institution for Roman Catholics was founded, for girls in 1846, and for boys in 1857.

17,597. You are probably acquainted with the census of Ireland of 1871, and with the report, which is a very full one, on the deaf and dumb in that country?—Yes.

17,598. Have you examined carefully that census return?—Yes.

17,599. Is it, in your opinion, and in the opinion of those best qualified to judge, an accurate return?—I think so.

17,600. It states that the number of deaf and dumb in Ireland was 4,747 in 1851, 4,930 in 1861, and 4,467 in 1871, and that it had decreased to 3,993 in 1881; do you think that there is a real decrease, or is it only that there have been persons included as deaf and dumb who ought not in the previous instance

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to have been so included?—I think there is a decrease.

17,601. Have you any reason for that belief derived from your connexion with the different institutions?—Yes, on the whole.

17,602. Has the number of applications to the different institutions proportionately decreased?—It has. I usually write the Annual Report of the Claremont Institution, and in the last report I refer to that matter. Here is what I have said: "It would appear "to the committee that deaf-mutism has diminished "among the members of our own and kindred com- "munions. This may arise from a proportionate "decrease in the population, but partly, it is to be "hoped, from improved habits of living, better "sanitary regulations, less frequent and continuous "intermarriages, and consequent diminution in the "transmission of hereditary tendencies, and various "other causes." Deaf-mutism is frequently the result of scrofula; caused in some cases by scrofula affecting the drum of the ear; and in proportion as scrofula has diminished, deaf-mutism has decreased. Scrofula has diminished with improved habits of living, and also the hereditary tendency to scrofula diminishes with the diminution of intermarriages of mutes and others consequent on the facility of interchange of place by the opening up of the country.

17,603. It has been stated that congenital deaf-dumbness is greatest in certain counties; have you observed that to be the case?—I think so. I have the relative numbers, and I think it is borne out that it is in a great degree local. Wherever the habits of living are lowest, deaf-mutism is most to be found.

17,604. Do you think that deaf-mutism is caused at all by the consanguinity of the parents?—I have not found that deaf-mutism is itself hereditary, but the scrofulous tendency is, no doubt, hereditary. It may develop in other forms, but it is admitted that it is hereditary. The total number of deaf and dumb in Ireland was 3,993, and the number of the dumb who were not deaf was 1,143.

17,605. Are those idiots, more or less, who are dumb and not deaf?—Some of them are idiots, but not all, because I find that there are only 353 such persons unsusceptible of education in the whole of Ireland, that is to say, deaf and dumb idiots.

17,606. It is very often said that there is no such thing as a dumb person unless he is an idiot; that they are only dumb because they are deaf; have you many cases in which you can ascertain that they are dumb and not deaf, and yet are not idiots?—I do not myself know of many such cases, only three or four; and even then I think there is some mental deficiency, though they are not absolute idiots. They might be taught the use of their hands, and things of that kind.

17,607. Have you any cases of that kind in the institutions in Ireland?—Only one that I know of, and that was just on the border-land.

17,608. Supposing that they were idiots, would you send them to an idiot asylum, or would you keep them in your institution?—We could not keep them, our object being educational; and it is very difficult to get them into an asylum for idiots, because there are very few such asylums independent of the work-houses, and they would not select them, because they do not take in hopeless cases.

17,609. Have you any asylum like Earlswood Asylum, or the Northern Counties Asylum at Lancaster, for the reclamation and education of idiots?—Yes, near Dublin; it is called the Stewart Institution, and it is situated at Palmerston, Chapelizod, not very far from the Phœnix Park, in Dublin. That institution is for idiots in whom there is some capacity. I find that there are 3,037 uneducated deaf mutes in Ireland.

17,610. Do you agree with the suggestion which is made in the census return, which quotes a suggestion made by the Census Commissioners so far back as 1871, which is this, that Her Majesty's Government should make it compulsory upon the poor law guardians to send all deaf and dumb children in their respective unions dependent upon them for support to the institutions for the instruction of that class, or that some State provision should be made for their education, either by instituting special schools in connexion with national education, or by granting aid to those already in existence?—Certainly; I think that leaving such payments optional is a great gap in the whole system.

17,611. Do you find that the poor law guardians refuse to send to such institutions the deaf and dumb children of parents who are unable to pay for their children?—There is a very great difficulty in persuading them as to the duty and as to the economy of such a course. Poor Law guardians stand face to face with the question, "Shall these be pupils receiving "State aid for eight years, or shall they be paupers, "and possibly criminals for life?" and they, being short-sighted, prefer the present economy of saving the expenses of education, while they entail upon public resources a life burden.

17,612. I suppose there is great unwillingness on the part of the parents to part with children suffering from that infirmity?—No, I do not think the difficulty arises from that.

17,613. Does the difficulty arise from their unwillingness to pay?—Sometimes in Ireland it arises from their inability to pay. We had a case at our last committee meeting of a farmer in very reduced circumstances, as many farmers are in Ireland, and with several children, and he said that from local circumstances it was impossible for him to make application to the local guardians, who, he thought, would not grant it; so we took in the child wholly gratuitously, without any contribution.

17,614. In your institution have you many children who are sent by the guardians, and who are partly or wholly supported by the guardians?—We have 11 children, who are paid for by the guardians, but not wholly. The 15*l.* a year merely covers the cost of maintenance.

17,615. Is 15*l.* the maximum payment that is made?—Yes.

17,616. Can the guardians in Ireland, as they can in England, subscribe 25*l.* for the maintenance of a deaf and dumb child in an institution?—I do not think so; they never do. Of course 15*l.* does not cover the cost of education and maintenance.

17,617. Can you give the numbers in the different institutions in Ireland?—At Cabra there are 363; at Belfast there are 76; and at Claremont there are 40. Of course the great argument for giving State aid is that people in the same rank of life, if they had their full senses, would receive State aid through the National Board towards education, and they are absolutely at a disadvantage in consequence of what ought to constitute an additional claim.

17,618. Have the deaf and dumb children any difficulty in obtaining a livelihood after they leave your institution?—No, we have been enabled always to provide for the girls as domestic servants, and for the boys chiefly as tailors and shoemakers, and sometimes as printers.

17,619. Do you teach them any trade?—No, we tried to do so.

17,620. Did you find that it interfered with their education?—Yes.

17,621. Do you teach them in any way to use their fingers?—Yes, the girls are all taught needlework, and we have a farm, and the boys are all taught farming and gardening.

17,622. What acreage of land have you at your disposal at the school that you are speaking of?—We have not more than about three acres, I think, under cultivation. The average number in the institution that I am connected with was upwards of 100 every year; but ever since the Cabra Institution has been established the Roman Catholic deaf and dumb children have naturally been sent there. As long as ours was the only deaf and dumb institution in Ireland, the Roman Catholic children were sent to us. Of course we have no fault to find upon that score.

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17,623. How many years do you keep them in the institution?—We take them in at about six or seven years of age, and keep them on until they are about 15.

17,624. Do you think it is desirable that the deaf and dumb should have at least eight years' instruction?—I think so, especially under the oral system.

17,625. Of course they have the disadvantage of starting with very much less knowledge than children of the same age when they come to school, and therefore they require nearly twice as long a time as ordinary children?—Yes, about twice as long a time; the work of teaching is necessarily so slow.

17,626. Have you any difficulty in getting good teachers, either on the sign and manual system, or on the oral system in Ireland?—We have been very fortunate. Our last teacher was an Englishman.

17,627. Where were your teachers educated?—We had a master who was educated, I think, at Manchester; but the present man was educated under his father in our institution; and we sent a man named Payne to Swansea, who got all his teaching in Claremont, and he is now, I think, the head master of the Swansea Deaf and Dumb School.

17,628. (*Rev. Mr. Owen.*) He can speak, but he is deaf?—Yes, he is very clever. He was deaf, but not entirely dumb. He got deaf in childhood, when he was four or five years old, like Dr. Kitto.

17,629. (*The Chairman.*) Have you any teachers of the oral system in your institution?—Our present master educated himself on the sign system, but we sent him over to learn under Professor Schöntheil here in London, and he was here for three months, and he acquired under him a knowledge of the oral system.

17,630. Has he been successful in teaching it?—Not as successful, certainly, as Mr. Schöntheil. Perhaps it is that the children are still in the transition stage, some of them having learned the sign language, and having to be untaught.

17,631. Do you keep those separate at all that are learning under the oral system, or is your school a combined school?—It is not a combined school. He has transferred them all to the oral system. Some of them were taught the use of signs, but he discontinued the use of signs as far as possible, and I notice that those who had been taught the sign language have not been very successfully transferred to the other system. The most successful pupils are those who begin from the beginning under the oral system.

17,632. I suppose that a certain number of them having been brought up under the sign and manual system, there is a system of signs used in the school indiscriminately between all of them in play hours?—It is discouraged as much as possible.

17,633. Still, I suppose, as a matter of fact, it exists in the playground?—Yes.

17,634. It does exist in most schools on that system, I think, where you have not absolute separation?—Yes. The master does his best to discourage it, but I think the children will not be prevented from using the signs.

17,635. Do you endeavour to encourage the parents to send their children as early as possible to your institution?—Yes; so far as our institution is concerned, we sent notice to all the clergy of the parishes throughout Ireland, requesting them to forward the names of any mutes in their parishes. We send round on a little slip attached to the report the following notice: "The clergy and laity throughout the "provinces of Leinster, Munster, and Connaught are "respectively requested by the committee of this "institution to make inquiries in their several "parishes, with a view to ascertain whether there be "in them any deaf mutes between the ages of six "and twelve, and to report to the office, as soon as "convenient, the names and circumstances of each "mute, in order that they may be placed upon the "list of eligible candidates as soon as possible."

17,636. What system of class books have you in the schools; are they such as are used in the Irish national schools?—No; they do use to some extent the national school books.

17,637. Are the books that you use written specially for your school?—No, I think the master uses an eclectic sort of system, and gets books wherever he can; we have no definite system.

17,638. Is there any examination of those schools by the inspectors in Ireland?—There is not. These schools are not under the National Board.

17,639. Is it, in your opinion, desirable that they should be under inspection?—One of my principal reasons for wishing for State aid is because the Government inspection would follow as a corollary upon that.

17,640. What form do you think State aid should take; should it take the form of a grant per child, or the form of payment by results, as in the ordinary national schools?—The grants are given to our national schools, but there are result fees in addition.

17,641. What system would you recommend with regard to deaf and dumb schools?—I should recommend a combination of both systems. I think that each school should receive a certain per-centage per head, and that as a stimulus to the masters there should be result fees exactly on the national system.

17,642. A double grant?—Not a double grant, because they might be calculated upon the basis of a certainty and of a possibility. The attendance fees are a matter that can be ensured to the master; the result fees are conditional.

17,643. It has been suggested by some of the English institutions that if the State would give 10*l.* per head it would be a sufficient grant; that is in cases where maintenance is required?—That would be on the same principle as in the industrial schools; but they have more than that; they have 7*s.* 6*d.* a week, I think. I think that 10*l.* a year is under the mark.

17,644. I think the Manchester proposal was that there should be a grant of 10*l.* and a certain amount per head besides?—I should have thought that, in the case of the deaf and dumb, there should be a larger grant than industrial schools, and that 20*l.* would not be too much altogether. My calculation would be 20*l.*—10*l.* for maintenance and 10*l.* for education; considering that a special education is required.

17,645. Do you think that the deaf and dumb should be kept in special institutions in preference to having school board classes, or classes in national schools for their day education?—The plan of day schools is only practicable and only useful in large towns. A great deal of money might be wasted in that way. It would depend upon the number. I think it is only by grouping that you can reach them.

17,646. The inspector in the Manchester division suggested that the school authority of the district should be empowered to send their deaf and dumb children to some institution, under inspection, of course, and to pay to that institution a yearly sum of 10*l.* for each child's education, not for maintenance?—That contemplates the day schools.

17,647. That sum is, of course, in addition to the cost of maintenance which at present can be paid for by the guardians; but a school board have no power t present to pay anything for the maintenance of children at an institution. How would you regard such a proposition as that?—It would be much more economical for the State to group the children of this special class, the deaf and dumb, into institutions where they would not only be more effectively taught, but more cheaply taught, than to make a vain attempt to provide special teachers for children scattered all over the country.

17,648. I suppose there would not be a sufficient number of deaf and dumb children whose parents reside in Dublin to make up a class?—Not at all. There was formerly a day school for deaf and dumb in Dublin, and the experiment was tried for about 25 years; but the school was closed for want of

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sufficient pupils, and they handed over the balance of their funds, about 500*l.*, to Claremont.

17,649. In your institution how is the religious instruction given?—By the teachers; and the clergyman of the parish also has a class, and goes over the religious instruction with them every week.

17,650. They are all Protestants in your institution?—Yes, they are all Protestants now; there used to be Roman Catholics also.

17,651. Had the Roman Catholic priests power to come in and instruct children of that communion?—No.

17,652. Was there a conscience clause?—No; we received no State aid, and it was entirely a denominational school. Of course, if we received State aid we should acquiesce in the conscience clause. I am, and have been all my life, strongly in favour of the undenominational system; but I think there is a difference between day schools and boarding schools, because boarding schools have to be conducted on the family system.

17,653. And where you have that system there ought to be some religious instruction?—There ought to be definite religious instruction, and the confusion does not tend, I think, to benefit. But I think that the conscience clause ought still to be maintained with reference to all day scholars, apart from boarding schools.

17,654. As the Roman Catholics have schools for boys and girls who are deaf and dumb, I presume it is not likely that you would have many Roman Catholics in your institution, supposing that it was under Government supervision?—I think it is not likely; and we are not likely to have many day pupils, inasmuch as we are about three miles from Dublin itself. But still, I think that the conscience clause ought to be insisted upon with reference to all day pupils attending such schools of a denominational character. In the national schools of Ireland no child can receive religious instruction to which the parents or guardians object.

17,655. Are there any Jews in Dublin?—Very few.

17,656. Are there no deaf and dumb Jewish children?—I do not remember a single instance. There are very few Jews at all in Ireland, which is one reason why we never persecuted them—because they were not there to be persecuted.

17,657. Have you any further remarks to make with regard to the census?—No, except to state the relative proportions of deaf mutes in the different religious bodies. There are 4,006 Roman Catholic deaf mutes; 627 Church of Ireland; 448 Presbyterians; 33 Methodists; and of all other denominations 22. That makes a total of 5,136. Deducting the 353 who are unsusceptible of education, that leaves 4,783. Of those there are educated 1,746, and uneducated 3,037. This is not in the census; there were, last year, in 1886, only 481 deaf mutes maintained out of the poor rates in asylums, out of the total of 4,783, which is a small proportion.

17,658. Have those who you say are not educated received no education whatever in the ordinary national schools?—No, because it would be of no use to them. The figures that I have given show that a very small proportion of assistance is given out of the poor rates.

17,659. Do you know whether the parents complain that they do not get any assistance from the State towards the education of their children; have they ever made any remonstrance to the guardians on the subject?—That I do not know. I know that often there has been very great difficulty in persuading the guardians to contribute. In the Claremont Institution we should not make that a ground for refusal. We think it is right to ask for assistance from the guardians, but whether it is given or not we take in the children.

17,660. You do not refuse a child although the guardians refuse to pay for it?—No, I think it would be very wrong to refuse them as long as we can take them.

17,661. Has there been any question of enlarging your institution?—No, I am sorry to say that our institution is too large for the present wants, because we used to have 111 inmates, and now we have less than half that number; we have only 40 now.

17,662. How is it that you cannot get them to come in?—The former number of 111 was composed partly of Roman Catholics. Those deaf mutes who are uneducated in Ireland are not of our communion; they are Roman Catholics.

17,663. May we assume that all those who are left uneducated in Ireland are Roman Catholics?—I think you must assume that, because we have taken for some years past all possible pains, by means of letters in the newspapers, and by announcements of every sort, to gather in all the deaf mutes who are Protestants.

17,664. I suppose you cannot say whether the Roman Catholic schools are full or not?—They are full relatively to their capacities, but, evidently, they bear no proportion to the necessities of the population. In Cabra there are only 363, and yet there are 4,006 Roman Catholic deaf mutes in Ireland.

17,665. Of school age?—No, one-fifth of that number, probably, would be of school age. There would be about 800 Roman Catholic deaf mutes who would be of school age.

17,666. Are there more deaf and dumb in the Roman Catholic parts of Ireland than there are in the Protestant parts, relatively to the population?—Very many more. In the Belfast Institution of deaf, dumb, and blind, there are only 76. We do not collect money in the province of Ulster, but we take children from Ulster. But, as a general rule, the Ulster children are sent to Belfast, and the total number there is 76. So I think that what I said in the beginning is true, that wherever there are improved habits of living, deaf-mutism is less, even less in proportion.

17,667. Do you know whether many deaf mutes intermarry in Ireland?—I do not think they do. I have once or twice performed the marriage ceremony between deaf mutes, and I have heard in those cases that the deaf-mutism is not inherited.

17,668. Not in those cases that you know of?—No.

17,669. Does your institution discourage the intermarriage of deaf mutes?—I do not think we interfere in the matter. They have no opportunity for matrimonial arrangements during their school life. If we were perfectly satisfied that there was no danger of heredity we should not discourage such intermarriages; but Dr. McDonnell would give better testimony about that than I can.

17,670. The census return says, with regard to the children of congenital deaf mutes, that the result in each census has been of a negative character, and that it was not considered necessary to repeat the investigation, inasmuch as it appeared evident that the deafness and dumbness of parents has no influence in propagating the defect; is that so in Ireland?—Yes, I think so, except that so far as scrofula is concerned, if the parents are scrofulous it is a bad thing that they should intermarry, no matter what the form of the development of the disease may be. I have some statistics about the blind, but I have no special knowledge on the subject beyond what is easily attainable.

17,671. Are you connected with the institution for the blind as well?—No, except that being almoner to the Lord Lieutenant, I have of course a good deal of general knowledge of all charitable institutions to which he sends subscriptions through me, because I make it my business to inquire about them. The only additional information that you have not got from the census is that the number maintained out of the poor rates in 1886 in asylums for the blind was only 354, out of a total of 6,011 blind in Ireland.

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17,672. Is there the same want of instruction of the blind in Ireland as there is of the deaf?—I am afraid so. In workhouses there are 1,133 blind; of those 409 are educated and 724 uneducated. The number of blind children under 15 years of age who are uneducated is 105, and the number of blind children under 20 years of age who are uneducated is 167. The number of blind Roman Catholics is 5,004; of the Church of Ireland, 666; Presbyterians, 382; Methodists, 34; others 25.

17,673. Have you in Ireland any periodical or other means of communication between the different institutions for the deaf and dumb?—No, not printed in Ireland. We get those that are printed in England.

17,674. How is your institution governed?—By a committee. We have come under the Endowments Commission, and we are about to be incorporated as a governing body under that special Commission.

17,675. Have you gymnasiums in your institutions for the deaf and dumb?—No; not, at least, in Claremont.

17,676. They have out-door exercise in the way of gardening?—Yes, and ordinary games.

17,677. (*Mr. St. John Ackers.*) What is the general proportion of the Roman Catholics to the rest of the population of Ireland?—I suppose it is five or six to one at least.

17,678. I see that the number of deaf is 4,006 Roman Catholics and over 1,100 for other denominations?—Yes.

17,679. That would show, would it not, a very considerably larger proportion of deaf amongst the Protestants than amongst the Roman Catholics in proportion to the population?—Perhaps that may be so. The census will show you the relative proportions of the religions of the whole population.

17,680. I find that, according to the census returns, it is 1 in 989 for the Roman Catholics, and 1 in 1,074 for the Protestants. Is it not a fact that the Protestants intermarry more frequently than the Roman Catholics?—I do not know. Cousins who are Roman Catholics, of course, cannot marry in Ireland without a dispensation, and a dispensation cannot be got unless it is paid for.

17,681. And as a rule, the people being poor, it is not often paid for?—Probably that is so.

17,682. Then it must be referred to some other cause, because the general statistics of other countries show that where consanguineous marriages are most frequent, there deafness is greatest?—Yes, I think that is probably the case.

17,683. Then we must go back again to your former answer, that it is the extreme poverty in certain parts of Ireland which you think causes the great amount of deafness?—Yes, I think so; low living, crowded houses, and transmitted scrofula.

17,684. You have taken considerable pains with regard to the census returns; are they in your opinion perfect now as to the heads of deaf-mutism, or do they need some further classification?—I think they are as accurate as we can expect.

17,685. Are they as well sub-divided and classified as you would desire them to be?—The religious classification is not always complete, I think; I could not get it.

17,686. Did I correctly understand you to say that there are more blind than deaf in Ireland?—The whole number of deaf and dumb is 5,136, and the whole number of blind is 6,111, so that there is a difference of about 1,000.

17,687. Is there any special reason why the blind are so numerous in Ireland?—In the case of the older blind persons their blindness results from the neglect of vaccination in former times, and on the whole now there is less blindness resulting from that cause by reason of improved methods of treatment, and the increased scientific knowledge amongst the dispensary doctors in dealing with the blind.

17,688. Do you find that there is much infantile ophthalmia causing blindness in the early weeks, if not months, of life?—No; I was asking the day before I came away the head of one of the asylums in Dublin, and he said that there is a great diminution in infantile ophthalmia.

17,689. Are there any simple rules for preventing infantile ophthalmia, and also for preventing deafness, placed in the public elementary schools, or in the offices of the boards of guardians in Ireland?—No. With regard to ophthalmia there may be sanitary suggestions; I do not know that there could be any regulations tending to prevent deafness.

17,690. I did not say regulations; I said just a few plain rules by which parents and others could understand how to treat their children so as to prevent both infantile ophthalmia and deafness?—No, I am not aware of any such rules.

17,691. Is your institution supported in a pecuniary way as fully as you would desire?—Yes, I think it is fairly supported.

17,692. How many masters or teachers have you?—We have four teachers on our present staff, three males and a female teacher, not including the matron.

17,693. Are they all hearing persons?—Yes.

17,694. Are they all four there at the present time, or are any of them away from illness?—They are all there.

17,695. Have they been all there for some time past?—There has been a recent change. The second assistant is newly appointed.

17,696. Is it correct that a short time ago there were but two teachers, the head master and one assistant?—No, that was never correct. We had always, besides that, a female teacher. We used to have two female teachers; now we have one. We had never fewer than three teachers that I remember. One was a pupil-teacher.

17,697. Two regular teachers and a pupil-teacher?—Yes, and a work mistress; that makes four.

17,698. But for ordinary education you have two teachers and a pupil-teacher?—Yes, but the pupil-teacher is a teacher trained in a Training College.

17,699. In what training college?—In the church Training College in Kildare Place.

17,700. Was he specially trained for teaching the deaf and dumb?—No, not specially trained for teaching the deaf and dumb.

17,701. You spoke of a number that were dumb, not deaf; does not that include a large number of ordinary infants?—It was not intended to include them. I do not think that the census would take down children as dumb because they were unable to speak.

17,702. Has it not been done on one occasion?—I do not know.

17,703. It has been stated at any rate in evidence that such was the case with regard to the Irish census, and I wanted to ask you whether you can confirm, or whether you can of your own knowledge refute that?—I cannot refute it, but I think it is a highly irrational method of classification. I never heard of it before.

17,704. Are you aware of any other country in the world where the proportion of dumb, not deaf, is so great as is stated in the census returns?—No, I was surprised on seeing that.

17,705. You yourself are not able to say how it occurs?—No.

17,706. You stated, in answer to one of his Lordship's questions, that there should be twice as long a time given to the teaching of deaf children as is given to the teaching of hearing children; that, taken literally, would, I suppose, be sixteen years, because eight years is the ordinary time in Ireland as in England for the education of children, that is to say, from five to thirteen years of age?—Yes, but I would rather take the ages between seven and fifteen.

17,707. Then you would suggest that in any fresh scheme for the education of the deaf the ages should not be confined to those which are at present in the Elementary Education Act?—Yes.

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17,708. But that compulsion should continue beyond 13 years of age for the deaf mutes?—Yes, I think that compulsion should be continued to the age of 15 in their case.

17,709. And, of course, that State aid should be given during that time?—Yes.

17,710. Are there specially trained teachers for the deaf as for the hearing in any of the institutions in Ireland?—Yes, the head teacher at Claremont was trained by his father, who was an admirable teacher, and he had special training in the oral school here in London.

17,711. That might be very admirable, but I did not mean that. He has not gone into any training college for a couple of years, the same as the ordinary teachers of the national schools have done?—No.

17,712. Do you not consider that some special training is desirable for teachers?—I do consider it of the greatest possible importance. But we had to get the best we could.

17,713. If your teachers were certificated in the ordinary sense of the word, as they would be if they were teachers of hearing children, could your institution then be examined by a Government inspector and get a grant?—Yes.

17,714. Then, in point of fact, it is the want of that certificate which at the present time is a bar to an examination by a Government inspector?—We have no State aid and we have no right to ask for inspection.

17,715. Take for instance Scotland, where a teacher is certificated, that is to say, where he could take an ordinary school for hearing children with a Government certificate; there the Government inspectors will, if asked, come and examine the children, and they get a grant according to the examination?—Yes, but he must be certificated under the National Board system.

17,716. If your teachers were certificated under the National Board system in Ireland, would your school be eligible for examination and grant?—Yes, and for inspection; but I do not know that the National Board system does at present provide for giving such a certificate in that special knowledge. It does not provide for any special examination of a qualified teacher for the deaf and dumb; it lies outside their range altogether.

17,717. (*Dr. Campbell.*) You stated that in your opinion the intermarriage of the deaf and dumb did not very materially affect the children of those marriages; are you aware that it is contended by some very scientific men in the United States that there is a growing population at this moment in the United States the result of intermarriages between the deaf and dumb?—Yes, I know that it has been said; and upon a matter like that one must simply bow to scientific knowledge and experience. I have not personally known of the transmission of deafness and dumbness by such intermarriages.

17,718. You also made reference to the want of vaccination; have you known any cases of deafness and dumbness occur from vaccination?—No, I have not, but I have seen in the institution for the blind in Dublin, and still more in former times I remember to have seen the majority of them pock-marked.

17,719. But have you ever known any children to be deaf and dumb or blind through vaccination?—No, never.

17,720. Would you be surprised to learn that there are children who have become blind through vaccination?—I should be very much surprised to hear it, and I should believe that in those cases it only resulted from careless vaccination, the infusion of syphilitic *virus* or something of that kind. Of course that might occur through careless vaccination.

17,721. (*The Chairman.*) That would not be true vaccination?—No.

17,722. (*Dr. Campbell.*) It is a fact that we do have such cases?—Yes, and very guilty they are who carelessly vaccinate.

17,723. You claim that there is a diminution in regard to deafness and blindness in Ireland; of course the emigration has been very great during the last forty years; is the diminution of deafness and blindness greater in proportion than the diminution in the population?—I think in the case of blindness certainly it is, because those who are more conversant personally with the statistics of the blind tell me it is so, and that it is due to improved scientific knowledge on the part of the country medical practitioners, cases of ophthalmia not being allowed to run on.

17,724. There is that improvement we all know; but I supposed it was the case that very many of the blind people had gone from Ireland. We have for instance, in Boston and New York, a very large number of Irish children in our schools. You were speaking about the conscience clause; as there are so many Catholic children that are not in any school whatever, and as you have plenty of room in your school, do you suppose that if you allowed liberty of conscience in regard to religious matters you would not fill up your vacancies with Roman Catholic children?—No, the priests in Ireland object as far as possible to children attending even day schools where there are conscience clauses, and do their best to keep them from them; and they would feel a still greater objection to allowing them to go into boarding schools, even with all the security of the conscience clause, however honestly carried out.

17,725. If they could be secure in regard to that, do you think that it would still remain the same?—Yes. On the part of the Roman Catholic clergy of Ireland there has been always, for the last 20 years, a determined opposition to the undenominational system, and I am sorry to say that a great many church people agree with them, and between the two I am afraid we shall have the denominational system.

17,726. That is much more so, I suppose, in Ireland than it is in England?—Yes; I myself have the strongest possible objection to the denominational system, but there is a great difficulty in a boarding school in having two systems of religion mixed up in the daily life. Personally, I should be very glad to fill the institution, even on the condition that you have named, of a conscience clause, but I am afraid that, in point of fact, it would not fill our institution, because the children would be kept from us, even with all the security that a conscience clause, however faithfully adhered to, might afford.

17,727. I suppose you would be surprised, then, to know that we have no difficulty with every denomination?—I am not surprised to hear it, because there is a difference between England and Ireland in that respect. The English people fail exactly to appreciate the special difficulties of Ireland in that matter.

17,728. (*Rev. Mr. Owen.*) The recommendation of the Census Commissioners was made as far back as 1871, as regards compulsory powers being given to the guardians; was any effort made on your part, or on the part of the authorities in Ireland, or of those who take an interest in the deaf and dumb in Ireland, to bring the matter before the Government?—No. Two years ago I came as a deputation, and urged strongly that its being left optional was a deficiency in the system.

17,729. During all these years nothing has been done?—No, we did not do it, simply because Claremont was sufficiently generously supported not to make it an imperative necessity.

17,730. Then you think that it ought to be taken up by the Roman Catholics, upon whom the necessity really presses?—Yes.

17,731. Have you any idea as to how many deaf and dumb persons are now being kept in workhouses in Ireland?—I have not the exact number that there are in workhouses.

17,732. You said that you would recommend eight years as the period during which the deaf and dumb should be educated in deaf and dumb institutions; do you make any rule in your school that the parents must allow the deaf and dumb children to

remain there for that full time?—We never oblige them to leave before they are 16, and until we can provide situations for them.

17,733. Do you put great pressure upon the parents and guardians to leave the children at your school for not less than eight years?—We oblige them to fill up a paper guaranteeing to leave the children at the institution till they are 15 years of age, and we reserve to ourselves the right to keep them longer if we can.

17,734. You admit them up to 12 years of age, do you not?—Yes, up to 12.

17,735. That only leaves five years for their training in the school?—Yes, but we are anxious to get them there younger. We should much rather, especially under the oral system, catch them as young as possible.

17,736. Do you keep a register at your school of the time when they enter the institution, and do you enter very detailed particulars about them?—Yes, we do, and the reports contain full information.

17,737. I mean as to the children's birth, and the circumstances which preceded it?—Yes.

17,738. Have you periodical medical inspection?—Yes; we have medical inspection, and an inspection also by an oculist and aurist, because a good many of them, being scrofulous, require the special charge of an oculist and aurist.

17,739. In the event of Government aid being given, would you consider it right that the grant should be made conditional upon any one system being adopted, to the exclusion of any other?—No, I have no objection to the adoption of a particular system being conditional on a decision by competent authority that that system, whether the oral system or the sign system, had the advantage; but that is a matter upon which I think I should defer to settled authority, as soon as the point was ascertained. If, on competent investigation, it were discovered that the oral system was not a success, and that the sign system ought to be used, I would, for my part, acquiesce in such a decision.

17,740. But would you not consider that the methods might be left to individual committees, provided that the general efficiency, which an inspector should test, was up to a certain standard?—I think it would be better, if a sufficiently large field of inquiry were opened, to have one definite system, for the reason that these deaf and dumb educated pupils intermix afterwards, no matter where they are educated, and it is well that the system should be uniform.

17,741. You have transferred your school to the oral system, as I understand; you handed over all the sign and manual pupils to that system, whether they manifested special qualifications for it or not?—We did, and I myself feel personally doubtful as to the success of the experiment.

17,742. You would think that there ought to be some discrimination exercised, and that only those should be handed over to the oral system who showed their capacity to acquire it?—Yes, just so. I have said to the master that, just as there are degrees of articulateness in speaking people, so there may be a capacity for receiving instruction in the oral system in some deaf and dumb pupils which there is not in others; and therefore, on that common-sense ground, I should think that perhaps the two systems might be necessary. It is not easy, and our master thinks it impossible, to combine the two systems, because of the constant temptation to the children to avoid the trouble of articulation by the substitution of a sign.

17,743. You say that regular religious instruction is given in your institution; how is it given to the pupils now?—It is given partly by writing and partly by speaking; and they have little books of simple instruction. The answering in religious knowledge is always very good.

17,744. On Sundays what service do they attend?—They attend the service of the parish church, and it used to be interpreted to them by the master in the sign language, but he does not do it now; and I fancy that now they do not get so much benefit out of the religious instruction of the sermon; but those who are able to read have their prayer books.

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17,745. Then, so far as you know, the sermon is not in any way interpreted to the pupils?—Not now. They are left to gather the best they can about the matter from the movements of the lips of the preacher. They are accustomed to catechetical instruction by the teacher every Saturday.

17,746. Then you do not consider that they gather very much knowledge from the orally-delivered sermon itself?—I am afraid they do not.

17,747. Speaking generally, should you consider that the religious instruction which is given in the institution now is as satisfactory as it was before the oral system was introduced?—I think it is, if I may judge from the results. I have been present at examinations of the pupils.

17,748. Speaking generally, without reference to economy, would you consider the institution system in every way better than the day school system for the general training of the deaf and dumb, morally and intellectually?—I think so.

17,749. Have you had any experience amongst the adult deaf and dumb?—Yes; there is a deaf and dumb society with which I am connected for reaching adults, wherever they may have been educated; and there is a service for them every Sunday in Dublin.

17,750. How is that service conducted?—By a deaf mute.

17,751. On the sign and manual system?—On the sign system, because those adults have all been trained under the sign system. He is a deaf mute who was licensed by the late Archbishop Trench as lay deacon, and he holds a service in a room for the deaf and dumb; he has a congregation of about forty or fifty every Sunday. The deaf and dumb sometimes gather in my church for Holy Communion, because this lay deacon, of course, does not administer the Communion.

17,752. Have you any plan of keeping up a connexion with the old pupils from your institution?—No, except through this adult association. There are two adult associations, one for Dublin especially, and one for all Ireland.

17,753. Then your former pupils do not in any way come to the institution to any annual meeting or anything of that kind?—No, except in a scattered way.

17,754. And you do not think it advisable that the adults should mix with the children in the institution at meetings?—I think that would be desirable. But when they leave us they generally go to their own neighbourhoods, and they get scattered all over Ireland, wherever anyone will take them as apprentices. They do not necessarily settle in Dublin.

17,755. Do you find that the oral system is more expensive than the sign system?—No, we do not find the oral system more expensive, because we continue the same masters at the same salaries; but I suppose that if we lost our present master we should have to give a larger salary on account of the rarity of the acquirement.

17,756. (*The Chairman.*) How many have you in a class under the oral system in your school?—We have from 10 to 15 in a class. Our master thinks that that is too many, and that there ought not to be more than half a dozen in each class, if they are to be thoroughly taught.

17,757. Were the parents consulted when the change was made from the sign and manual system to the oral system?—No.

17,758. Have the parents expressed any opinion, favourable or otherwise, as to their children being taught on the oral system?—No, it has not been sufficiently long in use.

17,759. And the results are not yet sufficiently developed for the parents to express any opinion?—No; they were not supposed to be in a position to do it, nor are the committee really in a position to

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pronounce absolutely; we are only trying the experiment.

17,760. Of course, having regard to the short time that the oral system has been at work, you cannot say at present whether the result has been satisfactory or not?—It is not so satisfactory as I anticipated when we introduced the system first. I came over here to see Professor Schöntheil's school, and I was delighted with that school; but comparing our own with it, I think we have not been at all so successful.

17,761. May not that be because your children were older when they began to be taught the oral system than they ought to have been, on the general theory that the teaching should begin as early as possible?—Yes, but now they are accustomed to see me often, and yet they fail sometimes in following me. I went into Mr. Schöntheil's school and spoke to the children there, and they followed every word that I spoke to them without any difficulty; and then, having spoken to them in English, I repeated a Psalm in Hebrew, and they all repeated it after me.

17,762. (*Mr. St. John Ackers.*) Is it not a fact that after this report in the Census Returns of 1871, an invitation was sent round to the different institutions in Great Britain and Ireland, with the view of a deputation waiting upon the Vice-President of the Committee of Council on Education in England, I think in 1881, upon this very matter?—Yes, a long time after 1871. I was a member of that deputation.

17,763. But I mean a long time before that deputation which his Lordship introduced?—I do not remember such an invitation. The only deputation that I recollect was that one at which his Lordship was present, and that we did send to.

17,764. (*Dr. Tindal Robertson.*) With regard to the question that was put by Dr. Campbell, I think I understood that you had large experience, not only of deaf and dumb but of blind children?—Yes.

17,765. Have you ever heard, within your own knowledge, or from the oculist attached to the institution, or from any other medical man, of a case of blindness arising from vaccination?—I know of no such case. I know a great many cases of blindness arising from non-vaccination.

17,766. I suppose you have statistics of the causes of deafness in your institution and in other institutions in Ireland?—Yes.

17,767. Do you remember that vaccination has ever been adduced, either by managers of schools or by medical men, and especially by oculists or aurists, as a cause of blindness or deafness?—I have never heard of any such cases.

17,768. May I ask who is the oculist attached to the institution?—Dr. Storey, one of the best oculists of Dublin, the oculist of St. Mark's Ophthalmic Hospital is our oculist and aurist.

17,769. Then I take it that, in your opinion, if vaccination had ever caused blindness or deafness, it would probably be in consequence of improper vaccination, the vaccination not having been carried out in the usual legitimate manner?—Yes, in consequence of vaccination having been performed in an improper manner—careless vaccination.

17,770. (*Rev. Mr. Sleight.*) You have stated that there are 3,037 uneducated deaf and dumb persons in Ireland; can you tell me whether those who are uneducated are able to support themselves?—I should think that in a few cases they may be able to support themselves by agricultural labour, but not in any other way.

17,771. But what becomes of them?—They live as burdens on the community.

17,772. And therefore they are an expense to the rates?—They are an expense to the rates in many cases, or an expense to their parents, who are, perhaps, just able to support them.

17,773. If those deaf and dumb persons had been properly educated, even at the expense of the State, would it not, in the long run, have been very much cheaper for the State?—It would have been very much cheaper to the State, in the proportion of perhaps eight years to 80. In the one case they are life-long burdens, in the other they are chargeable for eight years.

17,774. What at present is your charge at your institution?—We do not charge anything except this 15*l.* which is paid by the rates. In a few cases we ask the parents to pay according to their means. When they do not choose to come on the rates, they pay from 4*l.* to 8*l.* a year; but we always abate the charges in consideration of the circumstances of the parents, and we never refuse any, even if they can pay nothing.

17,775. You admit some free?—Yes.

17,776. Can you speak with regard to a report that was made by a deputation from the Claremont Institution, I think some thirty or forty years ago, which came over to England and visited a great many institutions and then presented a report?—Yes. I was not myself one of the deputation; I was a member of the juvenile committee at the time. The object was to see how far it would be possible to combine industrial training with literary education, and also to ascertain the dietary, and to inquire as to the question of mixing the boys and girls together in school hours. It was chiefly as to the possibility and expediency of combining industrial training with school training.

17,777. Can you briefly mention what was the opinion of the deputation upon that point?—That it was not practicable; that the average time for school teaching was all too little to train them to be capable of mixing with their fellows; and that the special technical training was better received by them at the age of 15, when they had been made intelligent, and capable of holding intercourse with others.

17,778. Could that report be put in?—I daresay I could let you have that report. The masters all think that there should not be industrial training. We have had a succession of masters, and they have always been of that opinion. That was the substance of the report, that it was considered that the industrial training would take up too much of the children's time, and that in the end they would go out half taught. The great object is to enable them to hold communion with the external world when they go out into it.

17,779. Have you found that there has been any difficulty on the part of those who have been educated in the sign system in holding communication with the outside world after they have left school?—It is always a one-sided communion. Only those people could speak to them who could understand the sign language. They could communicate very easily with people who could understand the sign language, but not with other people.

17,780. But was there any difficulty arising from their having been taught the sign language in their finding places in workships and with tradesmen?—Yes, because a great many people were not patient enough to master the sign language for themselves, so as to be able to give their directions to the deaf and dumb workers.

17,781. Will you state what were the reasons that led the committee to adopt the change of system?—The reasons were the various books that were published on the subject, and the experience of other institutions. What led them to the final adoption of the oral system was the personal visit of myself and another gentleman to Mr. Schöntheil's school here in London. Seeing the very great success that he had attained, we thought we might do better with the oral system than with the sign system, for the simple reason that under the oral system deaf and dumb children going out into the world, if they are able to speak well, can make themselves understood and can understand others and everybody; but under the sign system they can only communicate with those who understand the sign language. The great advantage of the oral system is that they can communicate with everybody.

17,782. Did you find that by means of the sign system a good knowledge of language could be given to the children?—Yes, quite as good I think; I believe they were quite as capable of learning language grammatically by the sign system as by the oral system.

17,783. From your experience at the end of four years, are you of opinion that the children are more advanced in language by the oral system than by the sign system, or not?—I think they are not, but that is because the experiment has not with us been carried out to its perfection. I should think it better to compare such a school as Mr. Schöntheil's school here in London with the best sign system school, than to draw any conclusion from ours, which is only in a transition state.

17,784. Do you think, from your knowledge of the matter, that children could ever be taught to read a lecture, spoken orally, off from the lips of the speaker, so as to understand it from beginning to end?—I do not know how far it would be possible for children to bear that continuous strain. Conversation is a different thing; but it would involve a great strain of attention,—more than sermons ordinarily receive, I think,—to interpret a whole discourse of half an hour's duration. It requires ceaseless watching.

17,785. Do you ever test the proficiency of the children by giving them a short address of five minutes, and asking them to write down what they have gathered of what you said?—I have tried to test them, but I must say that they are not capable as yet of standing that test. We have a public examination at our annual meeting, and I have asked if they could do this; but the master said that it was scarcely fair to apply such a test in public.

17,786. Did you find that the children who were taught by signs were bright and happy?—Yes.

17,787. Do you think that they are as bright and as happy, and that they gossip amongst themselves as much by the oral system as they did by the sign and manual system?—No, I am inclined to think not; I do not think they are as bright as they seemed to be before. My own mind is not at all clear as to the relative value of the two systems.

17,788. I notice that in this report for 1885 it is stated that, "In addition, orally taught children are "brighter and less animal in their ideas than sign "children"?—I have not noticed that. That is what the master says, but those are not my words.

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17,789. Is that your own opinion?—No, I do not quite agree with him. We have put in his report as his report, but it does not quite accord with my experience.

17,790. The children themselves, you think, would prefer to be taught on the sign and manual system rather than on the oral system?—Very likely they would, but I should not take that as a test, because the sign system is so much easier. If you remember, in Dr. Kitto's life, he speaks of the great difficulty that there was in compelling him to speak—to keep up the habit of speaking—and how painful it was to him to make the effort; and he says that it was only under his father's rod that he was obliged to do it, but he thanked him in after life. The sign system is easier for the children than the oral system.

17,791. The sign system is more natural to them?—Yes.

17,792. Of course, in the case of Dr. Kitto, he would have some one near him who would take a deep interest in him; but in the case of many of these children of poor parents, do you think that the parents would take the same interest in keeping up their children's speaking in after life?—I do not think that the parents would. That is a matter that requires a good deal of intelligence and patience, and interest in the children too.

17,793. (*The Chairman.*) I rather gather from what you say, that you do not think that the parents take very much care in looking after their children?—No.

17,794. They hand them over to you, and they are quite satisfied with what you do with them?—Yes, and we do the best we can with them, I think. I should be very glad to have larger opportunities of visiting other institutions, and also of seeing and hearing their reports as to the relative advantages of the two systems.

17,795. (*Rev. Mr. Sleight.*) The children taught on the sign system were perfectly able to make themselves understood in after life by writing, were they not?—Yes, perfectly.

The witness withdrew.

Adjourned.

No. 6, Old Palace Yard.

Monday, 31st October 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON, CHAIRMAN.

W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. ARCHIBALD WELSH examined.

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17,796. (*Chairman.*) You are a missionary to the deaf and dumb in the Oldham district?—Yes, in connexion with the Oldham and Ashton-under-Lyne Branches of the Manchester Adult Deaf and Dumb Society.

17,797. How long have you been at Oldham?—Two and a half years.

17,798. What was your previous training?—I had been a teacher of the deaf and dumb for about nine years previously, and I was also, before I became a teacher of the deaf and dumb, a teacher in a public elementary school under Government inspection.

17,799. Had you received any special training previously to your becoming a teacher of the deaf and dumb?—No.

17,800. In what school or institution had you been a teacher of the deaf and dumb?—In the Glasgow Institution for the Deaf and Dumb, and in the Manchester Institution for the Deaf and Dumb.

17,801. Why did you leave those institutions?—To better myself.

17,802. In those institutions was the instruction purely on the sign and manual system?—In the Glasgow Institution when I went there first the

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instruction was purely on sign system. Shortly the afterwards the oral system, or a combination rather of the sign system and the oral system, was introduced. They did not give the whole of the time to teaching the oral system, but part of the time was devoted to instruction in that system, the principal instruction, however, being given by means of the sign system. The same may be said of the Manchester Institution. During my residence there, however, a more decided step was taken in the working of the oral system, viz., the separation of the sign pupils from the oral.

17,803. Did you know the sign and manual language before you went there as a teacher, or did you learn it there?—I learnt it there. My training as a teacher in a public school stood me in good stead when I became a teacher of the deaf and dumb.

17,804. Have you been licensed as a missionary by anyone?—No.

17,805. Who appointed you?—The Manchester Adult Deaf and Dumb Society, the patron of which society is the Lord Bishop of Manchester.

17,806. You are not connected with the Old Trafford Institution?—No. Besides having charge of the Oldham district, I have also charge of the district of Ashton-under-Lyne and Staleybridge and the towns in the neighbourhood.

17,807. What number of deaf and dumb are under your supervision?—About 150 are known to me already, but from what I have experienced in the way of finding new cases, I believe three are many more.

17,808. How many of those have been trained at any school?—Fully three fourths.

17,809. Are there many of those who are quite ignorant?—There are one or two quite ignorant.

17,810. Are you teaching them?—I give them instruction if they wish it at our week-night meetings.

17,811. You cannot communicate with them except by the sign language?—Just so. I do not speak to them by spelling, but by signs. There are a number of deaf and dumb who have left school and who have been taught the oral system that come to our meetings, and I communicate with them by word of mouth as much as possible, resorting to signs when necessary.

17,812. You find that a certain number are able to speak; are those cases of persons who have partially or wholly lost their hearing when young?—They have lost their hearing in childhood through disease or accident.

17,813. Absolutely or only partially?—They are not absolutely deaf; they are what I call semi-mutes they can speak but they cannot hear; at least they cannot hear to understand what one says to them.

17,814. Have they all been at school?—Some have been to school, and there are others who have never been taught orally who can speak intelligibly to their friends, but, I believe, these cases are not congenital deaf-mutes.

17,815. Do deaf and dumb children come under your supervision as well as adults?—Yes, they all come under my supervision.

17,816. Can you state then whether there are any deaf children who are not sent to any institution at all at present?—I am sorry to say that there are a number in my district who are not sent to school.

17,817. What is the population in the district under your care?—Not much less than 350,000.

17,818. What is the number of the deaf and dumb in your district not under education who are of teachable age?—I might say that to provide education as far as possible for children not attending any school, nor likely to do so I started a small class on my own responsibility in Oldham. The total number of children not attending any school previous to opening this class would be about 10 or 12.

17,819. Is there a school board in Oldham?—There is.

17,820. Have you applied to the School Board to start a class for the deaf and dumb?—No. I have a local committee in Oldham to guide me and give me support, and I asked the consent of my committee to start that class.

17,821. Why did you not ask the School Board to do it?—I have only started the class since August this year, and the committee said it would be better for me to see how the experiment succeeded before making application to the School Board; and I have not yet made any such application.

17,822. Have you any teacher to assist you?—I have my sister.

17,823. Do you teach speech?—I teach the children to speak.

17,824. Are there any semi-mutes among them?—I have only four altogether in the class. They are all semi-mutes with the excep tion of one, who is a congenital deaf-mute.

17,825. With the exception of the one who is deaf and dumb they have some remnant of speech, but they are too deaf to join the ordinary classes in school?——Yes, two of them have been at the Board School.

17,826. I suppose there are many others who are not being taught?—Yes, many others. The class has not become known yet.

17,827. Do you think it is very important that the knowledge of language which those children who are semi-mutes have acquired should be maintained?—Certainly.

17,828. Have you any suggestions to make with regard to the best way of teaching children who are semi-mutes?—As regards children who are semi-mutes, I should say that their knowledge of spoken language should be kept up. It would be a great injustice for them to be taught on the sign system alone, because they would then lose what little speech they had acquired. I am certainly in favour of teaching the oral system so far; but as regards those who are totally deaf, I say let them be taught by signs.

17,829. Why?—Because the great majority would never be able to communicate by word of mouth.

17,830. Why do you say so?—From experience.

17,831. What experience?—My experience as a missionary amongst the deaf and dumb, and also as a teacher who has taught both systems.

17,832. Have you had any experience of those who have been taught in a good oral school?—Yes, in the Manchester school and London schools.

17,833. That is not an oral school. It is only lately that it has been even a partly oral school?—They say it is an oral school. I believe it has a purely oral department, and the oral children are strictly isolated from those that are taught by signs.

17,834. It is only a partially oral school, and the oral system has only been introduced there the last three or four years. No children have been turned out from the school yet who have been orally taught?—I believe children have gone and returned from this school who have been taught on none other than the oral system.

17,835. I am only asking you your own experience. You state that your experience of the oral system is that deaf and dumb children taught on that system are not able to speak in after life?—I do not mean to say that they cannot speak in after life, but they cannot carry on a conversation as you and I would carry it on.

17,836. You said that you would teach those who were totally deaf by signs, because the great majority would never be able to communicate by word of mouth?—What I mean is this: I have come across deaf and dumb persons who have been turned out of school as orally taught pupils who cannot speak intelligibly, or even express themselves properly in writing.

17,837. Those cannot be cases of persons who have been taught by the oral system in Manchester, because it has not been long enough tried there?—I am speaking of children who have been turned out of the Manchester school, and I have also met with a few, not any better, who had been to oral schools in London and on whose education hundreds of pounds had been spent.

17,838. But in the Manchester school the oral system has not been taught sufficiently long for them to turn out any children entirely taught on the oral system, because it has not been in operation there more than four years?—Still it has been taught quite sufficiently long for children to have been instructed under that system and to have left school. I have known children who have been to the Manchester school, and left it, having been taught on no other system.

17,839. How many years were they there?—The great majority never stay at any school that I know of longer than four or five years.

17,840. Your objection to the oral system is that the children after they have been taught four years under that system do not speak like other people?—Yes; they never will be able to speak like other people, in my opinion.

17,841. But if they went through a course of instruction on the oral system for eight years, do not you think it conceivable that they might be able to speak better?—Not deaf mutes. My view is that it takes so long for the acquirement of the most rudimentary knowledge of articulation that a child's school term would expire before he knew anything to his advantage of reading, writing, or arithmetic.

17,842. You have had no experience of that?—No, but it is reasonable to suppose that if semi-mutes find a difficulty in communicating with other people then deaf-mutes will be even at a greater disadvantage.

17,843. With regard to the employment of deaf mutes or partially deaf mutes after leaving school, is there any difficulty in finding them employment?—Yes.

17,844. In Manchester we were told there was no difficulty on the part of the Manchester school in getting them employment after they leave?—I find great difficulty in getting them employment in Oldham.

17,845. Do you think they would be more readily employed if some technical education was given in the deaf and dumb schools?—Yes; I think it would be a great benefit to them, and be some encouragement to a master, to take a pupil from a school if the master was told that the pupil knew something of handling tools and such things.

17,846. Are any of the deaf and dumb in your district chargeable on the parish?—There are a few who are; eight, I believe.

17,847. Are they chargeable on the parish because they are unable to work or because they have got into idle habits?—From various causes. Most of them in the Oldham Union are females. There have been one or two sent there on very little cause, I consider; I think partly because their friends have no desire to have them beside them.

17,848. You say that there are females in the Union who have been there all their lives?—One girl has never been anywhere else. I have heard that her father is a publican in a fair position in Oldham, or near Oldham.

17,849. With regard to those who are not in the workhouse, what are their employments?—There are spinners, reelers, winders, weavers, iron-workers, joiners, hatters, saddlers, cloggers, skipmakers, paper-bag makers, and last, but not least, a deaf-mute in the employ of a dairy-farmer, and with a pony and cart retails the milk to his master's customers just as well as if he could hear and speak. He is totally deaf and dumb.

17,850. You say it is difficult to find employment for them after they leave school; how long a time have you known elapse before you could get any employment for them?—I have known them go two or three months before they could get employment.

17,851. Have you tried to find employment for them?—Yes, I have gone round day after day trying to find employment for them.

17,852. That is part of your duty, is it?—Yes.

17,853. Then the institutions where those persons have been educated take no steps to find them work after leaving the institutions—they do not apprentice them?—Not in my district.

17,854. If they did, the duty of trying to find employment for them would not fall upon you?—No. *Mr. A. Welsh.* 31 Oct. 1887.

17,855. Do you think it is desirable that deaf and dumb institutions should, if possible, find occupation for their inmates before they send them out?—They might aid the adult societies if there were any such in their vicinity; if there were no such societies in their vicinity, then, I think, the institutions should take upon themselves to find employment for their inmates.

17,856. Do the deaf and dumb institutions communicate with your society when their inmates leave the institutions?—Not any further than sending the names and addresses to the missionary.

17,857. You hold services every Sunday?—Yes.

17,858. How do you work your district as regards holding services?—I take Oldham and Ashton-under-Lyne every alternate Sunday. On the Sunday that I am absent from one place another helper takes my duty. I am at Staleybridge once a month. My district is quite a new district and we have had a great deal of opposition and difficulty.

17,859. Have you any assistant at Staleybridge to take the other three Sundays?—No.

17,860. Is there anything further you wish to say about the education of the deaf and dumb in your district?—I should like to say that, in my opinion, in a large place like Oldham, or in other large places with the same population, day schools ought to be started in preference to boarding establishments.

17,861. Do you think that the deaf and dumb would be as well taught in day schools as in institutions?—Yes, every bit.

17,862. Is it the wish of the parents themselves to send their children to day schools?—It is; that is one reason why I started the class, another reason is that where the parents are too poor to pay the fees themselves there is great difficulty in getting the guardians to pay.

17,863. The parents do not like to send their children to institutions?—They do not. They keep their children at home in many cases till they are past school age rather than send them to institutions.

17,864. Do you think the education of the deaf and dumb should be compulsory like that of any other children?—Certainly; I do not see why they should be left out. In speaking to the late clerk of the School Board at Oldham he said it was not their duty to attend to deaf and dumb children. I said it was, according to the Education Act.

17,865. They have not done anything hitherto towards the education of the deaf and dumb?—They have not.

17,866. Is it the same at Staleybridge?—It is the same there, and at Ashton-under-Lyne.

17,867. Do you think the deaf and dumb are specially suited to any trades from your experience?—I think if they got a good knowledge of drawing they would make good draughtsmen.

17,868. You would recommend that drawing should be taught in schools for the deaf and dumb?—I would.

17,869. How many deaf and dumb children of school age would there be in Oldham at the present time?—Including the children at present at Old Trafford they would make a class of 20 to 25.

17,870. Would they be conveniently gathered in one centre?—Oldham would be a convenient centre for the majority.

17,871. You think Oldham would not be too far from their homes?—I do not think so.

17,872. Have you anything else to say with regard to the education or religious instruction of the deaf and dumb?—I might say that at the present time all the deaf and dumb children in my district who have been educated, no matter on what system, attend our services, and the services are conducted in the finger and sign language, mostly by signs.

17,873. Not in much finger language?—Not in much finger language, because we have to take into account those who are uneducated. If it were com-

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pulsory on parents to send their deaf and dumb children to school, we would assume that we were dealing with persons who had been educated up to a certain point so that they would understand finger language; but in the meantime there are so many deaf and dumb who are uneducated or partly educated that the service has to be conducted on a mixed method with a greater preponderance of signs.

17,874. With regard to inter-marriages of deaf and dumb persons, have you any experience at Oldham of such marriages?—Yes.

17,875. Have the children of such marriages been born deaf and dumb?—No; they can hear and speak.

17,876. Is that the case not only where the deaf mutism of the parents has arisen from accident but where it was congenital?—The result is the same with congenital mutes; that is my experience.

17,877. You have never known a case of deaf and dumb children from the inter-marriage of deaf and dumb persons?—I have only known one in the whole of my experience. There was only one child in that case.

17,878. (*Mr. St. John Ackers.*) You just stated that you only know of one deaf child, the offspring of deaf parents; how many hearing children the offspring of deaf parents do you know in your district?—I should not like to state any particular number, I know there are a number of such children. I know several families where there are three or four children in each family and they all hear and speak. They seem bright and happy, just the same as others.

17,879. Do you know a thousand deaf children in your neighbourhood the offspring of deaf parents?—There are not a thousand deaf and dumb in my district.

17,880. Then it does not come to much, because the number that are born deaf and the number that become deaf by accident throughout the whole of the United Kingdom comes to about one in every 1,200 children. If you know one case in very much less than 1,000 the argument goes against the conclusions you have just been drawing. Do you remember any of the statistics that the late Rev. John Downing, who had the charge of Manchester and all that district, worked out on this subject?—No; I never heard of them.

17,881. Have you read the reports of the different meetings and conferences of those interested in the education of the deaf in this country.—I have read one or two.

17,882. Not all of them?—Not all of them.

17,883. You find that in one of the earlier ones. You said you met with great opposition and difficulty in your district?—Yes, in Oldham and Ashton-under-Lyne.

17,884. What was the opposition and difficulty that you met with in Oldham and Ashton-under-Lyne?—The opposition was chiefly in respect of a section of the deaf and dumb. Previous to my appointment to that district there had been no one to look after the deaf and dumb for nearly 10 or 12 years, at least to look after them properly; there had been some one sent to take a service there, but there was no control over the deaf and dumb, to look after them properly.

17,885. What was the difficulty you met with?—During the whole of that time they had been led away by evil influences and by bad example, and it was my place to begin and teach them better.

17,886. Does he belong to another society?—They formed a society of their own.

17,887. Are the two going on together?—Not now, though money for this other society is still being collected.

17,888. You mentioned that there are certain deaf and dumb persons in the workhouse because their relations do not want them at home, what reason is there for their not wanting them at home? You told us before that the parents of deaf and dumb children keep them at home much longer than they ought to do, but I understand from you that the parents in certain instances do not care to have them at home, can you give us any reason for that?—One case I had in my mind was that of a young woman who met with a misfortune; she had never been to school; she was sent to the Oldham workhouse, and when she got better she was returned home.

17,889. (*Chairman.*) What was her misfortune?—She had a child.

17,890. Is that the case in which the parents refused to receive the young woman back?—I do not know that she had any parents; she had a brother with whom she lived.

17,891. Her relations did not desire to take her back?—No, they did not wish her to remain with them.

17,892. (*Mr. St. John Ackers.*) Do you find that children who have been taught either orally or by the sign and manual system are able easily to communicate with their relations when they come back from school?—The parents think they can get along with them very nicely; they hold communication with their deaf and dumb children, but from my observation I do not think much of the conversation carried on. The parents sit very quietly, and let the deaf and dumb children amuse themselves as they like, and go out and in as they like.

17,893. Do you find that those taught on the sign system are better able to communicate with you or with their parents and relations than those taught orally, say they have been at school four or five years and they come home at the end of that time?—They (the sign-taught) are better able to communicate both with me and their parents.

17,894. In answer to the Chairman, you said you had not had much experience of orally taught pupils. In answer to a question I put to you, you said you had not read all the reports of the different conferences in England. May I ask you whether you have devoted much of your attention to the history of the education of the deaf, both past and present, in this and other countries?—No, I cannot say that I have; my duties are too many to admit of my making myself acquainted with all that has been done and is doing in that direction.

17,895. Are there any School Boards in your district that take in deaf children?—No.

17,896. You say they do not consider it their duty to educate the deaf and dumb, at least you said that a late clerk of one of the School Boards in your district told you that he did not consider that it was their duty to do so. Are there any deaf and dumb children sent to the board school who receive the ordinary instruction in classes with the other pupils?—I am only aware of one child having been so sent.

17,897. Is that child there now?—No; one teacher took an interest in her and gave her what instruction she could, but when the class got into a higher standard and were put under a different teacher that other teacher took no interest whatever in the child and sent her home.

17,898. You say you left the deaf and dumb institutions where you were previously to becoming a a missionary in order to better yourself, I take it for granted that your present salary is larger than it would have been if you had remained at those institutions?—It is not; but as a matter of fact I refused a much higher salary as resident teacher in another school.

17,899. If you had remained at either of those institutions, would you have received more than you are receiving now?—I might have done.

17,900. Is your present salary more than the amount that you received when you left?—Just the same.

17,901. What is the amount of the salary you are receiving?—80*l.* a year. I got a donation of 10*l.* from my committee this year.

17,902. Have you any extras, such as travelling expenses?—I have travelling expenses.

17,903. Have you any other extras?—No.

17,904. Were you trained in an ordinary training college?—I have never been to a training college. I have passed the examination entitling me to a provisional certificate, and I have also studied at Glasgow University.

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17,905. Does your experience lead you to think that the salaries paid in the ordinary institutions of this country, including the large ones you have named, Glasgow and Manchester, are such as to attract thoroughly competent and well-trained teachers for the education of the deaf and dumb?—I do not think the salaries are large enough to attract very good teachers, at least if good teachers do accept the situations they do not stay long, on account of the number of duties attached to the boarding institutions; I mean duties other than teaching. That was the main reason why I left the Manchester Institution, as I considered I had served long enough as a resident teacher, and the committee of the institution refusing an application from me to live out I sent in my resignation. Unless there is a prospect of being allowed to live out, I consider that competent teachers will never, as a rule, long submit to the duties and confinement of institution life, and will give up their situations whenever a good opportunity presents itself. To provide against this a pensioner or other person should be engaged for the duties now being done by teachers. It would certainly involve extra expense, but better teaching power would be got out of the teachers, who, I know from experience, are often too tired to do much good in their class.

17,906. (*Mr. Van Oven.*) You say there is a difficulty in finding employment for the deaf and dumb; do you find there is more difficulty in finding employment for those who can only speak by the fingers, and do you find that semi-mutes more easily get employment?—No, I do not.

17,907. You think it makes no difference whether they are absolutely mutes or whether they are semi-mutes?—The difficulty is not so much in the speech as in the matter of hearing.

17,908. You have a class of deaf and dumb yourself?—Yes.

17,909. Do you teach them by the fingers or entirely orally?—I have only four in the class, and three of them could speak a little before coming to me, and I thought it my duty to continue to teach them speech.

17,910. Do they read from your lips?—They read from my lips and they speak, but I do not call my system of teaching them purely oral; they are taught by signs as well. The three pupils I speak of are quite exceptional cases: one being able to speak almost as well and clearly as any hearing person, and the other two can hear fairly well, although unable to speak intelligibly.

17,911. You were a teacher in an elementary school; I presume you passed your certificate examination?—Not the full certificate.

17,912. (*Rev. Mr. Owen.*) You say you are in favour of the day-school system as against the institution system. Have you carefully considered the many extra advantages which children get by being entirely under one roof and under one system of discipline and one organisation, by which not simply the education but the whole moral training of the child is looked after?—I am not able at present to enter into all that might be said in favour or against the boarding school system, but I think that children taught in a day school would learn a great deal quicker and learn many things that children in a boarding establishment would not learn, because those that teach in institutions get into a certain groove of instruction out of which they cannot get, and the instruction which the children get year after year in some things does not much help them when they go into the outside world; when they go home they have very many things to learn over again from the commencement.

17,913. From what you know of the average homes of the deaf and dumb, do you think the parents or relations would take sufficient interest in their children to compensate for the loss of the advantages to which I refer which would be involved in the adoption of the day-school system?—Yes, I think they would take more interest in them.

17,914. You said that many of the adults who attend your religious and secular classes were formerly in the oral branch of the Manchester Institution?—A few of them were.

17,915. (*The Chairman.*) You are probably aware that the new building has only been completed within the last year?—Yes, I am quite aware when the new building was completed.

17,916. And it was only two or three years before that time that oral teaching was attempted to be carried out?—I went to the Manchester Institution in the year 1880 or 1881, and at that time there were a few pupils receiving oral instruction.

17,917. But there was no separate department at that time, was there?—No.

17,918. It has only been in operation about four years?—I was at the Manchester Institution when the change was made.

17,919. What year was that?—In 1882.

17,920. (*Rev. Mr. Owen.*) Has any effort been made on the part of those who take an interest in the education of the deaf and dumb to bring the question of their education before the School Board?—Not in my district.

17,921. Nobody has taken up the question?—No.

17,922. Therefore the School Board are not to blame for not having instituted some system of education for the deaf and dumb?—No, I do not think that they are.

17,923. Are your religious services under the auspices of the Church of England?—Yes.

17,924. (*Rev. Mr. Sleight.*) Will you kindly state what your service consists of?—The Sunday service consists of portions of the Church of England service taken from the prayer book. We should make the service too long for the deaf and dumb if we carried out the whole of the service, so we omit portions of it.

17,925. At what times are your services held?—In the afternoons and evenings.

17,926. Have you any adult Bible class?—Not at present. I should just like to say, with reference to the Sunday service, that it is in the main explanational; we do not read off the service word for word, at least I do not. I make it a point of explaining every difficult word, and not just giving a sign for it; so the Sunday service is both a class and a church in one.

17,927. What do you do for them during the week?—Try to find work for those unemployed, arrange differences which may arise between them and their masters, visit them at their homes, and act as their adviser and friend, and at the evening meetings instruct them in reading, writing, and arithmetic. The room is also used as a kind of club room. It is supplied with the daily, evening, and illustrated newspapers; and games, *e.g.*, draughts, dominoes, are also provided.

17,928. The adults do?—Yes, those who wish for it; they are not forced to take the instruction unless they like, and any explanation they may wish on any point I give them.

17,929. (*Chairman.*) Is that the only instruction they get through the week?—We have lectures in the evening during the season from October to March, besides the education in arithmetic and writing and reading.

17,930. (*Dr. Tindal Robertson.*) What are the lectures about, are they on religious subjects or secular subjects?—All sorts of subjects. I not only lecture myself, but try and get gentlemen to give lectures, and I interpret for them as the lecture goes on; the gentleman stands or sits by my side as if he were speaking to a hearing audience, and I interpret.

17,931. (*Rev. Mr. Sleight.*) Can you inform the Commission how many uneducated adults are gaining a livelihood by employment?—With the exception of those in the workhouse, they are all gaining a livelihood whether educated or uneducated.

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17,932. There are no cases in your district of adult deaf and dumb who are gaining a livelihood by begging?—No, not one.

17,933. The majority of the adults have been educated by the sign and manual system?—Yes.

17,934. Do you find that they have any difficulty in communicating with their employers or with their fellow workpeople?—None whatever, they communicate very readily with them either by sign or in writing, quite sufficient for them to know what is required.

17,935. (*The Chairman.*) Except in the case of anything very particular being required to be done, I suppose the ordinary conventional signs are quite sufficient between the deaf and dumb workmen and the master?—The signs may be very unconventional indeed because masters do not know the signs.

17,936. (*Rev. Mr. Sleight.*) With regard to the children under oral instruction, can you inform the Commission how, during their holidays, they communicate one with the other?—By signs.

17,937. Do any of those elder scholars attend your services during holidays?—Yes.

17,938. Have you ever questioned them as to the system they themselves like being taught by?—I never did so as a matter of gaining information, because I see them talking among themselves comparing the systems, and I can get information on the point, without specially asking for it, from their signs and from what they tell me themselves they prefer the sign language.

17,939. Do you find that those who are being orally taught keep themselves apart from the children that have been taught on the sign system?—No.

17,940. They freely mingle one with the other?—Yes.

17,941. How do they communicate one with the other?—By signs.

17,942. How do the orally taught children learn the signs?—That is a matter I cannot explain; children begin to sign at the very earliest period.

17,943. Signing seems natural to them?—Signing seems natural to them. I have a child of my own (not deaf and dumb), and through so many deaf and dumb people coming to my house to speak to me she is beginning to sign almost before she can speak.

17,944. (*Dr. Tindal Robertson.*) Are any of the deaf and dumb children, or adults with whom you come in contact, taught any kind of handicraft at school or after they leave school?—At school I am not aware that they are taught any handicraft.

17,945. When they go into the workshops or where they work afterwards they are taught in the usual manner with others?—Yes.

17,946. They go to the workshop absolutely ignorant in the first instance of any rudimentary idea of the work they are going to do?—Yes. In the cotton mills before earning wages they have to go as learners; they must have some friend, or the manager may appoint some one, to instruct them in the particular branch they may wish to learn, and during that time they receive no wages whatever; in fact, after they do learn the trade, if the mill is not short of hands, they do not get wages, no matter how proficient they may get; it is only when vacancies occur that these learners are promoted to the vacancies.

17,947. Then would it be an advantage that they should get some elementary technical education, before they go to the factory or workshop in order to avoid this loss of wages during the time of probation?—It would be to their advantage certainly, but then if the mill or workshop was full of hands they would not be taken on, they would have to go about idle. I think it preferable that they should be in a workshop, whether they were earning any wages or not, to running about the streets. I know that is the wish of the parents. Many have implored me to ask the masters to give their children anything to keep them out of the streets.

17,948. When you have tried to get employment for the deaf and dumb and could not get it, what have been the objections on the part of employers to taking deaf and dumb persons as workers?—Very few employers explain their reasons.

17,949. When you do get any reasons what are they?—Their deafness. There are others who simply say that they have no vacancies.

17,950. Is there any disposition on the part of those who are not deaf to resent the introduction of the deaf into the different shops or factories?—No; I never heard of any.

17,951. Do you know if there is any rule on the subject in any of the trades' unions?—I am not aware that there is any rule about it in trades' unions. One or two deaf and dumb have recently told me that the managers in the cotton factories have told them that they are not allowed to have them in their mills. I do not know of any Act of Parliament forbidding managers to take them in.

17,952. Does the manager act on his own responsibility in refusing to let them work in the mills where he does so refuse?—I expect he does. I do not know whether he communicates with the master or not.

17,953. Do you know whether any of the deaf and dumb people employed in the mills are members of trades' unions?—Many of them are.

17,954. The main objection you seem to entertain to children being in boarding schools is that they lose the habit of communicating with others. You think they are not so independent when they leave the schools, that they get into certain grooves, and that they cannot compete so well with the outer world?—Yes.

17,955. Suppose they went to day schools, would it be better that they should go to schools established specially for the deaf and dumb, or that the School Boards should establish classes for them in their schools?—There might be a class-room in a board school or denominational school so that the deaf and dumb children should be kept apart from the other children.

17,956. If they were kept apart from the other children, would not that prevent the very thing you seem to wish that they should be able to communicate with the outer world?—I would keep them apart during instruction, and let them mix in the playground and outside; they could not be taught together.

17,957. Do you think you know all the deaf and dumb in your district?—No; I am continually finding fresh cases.

17,958. Have you got a large majority of them?—Yes; since my appointment I believe I have found between 50 and 60 deaf and dumb who were previously unknown to the society.

17,959. Do you keep statistics as to their general condition, as to their age?—Yes.

17,960. And their employments and so on?—Yes.

17,961. Could you send to the Commission a statement of the number between certain ages and what they are doing?—I could send that to the Secretary.

17,962. You have been asked about the inter-marriage of the deaf and dumb, have you ever made any inquiry with regard to the result of the inter-marriage of blood relations?—I have done so.

17,963. You say you know certain cases where there are three or four in the family, in those cases do you find that the parents are blood relations?—No; before their marriage they were quite strangers to one another.

17,964. Are there any cases in which you have noticed that deaf and dumb offspring has been the result of the inter-marriage of blood relations?—No.

17,965. You do inquire, do you?—Yes.

17,966. And you were not able to find out any such cases?—No; I would make a note of such cases if I came across them.

17,967. (*The Chairman.*) Are you in communication with many other missionaries over England?—With a few of them.

17,968. Is there any conference of missionaries to compare notes and to take counsel together?—No; I am sure it would be to the mutual advantage of both

parties if the missionaries attended the Teachers' Conference.

17,969. You have never been invited to attend a Teachers' Conference?—No.

Postscript.

Since giving evidence before the Royal Commission, on the 31st October 1887, I have been enabled, through the courtesy and kindness of a gentleman interested in the education of deaf-mutes, to pay a visit to an oral school in London, viz., the School for the Oral Instruction of the Deaf and Dumb, and Training College for Teachers, Fitzroy Square, W. Every facility was afforded me of making myself fully acquainted with the method of instruction, and information on doubtful points was freely given by the director, Mr. Van Praagh. That no restraint whatever was placed on my movements may be inferred when I state that the master, Mr. Van Praagh, withdrew and allowed me to converse and examine the pupils alone.

This inspection extended over four days, viz., from the 19th until the 23rd November 1888.

As a result of what I there saw, my opinions, which were formerly against the introduction of the oral method, have been considerably modified, and I am now convinced that under certain conditions (hereunder noted) the oral method of teaching the deaf and dumb is possible of success.

I am also inclined to believe that had other opponents of the oral system had the same opportunity as myself of seeing the good results achieved by the system by a master of the art, they would also, I think, have altered their opinion in regard to it.

Like the sign system, I believe the oral method has suffered, not from any inherent weakness or defects in the system itself, but from the incapacity of the majority of its so-called exponents.

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Briefly stated, the oral system of teaching the deaf and dumb, to be successful, would require:—

I.—That all schools and institutions be placed under Government control and inspection.

II.—That children be under tuition not less than eight years, and attendance be compulsory.

III.—That training colleges (not merely examining bodies) for teachers, with school for children attached, be established.

IV.—That teachers be not under 17 years of age and be required to serve an apprenticeship of at least two years satisfactorily before proceeding to a training college.

V.—That teachers in boarding institutions be absolved from the onerous domestic duties which many are now called upon to perform.

VI.—That as the teaching of deaf-mutes is confessedly more laborious than teaching ordinary children the remuneration of teachers of the deaf and dumb should be proportionately greater.

N.B.—These conditions would be equally applicable to schools in which the sign system is used.

ARCHIBALD WELSH, Missionary,
Oldham, Ashton, and Stalybridge
Deaf and Dumb Societies.

30th November 1888.

Mr. JOHN WHITE NORTH examined.

Mr J. W. North.

17,970. (*The Chairman.*) You are superintendent of the Manchester Adult Deaf and Dumb Society, are you not?—Yes. That comprises the Central Institute and 13 branches.

17,971. Are your branches all in Lancashire?—Partly in Cheshire and partly in Lancashire, but chiefly in Lancashire; and they extend as far as Preston and Blackburn.

17,972. What number of missionaries have you under your control?—Four. When I entered upon my duties four years last February we had eight branches and two missionaries.

17,973. What had been your previous experience of the deaf and dumb?—I have a deaf and dumb brother, and I have been used to the deaf and dumb from childhood, and I have been also teacher at the Doncaster Institution.

17,974. Do you conduct services yourself?—Yes; practically, I am just as much chaplain of our Society as Mr. Rhind is of the London Society, only that I am not ordained; I hold a licence from the late Bishop Fraser.

17,975. Do you hold your religious meetings at Manchester only?—No, they are held alternately by me and my Manchester colleague. Perhaps I conduct a service at Manchester in the morning and at one of the branches in the evening, and he conducts it in the evening, and then we turn about. I am continually going round to the branches, but chiefly to Wigan, Stockport, Ashton, and Oldham. Our Blackburn missionary generally takes the Blackburn district, which comprises Blackburn, Accrington, Burnley, and Preston.

17,976. What is the number of deaf and dumb in your district?—According to the census of 1881 it is put down at 1,000; but I think the actual number is probably more, because I find generally that the actual number does exceed the census number.

17,977. What is the actual number?—I cannot tell.

17,978. What reason have you for supposing that the actual number exceeds the census number?—Because in Ayrshire the return was 110 and the missionary returned 130.

17,979. But what is the number that you actually know of in Manchester?—I cannot say positively. It is very difficult indeed to ascertain the number in Manchester.

17,980. You undertake to visit all the deaf and dumb in Manchester; do you not know how many you visit?—We do not undertake to visit all the deaf and dumb in Manchester. We undertake to visit any cases that are reported to us as being sick or in distress.

17,981. Have you no figures in your books which will enable you to answer the question?—I am really not prepared to answer that question.

17,982. You come to give evidence as to the deaf and dumb in Manchester, and you say that you do not know how many you visit?—The heading as to which I offered to give information was on the condition of the deaf and dumb as we find them, and by this I meant not only in Manchester, but in the various branches I visit.

17,983. But you say that the number of deaf and dumb persons in your district according to the census is 1,000, and that you believe it to be more, but you do not say what number you even visit. Do you visit 800 in your district?—I was not aware that I was going to be asked that question and I did not collect the information. I will try to ascertain the number as nearly as I can.

Number of Deaf and Dumb the names and addresses of whom we have.	
Blackburn district (latest account)	247
Manchester do.	181
Oldham do.	147
Stockport	28
Wigan	30
Bolton district (just received)	75
Rochdale	41
Bury	29
	778

We do not visit every individual. We could not possibly do so, considering the immense area over which they are scattered. We keep finding out fresh cases. Our Bolton missionary reports of the 75, nine are childen, three of school age, and application has been made to board and refused.

17,984-6. Then you do not visit all the deaf and dumb in Manchester?—We do not.

17,987. You have stated that you do not visit all deaf and dumb in Manchester; what is the number

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that you do visit approximately?—I am not able to answer that question.

17,988. What is the number of your congregation?—It varies from 20 or 30 to 50; we have had as many as 70 and 100 on one or two occasions, but those were special occasions.

17,989. Are all those men employed, or are any of them beggars, or are any of them in workhouses?—There are 12 whom the Blackburn missionary visits who are in the workhouse.

17,990. How many are in workhouses?—The following figures, supplied by our Blackburn missionary, I believe to be correct:—

Blackburn	12
Bolton	5
Oldham	5
Ashton	5
Rochdale	4
Chorley	4
Preston	3
Bury	1
Warrington	1
Burnley	1
Patricroft	1
Kirkham	1
Ulverstone	1
Ormskirk	1
Liverpool	1
Haslingden	2
Manchester	1
	49

Educated	12
Uneducated	37
	49

From Charlton I have not received a reply.

17,991. Are there none in the Manchester workhouse?—I do not know of any besides the one reported to me.

17,992. What are the occupations of the adult deaf and dumb?—They are of nearly all sorts.

17,993. Have they any difficulty in getting occupation?—They have more difficulty, of course, than hearing people; and they have more difficulty, not only in getting apprenticed as boys and girls, but also in getting adult employment.

17,994. Do you work in harmony with the schools at Old Trafford; after the young men leave Old Trafford do you obtain situations for them?—Yes. I sometimes go before they leave to ascertain what trade they would like, and then I am on the look-out for them.

17,995. Do you get employment for any of them in the trades where drawing is requisite, as designers or draughtsmen?—Yes, there is one that I got apprenticed just before the Conference, two years ago in June, and he is doing exceedingly well as a pattern designer. His master is not merely satisfied with him but pleased with him, and holds him up as an example to the rest.

17,996. Do you think it desirable that in the schools for the deaf and dumb the elements of technical instruction should be taught, not necessarily to fit them for any particular trade, but to give them knowledge of handicrafts generally?—I think that if, in the first instance, they show an aptitude for drawing, or if they have any talent, it is advantageous to have that talent cultivated.

17,997. Do you think it advisable that the deaf and dumb children should remain longer in schools than other children?—Yes, I do, certainly.

17,998. How long would you keep them in school?—I think it is desirable for them to remain long enough to pass a certain standard similar to the elementary schools. The great misfortune of the adult deaf and dumb is that they have not been to a school long enough as a rule.

17,999. You speak, I suppose, both of the sign and manual schools, and of the oral schools, too?—Both of the one and of the other; but I am speaking chiefly of the sign system. The sign system, in my opinion, has never had a fair chance.

18,000. In what way?—In this way; in the first place, the children have not been long enough at school; and in the second place they too frequently have not had competent teachers. I am not casting any personal reflections upon the teachers, but they have not been trained. As every gentleman here knows, the teachers in elementary schools have to undergo a course of instruction and training and pass an examination before they begin to teach; but the sign teachers of 20 years ago were simply raw youths of 15 or 16 years old who had had no proper training. It would seem very absurd to send me to teach in a German school if I had not been taught the German language.

18,001. Have you ever taught in a deaf and dumb school yourself?—I have; I have a deaf and dumb brother, and I was better qualified when I first went than many others to teach the deaf and dumb.

18,002. Did you teach your brother?—No.

18,003. Where have you yourself taught?—At the Doncaster school.

18,004. What was your experience at the Doncaster school?—I was there about three-quarters of a year.

18,005. Have you been a teacher in a national school?—No, never; but having had a deaf and dumb brother, and being used to him from childhood, I was better prepared for teaching the deaf and dumb than most who first begin. I learnt the manual alphabet and something of the sign language, too, before I went.

18,006. Do you conduct the service for the deaf and dumb entirely in the finger language or in signs?—A mixture of both. I adapt my discourse to the intelligence and capacity of the congregation. For instance, if I have a fairly intelligent and educated congregation, I prefer a mixture of signs and spelling as being more effective; but some congregations we have of whom I know nearly half have not been at school at all, and I know that in their case spelling is of no use, and that I must confine myself to signs.

18,007. Can you tell me how many among the deaf and dumb in your district have the remains of language, that is to say, are semi-mutes?—I have had several of that kind, but I cannot give the number. I keep meeting them occasionally. There is one case that I would like to give as being a very remarkable one. Of course when a child loses his or her hearing at five or six or seven years of age, there is nothing very remarkable to me in its retaining the faculty of speech; but it is a fact that there are some that speak exceedingly well, and indeed better than some of those who lose their hearing at five or six years of age, although they have either been born deaf or have lost their hearing before they acquired speech.

18,008. Are you speaking of those who have been taught in the oral system?—No, of those who have been taught on the sign system.

18,009. I am speaking of speech in the sense of language?—So am I.

18,010. You mean persons who speak without ever having been taught to speak?—I do. My brother does so, and he talks very much better than some I know who have been taught by the oral system. But this girl at Rochdale is the most singular case that I have met with. Her voice is sweet and natural; she talks with a slight lisp the same as her sister; I have often heard her speak and wondered that she could speak so naturally, and I took it for granted that she had lost her hearing after she had grown up and had acquired the faculty of speech. But I recently ascertained that she was not quite a year old when she lost her hearing.

18,011. Then she is probably not altogether deaf?—I believe she is entirely deaf.

18,012. I suppose she lip reads?—No, she reads from the manual alphabet. I converse with her by the manual alphabet, and she talks with me in return, and so distinctly that I can understand every word that she says.

18,013. And she has never been taught lip reading?—No.

18,014. Is not that a case in which lip reading would have been very valuable?—It might.

18,015. Is there any doubt about it?—She would certainly have been more capable of learning it than the generality.

18,016. She would be like other people if she had learnt lip reading, would she not, if she can speak?—Of course, I cannot express a decided opinion, but my opinion is that she would not. I have not met with any yet that could read the lips with much advantage.

18,017. I suppose you have not had much experience of those who have been taught under the oral system thoroughly?—I have not. In the case of the lad George Dixon, who was apprenticed to the pattern designer that I spoke of, one of the first questions that the master asked me was whether he was taught orally, and I said "No." He replied, "I am glad of "that; the other that I had was, and I found it very "tedious to converse with him, and I could converse "with him more easily in writing."

18,018. The master does not know signs?—He does not.

18,019. Do you think that a considerable proportion of the deaf and dumb children in your district of educable age receive no education at all?—Undoubtedly. At Appley Bridge, near Wigan, I found five in one family, middle-aged people, who had never been to school at all.

18,020. Have you made inquiries as to the number?—I have not the number, but I know of several cases. Practically, I am chaplain, superintendent, and secretary of the society, and we have had a great deal of extra work during my period of office, and I could not possibly give the time to visit from house to house to collect information.

18,021. Have you been only a short time there?—I have been there four years last February. In order to ascertain the number of deaf and dumb it is necessary to have an almost house-to-house visitation. I found out a great deal last year. There is one house that I had passed scores of times and I had no idea that a child living there was deaf and dumb, and she is now 15 years of age and her parents could well have afforded to send her to school.

18,022. I should have thought that if you had been in your present position four years, by that time you would have had some definite idea of the number of cases of deaf and dumb persons who are not educated?—There are two or three cases at Stockport that I know in which the parents are not in a position to educate their deaf and dumb children, and the guardians will not do it.

18,023. Do you say that advisedly?—I do.

18,024. You know, as a matter of fact, that the guardians have been applied to and have refused?—On this point I would remark that, without being able to cite cases where formal application has been made and refused, I know that while some boards do send children to school, others will not unless it be made compulsory. A year last summer I found two children in one family in Lincolnshire. I communicated with the rector, himself an *ex officio* member of the board. Last summer I was there again, and saw another member of that board, and found no steps had been taken. I cannot say in *this* case that formal application had been made. I know it has not, but the result is practically the same as far as the children are concerned. In my opinion compulsory education is *absolutely* necessary. If it be for hearing children, HOW MUCH MORE FOR DEAF AND DUMB?

18,025. Will you kindly give us those cases; what are the names?—I could give the names of the children; I could not positively state that any formal application had been made to the guardians, but there is one case in which I spoke to one of the guardians upon the subject. I know that there have been several cases, but I could not give the names of them just now.

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18,026. Perhaps you will furnish the Commission with any cases, either at Stockport or elsewhere, in which you know that a formal application has been made to the guardians and has been refused?—I will endeavour to do so.

18,027. Have you a copy of the annual report of your society?—I have not.

18,028. Do you print one?—Certainly.

18,029. Then why did you not bring one?—I did not think of it.

18,030. Who are your employers?—The Bishop is the patron of the society; Mr. George Robinson, of Princes Street, is the president; Mr. Oliver Heywood and Mr. Richard Jones are the treasurers. I think your Lordship is one of the vice-presidents and the Dean is another, and Archdeacon Anson, Canon Stowell, and Canon Kelly are on the committee.

18,031. Is there any suggestion which you would wish to make with regard to the education of the deaf and dumb?—I have suggested in the first place that teachers, previously to going as teachers, should be trained similarly to the teachers in elementary schools. Of course I presume that every gentleman here present knows that there is not sufficient school accommodation to accommodate the deaf and dumb children in the first place. Then, in order to make the education effective, it must be compulsory, and the school attendance officer must visit the houses and find out the cases of the deaf and dumb, because it is impossible in a tremendous district like ours for me or any other person to do so. I would also suggest that I think there is not sufficient inducement held out to teachers of the deaf and dumb; that while teachers of elementary schools have a prospect of obtaining masterships and being in a position to marry, few teachers of the deaf and dumb have the salary required.

18,032. Do not the school attendance officers in Manchester know the number of children who are of educable age, but are not educated?—I do not think they do. There are two cases now in the Old Trafford school that I found out quite by accident, of two boys who had been attending hearing schools where, of course, they had been learning nothing. I met one on the tram one day, and I sought him out and he is now in the Trafford school*; there is another down Openshaw way.

18,033. Do you think it advisable that the deaf and dumb should be taught in day schools under the school boards, or in separate institutions?—In separate institutions. That is my decided opinion.

18,034. Is that on account of the size of Manchester, which makes it impossible to group them together into classes, or on other grounds?—In the first place, it is very difficult to secure anything like regular attendance, owing to the immense area over which they are scattered; and, in the second place, I think they are far better under the supervision of properly qualified teachers, because the discipline which they would receive at the board school would very probably be to a considerable extent neutralised by the laxity at home.

18,035. But I suppose the board schools would be able to secure good masters, would they not, as they do in the case of elementary schools?—What I mean is this: that the children are only a certain number of hours at the school, and then they go home and are free from that school discipline; whereas in such an institution as the Old Trafford school they are

* The mother of this boy told me that if the attendance officer saw him playing in the street he went to the house to inquire why he was not at school, but when he *was* at school he was not interfered with; but this was an *ordinary* school, where, of course, he was learning nothing of language. I believe these were the exact words used in my letter. I suggest that attendance officers in our district should be instructed to find out these cases and report them either to me or the secretary of the Old Trafford school.

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constantly under the supervision of the teachers, who have proper command over them, and in fact they are constantly receiving instruction in school and out of school.

18,036. Do you think that would be equally applicable to a town like Stockport or Blackburn, or other towns?—Yes; I think it is applicable to any town.

18,037. You would not have an institution at Blackburn, I suppose, but you would subsidise the institution at Manchester out of public funds through the guardians, or in some other way?—Yes; our Blackburn missionary has been instrumental in getting a good many sought out and sent to the school. In his district, before he came we had the names and addresses of about 30 deaf and dumb in the whole of North-east Lancashire; he has now the names and addresses of, I think, 240.

18,038. Who are not at school? — He has the names of 240 deaf and dumb in his district, whereas only about 30 were known to our society before.

18,039. How many of those are children, and how many are adults?—His latest account gives—

Adults - - - -	190
Children at school - - -	26
„ not at school - - -	31
	247

18,040. Whatever accurate statistics you can furnish from your own knowledge or from the knowledge of the officers of your society, and which your society can vouch for, we shall be very glad to have unless your report furnishes all those details?—It does not give the number of educated and uneducated deaf and dumb children. In my letter to the secretary offering to give evidence I said that I had neither time nor opportunity for collecting statistical evidence, but that I should be prepared to offer practical remarks on the condition of the deaf and dumb generally as I found them.

18,041. (*Dr. Tindal Robertson.*) Is yours purely a benevolent institution supported by voluntary contributions?—Entirely; we are not endowed. We got a bequest of 500*l.* to our Oldam branch some time ago.

18,042. Have you any funded property?—We have not.

18,043. And you depend upon the subscriptions that you get from day to day?—Entirely. It takes a good deal of doing.

18,044. You publish a report, do you not?—Yes.

18,045. In that report do you furnish any statistics of any kind?—We furnish the number of services and of sick visits paid and other items.

18,046. But have you any account of the number of peoples under your charge?—I have not an account of the number in Manchester.

18,047. But have you not a register to enable you to show what people you go to, and so on?—No.

18,048. How do you conduct your visits, if you have no account of the people who are under your care?—We have the names and addresses of a good many of the deaf and dumb.

18,049. But you have not the addresses of them all?—Not of them all.

18,050. Do you visit these people at their own homes at all?—Yes.

18,051. On what principle, if you have no register of the names and the numbers, do you conduct your visits?—We visit them as we have leisure to do so; but we have much other work to do.

18,052. But how can you visit them unless you have a list?—We have the names and addresses of a good many.

18,053. (*The Chairman.*) What do you call a good many?—Perhaps 50 or 60, or more, I cannot say just now.

18,054. (*Dr. Tindal Robertson.*) When you put a person upon your books, do you take any account of what was his antecedent condition and his present condition?—No, we do not put that down.

18,055. Do you not think that that would be a very advisable thing in a society like yours?—Mr. Jones, my colleague, had been a missionary for many years under the late Mr. Downing, and any deaf and dumb that I do not know I ask him about, and he generally knows them and is able to give me information.

180,56. Have you any reliable history of any of these people written, so that you could give it to this Commission, or is your knowledge of these cases simply confined to yourself and your colleague?—I have not any written history of them except that I very often make a note when a deaf and dumb person comes from another district, from Glasgow or from Liverpool, or is a stranger to me; I book his name and the account he gives, and what I ascertain about him.

18,057. Do you do that in a regular form, or do you do it simply as it occurs to you at each time; do you keep any record of the answers that you get?—I do it simply for my own information that I may know him when he comes again.

18,058. (*Rev. Mr. Sleight.*) Will you state to the Commission in what form you conduct your services?—The form of service is a selection of the most simple prayers from the Book of Common Prayer, one lesson, one psalm of moderate length, a hymn, and a sermon.

18,059. Do you adopt much of the finger system, or do you conduct the service mostly by signs?—It depends upon the congregation. I prefer a mixture of signs and spelling where that is feasible.

18,060. Have you been brought much into contact with those who have been orally taught?—There is one boy whom I am just about getting apprenticed to a saddler, and I went to the school to ascertain, before he left, what he would like.

18,061. To what school?—The Old Trafford school. I find that he cannot understand the master, or at least very seldom. Sometimes the master speaks to him with the lips and he tries to read the lips, but shakes his head; the master tries again, and he shakes his head again; and the master has eventually to spell to him. This master knows the deaf and dumb alphabet, having had a deaf and dumb person for twenty years. This lad can articulate a few plain simple words, such as "Thank you," and so on, but, according to the master's account, not sufficiently to converse with him.

18,062. How long has this boy been under oral instruction?—The boy is 17 years old now, and he has been at Old Trafford for several years. I am not prepared to say how long he has been under oral instruction.

18,063. Do you find that in the case of the adult deaf and dumb who have been taught by the sign and manual system there is any difficulty in their communicating with those who employ them?—No, not generally; they are very quick to understand. There is a girl that I have just got apprenticed to the dressmaking, and the mistress told me that she did not need to write if she wished to tell her anything, but that if she showed her a thing she seemed to understand it at once.

18,064. (*Rev. Mr. Owen.*) How often do you visit the deaf and dumb at their homes, as a rule?—I and my colleague visit as much as we can.

18,065. Do you visit them two or three times a week?—Yes.

18,066. (*The Chairman.*) Do you visit each person two or three times a week?—No.

18,067. (*Rev. Mr. Owen.*) Part of the adult mission work of yourself and your colleague I understand to be to visit the deaf and dumb at their homes; have you a systematic way of going round, according to any book that you keep? I want to ascertain upon what principle your visits are carried on. Do you visit them once a month, or once in six months, or once a year, or once in so many weeks?—It depends upon circumstances. I cannot answer the question because we have so much other work to do.

18,068. Then you have no systematic visiting at all if you cannot say that you visit those whom you profess to visit once a year, or once in six months, or once a month?—If we hear of any cases of sickness or distress they are visited at once.

18,069. (*The Chairman.*) Then how often do you visit them?—For instance, I had a letter by the 12.30 post reporting a case of sickness at Stockport, and I was in the house at two o'clock.

18,070. Then you have no systematic visiting, but you simply wait until you are sent for?—No, we visit whenever we can.

18,071. (*Rev. Mr. Owen.*) Have you anything of what we of the clergy call house-to-house visitation*? Supposing that I am a deaf and dumb person in Manchester and that I attend your classes, and that I am not ill, humanly speaking, how many times in a year will you come and call upon me?—We do not profess to make any stated number of visits.

18,072. Do you keep a diary?—Yes.

18,073. (*The Chairman.*) Will you read out from your diary the statement of the visits made in any one week in the year?—I have not my diary with me.

18,074. (*Rev. Mr. Owen.*) When you go back to Manchester to-day or to-morrow or the next day, on what principle, supposing there are no cases of sickness reported to you, do you, as a matter of system, go round and visit the adult deaf and dumb?—I go round and visit them when I have the leisure to do so; but I am practically chaplain, secretary, and superintendent, and of course I must attend to certain duties before I can go and visit them.

18,075. As a matter of fact, supposing that I am an adult deaf and dumb person in Manchester, the chances are that if I am not ill or do not write to you with any special object requiring a visit for any special cause, I shall not get visited in the course of the year?—Some would not.

18,076. Do you keep a list or register of those who are regular attendants at your church services?—No.

18,077. Have you a list of your communicants?—We have not, but we know them all.

18,078. Are they visited more regularly than the others?—We really have not any systematic visiting.

18,079. I ask these questions because I have a great deal to do with mission work and want to see what system is adopted in Manchester. Do many come to your week-day lectures or classes?—We have not any classes. The rooms are open on Saturday nights for newspapers and so on, and on Thursday evenings for lectures during the session.

18,080. Have you a penny club or savings bank?—We have not.

18,081. Are we to understand from your experience in getting employment for the adult deaf and dumb that employers of labour prefer the deaf and dumb who have been taught under sign and manual system to those who have been taught under the oral system?—That is what the master told me.

18,082. In this one case?—In this one case, and in the other case that I spoke of, the boy that I am now getting employed as a saddler, the master cannot talk to the boy by means of lip reading.

18,083. Then in that case his oral instruction does not prove of practical benefit to him in his employment?—It does not.

18,084. What do the parents that you visit say to you about the system?—There is a young man who was three years under Mr. Arnold; he is perhaps two or three and twenty, and he is employed now as a watchmaker. He had three years' instruction under Mr. Arnold at Northampton. My brother talks better than he can, and his father has to supplement the lip reading with the finger alphabet. I have seen that young man trying to read his father's lips, and some things he can understand and some he cannot.

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18,085. (*The Chairman.*) He had only three years' instruction?—He had only three years' instruction. He had previously been at the Old Trafford school, I believe.

18,086. That is a sign school?—It was at that time.

18,087. (*Rev. Mr. Owen.*) Then, practically, his method of communication with the ordinary world is by writing, or by signs now?—It is.

18,088. Have these deaf and dumb persons amongst whom you work given you their opinions in any way themselves?—Their opinion is strongly in favour of the combined system.

18,089. For what reasons?—They think that those who show an aptitude for articulation should be taught it just the same as a boy who shows a talent for drawing should be taught drawing, that the talent should be cultivated.

18,090. Then oralism is to be taught in these cases more as an accomplishment than as a method?—Yes. I should like your Lordship to understand that when I entered the society there had been two intervals without a superintendent, and I found it in a most wretched condition, and it took me a great deal of time to reorganise the thing, and I have got some missionaries appointed, but of course I have not had time to do everything. Unfortunately we have to spend very much time in raising the funds.

18,091. (*Mr. Van Oven.*) You say that your services are conducted partly by the manual alphabet and partly by signs, according to the intelligence of the congregation; have you any means of knowing how far you are thoroughly understood by the congregation?—Yes, I always know that.

18,092. But how do you know that?—I know that by the play of their countenances, and then they tell me at the close. When I first went I requested them to tell me if I used any signs that they did not understand, and I have been several times told how clearly I made myself understood.

18,093. Do you communicate with them individually so that you clearly know that your services are appreciated?—Yes; I have not the slightest doubt about that.

18,094. Referring to that particular case that you told us about, of this young woman who can talk but who cannot read from the lips, do you know at what age she began to talk?—I cannot tell. I had previously taken it for granted that she was grown up before she lost her hearing, because she talked so well; I was perfectly astonished when our Bolton missionary told me that she lost her hearing when she was not quite a year old, from fits in teething.

18,095. It would be exceedingly interesting if you could obtain some more particulars of that case, so that we might learn at what age she began to talk, and how she acquired modes of expression?—That is the only case of the kind that I have met with. My brother either lost his hearing when he was an infant in arms or was born deaf; but I think most probably he lost it through the report of a gun when he was an infant in arms. When the gun went off he sprang nearly out of his uncle's arms, and, as there have never been any other cases of deafness known in our family, I think practically that would be the cause of it. He seems to have an idea of pronunciation from the spelling of the words in the case of simple words; and some words that are spelt differently from the pronunciation, I have taught him by spelling similarly to the dictionary.

18,096. But how do you account for his knowing the sounds of the letters?—I cannot account for that at all. I only know it is the fact.

18,097. Do you not think that that comes from watching the lips; how else could he know?—I can-

* The deaf and dumb in the Manchester district are scattered over the large area of Manchester, Salford, Pendleton, Pendlebury, Swinton, Longsight, Gorton, Denton, Prestwich, and other suburbs. It must be obvious that it is utterly impossible for me and my colleague, with all the other work we have to do, to visit the same as clergymen in their parish, and in that parish a rector and one, two, or three curates. During the last two years, especially, it has been very hard work to raise the funds to carry on.

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not say. It is one of those things that I cannot account for any more than I can account for the case of that young lady at Rochdale. There is another girl near Rochdale whom I have not heard myself, but who, I am told, articulates very well.

18,098. If you could gain any special reliable information upon those cases it would be highly interesting, because it seems to me very remarkable that a person born deaf should know the sound of letters without ever having heard them?—I will endeavour to obtain the information.

18,099. (*Mr. St. John Ackers.*) You stated, did you not, in your examination in chief that you had had very little experience of those taught upon the oral system?—I have not had much.

18,100. You also stated, I think, that you considered the amount of time devoted to the sign system to be too short?—I do, decidedly.

18,101. That amount is, I think, as a rule, four years and over?—Some have only been taught for three or four years.

18,102. Yet, in answer to Mr. Owen, you spoke of a young man 17 years of age who had been only three years in an oral school; do you consider that the case of a youth who had been three years in an oral school would be a fair test case?—I beg your pardon; there is a mistake there. Mr. Arnold's pupil was not the one 17 years old. It is the one that I said was perhaps two or three and twenty years old.

18,103. Am I wrong in supposing that you stated that there was a certain deaf and dumb person in Manchester, either 17 or 21, or whatever the age may be, who had been only three years in a pure oral school?—That is the one who is two or three and twenty years old.

18,104. But there is one?—Yes.

18,105. Do you consider that three years in a pure oral school would make that a fair test case of the success of the oral system?—Perhaps not.

18,106. You also stated, did you not, that he had been previously taught at a sign school?—Yes.

18,107. You also stated, I think, in reply to Mr. Owen, that the deaf and dumb, so far as you know, prefer the combined system; are any of those deaf persons in Manchester that you mentioned persons who have themselves been exclusively taught on the pure oral system?—No.

18,108. Then they have been all either taught upon the manual or upon the mixed system?—Yes.

18,109. Then they have no means of judging of any other system, have they?—I am not speaking as to whether they are capable of judging or not.

18,110. I want to know what is your opinion as to the value of their judgment. You would not expect that the opinion of a person would be of very much value upon a subject of which he knew nothing, would you?—I must leave you to draw the inference. There is one remark that I should like to make, if you will allow me, respecting the sign system as previously taught. I think that as regards the sign system, the system of teaching it has been wrong; signs have been used too much and spelling too little. I was very much struck with the remark of Mr. Goodwin, our late Bolton missionary, who was a teacher 35 years at Old Trafford and acknowledged to be one of the best sign teachers in the kingdom. He said, "Signs are like the scaffolding of a building, and "should be discontinued as soon as possible when the "pupil understands the meaning of words serving to "illustrate the meaning of others words that he "seeks to comprehend." If language can be conveyed in its proper form by the oral system, I do not see any earthly reason why it cannot be conveyed by the sign system.

18,111. (*The Chairman.*) Of course the oral system is simply the ordinary language?—Yes; but taking a sentence, such as "One man standing," is it necessary to sign "Man one standing"? Would it not be just as easy to sign "One man standing"? I do not see why it should not.

18,112. (*The Chairman.*) I quite understand that it is easier to understand the finger language than to understand signs, because when you make signs they may mean one thing or the other?—Many of the adult deaf and dumb have complained to me bitterly about the incompetence of the teachers. My colleague, Mr. Jones, was telling me about Mr. Goodwin's pupils. Mr. Goodwin, who was a very experienced teacher, and, being deaf and dumb himself, had a knowledge of the sign language to begin with, nearly all his pupils have been turned out with a fair knowledge of language. It is claimed for the oral system that it takes eight years to learn. If a child of ordinary intelligence were for eight years under a thoroughly competent sign teacher, I will guarantee that it would come out with a different amount of knowledge from the generality of the deaf and dumb now.

18,113. Is it not a fact that teaching on the sign system must necessarily limit the range of conversation of the deaf and dumb to those who are acquainted with signs?—I do not think so.

18,114. If you were to communicate with me by signs I could not understand you?—What I mean is that, as Mr. Goodwin said, signs are used too much and spelling too little.

18,115. Is it not a fact that the finger language must necessarily limit the intercourse of the deaf and dumb to those who understand the finger language, and that the majority of the world do not understand it?—They can communicate by writing.

18,116. But that is not the ordinary way of communication?—It is with those who do not understand the finger alphabet.

18,117. Is not that a drawback to men in society which, of course, language would enable them to overcome, if they could use spoken language?—I do not think so. I think that there would be very much less probability of their being misunderstood by using writing than by reading the lips.

18,118. (*Mr. St. John Ackers.*) I understand you to advocate the sign system being taught grammatically, that is to say, instead of being in the present inverted order, in the order of language; is that so or not?—I am advocating simply the use of signs, as Mr. Goodwin said as the scaffolding of a building.

18,119. You gave as an example "one man standing" or "man one standing"; do you advocate the grammatical use of signs?—I do; I was taught to sign in this way: "man one standing." It could not be done, perhaps, in a more elaborate sentence.

18,120. (*The Chairman.*) Why not; why can you not use signs grammatically always?—It would certainly be more difficult.

18,121. (*Dr. Tindal Robertson.*) Do you take any cognisance or keep any record of the employment of the people whom you visit?—No, not necessarily.

18,122. (*The Chairman.*) You know it accidentally or incidentally according to the inquiries that you make, but you do not have a regular tabulated form, "Visited so and so; occupation so and so; age so and so"?—We have not.

18,123. It would be very interesting if you conducted your work on such a system?—It would; but if you were aware of the amount of work that I and my colleague have to do, you would not be surprised at our not doing what you suggest.

18,124. (*Dr. Tindal Robertson.*) Do you interest yourself in getting employment for the deaf and dumb people?—Certainly, it is part of my work.

18,125. Are the wages which they earn as a general rule, and on an average, equal to those of other persons, or are they less?—They are not equal as a general rule.

18,126. About how much less are they?—I could not say. A printer working for Mr. Heywood is not allowed by the Typographical Society to work under 35*s.* a week, and one of the printers being deaf and dumb the master would not give him the full sum, and he consented to work for less, and when that was found out he was expelled from the Society, and he had to be expelled from the master's employ, too, or all the other men would have left him.

18,127. (*The Chairman.*) He was turned out of the Society because he worked at a less price than the other members of the Society?—Yes, that he told me.

18,128. Can you give us the name of that man?—His name is Francis George Jefferson. He is now in America. This was at John Heywood's in Manchester. The man told me the case, and I went to see the secretary to investigate the truth of it, and I found that it was true. The man is now one of Miss Groom's party in America. Respecting getting employment for the deaf and dumb, there is one deaf and dumb girl that I got apprenticed to a dressmaker, and she is doing very well; another (a lad) I have got apprenticed to a clogger and shoemaker; another I am about to get apprenticed to a tailor, and another to a saddler. Those have recently left the Old Trafford school.

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18,129. The evidence that we have had from the Old Trafford school was that there was very little difficulty in getting employment for the deaf and dumb in Manchester?—There is. Of course there are several places where they could not employ the deaf and dumb. Some masters object to them among machinery; but I think that is quite an unnecessary fear.

The witness withdrew.

Mr. Humphrey Broom examined.

18,130. (*The Chairman.*) You are visiting inspector to the apprentices under the Old Kent Road Asylum, and also Sunday lecturer to the Royal Association in aid of the Deaf and Dumb in Oxford Street?—Yes.

18,131. How long have you filled those offices?—I have been connected with the deaf and dumb for 26 years; I have been connected with the Old Kent Road Asylum for 22 years.

18,132. Have you always been in the outdoor department there?—No; I was teacher for about 17 years in the Institution in the Old Kent Road.

18,133. On the sign system?—On the combined system.

18,134. Can you speak with regard to the difficulties of the deaf and dumb obtaining employment after leaving school?—With regard to the Old Kent Road pupils, there is not so much difficulty because the committee provide a premium for them; but with the other children who have been taught at different institutions there is a great difficulty.

18,135. Do you think that if the deaf and dumb had more technical instruction at school, that is to say, not so much instruction in any particular trade, as general instruction in handicraft work, they would obtain situations more readily?—I think not. If they had longer instruction, if their education were extended more than it is at the present time, they might do better. I think that the period of their education is too short.

18,136. But would not an extended system of education supplemented by technical instruction give them a better chance?—Yes.

18,137. You mean that the short time that they have would not be enough to give them technical instruction in, but that if they had a longer time then you might give them both technical instruction and further education?—Yes, I think so.

18,138. Do you think that that should be compulsory?—That is rather a difficult question to answer.

18,139. You must have formed an opinion whether it is desirable that the deaf and dumb should be obliged to be educated the same as every other person in England of educable age has to be?—Quite so. I think they should share the same benefits as hearing children.

18,140. Have you any opinion as to whether the deaf and dumb should be brought up in institutions or whether they should be brought up in day schools?—I think that the more they are divided the better. I do not agree with a large body of children being kept together as a family. The more they mix with the world I think the better for them.

18,141. Have you visited any of the School Board classes in any of the towns, in London or elsewhere?—I have been to one or two of the Board School classes in London. I visited the class at Bell Street, Edgware Road. It was at Bell Street, but I believe it is removed now to St. John's Wood Road.

Mr. H. Broom.

18,142. Is it Capland Street?—It stands partly in the main thoroughfare and partly in a side street, but I do not know the name of the street.

18,143. I suppose that in towns of a certain size, but not of sufficient size to enable them to get a class together, in all probability it would be almost necessary that the deaf and dumb should be sent to an institution?—I think so.

18,144. That is to say, there must be institutions for certain cases?—I think so.

18,145. Particularly for cases of delicate children? Quite so; and the cost of instruction, too, has to be considered. If there are only two or three deaf and dumb children in a certain neighbourhood it is not worth while to start a school.

18,146. But in large towns, like London, Glasgow, and Manchester, you think that it would be desirable to have classes?—Or smaller institutions.

18,147. Do you consider that the deaf and dumb have had as competent teachers as they should have had?—Well, I am an old teacher myself and it is rather a difficult question to answer. So far as my experience goes they have had competent teachers as regards the Old Kent Road, and Manchester, and Liverpool. I was at Liverpool for four years under Dr. Buxton before I went to the Old Kent Road.

18,148. You think that in some institutions they have competent teachers?—All that I have known.

18,149. You have had experience of adult deaf and dumb who have come from other institutions, do you think that, as a rule, the education of the deaf and dumb is as well conducted as it should be?—I can speak of the experience of the teachers in the institutions I have named.

18,150. But I want to know your experience of the adult deaf and dumb; are they as well educated as they should be?—They are not.

18,151. From various causes?—Yes; from want of mental capacity, many of them.

18,152. Instead of having less time than others they should have more time?—They should have more time in my opinion.

18,153. Are you aware whether there are many deaf and dumb children in London now of school age who do not receive any instruction at all?—I am not; I have no means of knowing.

18,154. You only attend to those who have left school?—I only attend to those who have been educated.

18,155. Have you had any experience in the case of semi-mutes on the combined system? Can you tell us what amount of language they have after leaving school, and whether it is sufficient to enable them to mix freely with other people?—A few have, but the majority have not. They have not sufficient command of language.

18,156. What do they have recourse to, signs or writing?—The partially educated principally have recourse to signs.

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18,157. I suppose you know some well-educated deaf and dumb who have come from the Old Kent Road?—Yes, and from other institutions.

18,158. Do the educated ones mostly communicate in writing?—The semi-mutes will partly speak to people who can understand them. Some will speak to me, for instance, but others will not. They will prefer spelling on their fingers. But the more educated and better class, I think, generally write.

18,159. They write fluently and well, I suppose?—They write fluently and well.

18,160. Do you observe any difference in the writing of those who have been brought up on the sign system; is there any inaccuracy of language?—Yes; the natural failing of the deaf and dumb is to transpose their words to a great extent; but the better educated do not do so. There are many in London at present who are really well educated.

18,161. Can you give us the names and addresses of any who are earning a competent livelihood now in London?—There are several man in good positions in London; for instance, there is one Mr. Bather, at the Admiralty Office.

18,162. He was not at the Old Kent Road, was he?—No.

18,163. I am speaking of those who have been brought up at that school?—I meet those who have been educated at all the institutions, because they generally make for London. I as frequently meet them from the country as from the Old Kent Road.

18,164. You meet them at the Sunday services?—Yes, I meet them at the Sunday services, and I often attend to interpret *viva voce* lectures, and I meet them there.

18,165. But you did not answer my question as to what were the principal trades at which they are earning a good livelihood?—They are bookbinders, saddlers, and harness makers; there are engravers, but as regards the engravers I am sorry to say that their trade is dying out altogether; it has been superseded to a great extent by photo-lithography.

18,166. Would not a knowledge of drawing and a knowledge of working in leather be very useful to teach them at school?—The knowledge that they have now is of great advantage to them when they leave school. Many of them pass very high at the South Kensington examinations.

18,167. Do you know anything about the deaf and dumb in workhouses?—I do not. I know that there are several. I hear of them from time to time, but I do not know them personally.

18,168. As a rule, the deaf and dumb are not often in the workhouse?—I believe there are very few at present in London; but I think that the chaplain of the Royal Institution, the Rev. Charles Rhind, and the Rev. Mr. Sturdy, would be better able to answer that question.

18,169. Is there anything that you wish to lay before the Commission with regard to the educational requirements of the adult deaf and dumb?—No; I am ready to answer any questions that you may wish to ask me, but I have no particular information to lay before you.

18,170. (*Mr. St. John Ackers.*) You spoke just now of taking only the educated, but surely you give some instruction to the uneducated in your classes or lectures, do you not, as well; they attend your lectures, do they not?—Yes, I think that is a mistake. We take the uneducated. The lectures and services are open to all comers.

18,171. Do a considerable number of wholly uneducated deaf and dumb persons attend your services? Not that I know of. I never met one who had not been educated.

18,172. Are you aware that there are any wholly uneducated deaf and dumb persons in your district?—No; I know there are one or two in London, principally crossing sweepers and such like, and nothing more, but they are old men. There is one at the top of the Haymarket; he is always there.

18,173. But from your experience you must know that for a great number of years past, even if it is not so up to the present time, there has not been nearly room in the schools to educate all the deaf and dumb of the country. Therefore it is clear that a certain number must must grow up uneducated?—I am quite aware of that.

18,174. Does your society, the Royal Association, take any notice of the uneducated deaf and dumb?—I am only the Sunday lecturer of the society, but I believe that it looks after the uneducated, and sends them to different institutions.

18,175. But does it take any notice of the adults who have gone out?—Yes; they admit them to their lectures, and try and get them to their services on Sundays.

18,176. But you said just now that part of the object of the Royal Association is to get the uneducated deaf and dumb to attend lectures and services?—To get all the deaf and dumb that they possibly can, whether educated or not.

18,177. How is it, then, that none of the uneducated deaf and dumb attend your services?—I never met an uneducated deaf and dumb person at my services.

18,178. Have you taken any trouble to ascertain the number of deaf children the offspring of deaf marriages?—No, not particularly. But it has come under my notice frequently.

18,179. (*Mr. Van Oven.*) Have you not, under this society, any system of visitors to visit the various deaf and dumb who have not been educated in any special schools?—Yes; they have two chaplains and several missionaries.

18,180. And those chaplains and missionaries visit the deaf and dumb at their homes?—They visit the deaf and dumb in London and look after them, and if they are out of employment try to find employment for them.

18,181. Do they keep any account of how they are going on?—Yes; a regular diary is kept, I believe, by all the missionaries.

18,182. Your main employment is to look after the apprentices?—Yes.

18,183. Do you find any difference in the success of those who are able to speak as compared with those who are only able to communicate by signs and the finger aphabet?—No particular difference. I find as a rule that those educated on the oral system use their fingers just the same as the others.

18,184. But in the case of those who have been educated on the oral system as a rule, is there any difference in the way in which they get on with their work, and have they greater facilities in obtaining employment?—I believe not. One master told me a short time since, who has had them taught on both systems, that he would much prefer them taught on the old system. He has had them on the old system and on the oral system. He has had several apprentices, I believe half-a-dozen.

18,185. (*Rev. Mr. Sleight.*) Will you state who it is?—Mr. Guy; he is a cabinet-maker in Old Street, St. Luke's.

18,186. (*Rev. Mr. Owen.*) Your work in London brings you in contact with the former pupils of pure oral schools, I suppose?—Yes.

18,187. Which, in your experience, have the greater knowledge of written language, the orally taught or the sign and manually taught?—The sign and manually taught have a greater command of written language.

18,188. You say that a great many of the orally taught attend your services?—Not a great number, a few. They occasionally drop in.

18,189. How do they pick it up? They all seem to know the manual alphabet, and they all seem familiar with signs. In fact, signs are their natural language and they will use them.

18,190. Have you any knowledge of the views on the matter of the parents of the children who have been taught on the two systems?—The parents say that they cannot understand what the children who have been taught on the oral system say.

18,191. Then how do they communicate with the orally taught children when they come home for the holidays?—As a rule, the parents sign to the children. Very few will take the trouble to write to them.

18,192. According to your knowledge it is the exception, then, for orally taught children to communicate orally with their parents?—Yes.

18,193. (*The Chairman.*) Except, I suppose, in the case of semi-mutes, who have spoken before they were deaf?—Even then they will use the old system. I know a case where a lad was apprenticed for five years to a gentleman in Hatton Garden, and he had been three years with his master before his master knew that he could speak at all. He was a semi-mute, and he could really speak very well. He was at Messrs. Short and Mason, manufacturing opticians, in Hatton Garden. I called one day and he had the apprentice in, and I began to speak to him and he said, "I never knew till last night that he could speak. "As I was going out of the door I heard someone, in "a very peculiar voice, say, 'Good night, sir,' and I "found it was the apprentice."

18,194. You have had considerable experience as a teacher of the deaf and dumb and also by coming in contact with them in after life?—Yes.

18,195. Speaking generally, are you able to give an opinion as to which is the better system?—I think not. I should hardly like to give an opinion as to which is the better system.

18,196. (*Rev. Mr. Sleight.*) Did I rightly understand that you disapprove of all institutions for the deaf and dumb?—No; I think they would be better on a smaller scale.

18,197. Then we may take it that you disapprove of the action of the Old Kent Road Committee in building such a large school at Margate?—I cannot disapprove of their action as I am their servant, and it is not my place to give an opinion; but, so far as my private opinion goes, I think small institutions are better than large ones.

18,198. And that institutions are better than Board School classes?—Undoubtedly.

18,199. Can you inform the Commission what number of old pupils from the Old Kent Road you have on your list and whom you are now visiting?—Seventy-four at the present time.

18,200. Have they all been educated at the Old Kent Road?—Yes; and they are now apprenticed to different trades in London. I have nothing to do with the country cases, I have only to do with the London children.

18,201. How long do you continue to superintend those pupils?—Till their apprenticeship expires, from five to seven years. The majority are apprenticed for five years, but some few for seven years, because some trades, compositors, for instance, will not take an apprentice under seven years.

18,202. (*The Chairman.*) After the termination of their apprenticeship does your care of them cease?—Not always.

18,203. (*Rev. Mr. Sleight.*) After they have passed through their apprenticeship, if they happen to be out of work, does it come within your scope to find work for them?—They are generally told to apply to the Royal Association. I generally, as soon as their apprenticeship expires, or before, see their masters and try to induce them to keep them employed if they are worth keeping, and in five cases out of six the masters retain their services as journeymen.

18,204. What premium do you usually have to pay?—The committee of the Old Kent Road pays the premium, but frequently the friends of the children, if they are pretty well off, will add 5*l.* more; it depends upon the trade. The committee give 5*l.* for a girl, and 10*l.* for a boy. Occasionally, if they live in a poor, out-of-the-way neighbourhood, there is a difficulty because the masters prefer their living close handy.

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18,205. Have you at present on your list any apprentices who have been educated wholly on the oral system?—Yes, I have one or two, I believe; but it is only a very short time since they left the institution. I have two boys apprenticed to basket-makers in Bermondsey, and a girl apprenticed to a dressmaker in Bermondsey, and I have also a boy apprenticed to a bootmaker; that is four, three boys and one girl at present.

18,206. In your opinion, are those doing any better than the children who have been taught on the sign system?—No; they seem to be doing about the same. Those four that I mentioned are fairly intelligent children, and we frequently get them very dull and stupid.

18,207. Can you tell us whether they were born deaf mutes?—Three of them were born deaf; the fourth was not; she lost her hearing when she was between six and seven years old.

18,208. For how long have you conducted services on the Sunday?—From nine to ten years.

18,209. In your opinion could a service be conducted orally so that it could be understood by a congregation of deaf mutes?—Certainly not.

18,210. By a congregation of a hundred, say?—I should say myself that it is impossible, but I believe it is done. I have read that it is done in America. So far as my experience goes it is impossible.

18,211. (*The Chairman.*) Have you ever seen a hundred purely orally taught deaf mutes?—No.

18,212. Therefore, the conditions which would enable you to form an opinion do not exist at the present moment in London?—No.

18,213. (*Rev. Mr. Sleight.*) Whether the congregation is 100 or ten, could it be done in a room the length of this room?—No, I think not. I do not think it would be possible. I do not think they could see the mouth sufficiently.

18,214. Under the most favourable circumstances, having a light thrown upon the speaker's lips, if you like, do you believe that a number of deaf mutes educated orally could understand an address given by your lips?—I believe not.

18,215. What is your opinion of the general condition of the adult deaf in London at the present time, are they in good work or not?—I believe that the majority are fairly at work at the present time. They frequently tell me that they are out of employment, but I have not heard many complaints lately. However, it is not my business to attend to that.

18,216. Have you ever conducted the service for the deaf and dumb at the Margate Institution?—Yes; we had to take it in turns on Sunday afternoons many years since.

18,217. But have you done it recently?—No; I have nothing to do with the Margate Institution, only outside.

18,218. (*Dr. Tindal Robertson.*) I understood you to say that there was greater difficulty in educating the deaf mutes because there was some defect of organisation as regards their general health; is that opinion founded upon any facts which you have observed?—I do not think I expressed that opinion.

18,219. (*Rev. Mr. Sleight.*) I think you said that the deaf and dumb were mentally deficient?—I think not. I said that they had too short a period of education.

18,220. (*Dr. Tindal Robertson.*) And in addition to that, that they were not so competent on the whole?—As a class, they are not so competent as hearing children.

18,221. Do you mean physically competent or mentally?—Mentally; they are not so intelligent; they are not so bright. As a matter of course, their senses are dulled. They have been kept in ignorance; they have only seen things, they have heard nothing.

18,222. I asked the question because the evidence we have had, as a general rule, tends to show exactly the contrary; that they are very bright and intelligent, and on a par with hearing people?—The majority are intelligent enough, but many are dull.

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18,223. Is there anything in their physical condition which produces that dulness?—I think frequently they are the offspring of deaf and dumb parents; in fact, at the present time I know of a third generation.

18,224. Do you know any deaf and dumb who are the offspring of blood relations?—Yes, of first cousins.

18,225. Is that frequent in your experience?—It is.

18,226. Which is the more frequent, the parents having been deaf and dumb or the parents having been closely related?—I think, so far as my experience goes, the parents being deaf and dumb.

18,227. Have you any statistics on that matter?—I have not, but I believe there are some.

18,228. Could you refer us to them?—I do not think I could, but I have heard that there are statistics to that effect.

18,229. Have you any idea as to what the average wages of the deaf and dumb in London are as compared with those of an ordinary hearing person?—A good deaf and dumb mechanic will earn as much as an ordinary workman.

18,230. Is there any difficulty in his getting work in any particular trade; is there any tendency to exclude him on account of his deafness?—I think not, unless it is in a case where there is machinery. The masters will object to take deaf and dumb people where machinery is used,

18,231. Are there any cases where hearing men object to a deaf and dumb person being employed?—I think not. I think on the other hand that they sympathise with him.

18,232. Do you know whether the deaf and dumb belong to ordinary trade societies?—I believe not. In one or two instances they are bound to join a society.

18,233. Why do they not belong, as a general rule, to the trade societies; are they excluded?—No; I think it is not brought under their notice.

18,234. But it is brought under the notice of all other workpeople?—My experience so far as compositors goes is that they have to join a society.

18,235. Is it your experience that they have ever been excluded from any society?—No.

18,236. Do you know why the masters object to the employment of the deaf and dumb where there is machinery; is it on account of the Employers' Liability Act?—I believe not; I believe it is on account of their deafness.

18,237. (*Rev. Mr. Sleight.*) There is nothing in the Factory Act, is there, to prevent deaf and dumb children working where there is machinery?—Not that I am aware of.

18,238. When a compositor is a member of a trades' union can he work for less than the trade price?—I cannot say, because they would not be compelled to join the union till after they are out of their apprenticeship.

18,239. And then you would not follow them?—I do not follow them then.

18,240. (*The Chairman.*) Then you hand them over, as I understand, after their apprenticeship to the care of the authorities at the Institution in Oxford Street?—In case they came to the office and complained that they were out of employment, and said, "Could you help us in any way?" If I knew any master who wanted a man I would try and help them; but otherwise the Committee would say, "You had "better apply to the Royal Association, and their "chaplain will assist you; it is out of our province."

18,241. Is there a special committee to superintend your department at the Old Kent Road?—The General Purposes Committee attend to it.

18,242. May I ask what your salary is? Have you a separate salary for both those offices?—I have a separate salary for the Old Kent Road.

18,243. Have you any objection to say what the salary is?—No. The Old Kent Road Institution pays me 30*l.*

18,244. (*Rev. Mr. Owen.*) We are a little more liberal to you?—Yes.

18,245. (*Dr. Tindal Robertson.*) Then it does not take the whole of your time?—No; I am also employed by the Old Kent Road Committee as their collector, for which I get a commission. I have other duties besides.

18,246. (*The Chairman.*) Is there anything else which you wish to lay before us?—No.

Adjourned to to-morrow at 11 o'clock.

No. 6, Old Palace Yard.

Tuesday, 1st November 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. JOHN RICHARD BROWNE examined.

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18,247. (*Chairman.*) You are clerk to the guardians of St. George's-in-the-East?—Yes.

18,248. How long have you held that office?—Ten years.

18,249. You take a general interest in the education of the deaf and dumb and the blind?—I do.

18,250. Has it struck you that the lot of the blind and the deaf and dumb in workhouses is one that ought to be alleviated and improved?—I think it might be improved.

18,251. Can you speak of the treatment of the deaf and dumb and the blind in workhouses in London generally?—Before I went to St. George's-in-the-East I was at Bethnal Green. The afflicted classes of whom you speak have not the same privileges at Bethnal Green that they have at St. George's.

18,252. In your workhouse what is the number of the blind?—The number in the workhouse and the infirmary at the present time is 25, there being 13 in the workhouse, and 12 in the infirmary.

18,253. What are the ages of those persons?—45 and upwards.

18,254. Can you distinguish between the sexes of those persons?—Yes; there are eight males and 17 females.

18,255. Are both the males and the females generally those who have by some accident been deprived of their sight in middle life?—The greater number of them are.

18,256. Is there, to your knowledge, any provision in London for the blind who by some accident are deprived of their sight except the workhouse?—No.

I may mention that in August 1886 a man named Downey, who was 23 years of age, came into our workhouse, and I have been trying ever since all over England to get that man into an institution, and I have been unable to do so. I have had 20 or 30 letters in relation to his case, and in fact I am trying now to get him into an institution. He is being kept at present by Mr. Crowder.

18,257. Do you think that the boards of guardians or the State should provide some asylum for the maintenance and support of those who have become blind in middle years by accident or otherwise, and who have no friends to support them?—I think so, decidedly. I think there ought to be an institution in London for such persons on the same footing as the asylums for imbeciles. Take a man 23 years of age; if he is in an institution he can be taught to help to maintain himself, whereas if he is in the workhouse we have no one to teach him. I think that the cost of the maintenance of such persons in such institutions should be a charge upon the Metropolitan Common Fund, the same as the asylums for imbeciles.

18,258. Are any of the inmates of your workhouse those who have been born blind and who have been brought up in any of the London institutions, and who, having, so to speak, learnt a trade, have been unable to earn a livelihood by that trade, and so have come to the workhouse through poverty?—No, I do not think so.

18,259. The majority of them would be those who by some accident or other have lost their sight, and who have had no teaching and could have had no teaching in those trades which are especially suited for the blind?—We had an instructor for them for three months, who used to come once a week; but it is difficult to teach them unless they are taught daily.

18,260. Are there also any deaf and dumb in your workhouse?—No; we have altogether only two deaf and dumb who are chargeable, and they are away; one is at Boston Spa, Tadcaster, and the other one is at Margate.

18,261. Are the blind kept as a class in your workhouse apart from the other inmates or are they mixed freely with the others?—They are mixed freely with the old and infirm; they are treated as old and infirm.

18,262. Is there any one to help them in various things in which they require help?—Miss Arden comes every Monday and spends, perhaps, a couple of hours there, and reads to them.

18,263. There is no workhouse provision made for them?—No; you find that throughout London, I think.

18,264. There is no provision of this kind, that those who are in the same wards with them, who can see, read to them?—If it is done, it is done by the paupers out of kindness to them.

18,265. Is it, as a matter of fact, generally or constantly done; that is to say, are those who are in the same ward with them willing to show kindnesses to them by reading to them?—Yes; they read the papers to them, and so on.

18,266. Are you prepared to state what is the number of adult blind in the London workhouses?—No. A return has been sent round to the workhouses for them to fill up, from which you will get that information.

18,267. Have you filled up that return?—Yes.

18,268. I see that you have five males and one female in special schools for the blind; what do you pay for their maintenance or education?—At Norwich we pay 6*s.* and provide them with clothing; at Nottingham we pay 3*s.* 6*d.* and find their clothing; at Liverpool 4*s.* 2*d.* and clothing, and at Sheffield 4*s.* 7*d.* and clothing. We have two at Nottingham out of doors. We pay 12*s.* a week if they are outdoor paupers. Those two would be between the ages of twenty and thirty.

18,269. Are they outdoors workers?—They were previously in a school, and they got too old for school and we sent them to Nottingham, and they are treated as outdoor non-resident poor.

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18,270. Are they being taught a trade there?—Yes, they are outdoor pupils.

18,271. So you hope that after a time they will be able to earn their livelihood?—Yes, that is why we sent them there. The Nottingham board of guardians through their relieving officer pay some one where they lodge and we pay the Nottingham board of guardians back again.

18,272. As I understand, they are day workers in the blind school at Nottingham?—Yes, the Midland Institution for the Blind.

18,273. What do the blind cost you in the workhouse?—Their maintenance, food, and clothing cost us 6*s.* in the workhouse and 7*s.* in the infirmary; that does not include officers' salaries or building or anything of that sort. Including everything the cost is 32*l.* 10*s.* a year a bed; the average in London is 33*l.* 16*s.* 4*d.*

18,274. So that it costs you as much to keep them doing nothing in your workhouse as it does to keep them in some institution where they can be thoroughly trained to work?—Yes. If you take the Darenth Asylum for Imbeciles the average cost is 34*l.* 14*s.* At Leavesdon the cost is 8*s.* a week, including food, clothing, firing, officers' salaries, building, and everything; and at Caterham the cost is 8*s.* 3*d.* Where these children are sent to institutions a long way from London the guardians are put to great expense. If a child goes to Liverpool, we will say, the single fare is 16*s.* 6*d.*, then an officer has to go with the child, and there is his fare there and back so that altogether it costs 49*s.* 6*d.* to take a child there. Then, again, when the holidays are on the institutions are closed, and the children have to come up and go down again, so that it is a great expense to the parish when you have a number of children out at institutions a long way from London.

18,275. In order to avoid that would you recommend that a Metropolitan Industrial Training School for the Blind should be established?—Decidedly.

18,276. You think that would be more economical than sending children to Liverpool and other places?—I am sure of it. Then, again, there are children in the parish whose parents will not let them come to us who would be far better in an institution.

18,277. Do they object because it would be receiving relief from the parish?—No; they object because the institution to which we might send their children is such a long distance away that they could not see their children as often as they wished.

18,278. Do you consider that there is an objection on the part of those who, from no fault of their own, have become blind from accident to being placed in a class with those who are receiving parish relief and who, perhaps, have become paupers from their own fault?—Yes; no doubt some have that feeling; whereas if there was an institution to which they might go they would not look upon it as relief.

18,279. They would not look upon it as being in connection with the poor law?—No. Take Leavesdon and those other institutions, they look upon them as asylums and not as workhouses. There is not the workhouse taint attached to them.

18,280. You think that there would be less objection on the part of parents to send their children to a place of that kind, or on the part of individuals going there, than there would be to going to a workhouse?—Certainly. Then, again, there is another objection to the present system. When the children come home for their holidays we have seen them begging in the street. Of course their parents like to take them for the month's holiday that they get, but it undoes in a great measure the good which the institution has done them.

18,281. Cannot you prevent them from begging in the street?—No; we cannot keep the children in the workhouse. The parent turns round and says: "I won't have my child in the workhouse." All that we could do with the view of preventing them from begging would be to say: "Mrs. So-and-so, if your child is seen in the street again we will not send it to

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an institution"; but the child is found begging nevertheless. Then there is another objection to these institutions being a long way off, and that is that the guardians are not empowered to visit them. They cannot go to Sheffield or to Liverpool and charge their expenses on the rates, and they will not pay them out of their own pockets. The boy Downey was at the Catholic Institution in Brunswick Street, Liverpool, and he said he would not stop there because he had not enough to eat. I do not know how true it was. We did not go down to inquire into that; we had only to take his word for it.

18,282. Did you make any inquiry as to the truth of that statement?—No; perhaps he had a better appetite than many of the others. Then, again, in travelling those long distances these blind children run a great risk; we do not send an officer down with persons who are over sixteen years of age; we only send down an officer with children; we put them in the train and give the guard, perhaps, a shilling to look after them; of course they run a certain risk. I may state with regard to the deaf and dumb that for the child at Boston Spa we pay 15*l.* a year, and for the one at Margate we pay 25*l.* a year.

18,283. Will you tell us how the treatment in other workhouses differs from yours?—We have special rules. This placard* (*producing it*) is stuck up all over the building. When I was connected with the Bethnal Green board of guardians the blind were not classed as infirm; they did not receive infirm diet.

18,284. This gives some occupation to the blind because you allow them to attend certain classes; who are those classes held by?—By voluntary associations.

18,285. Are they supplied with books by voluntary agency?—Yes.

18,286. You allow Miss Arden to read to them or to teach them to read?—Yes; and a blind man comes about once a month. I am sorry to say it, but at times they come back the worse for drink when they attend these classes. Up to October 1884 we had no special rules with regard to the blind inmates. Mr. Crowder, of Portland Place, is a member of my board, and I believe he consulted Dr. Armitage before the drawing up of these rules.

18,287. On the whole you think it would be to the advantage of the ratepayers, from an economic point of view, to have an institution for the blind in London both educational and industrial?—I think so, most decidedly.

18,288. And it would relieve the rates by making their labour profitable so far as it could be made profitable?—Decidedly.

18,289. Keeping them from idleness and begging in the street?—The blind prefer to have some something to do to occupy their time.

18,290. Are you aware whether there are any deaf and dumb children in your district who are not sent to school at the present time whose parents either refuse to send them or do not send them to school?—I could not say.

18,291. Do you know whether your school attendance officers are aware whether there are any such children in your district?—We do not practically give outdoor relief, so we have no school attendance officer appointed by the guardians; we only give about 4*l.* 10*s.* away a week in outdoor relief; in fact, we have only about 35 outdoor poor chargeable, and they are very old people.

18,292. Do you not pay any school fees?—No; we say the best way to treat the children is to take them into our own school. We say by giving them a small pittance it does them more harm than good.

18,293. What are your rates in the £?—The last quarter they were 6*d.* in the £; that is poor rate only; that would be 2*s.* a year.

18,294. (*Mr. St. John Ackers.*) How is it that you only pay 15*l.* at Boston Spa for the deaf?—That is all they charge us.

18,295. Have you any reason to suppose that the deaf are treated differently at Boston Spa and at Margate?—Margate is an infirmary, as I understand, in connexion with the Old Kent Road Institution.

18,296. Have you any reason to suppose that the deaf and dumb children are treated in a more expensive way in the one institution than in the other?—They are sent to Margate for the benefit of their health, I take it.

18,297. The institution at Margate is simply the institution which used to be in the Old Kent Road?—I was not aware of that.

18,298. Are you aware of any difference of treatment in the two cases?—No.

18,299. (*Rev. Mr. Owen.*) Are many applications, so far as you know, made to the guardians to send deaf and dumb poor children to school which they refuse?—No.

18,300. So far as you know no applications are refused by your board?—Certainly not.

18,301. (*Rev. Mr. Sleight.*) With regard to the two deaf and dumb children that you mentioned, the one that was sent to Boston Spa and the one that was sent to Margate, were they children in the workhouse, or were they children of parents who applied for help?—They were children who had become chargeable, perhaps, from the father dying and the mother being left with three or four children.

18,302. In the case of a child being admitted into the workhouse who was deaf and dumb or blind and who was of the age for education, you would place it in an institution?—Yes, decidedly. We have no children in our school infirmary or workhouse deaf, dumb, or blind.

18,303. In your opinion would School Board classes do the work of the education of the blind and the deaf and dumb better than institutions?—No; I should say that an institution was the best, most decidedly.

18,304. (*Mr. St. John Ackers.*) With regard to the blind who go to these classes and then sometimes come back the worse for drink, who takes them?—A guide.

18,305. One of your own guides?—One of the paupers.

18,306. A guide is not provided by the society who holds the classes?—No; the guide is a pauper.

18,307. Does this lady who reads to the blind in your workhouse belong to any society?—I could not tell you. She does it herself out of love of the thing, I believe. Of course we have other visitors who visit the sick; she takes the blind.

* Saint George-in-the-East.

Rules regarding the blind inmates of the workhouse.

1. All not sick shall be classed as "infirm," and dieted accordingly.
2. They shall be allowed to be visited by friends and visitors at all reasonable times.
3. They shall be allowed to leave the workhouse in charge of friends during the day time, provided that such friends engage to bring them back at the proper hour for inmates to return.
4. They shall be permitted to attend classes outside the house, also entertainments, at all reasonable times, on application to the board, also the Joseph Street Mission Room Service on the third Wednesday in each month, from 6.30 p.m. to 7.45.
   Times at which the Pott Street Classes are held: for men, Tuesday and Thursdays, 10 a.m. to 12.30. For women, Tuesdays and Wednesdays. 2.0 p.m. to 4.30.
   Dinner to be provided for the men on their return.
   Guides for the above purposes to be provided by the master.
   They shall also be permitted to attend a weekly reading to be given at the workhouse by lady or gentlemen visitors.
5. They shall be allowed to be visited by visitors from the Indigent Blind Visiting Society, 27, Red Lion Square, and the Home Teaching Society, 31, New Bridge Street, who may teach them to read and lend books to them.
   These visitors to be conducted to the wards to visit those who are not able to be taken to them elsewhere.
6. A register of all blind inmates shall be kept by the master, such register to be open to the inspection of visitors on application to the master's office, and to contain all resolutions of the board affecting the blind.

N.B.—All partially blind, incapacitated from work by reason of such infirmity, shall be included in the term "blind," subject to any exceptions made by the Board or the special committee.

By order of the Board,
John R. Browne, Clerk.

31st October 1884.

18,308. (*Dr. Tindal Robertson.*) Is it compulsory upon the guardians to send these deaf and dumb and blind children to institutions or permissive?—Permissive.

18,309. Do you know any union where they are not sent?—You can see them walking about the street begging, which is very objectionable.

18,310. In your union they are sent to institutions or schools?—Yes.

18,311. Do you know whether there are some unions where they are not sent?—I could not say. The return will show you if in the case of any particular workhouse there are any in the infirmary or the workhouse or the schools.

18,312. In your opinion would it be advisable that it should be made compulsory upon the guardians in all unions to send these children to schools or institutions?—I certainly think so.

18,313. (*Chairman.*) Have you ever had any interchange of opinion with the other board of guardians in London with regard to the providing of better instruction and accommodation for the blind in workhouses?—Yes; I was speaking to the Chairman of the Bethnal Green board of guardians upon the subject on Sunday, and he is quite of my opinion.

18,314. Have the board of guardians in London ever laid before the Local Government Board any proposition of the kind?—Not to my knowledge.

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18,315. Are the views which you have expressed the views of your board of guardians or only your own views?—They are the views of my board of guardians.

18,316. Have they communicated these views to other boards of guardians and obtained any expression of opinion upon them preparatory to laying the matter before the Government?—No; they have not. I told them that I was going to give evidence before this Commission and I told them my views about it, and they quite coincided with the views which I have expressed.

18,317. Would your board of guardians from your knowledge of their views have any objection to the present permissive power being made compulsory?—No, because we send all the children to institutions that we possibly can.

18,318. (*Rev. Mr. Owen.*) Are you aware that in the case of parents of deaf and dumb children who are not themselves chargeable to the parish the Act permits the guardians to send their children to schools without making the parents paupers?—That is so.

Mr. George Benjamin Davis examined.

18,319. (*Chairman.*) You are clerk to the Birmingham School Board?—Yes.

Mr. G. B. Davis.

18,320. How long have you been acting in that capacity?—Since the passing of the Elementary Education Act, nearly 17 years.

18,321. Are you aware of the number of deaf mute and blind children in Birmingham at the present time?—Our visiting officers have collected those particulars for us from time to time and they keep them now pretty fairly posted up; the last return, which was about six weeks ago, showed that between the ages of 5 and 13 there were 55 deaf and dumb children and 14 blind children.* We take the ages of 5 and 13 because they are the ages between which children are, under ordinary circumstances, subject to the Education Act byelaws. The numbers do not vary very much from year to year. In 1885, the total number was 64 deaf and dumb and blind together.

18,322. You say the last return showed that there were 55 deaf and dumb children and 14 blind children between the ages of 5 and 13. How many of those are under 8 years of age?—There are 20 under 8 years of age.

18,323. How many of them are likely not to require assistance from the rates?—Taking it generally, about one third: we can never get the exact number, because some of the poorest people are helped by benevolent friends and people for whom the parents may happen to work.

18,324. Are the remainder at present sent to school?—Oh, no; there is a considerable number of them at home, and many of them, I may say, getting no education at all. A few are visited by a sort of home mission.

18,325. What in your opinion is the remedy for this state of things?—The School Board have had this matter before them for some years past, and they came to the conclusion long ago that the only effectual remedy would be for the School Board to have the power to send those children to residential institutions. They have come slowly and by steps to that conclusion, but they think they have strong reasons to justify it.

18,326. One reason, I suppose, being that the children cannot be properly instructed in the ordinary elementary schools, and another reason being that they ought to be instructed like other children?—Yes, just so; they think that instruction cannot be given in day classes satisfactorily. They think that the time is too short and the attendance is too irregular.

18,327. In London, Glasgow, and other places there are classes formed of deaf and dumb and blind children in day schools?—We made some inquiry into that system in 1885, in the first place by correspondence; and then the Board appointed one of its members and myself to come to London and see the classes and to make as full inquiry as we could as to the results. The result of our enquiries was that we did not think the day-class system was one to be imitated. I may give the reason why we thought so. We found, in the first place, that in the day classes in London there was a great deal of difference between the results shown by different children, and we found that those that produced the best results were, as a general rule, if not entirely, children who were residing in Mr. Stainer's homes and therefore were continually under his care. We did not find many cases showing good results, if any, where the children were residing at home with their parents and only coming to the school as other day scholars.

18,328. You are speaking with regard to deaf and dumb children?—Yes; we saw no blind classes, only deaf and dumb classes.

18,329. There are separate classes for the blind provided by the School Boards in several towns; have you any objection to that mode of dealing with blind children?—That would be almost impracticable, or quite impracticable, with us because we have so few.

18,330. The distances that the children would have to come would be great?—Yes; we could not bring those children to any one centre. For geographical reasons we should require to have at least four centres; and to divide so few children amongst four centres would be a most expensive process.

18,331. The evidence before us tends to show that the advantages of mixing the blind with the seeing,

* Between the ages of 5 and 13 there were:

Deaf and dumb	55
Blind	14
Total	69

Of the 55 deaf mutes, there were:

Under 8 years of age	14
Idiot	1
Paralysed	1
Able to be provided for by the help of friends	4
Total	20

Of the 14 blind, there were:

Under 8 years of age	3
Idiot	1
Able to be provided for by the help of friends	1
Total	5

Thus, there were unprovided for but eligible for institutions:

Deaf and dumb	35
Blind	9
Total	44

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especially in the case of children, are undoubtedly very great, for various reasons?—I may say at once that I know practically nothing about the education of the blind. We have made no inquiry into that matter, because, as the numbers were so few, every one in Birmingham felt from the first that they must go to residential institutions if they were to be taught at all.

18,332. In the deputation to Mr. Mundella the question of the correspondence between the Birmingham School Board and the Department arose; we should like to have your official account of the matter. There was a correspondence between your Board and the Education Department?—Yes; we sent an application in March 1885 to the Education Department asking them to introduce a Bill to empower School Boards to pay for the maintenance of these children in residential institutions.

18,333. Was that in consequence of any difficulty you had had with the guardians from their refusing to pay for the adequate maintenance of such children?—I can scarcely use the word "refusing," but it was because they did not do it.

18,334. You mean there was a certain amount of friction between you and the boards of guardians?—No, I can hardly say that, but they did not seem inclined to pay for these children. The guardians came to the School Board in August 1884, and asked the School Board to open day classes for these children, so that they might be rid of the whole matter of sending the children to institutions at the cost of the rates. That was the cause why the School Board took steps to inquire as to the working of day classes and their efficiency, and the result was that in January 1885 the Education Committee of the Board reported to the Board that they had come to the unanimous conclusion that these children could only be satisfactorily taught in residential institutions; but at the same time they thought it better for the School Board to take up the matter than leave it in the hands of the guardians. That was the cause of the memorial or letter being sent to the Education Department, but the Department declined to introduce a Bill. After that, in May 1885, the School Board sent a deputation to the Birmingham board of guardians, who explained to the guardians what they had done and how they had failed and why they had failed, and urged upon the board of guardians, as they were the only body having the power to pay, that they should pay liberally and promptly in cases where the parents were too poor to pay themselves. After that, in September 1885, the School Board sent a deputation to the Aston board of guardians. I should say that the borough of Birmingham is divided between three parishes. The central part constitutes the old parish of Birmingham; on the eastern side is part of the parish of Aston-juxta-Birmingham; these comprise the town population; and the western part is the West End in all senses, and does not come into our consideration at all. The Aston board of guardians did not pay fees at that time for children attending day schools, and we knew they were averse to paying fees for anything, and we delayed our deputation to them till September 1885. They did not seem to be aware that they had the power to pay. That was pointed out to them; they wrote to the Local Government Board, and the Local Government Board made it clear to them that they had the power, and since then they have paid for one or two. Although the Local Government Board allows our guardians to pay at the rate of 20*l.* per year, we find at the present moment that there are as many deaf and dumb and blind children out of school as in school belonging to this poorest class. There are all sorts of difficulties in the way of getting education for these children. Some of the parents do not like to apply to the board of guardians, and others who do apply find it very difficult indeed to get their applications granted and the payments made.

18,335. Are many respectable poor people unwilling to apply to the guardians because they feel it to be a step towards pauperism?—Yes, that is so.

18,336. How would you obviate that?—They would not feel so much reluctance if they had to come to the School Board. And another consideration comes in. Not only would they feel less reluctance to come to the School Board than to go the guardians, but they are necessarily brought into contact with the School Board. The School Board visitors visit their homes, discover the cases, and talk to the parents about them, and where the parents say that they are not able to pay for the education of their children they can at once bring them to the School Board, just as they do in the cases of ordinary children attending day schools; but the boards of guardians do not look them up; they know nothing about the cases till the parents voluntarily make application to them, and that they are very loth to do.

18,337. You said a little while ago that you advocated making it compulsory on the guardians to pay for the maintenance of these children, but now you say you think that this power should be transferred from the guardians to the School Boards?—That is the opinion of our School Board.

18,338. You would advocate the adoption of either one or the other course, but of the two you prefer the latter?—Very much; we think it would be very much better for the education of these little children.

18,339. And you think it would be the means of avoiding a great loss of time which is now involved by the two authorities being concerned in the matter?—I am sure it would. We see that in our daily experience.

18,340. The School Board find out these cases and report them to the guardians, and then application must be made by the parents to the guardians to pay for the maintenance; therefore there are two authorities instead of one?—Yes, and the parents have to be induced to make that application.

18,341. Are the board of guardians rather exacting in their standard of poverty?—I am afraid they are. I judge so from the number of applications that these poor people have to make and their want of success in getting their applications acceded to.

18,342. There are a certain number whom the guardians do not admit to be paupers who would be unable to pay for the necessarily expensive education of deaf and dumb or blind children?—That is so.

18,343. Viewing it from an economic point of view, I presume you think that it is not in the interest of the State or the ratepayers that deaf mutes and blind persons should be brought up in ignorance any more than anyone else?—Certainly not.

18,344. Because they become a burden to the ratepayers, and they are likely, perhaps, to become added to the criminal class?—I may say emphatically that as regards those children of parents who are too poor to pay for them at these institutions, if they are not educated they have no means of getting a living in after life, and they must, therefore, become either beggars or paupers.

18,345. Has your School Board at all considered the particular form of education which is most suitable to deaf and dumb children?—In one respect we have not gone into that, but in another we have. As regards the question which system is the best for children who can be taken at an early age and kept in good residential institutions for a considerable number of years, and especially if the cases can be selected, the School Board has not formed any opinion about that; it is rather outside our work, and it appears to be rather a matter for experts; but as regards the question which system the School Board ought to introduce if they were to establish day classes, the result of our visit in connexion with the question was that it would not be advisable to adopt the oral system as the main means of instruction, we might or might not try to add a little of it, but we came to the conclusion that the main instruction must be on the sign system.

18,346. I suppose you are aware that there are a good number of partially deaf mutes who have some remains of language; you would not allow them to lose what knowledge of speech they might have, would you?—No.

18,347. Wherefore under the system of day classes it would have to be a combined system, would it not?—I think so; if it were possible to collect such cases together, I should say certainly, they would be the very children upon whom to try the oral system.

18,348. There would be no doubt on your part as to the advisability of giving them oral instruction?—No, but we should have to collect all the deaf and dumb children into classes.

18,349. If you adopted the system of instruction in institutions there would not be that difficulty, because those who had some remains of speech would be sent to oral institutions, according to your view, and those who had not, might or might not be sent to oral institutions, as might be decided from time to time?—Yes. With regard to day classes for all deaf and dumb children collected together, I think the difficulty would be that the cases could not be selected, and that we could not guarantee a sufficient number of years' attendance.

18,350. Did you come to any conclusion as to the time that ought to be given to the education of the deaf and dumb on either system?—We only had regard to the time we were able to keep children under instruction according to the Education Acts. The Education Acts limit us to the ages between 5 and 13 and the institutions do not receive children till they are 8; so that it would be from 8 to 13, or at the most from 8 to 14, taking the 1876 Act. With regard to the oral teaching, I can only give the results of my inquiries; I cannot give anything from my own knowledge, but we were told that in cases where the pupil managed to talk sufficiently to carry on some amount of conversation, 9 or 10 years' tuition had been required. Of course we could not guarantee nine or ten years. Some of these children come into our school at the age of 10 or 11.

18,351. In any alteration of the law, do you think it would be desirable to give a longer period of instruction to the afflicted classes, the deaf and dumb and the blind, than is given in the ordinary elementary schools?—I do, but still there would be this difficulty, that many children would not be got hold of till part of their school life had gone. In Birmingham, for instance, there is a vast amount of emigration and immigration, and people who bring their children into the town, as a rule, have not had very much done for them. I am not speaking of deaf and dumb and blind children, but generally; they have received much less education than they would have received with us. We should not get hold of some children till they were 9 or 10 years of age.

18,352. If there were a general law applicable to all places those children who came into Birmingham from other places at the age of 9 or 10 would have received some education outside?—If the law was well enforced, which we do not find the existing law to be.

18,353. You think that the tendency of the poorer classes, to migrate from one town to another, is such that it would be very difficult to lay hold of many of these children till after they had been some time in the town. A year or two of their school age might, perhaps, elapse without their getting education at all?—That is my experience with children generally, and I see no reason for supposing that there would be any difference in the case of these children because their parents would belong to the same class.

18,354. You have no experience or knowledge of the blind in the workhouses in Birmingham?—None whatever. I think the blind children in Birmingham are sent to our Edgbaston Institution.

18,355. (*Rev. Mr. Owen.*) Our institution is large enough to admit all the blind in Birmingham?—I might add to that that the Deaf and Dumb Institution is being enlarged mainly through the energy of the Rev. Mansfield Owen, and we think there will be plenty of room in that institution for all the Birmingham children; all that is wanted is the means of paying for them.

18,356. (*Chairman.*) You suggest that they should be paid for through the School Board?—Yes.

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18,357. (*Dr. Tindal Robertson.*) I gather from your evidence that you think that the attendance at school of these afflicted classes should be made compulsory as in the case of ordinary children?—I think so.

18,358. If the education of such children was made compulsory, you would of course expect that there would be inspection?—Clearly. I do not think you could make the attendance of deaf and dumb and blind children compulsory without providing a ready means of paying the expenses when the parents were unable to pay them themselves, and then inspection must necessarily go with that.

18,359. From your experience do you think that the inspection should be made by experts, or do you think it could possibly be done in any satisfactory manner by the ordinary inspectors?—That is a question I hardly expected to be asked. I do not know enough about the working of deaf and dumb and blind institutions to be able to answer it. I should think that experts would be better inspectors than the ordinary inspectors; those who knew most about the work would be best fitted to examine the schools.

18,360. If day classes for the instruction of the deaf and dumb and the blind were formed in board schools, or if the School Board had power to send such children to institutions, has your board formed any opinion whether it would be advisable to include technical education in their course of study before they left school?—They have not considered that question at all.

18,361. Have they taken that matter into account with regard to ordinary children?—We are doing all that the law allows in the way of giving technical instruction; our seventh standard children receive all the technical instruction that we are able as a school board to give them.

18,362. From your experience, if that is so, would you not say that it would be advisable that those children who depend so much upon skill in after life for their living should have the same kind of instruction given to them?—Personally, I think it most desirable. In the blind schools, I suppose, it is always given; it is at our Edgbaston Blind School.

18,363. Without unduly extending the educational course, you would think it advisable towards the end of the course to combine with the ordinary instruction as large a system as possible of technical instruction?—I think that in the later years the two should be combined, but the extent to which they should be combined I would rather leave to those who are more acquainted with the education of deaf and dumb children than I am myself.

18,364. Do you think that the education of the deaf and dumb in Birmingham at the present time compares favourably with that given some time since?—I think so; the Edgbaston Institution seems to have received new life. There are two residents in Birmingham who have done a great deal in developing that institution. The Rev. Mr. Owen, who is a member of this Commission, and Mr. Walliker, the Postmaster in Birmingham, have been extremely energetic, and they seem quite to have infused new life into the institution. It is now being enlarged, and in fact I know that the Rev. Mr. Owen devotes all the time he can spare to it.

18,365. As a consequence of those efforts, you think that the education of the deaf and dumb in Birmingham is of a higher type and better conducted than it was when you first became acquainted with the place?—I think so. It is only a general impression because I cannot say much about what the education formerly was. I visited the school some time ago and I thought it was doing as much as I supposed it was capable of doing; still there seems to be more life and more development of thought about it now.

18,366. Do your visiting officers find as many deaf and dumb and blind children still without education as when you first began to collect statistics?—Very

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nearly the same number; the number is not much affected by the payments by the guardians.

18,367. Do you think it is affected by so much emigration and migration?—I do not think it is affected from year to year by that; if you take the statistics at any particular time you will find that the number is very nearly the same as when they were taken at any other time. It may be slightly affected by the payments by the guardians, but very slightly. One special reason comes in for that. The Birmingham board of guardians was a little more willing to pay some years ago than they have been since, through an alteration that was made by the managers of the Deaf and Dumb Institution. Their charge to the poor people if they offered to pay for their own children was 6*l.* a year, and for a time they admitted children sent by the guardians at the same rate, but their subscriptions are not at all abundant, their funds are low and they have been getting in debt; in fact, they did not feel justified in using their subscriptions to save the rates, though they did feel justified in using their subscriptions to help poor parents. Consequently they told the guardians that when they sent children they must look to them for the cost of maintaining the children in the institution, which was 20*l.* a year. The Local Government Board quite sanctioned that, and made an order allowing them to pay up to 20*l.* a year; but the guardians thought it a good deal of money to pay. Though they did not object to it on principle, they were anxious to avoid paying for any more cases than they could help.

18,368. There being this objection on the part of the guardians, do you think that if the opinion of the ratepayers was taken upon the question there would be any strong feeling in opposition to the payment by the guardians of the cost of the maintenance of those children in the institution?—I have no doubt whatever that the ratepayers as a body would be quite willing to pay, and that they would not at all object to the School Board having the power to pay for such cases.

18,369. (*Rev. Mr. Sleight.*) How many of the 55 children that you have stated are deaf and dumb and blind are at present being educated?—I have not that with me. I can give you the return for 1885. At that time out of 64 cases there were 40 over eight years of age, and 9 of those were provided for.

18,370. That is including blind?—Yes. Then of the remaining 31 there were three children who could not be provided for: one was partly paralysed, one was regaining speech, and the other had removed from the borough; that left 28 cases not provided for. I think the number would be pretty much the same every year.

18,371. In those 28 cases would the children be brought up simply in ignorance?—They would be brought up almost entirely in ignorance. There is a deaf and dumb missionary in Birmingham; I do not know who pays that missionary, and they most of them receive visits from him. The instruction that he gives amounts to very little in the way of education; they are practically brought up in ignorance.

18,372. The School Board making no effort to have them educated?—I can scarcely say no effort, but they are doing nothing themselves. All these inquiries in Board schools where deaf and dumb were being educated, the application to the Education Department for a Bill to be introduced, and their subsequent deputations to boards of guardians show that they were anxious that something should be done; but they did not want to establish an inefficient system, and they believed that day classes would be inefficient.

18,373. You say that in 1885 nine were provided for; how many of those nine where paid for by the guardians?—Four were assisted by the guardians and five were paid for by benevolent persons.

18,374. Did the guardians pay in every case 20*l.*?—Yes, in every case. Children are only admitted on those terms.

18,375. In your opinion would the expense of School Board classes for these afflicted persons be more or less than sending them to residential institutions?—The day classes would probably cost a little less, but not much. We found that it would be hopeless to start classes in fewer than four centres, and one teacher for each centre would cost 80*l.* a year. Then we should have to rent a room or build one, and there would be fuel, light, and the apparatus to provide; we could not put that at less than another 20*l.*, that would make the total 100*l.* a centre, or 400*l.* in all. Now 400*l.* would pay the total sum for 20 children in institutions, including maintenance; the number to be provided for is generally only about 25, and it is certain that the parents of some of those children could pay some part towards the cost, so that probably it would not cost much more than 400*l.*; at the outside it could not cost more than 500*l.* Then, if we established day classes, the blind would be left totally unprovided for, because we could not provide for them by day classes.

18,376. Why could you not instruct the blind in day classes?—Because there are so few, we should only have a small class if we could bring them all to one centre, and that would be a physical impossibility.

18,377. Do you think that the children would be physically better for being in residential institutions?—Very much better, I am sure of it. We are speaking of very poor homes, homes belonging to people who cannot pay 6*l.* a year.

18,378. Then by the residential institution system the children would be educated and maintained at very little more expense than it would cost to educate them in day classes attached to board schools?—Yes, and they would be very much better provided for, both as regards maintenance and as regards education.

18,379. In the case of parents applying for their children to be educated at the expense of the rates, do they have to apply to the Board in person?—Yes, and they also have to go more than once, in some cases many times.

18,380. The matter can never be settled by correspondence through the clerk of the School Board?—No; they have to lose a great deal of time. I should explain what I mean by that. I do not know that that is absolutely necessary by any orders of the Local Government Board or any law affecting the case. I only mean that it is practically required in Birmingham.

18,381. The School Board at Birmingham, we may take it, is perfectly satisfied with the education that is being given at the Birmingham Institution?—We believe the institutions, both that for the deaf and dumb and that for the blind, to be exceedingly good.

18,382. And the School Board are perfectly satisfied with the system adopted there?—Yes, so far as we know; we believe it is all that can be wished.

18,383. (*Rev. Mr. Owen.*) I believe that the guardians have power to send deaf and dumb children to school without pauperising or disfranchising the parents?—Yes, we had occasion to look that up when we had our interview with the Aston board of guardians in September 1885. I have not the Act with me, but it is so; the parent is not pauperised. The child becomes technically a pauper whilst it receives the relief but the parent does not become pauper.

18,384. (*Chairman.*) Supposing it is the fact that the parent is not pauperised, he feels that he is in a position which is a somewhat degrading one or one which is disagreeable to himself?—He feels it degrading if he is a decent man. The enactment that the parent should not be made a pauper makes very little difference practically except that the man does not lose his vote, because a man feels that he is a pauper when he goes to the guardians and the guardians do not care to remove that impression.

18,385. (*Rev. Mr. Owen.*) You would like the education of the deaf and dumb to be given through some other agency than the guardians?—Just so.

18,386. Then in your view if State aid was given it should be given either through the School Board or through some other local body and not through the guardians?—Yes, if I may give my own opinion with regard to State aid, I do not see why State aid should not be given direct to the institutions as it is in the case of industrial schools and ordinary day schools. In the case of State aid being given, of course the contribution from the local rates would be less.

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18,387. You would advocate some system of payment by results?—If it were possible to apply a test.

18,388. When you visited the day classes for deaf and dumb children in the board schools in London, did you ask those who were responsible for the teaching whether they would care about submitting to a test with a view to a grant on results?—Yes, and I found that they were not prepared to submit to a test. The reason given was that they were endeavouring to work the oral system thoroughly, and they explained that it was a very slow process in the early years, and consequently they would not be prepared to pass their pupils through examinations; in fact, I was told very candidly not only by the superintendent of these classes, but also by one of his teachers who had been trained in the oral system, that it required nine or ten years of close care; and though the pupils made rapid progress after a number of years, they made very slow progress at first; indeed, they seemed to limit the rapid progress to special cases; they said it was not equally suitable for all cases, it seemed to be most suitable for non-congenital cases.

18,389. As the result of your visits to the London schools you reported to the Birmingham School Board against the oral system as adopted by the London School Board?—We did, and on this ground. These children would come into our care for, at the most, three or four years. During those three or four years our School Board would think it important to enliven the children's intellects, to give them some actual knowledge and make them as bright and intelligent as possible; and if they were taught on the oral system pure and simple those three or four years would be occupied in getting them to speak a very few words and sentences.

18,390. Did you and the member of the School Board who accompanied you examine the children yourselves by asking questions?—Yes, and we found that a very few children could answer a number of questions fairly if we spoke very slowly and gave them time. I must say the style of speech was not pleasant; it would not be likely to be agreeable, but still a few of them could answer somewhat brightly. We inquired with regard to those whether they were purely day scholars, and we found that the brightest of them came from Dr. Stainer's homes, so that they were really residential scholars. We were also told with regard to one or two who struck us as being particularly bright that they had not been born deaf and dumb. The most we could get from, I may say, half the scholars were answers to such questions as these: "What is your name?" "How old are you?" They answered those two questions in precisely the same form.

18,391. You consider the fact that Mr. Stainer provided homes as an argument in favour of the institution system as against the day-school system?—Yes; I know that that is Mr. Stainer's opinion; Mr. Stainer told me so himself. I have seen him several times since that deputation and had long conversations with him, and I believe it is because he sees the advantages of the residential system that he is multiplying his homes as fast as he can. He is quite an enthusiast and spends all the money he can get in establishing homes. It is reasonable to suppose that the children in the homes will progress much more rapidly than irregular day scholars.

18,392. Another of the reasons why you reported against the adoption of the oral system was because it was more expensive than the sign system?—Yes; we found it would be apparently quite as expensive, or nearly as expensive, if we had only one class at each centre, and then that admitted of no grading; besides which the classes for oral teaching must be small; not more than 10 children in each.

18,393. Another reason why you reported against the oral system was because you could not rely on regular attendance?—Yes. A teacher on the oral system has not a fair chance without regular attendance.

18,394. Did you ascertain what was the average attendance of deaf and dumb children at the London Boards schools?—The average was about 70 per cent. I believe that included children attending from the homes.

18,395. If it were not for the homes the attendance at the day classes would be even less?—Yes.

18,396. That you think another argument against the adoption of the oral system?—Yes; I do not see how we could enforce a regular attendance at day-school classes. No one would expect that such afflicted children should be sent through the streets with the same freedom as children who can take care of themselves.

18,397. To go back to the condition of things in Birmingham, are you aware that one of the female teachers at the Deaf and Dumb Institution has voluntarily undertaken a night school?—I did not know it.

18,398. Are you aware that on account of our new alterations we hope to be able to take in all the deaf and dumb in Birmingham who are uneducated?—Yes, I am aware that the enlargement is being made with that object.

18,399. Are you aware that at the annual meeting a few days ago we admitted all the applicants straight off?—Yes. I am a subscriber, and I received my usual form to give my votes and I found that there were no votes to give—that all the applicants were to be received.

18,400. One word about apprenticeship; would the School Board funds be available to apprentice deaf and dumb children after leaving school?—Not in the present state of the law.

18,401. Would you advise that the law should be altered to admit of that being done?—It is a difficult question, because you raise the question as to helping other poor children into the world.

18,402. Do not you think that the affliction under which the deaf and dumb and the blind labour should be taken into consideration?—Yes; but I am not sure that the duty of apprenticing deaf and dumb children, or blind children, should fall upon the School Board. I should not like to hazard a hasty opinion upon that.

18,403. The guardians pay 20*l.* a year for children admitted into our institution, as you are aware, and even those paid for by the guardians cost us 5*l.* a year in addition to what the guardians pay?—I have heard so. I do not know how far that might be reduced if the numbers were larger.

18,404. (*Mr. Van Oven.*) I understood you to say just now, in answer to Mr. Owen, that at the last election at the Deaf and Dumb Institution in Birmingham all the applicants were admitted without election?—Yes.

18,405. How is it that there are so many deaf and dumb children now in Birmingham who are not educated?—They are not applicants unless they apply in accordance with the rules of the institution. Somebody must be prepared to pay for them. If the parents are not prepared to pay for them, and the guardians do not pay for them, the children remain out; they cannot even be applicants.

18,406. You consider that because children are deaf and dumb they would not be able to attend school so regularly as the children who have hearing?—Yes; we think in the first place that they could not attend so regularly; and secondly, that if they did they would not be nearly so well educated as if they were sent into a residential institution.

18,407. Why are they not so able to attend; they labour under no infirmity as regards their locomotion because they have not hearing?—But I think the parents are afraid to send them out without some one with them, at an early age especially. If they are crossing a busy thoroughfare they will not hear the tramcars coming along.

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18,408. I understood you to say that in 1885 there were 61 deaf and dumb and blind in Birmingham?—Yes.

18,409. About the same as at present?—Yes.

18,410. You said that out of those only nine were being educated?—Only nine of those over eight years of age.

18,411. Consequently out of those 64 there were 55 who were not being educated?—We eliminate first those under eight years of age because there is no provision proposed for them; therefore it would be nine out of 40 that were provided for.

18,412. Why is there no provision proposed for those under eight years of age?—I do not know any institution that receives them under eight years of age.

18,413. All the more reason why the School Board should supply education to them in the same way as it does to infants. You have infant classes, have you not?—Yes; but then comes in one of two difficulties. If we provided for the infants alone, we should not have enough to make a class in any one place; and if we provided for all the children from 5 to 13 at any centre, we must necessarily have some grading, and that would be very costly. We find it would cost nearly as much as sending the children to institutions, if we had only one class at each centre.

18,414. You say four centres would be necessary?—Yes.

18,415. And if there were 55 children to educate that would be about 14 to a centre?—Pardon me, we shall have to correct that 55. We need not reckon those children that would be sent by any means to residential institutions by benevolent people or friends; the number would be reduced to from 30 to 33 deaf and dumb cases. The blind cases I leave out.

18,416. Therefore you think in the present condition of affairs at Birmingham it is impossible to establish classes for the deaf and dumb?—I do. I am quite certain that if we took all those children from 5 to 13 we could not possibly educate them; if there were only half-a-dozen of them all in one class they must be graded; that would be extremely costly. It would mean a teacher for two or three children

18,417. You think even where you had a sufficient number to make a school it would be better in an economical point of view to send them to a residential institution?—We think so. We think we should get a better return for the money; that the children would be much better educated.

18,418. Therefore your idea is that you should have power to pay an asylum for the education of all the deaf and dumb whose parents were too poor to pay for themselves?—That is the great thing the School Board desire.

18,419. (*Mr. St. John Ackers.*) Have you any doubt that the Act of 1870 includes both the blind and the deaf?—In one sense I have no doubt that it does. I think we could say that the School Board have the power to require all children to attend school, but practically I do not think the Act gives them the power in the case of deaf and dumb and blind children, because a parent would have very good reason to say he ought not to be punished if he did not send his child to an ordinary public elementary school; if one parent said, "My child is deaf and dumb and therefore "he cannot profit by the education received there;" or if another said, "My child is blind and is not fit to "be running about in the playground with the other "children," no magistrate would convict.

18,420. We have heard that it is extremely advantageous to the blind for them to be running about with the seeing?—I should be afraid that the contrary would be the case.

18,421. You have not studied the question of the blind much?—No.

18,422. It has practically come to this, that in the opinion of the School Board for the Birmingham district it is better to keep children uneducated for 17 years—that is to say, some of them—than to avail themselves of such powers as the Act gives them in respect to the education of such children?—I think that is going a little too far. The matter has not been before the School Board for 17 years. There was an immense amount of work for the School Board to do, and we only get at these questions one by one. We had an immense amount of school provision to make; there were only about one fourth of the children of the town in average attendance in school; we had everything before us. This matter has been before the Board since the early part of 1884, and they have been making all the efforts they could to get the power to send these children to residential institutions. If they were told distinctly that it was impossible to send them to residential institutions, that no such power could be hoped for, then they might make the best of a bad case; but they do not want to establish a system which they do not think would be effectual.

18,423. For 14 years at any rate no effort was made by the School Board to educate the blind or the deaf; that is to say, from 1870 to 1884?—That I must admit.

18,424. It is the fact that the defective classes have not, for some consideration or the other, been treated as the ordinary children are?—If you put it in that form it would rather lead to a mistaken conclusion. If the cases of the deaf and dumb and the blind had been really before the School Board and the School Board had intentionally disregarded them, certainly it would have been a serious matter, and it might have been put in that form; but the School Board, starting with an immense amount of work before it and addressing itself to it, did not necessarily think of everything at once. These cases of the blind and the deaf and dumb cropped up gradually; they did not come before them at first.

18,425. The cases were comparatively few, and the School Board did not give the same consideration to them that they did to the others?—They did not come before them.

18,426. Are you quite sure that the question of dealing with such cases was not brought before the School Board of Birmingham in the year 1874?—I do not think it was so early as that; I cannot speak positively to the date. I know there was a letter written by one of the home missionaries in Birmingham to the School Board, and the School Board made inquiries as to what was being done, and they found that benevolent people were dealing with a number of cases, and the guardians were at that time paying for a few, though I think we found afterwards that they were the children of out-door paupers or pauper children, and it was hoped that private benevolence would meet those cases. At that time the School Board did not see their way to doing anything.

18,427. You were one of the first places to take a census of the blind and the deaf and dumb?—Yes.

18,428. But it is not till recently that you have done anything at all in the way of dealing with those cases?—Not until 1884.

18,429. What is the population in the School Board district?—About 421,000, I think that is the last estimate.

18,430. You say that you applied to the Education Department to bring in a Bill; what reason did the Education Department assign for not bringing in that Bill?—They simply said that they were not prepared to do it. I do not think they gave us any reason.

18,431. They did not say that you had the power which you sought for under your present Act?—Oh, no.

18,432. How did you ascertain the number of your deaf and dumb?—By the visits of our visiting officers. We have visiting officers all over the borough, each one having his own district, and those men are continually visiting from house to house, taking a census and especially noting those who do not go to school.

18,433. According to your population there must be a great many more deaf and dumb children than the number you have given us; do you consider that the rest are all over age?—I do not think you will find that there are more than I have stated between the ages of 5 and 13.

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18,434. You stated that the Local Government Board allows 20*l.* a year to be paid by the guardians; do you mean to say that it restricts the amount to 20*l.* a year?—That is the maximum limit.

18,435. May I ask your authority for that; has an intimation to that effect been sent down by circular from the Local Government Board?—The board of guardians can pay under the Act such sum as the Local Government Board may approve. The board of guardians applied to the Local Government Board, and the sum of 20*l.* was fixed by a letter which was sent by the Local Government Board to the guardians. I had that from the clerk to the board of guardians.

18,436. We have it in evidence that the Local Government Board allows more than that?—That would be in other places.

18,437. Are there any special circumstances in the case of Birmingham to account for the sum allowed to be paid being less there?—No; it may be that if the Birmingham Boards were to apply for power to pay more the Local Government Board might allow it.

18,438. You stated that poor people (I am not speaking of paupers)who have blind or deaf and dumb children have to apply to the board of guardians when they want to make an application for their children to be educated, that is to say, they have to go to the union?—They have to go to the parish offices.

18,439. You are probably aware that in a considerable number of towns where there are school boards and boards of guardians those two bodies have joined together so that the poor should not have to go to the parish offices or to the union in such cases?—Yes.

18,440. Has any effort to bring about a similar arrangement been made in Birmingham?—Yes. In fact we are pressing the adoption of such an arrangement now with regard to the payment of the fees of ordinary day scholars, but hitherto the boards have not consented. The Birmingham board of guardians has, however, appointed a special committee to deal with those cases, and they deal with them separately from the ordinary applications for relief—they receive them at a different hour and in a different room but still at the parish offices. What the School Board would like would be that the board of guardians should form a rota to receive those applications at some other places, as is done in some other towns.

18,441. In connexion with the School Board?—Either in connexion with the School Board or separately, but in some place away from the parish offices.

18,442. You have stated in your evidence that in your opinion the deserving poor would consider it degrading to apply to the union or the parish offices; do they consider it degrading to apply to the School Board for relief from their payment of school pence?—Not nearly to the same extent. I account for that in two ways; in the first place, the School Board is not connected with what the people understand by the "parish," and in the second place, parents are invited to come and ask for relief from payment of school fees by our visiting officers. When a visiting officer goes to a house to find out why the children have not been sent to school, he listens to the parent's explanation and he gives the parent the best advice he can. If the parent says, "I cannot afford to pay," and if the house appears to be a poor one, the visitor says, "Come up to the School Board office and they will inquire into your case"; and the man is invited to come to the School Board by the visitor. There is nothing of that sort in connexion with the guardians. People of the class of which we are speaking do not like going to the workhouse or anything belonging to it.

18,443. It is not generally known probably that the law for a great number of years, probably fifty years, has been that the making of such an application to the guardians in no way pauperises the applicant?—The people do not realise that, and I think it is the view of School Boards and boards of guardians, and I think of most people, that it is as well that that disinclination on the part of poor people to apply to the guardians should exist. If they go to the parish offices to ask for anything which they are entitled to ask for without becoming paupers, it becomes an easy thing for them to go again and ask for something else, and therefore there is a danger of people who are on the very verge of pauperism stepping over it and becoming paupers whenever they feel the pinch a little tighter.

18,444. Is it not the fact that a very large number, or a considerable number, of parents feel no degradation in asking for their fees to be remitted by the School Board who would not apply to the guardians for the same payment?—That is so; we remit the fees of many who would not go to the guardians.

18,445. In cases in which the guardians would in all probability pay the fees if the parents went to them?—The guardians would no doubt pay them if they went to them. In Birmingham we are fortunately circumstanced in regard to ability to discriminate between cases, because there is a very small proportion of the population earning a living in such a way that we cannot test the income. They nearly always work for masters, and consequently we can verify their statements as to their earnings, and one great result of that is that in remitting fees a discretion is exercised in a very small per-centage of cases; they are nearly all settled mechanically by a clerk.

18,446. (*Chairman.*) Is it the opinion of your Board that matters should remain as they are with regard to the education of the deaf and dumb pending any legislation upon the subject, because of course you are aware that legislation is proverbially slow in all matters at the present time. You have disclosed to the Commission a state of things which shows that there are a great number of deaf and dumb in Birmingham receiving no education at all; you might remedy that state of things by starting day classes, though in the opinion of your Board it would be less economical than sending the children to institutions. If legislation does not take place upon the subject, would it be the policy of your Board to give some education to those deaf and dumb who are receiving no education, or do you intend to leave matters as they are?—We are hoping that there will not be a great delay; this Commission it is hoped will report before very long, any legislation on such a subject as this would be very simple and we hope that it would not be delayed beyond the session. If the School Board were to establish day schools knowing that the apparatus would be merely a makeshift for the time being, it would mean providing rooms, because we cannot find space for them among the other classes in the present schools. We should have to provide special rooms and furniture and teachers, and then we should be looking forward to being in the position, before we had done a year's work, of having to put out of use all that we had provided, because in the event of such legislation taking place as we have been speaking about we should send the children into residential institutions.

18,447. Then the action of the School Board would be an additional argument in favour of speedy legislation whenever the Commission reports?—Yes.

18,448. (*Rev. Mr. Owen.*) Do you not consider that one reason why so many deaf and dumb children have hitherto been uneducated in Birmingham has been because it has been well known for many years that our institution was too small to take any further candidates in?—That is one reason; then the money was not forthcoming.

18,449. You know that we cannot open till January next?—Yes.

18,450. Do you think that when it is well known that we have additional room, and that in all human probability we should be able to take in all the uneducated deaf and dumb at present in Birmingham provided that the money was forthcoming, great effort would be made by the public to provide funds in aid of whatever contributions might be got from the parents, so as to enable the institution to provide for those uneducated deaf and dumb?—Probably a greater effort might be made, but I think that if you did not look to other sources than private benevolence and

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contributions by the parents many of them would be left in the cold.

18,451. So far as the case of Birmingham is concerned, the fact of there being an institution ready to admit the deaf and dumb who are at present uneducated would be an argument for speedy legislation on this subject?—Yes, because those children are now being brought up in ignorance.

18,452. (*Mr. St. John Ackers.*) There ought to be at least 70 deaf and dumb of school age in your population, that is to say, between the ages of 5 and 13, according to the average throughout the whole of England?—I am omitting those who are at a school now; those would have to be added. There are a number of Birmingham children in the institution, I know.

18,453. (*Rev. Mr. Owen.*) I see there are 38 in our institution?—We only give the children that we find at their homes. The 38 must be added to the 55 to find the gross total. All our returns are based on the Visiting Officers' lists of children found at home.

Adjourned to Wednesday the 9th instant.

No. 6, Old Palace Yard.

Wednesday, 9th November 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Sir ARTHUR MITCHELL, K.C.B., examined.

Sir A. Mitchell, K.C.B. 9 Nov. 1887.

18,454. (*Chairman.*) You are one of the members of the General Board of Lunacy in Edinburgh?—Yes.

18,455. We shall be glad to have some information from you under two heads (I.) With regard to the treatment and education of idiots and imbeciles in Scotland, and (II.) With regard to aid from the State towards the education of imbeciles. Under the first head, will you in the first place describe what you regard as the condition of idiocy or imbecility, and in what consists the difference between idiocy and imbecility?—Mental unsoundness or mental defect, which dates from intra-uterine life or from an early period of extra-uterine life—that is, from infancy or childhood—is called idiocy or imbecility. The causes of the condition differ greatly, both when its origin is in fœtal life and when it dates from childhood. It is not of necessity a condition which is congenital, but it always begins in an immature or undeveloped organ. It does not represent the loss of something which had existed, but a hindrance to that something's coming into existence. This is broadly correct, though not absolutely so, because there is in some cases a certain amount of loss. This feature of the condition gives it certain characters, which are sufficiently distinctive to make a group, or a class, of those in whom it appears. I come now to the difference between idiots and imbeciles. According to the gravity of the condition, that is, the extent of the mental unsoundness or defect, the individuals showing it are called idiots or are called imbeciles. In other words idiocy is a deeper mental defect than imbecility. This view meets all requirements, whether for scientific purposes, or for purposes of medical treatment, or for practical purposes connected with care, management, and education. If it had to be determined regarding 1,000 idiots and imbeciles—how many should be called idiots and how many imbeciles—no two medical men, though experts in the matter, would agree, and the difference would probably be considerable. In other words, there is no clear line separating idiots and imbeciles. When the classification had one object, many individuals would almost certainly, and might perhaps properly, be called imbeciles, who would be called idiots when the classification had a different object. It seems to me important to keep in view these facts as to the condition which we call idiocy or imbecility, and as to the difference between idiocy and imbecility, because I understand the Commission not to concern itself so much with all forms and degrees of idiocy and imbecility, as with those forms and degrees in which education or training can be of service in lessening the mental defect. I understand that one of the objects of the Commission is to ascertain whether, in spite of their peculiar condition, the benefits of education cannot be made to reach imbecile children, though less largely and less plainly than in the case of ordinary children. That is my understanding of the nature of the inquiry, and I am desirous to make my evidence as direct as possible.

18,456. Will you state how children who are helplessly idiotic, are treated in Scotland?—A large number of children labouring under the deeper forms of mental defect may be regarded as completely ineducable. Careful nursing is all that kind-heartedness can bestow on them. Happily their utter helplessness seems often to draw out a mother's love, and to lead to great sacrifices of self on her part. I have never seen helpless degraded idiots so well nursed anywhere as in their homes—in the houses of the poor—and few can have a larger knowledge than I have of what happens to such children in their homes. But though this is true of many helpless idiots, it is not true of all. There are also many who have been found to be very badly cared for in their homes, and this may have had different causes. It may have been largely due to the extreme poverty of their guardians—by their guardians I mean their nurses and protectors—or it may have been due to their having lost their natural guardians, or it may have been due to the unfitness of the natural guardians, when these survive, to do what is right. This unfitness not rarely arises from the fact that the parents of idiots possess defects essentially of the same nature as those which appear in their children; such defects, however, being in a lower degree, and being evidenced rather in character and habits than in intellect. An effort

is made in Scotland to improve the condition of these badly cared for idiots, when they are paupers, without removing them to an institution. This is done in various ways, oftenest perhaps by transferring them to suitable guardianship. It must be remembered that no pauper idiot child can be under any private guardianship in Scotland, unless the arrangement has been sanctioned by the General Board of Lunacy. Every such idiot is visited by one of the Deputy Commissioners, who reports the results of his inspection to the Board. There are some idiot children so helpless and so degraded as to render it extremely difficult, if not impossible, to make any arrangement for their care and nursing in a private dwelling, which will be satisfactory. It is very desirable that some institution should exist to which such children may be sent. They cannot be properly cared for in ordinary asylums, even if their presence there would not be injurious to the adult inmates. It seems as right that such an institution should be provided as that ordinary asylums should be provided. The Commission will understand that I have paupers only in my mind at present, but such an institution is also desirable for many children who are above pauperism. When such helpless idiots require to be sent to an institution in Scotland, they are sent either to Larbert or Baldovan, which are the only institutions we possess for idiots and imbeciles. In other words they are sent to those institutions which serve as schools for educable imbeciles. It is not easy to see how, in a small country like Scotland, we can have separate institutions, but it certainly deserves consideration whether teaching and training would not be more efficient in institutions, which did not act as nursing hospitals for helpless, degraded, and wholly ineducable idiots, and which did act solely as specially organised and specially equipped schools for the education and training of educable imbeciles. My opinion is that such a separation as is here indicated, would increase the efficiency of the teaching and training in institutions acting as schools.

18,457. Will you explain whether there is the same law in Scotland as in England, which enables the guardians of the poor to pay for the maintenance of idiot or imbecile children at some public institution?—All the children of whom I have been speaking up to this point, are paupers; they are supported out of the poor rate, whether they are in their own homes or are sent to institutions, and a similar obligation lies on parochial boards (as boards of guardians are called in Scotland), to extend relief to these children as to extend relief to adult lunatics.

18,458. Is it compulsory on the parochial boards to extend that relief to idiot and imbecile children?—It is compulsory in the same sense as it is compulsory to give relief to adult lunatics.

18,459. Is it compulsory on the parochial boards to give relief to adult lunatics?—An adult lunatic who has no means of supporting himself must be supported out of the poor rate.

18,460. Then the law of Scotland, as I understand you, compels the guardians to do that which it only enables them to do in England?—I would not like to speak without accuracy. I can best tell you what is the case in Scotland. I would not have said that in England it was quite a matter of choice; I think boards of guardians in England must give relief to lunatics in certain circumstances.

18,461. The law in England now does not regard idiots and imbeciles as lunatics?—So I understand. The law in Scotland does. What would necessitate the giving of relief in Scotland to an adult lunatic, would necessitate the giving of relief to a juvenile lunatic. Age would not make any difference. All these children that I have been speaking of are intimated to the Board of Lunacy as lunatics.

18,462. Will you favour us now with any remarks you may have to make with regard to the education and training of imbeciles?—Educable imbeciles—fairly enough so certified—will certainly include many for whom very little can be done. There is naturally, and perhaps properly, a hesitation in certifying any imbecile child to be wholly ineducable. It is felt that, when there is no hope of the child's receiving the ordinary scholastic training, there may still be hope of important benefits from training, in the correction of bad habits and in general behaviour and self management. Even when little can be done, it seems right that that little should be done. What may be little from one point of view, may not be little from another.

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18,463. May we assume that some educable imbeciles would be capable of deriving great benefit from training in specially equipped schools?—Though imbeciles certified to be educable will certainly include many for whom little can be done, they will also include many for whom much can be done—many on whom training will confer very important benefits. These children seem to me entitled to get such education as they can receive. It cannot be given to them in ordinary schools, and it cannot be given to them cheaply. It can scarcely be given to them except in schools with special equipments. In the vast majority of cases, therefore, it involves leaving home.

18,464. But even where the training has been most successful, will the children still remain imbecile?—However great the improvement, every child leaving the best of institutions for the education of imbeciles, will still be imbecile. He may be much less imbecile than when he entered, but he will still be imbecile. This, however, is no reason why earnest efforts should not be made to do all that can be done, and it does not seem to me to weaken in any material sense the claims of imbeciles to get such education as they can receive.

18,465. What sort of education and training do you consider best adapted for imbecile children?—The extent of the good that can be done to imbeciles by training is not yet known, though enough is known to show that much good can be done. The character of the training of most value, and the things that can be most advantageously and successfully taught, are not yet fully determined. Progress in the matter is being made, but hitherto schools for imbeciles are too much like ordinary schools. There is too much effort to give the same sort of teaching in them. Reading, writing, and other such scholastic acquirements can be reached by an exceedingly small number of imbeciles, in such a way or to such a degree as to be of practical utility. Those who can arrive at such acquirements, in any proper sense, are quite easily picked out, and they, of course, should get all they can receive. But a great deal of time is often wasted in efforts to give this sort of education to all and sundry. It needs courage to abstain from these efforts and to avoid this waste, because it gratifies relatives and contributors to find the imbecile children beginning to do what ordinary children do, and they naturally hope that these beginnings will lead to the same endings as those to which they lead in the case of ordinary children. But they will not do so. It is of very little use to be able to read words of two or three letters, but it is of great use to teach an imbecile to put his clothes on and take them off, to be of cleanly habits, to eat tidily, to control his temper, to avoid hurting others, to act with politeness, to be truthful, to know something of numbers, to go messages, to tell the hour by the clock, to know something of coins, to enjoy and understand games, and a hundred other such things. To be taught these things is of far more use to the imbecile, than it is to be taught to know A from B. They can also be much more certainly taught. When acquired, they make the imbecile differ less evidently from his fellows; they increase his self-helpfulness, make him depend less on others, tend to keep him out of trouble when he reaches manhood, and generally lessen his imbecility. It appears to me that the first improvement in the education and training of imbeciles will consist in a concentration of efforts on the teaching of what is clearly useful, and in avoiding a waste of time and energy in efforts to teach all and sundry what cannot be taught with success, that is in a way which has

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any usefulness, except to a small number, who are easily recognised, and to whom, of course, those things should be taught.

All that I have as yet said about the teaching of imbeciles relates to what is preliminary to, or rather concurrent with, the teaching of occupations by which a living may be more or less fully earned, such as tailoring, shoe making, brush making, laundry work, &c. Here again, however, I have to point to a waste of effort. The number of imbeciles who can be successfully taught to work at a trade is very small, that is, of those who can work at it without unceasing guidance and with profit. Those who can be thus successfully taught are easily picked out, and it is of importance that they should get the teaching. But much time is often wasted in efforts to make tradesmen of those who obviously cannot be taught any trade with advantage to themselves or to others. The work which is exhibited as done by imbeciles is often not in a true sense done by them; it is done under constant guidance and with much assistance, and it is quite easy to understand how this assistance, without any intention to conceal, does not come to the front. Plain knitting—plain sewing—house cleaning—washing—digging—filling, wheeling, and emptying barrows—these and such things are what the many can learn to do in a way which makes them really more useful in after life, and which helps them to contribute to their own support. They are not showy acquirements, but they are solidly useful, and their importance seems to me to be increasingly recognized. More, however, in the direction of the training to which I now refer has to be done.

18,466. Do you regard recreation as an important feature in the training of imbecile children?—Play constitutes a most important part of the training of imbecile children. It is a question, indeed, if anything does more to strengthen and brighten their weak dull mental faculties. I refer to free play, and not to play which has a certain character of drill and discipline about it. I refer to the simple, unrestrained, easily understood games to which ordinary children take naturally, down even to those games which consist of little more than merry romping. Ample provision for this sort of play at all seasons should be a part of the equipment of every institution for the training of imbecile children. Arrangements for its full existence under cover in winter should never be wanting. No institution known to me, either in Scotland or out of it, has arrangements of this nature, which I should regard as of a sufficiently ample character. This free play is an essential part of the training of imbecile children. It should never be omitted, and it should be independent of weather. More thought should be given to this means of education and training than has yet been given. It tends greatly to the success of other means of training.

18,467. The education and training which you have been pointing to, would necessitate, I suppose, a large staff of teachers?—Yes. All I have said about the education and training of imbecile children indicates that the staff of an institution in which that education and training are to be given must be large, and must consist of persons with different qualifications. It seems to me that the school proper should be a modified Kindergarten. Teaching by specially designed object lessons undoubtedly does good, but these should be simple, and should as nearly as possible be always connected with every day life. In the selection of pictorial and other illustrations, which should abound, common sense should be largely consulted,—more largely than it sometimes is.

18,468. Whatever training you may give to imbeciles, you must, I suppose, expect to find that some will not turn out so satisfactorily as might be wished on reaching manhood or womanhood?—Imbeciles on whose training much labour has been expended, when they reach manhood or womanhood, and are of course no longer in school, often show a great and undesirable change of character. Ordinary children show a change, and sometimes an undesirable change of character in the same circumstances. With imbeciles, as might be expected, the change is more frequently a change to what is bad or unfortunate. Sometimes they show active, and, perhaps, dangerous eroticism, but much more frequently they simply become wayward, passionate, mischievous, and unmanageable. They are then readily and correctly certified to be lunatics and placed in asylums. This often constitutes a disappointment, and is held to look as if education and training had done no good. Disappointments of this kind will always be more or less frequent. Other things as well as the arrival of puberty may lead to them. This is nothing but a reasonable expectation, and it should not be allowed to discourage efforts to give imbeciles all the benefits which well directed education and training can give them. It should always be remembered that these benefits will be permanent in the majority of cases.

18,469. With regard to employments for imbeciles, do you think that agricultural work is peculiarly well fitted for them?—I do.

18,470. Not only because it is an employment in which an imbecile may be usefully employed when he goes out into the world to earn a livelihood, but is not it also the fact that many imbeciles have a great love for animals?—They have.

18,471. I understood you to say that in many asylums the trade shops are carried on perhaps for the advantage of the institution, rather than with a view of teaching the pupils a trade which would be profitable to them when they go out, though there are some cases where they are no doubt able to earn their livelihood by learning a trade. I gather from your evidence that your view is that instruction may be given in trades, but that those who are really able to profit by that instruction when they leave the institution are comparatively few?—That is true, except when they can work under guidance.

18,472. Still you would I suppose say that it was quite right that in those institutions they should be taught all those trades, because till they have been tried in those trades, it is impossible to say whether they will develope a turn for them or not?—Exactly. Those should learn trades who can learn them, but time should not be wasted in efforts to make those learn them who clearly cannot do so, but who can learn other useful things.

18,473. With regard to gymnastic exercises or games, did I rightly understand you to propose that they should always be carried on under cover?—No. I said that they should be carried on under cover in bad or cold weather. They should be carried on irrespective of weather. I refer to exercises and games which are play in a full and proper sense.

18,474. Are idiots more delicate than other children?—Idiots are of much lower vitality.

18,475. Do you find that the education that is given to these imbeciles and idiots ever produces acute mania?—I have never known any case in which an imbecile child has become maniacal in consequence of the training given in an institution.

18,476. We will now go to your second head, the assistance which the State gives towards education of imbeciles. How many institutions for imbeciles are there in Scotland?—We have only two institutions for idiotic and imbecile children in Scotland, one at Larbert near Stirling, and one at Baldovan near Dundee. Both of these institutions are licensed by the General Board of Lunacy, under the provisions of section 7 of 25 and 26 Victoria chapter 54. I attach importance to the fact that the institutions for imbeciles in Scotland are licensed by the General Board of Lunacy.

18,477. I gather from that statement that you do not think the law in Scotland requires alteration?—We get on very well with our law as it is.

18,478. Will you proceed with your statement with regard to the two institutions in Scotland for idiotic

and imbecile children?—The institution at Larbert is licensed to receive 180 children, and there are 181 now in it—that is, one child in excess of the number for which it is licensed. The institution at Baldovan is licensed to receive 70 children, and there are 50 children now in it.

The inmates of these institutions consists of three classes: (1.) Pauper boarders or pupils who are maintained out of the poor rate; (2.) Election boarders or pupils who are maintained out of the contributions of the charitable; (3.) Private boarders or pupils who are maintained by their friends. In considering the question of State aid, these three classes must be dealt with separately.

The pauper inmates of these institutions participate in the Parliamentary grant towards the maintenance of pauper lunatics. For each pauper child there is a grant in aid of 4*s.* per week, when the cost to the parish reaches or exceeds 8*s.* per week. When the cost is less than 8*s.*—in consequence, say, of part of the board being paid by relations,—then the grant in aid is one half of the cost. Before any pauper child can be admitted either into Larbert or Baldovan the sanction of the Board of Lunacy must be obtained. It is granted on a petition by the inspector of poor of the parish sending the child, the petition being accompanied by a statement of particulars and by two medical certificates in a prescribed form. These certificates must declare the child to be of "unsound mind," and also to be "capable of deriving benefit from training and "treatment in an institution for the training of imbecile "children." All the pauper children are thus certified to be in a greater or less degree educable. But the aid from Imperial sources may be regarded as given to them independently of the question of educability. They get it in consequence of being certified by two medical men to be "of unsound mind," which is enough to make them technically or legally "lunatics." Pauper idiots and imbeciles who are not in institutions, but who live, with the Board's sanction, in private dwellings under the care of relatives or strangers, also participate in the grant towards the maintenance of lunatics. They do so on the same grounds as those which lead to participation in the cases of pauper imbeciles who are in institutions.

18,479. Are those also educable children?—Some of them may be so. We would not willingly allow a pauper imbecile child to remain with relatives or strangers in a private dwelling who was clearly educable. Our sanction is needed, and we endeavour to secure a proper arrangement for the care and treatment of the child, but it is not always possible to do what would be best, especially in regard to those of the pauper imbecile children who live with their parents. Medical certificates have been granted which are sufficient to constitute them lunatics. Before any parish can receive the grant on account of an idiotic or imbecile child, whether he is provided for in an institution or under private care, the General Board of Lunacy must grant a certificate to the effect that the child was "necessarily detained and properly cared for" in the institution or house in which he was during the time for which the claim for participation is made. This, I think, is a special feature of Scotch administration—this is the form in which the claim is made, and this is the certificate (*handing it in*).

18,480. (*Dr. Campbell.*) Is that grant in aid of 4*s.* given in addition to what the parish has given, or does it relieve the parish of so much?—It relieves the parish of so much.

18,481. (*Mr. Johnson.*) It is an Imperial grant?—Yes. It is desirable to point out with reference to this certificate, that it is in no way special to these idiotic and imbecile children who have become technically lunatics; it has to be given in the case of every pauper lunatic, whatever his age may be and wherever he may be placed, on whose account participation in the grant is claimed. The grant of 4*s.* a week is never given to any pauper lunatic in Scotland without that certificate; it involves much work, but it is a useful check.

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18,482. (*Chairman.*) With regard to the second class, viz., election pupils, what is their position as compared with the pauper pupils?—As regards election boarders or pupils, the first thing I have to point out is, that they belong socially very much to the same class as the pauper boarders or pupils. By this I mean that their relatives could not afford to maintain them in institutions for the training of imbecile children. They are the children of persons in straitened circumstances—most of them the children of persons in very straitened circumstances. The main difference between them and paupers is, that they are maintained out of the contributions of the charitable, while the paupers are maintained out of a statutory assessment, viz., the poor rate. There is another strong difference, however, between their position and that of a pauper, and it is this,—the State gives assistance to the pauper boarders, but it gives none to the children who are maintained in institutions out of the voluntary contributions of the charitable.

18,483. Though they are of the same class, that is to say, children of parents in straitened circumstances?—Yes; and the question is whether it would not be as proper to give State aid to them as to give it to paupers. It would not be necessary, in their case, to give it to them as being lunatics, but it might be given to them as being educable children, whose parents are unable to pay for the costly educational appliances, which the exceptional condition of the children renders necessary.

18,484. If that principle were admitted, it would apply also to the education of the deaf and dumb and the blind?—Yes.

18,485. Because the conditions would be similar?—Yes; it would be a good thing in my opinion if the State gave this assistance, making it the same in amount as that given to pauper children.

18,486. In the event of State aid being given in respect of children of this class, would you give the State any means of ascertaining the educability of the children?—The elected pupils, under existing arrangements, are understood to consist solely of the educable, and no difficulty would, therefore, arise in connexion with such State aid if it were given, in dividing the elected pupils into educable and ineducable. They would all be educable.

18,487. Are there any such educable children who ought to be in an Institution for Idiots and Imbeciles prevented now from entering such an institution by reason of the inability of the parents to pay, and their unwillingness to be classed as paupers?—I have little doubt that state of things may exist to some extent. In Scotland there is practically no difference between the treatment of pauper and elected children when once they go to an institution.

18,488. If the parents can now pay for their children in such institutions, why should the State interfere and relieve the parents of their responsibility?—The State ought not to give assistance where parents can pay for a child's training and maintenance.

18,489. Then who is to judge whether the parents can or can not, they do not, *ex hypothesi*, come before the guardians as paupers. Is the Board of Lunacy to judge whether the parents are or not able to support their children?—Your question, as I understand it, is this:—Who is to determine with regard to an elected pupil that its parents were not able to pay for its education? A regulation would require to be made by which some clear evidence on that point would be given by the directors of the institution receiving the child—evidence which would satisfy the General Board who licensed the institution, or some such Board. I do not think you could get nearer a practical way of dealing with the matter than that.

18,490. Will you continue what you were saying with regard to giving the State the power of ascertaining the educability of the children of whom you are speaking?—The State would require to have

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the reality of the educability properly established, and I think that this could without difficulty be satisfactorily done. If these institutions were still left under the control of the General Board of Lunacy, it could easily be done. In one direction, indeed, the thing is already done with fair success.

18,491. In order to make it quite clear, let me ask you this question, under these altered circumstances, do you contemplate that the educable classes among the idiots and imbeciles should be kept in a separate institution?—I think that ought to be done when it can be done. It would also be proper that the State, before giving such a grant in aid of children whom benevolent people sent to an institution for the education and training of imbecile children, should ascertain from a competent authority that the institution in question was fully equipped, in other words, that it was provided with everything which would be of use in securing a maximum of efficiency, —with everything which would help in making the most of such mental powers as were possessed by the children sent to it. I think it would not be desirable to give a grant in aid to institutions insufficiently equipped.

18,492. The Board of Lunacy would be the inspectors and the judges of what was a proper equipment?—Yes; but, as I have said, there need be no certification of unsoundness of mind, that is, of lunacy, in the case of elected pupils. The aid to them might be given in consideration of the great cost of their education. The certification of the paupers, which is done in order to enable them to participate in a grant towards the maintenance of pauper lunatics, practically does no harm; but it would be better—chiefly, however, from sentimental considerations—if the State assistance reached the paupers also in consequence of the costliness of their education, and not on the ground of their being technically lunatics.

18,493. That again would be an argument for treating all classes whose education was of an exceptionally expensive character in the same way, would it not?—It would. I have said that at present both pauper and elected pupils may all be regarded as having been certified to be educable before admission into Scottish institutions. This, however, does not prove that they are all really educable.

18,494. There is a *prima facie* supposition that they are?—Yes. I have had all the pauper and elected pupils in Larbert and Baldovan recently examined, and their condition as to educability again declared.

18,495. Will you state the number of those whom you consider fairly educable in the Larbert and Baldovan Institutions?—There are at present 235 children in the two institutions (15 below what they are licensed to receive). Of these, 33 are private pupils, 83 are elected pupils, and 119 are paupers. Of the whole number, 50 are at this date tabulated as ineducable, 79 as slightly educable, and 106 as decidedly educable,—giving thus 185 out of 235 as more or less educable.

18,496. Would you apply what you have been stating to the whole of those cases?—In Baldovan and Larbert the three classes of pupils, private, elected, and pauper, do not give the same proportions of educable and ineducable. The pauper class gives 29 per cent. of ineducable, the private 21 per cent., and the elected 11 per cent. The proportions of the slightly educable to the decidedly educable do not differ much in the three classes. This examination, the result of which I am giving now, has been made with a great desire to be accurate.

18,497. (*Dr. Campbell.*) Is there a medical examination as to whether the child is epileptic; does the consideration that a child is epileptic, and that it will soon be hopelessly beyond the power of teaching, influence your judgment in admitting him or excluding him?—That is an important question. The accommodation for the training of imbecile children in Scotland being small, that consideration has in practice almost led in the case of elected pupils to the exclusion of epileptics. But there is no hard and fast line.

18,498. My question had reference to the case of pauper children, whether in their case epileptics would be considered as ineducable or partially educable?—With regard to paupers, there is also an unwillingness to receive epileptics, but not so decided as in the case of elected pupils. After the children, both paupers and elected pupils, have been a considerable time in the institution, it will turn out that a certain number of them who have been certified as educable are not educable, and a larger number of the paupers prove ineducable than of the elected cases. The figures I have given show that greater care and accuracy are exercised in certifying the elected pupils than in certifying the pauper pupils. This is nothing but what might have been expected. The important point is that the figures, as regards the elected pupils, show that before admission, the question of educability can be determined with reasonable accuracy. The error being only 11 per cent., I hold that it proves that the educability of the children can be determined with reasonable accuracy. It would be quite possible to secure the same degree of accuracy in the case of paupers.

18,499. Then supposing you had an institution specially maintained for the education of the educable classes, do you think there would still be a residuum, perhaps 10 per cent., the educability or ineducability of which class could not be ascertained before entering the institution?—There would be at least that amount of probable error.

18,500. Those would be drafted off?—Yes. That would be desirable in the case of an institution specially devoted to teaching or training.

18,501. After say a year or a certain limited time?—Just so.

18,502. (*Mr. St. John Ackers.*) Is it the same person who certifies in these different cases?—Certifying in these cases is not confined to one medical man.

18,503. (*Mr. Van Oven.*) Does not any special doctor belonging to the institutions examine the candidates for admission?—In the case of the elected pupils, I think the majority of the children before admission are submitted to the doctor of the institution. I do not think, however, that there is a hard and fast line in this matter, and I do not think there should be a hard and fast line.

18,504. (*Chairman.*) With regard to the State aid which you propose should be given in the case of these elected pupils, it would be of the character of a capitation grant?—Yes. I see no other workable way.

18,505. Irrespective of results?—It would be so much per head. In my opinion, a capitation grant is generally undesirable, especially when it concerns persons maintained out of an assessment, because it is apt to lead to extravagance and abuses. I do not see, however, that it can so easily have these effects, when it concerns persons maintained out of the voluntary contributions of the charitable.

18,506. I understand you to say that a capitation grant is necessary, because you could not go upon any other system?—No, I do not see how you could give a grant on results. There could only be a payment of so much per child, or a percentage on what was paid for the child. Or, there might be a fixed sum voted annually for the education of imbecile children, however many of them there were.

18,507-8. Of course the State would have to pay a capitation grant upon this 10 per cent. of failures, so long as they were inmates of the institution?—Yes.

18,509. (*Mr. Johnson.*) What capitation grant do you advocate, 10*s.* or 5*s.*, or what?—I do not advocate any special amount.

18,510. (*Chairman.*) On the subject of State aid, have you any remarks to make with regard to the third class of inmates of these institutions, *viz.*, private boarders or pupils maintained by their friends?—For the third class, *viz.*, the children maintained in institutions by their friends who are in comfortable or in affluent circumstances, no aid from the State is needed.

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18,511. Can you state what number of educable imbeciles there are in Scotland?—The answer to that question must be more or less of a guess. The census of 1881 showed that there were 475 idiots and imbeciles of all kinds in Scotland below the ages of 10, and 1,266 between the ages of 10 and 20. These figures, however, cannot be treated as giving information of much value in this inquiry, and I do not know how or where figures of much value can be obtained. In 1860, 27 years ago, I reported on the question to the General Board of Lunacy, and I then said "An in- "stitution capable of receiving 250, I have every "reason to believe, would for many years be found "ample, if confined strictly to education, and not "used as a mere home or refuge. In forming this "estimate, I take into consideration the interests, "happiness, and capacity for improvement of the "unfortunates themselves, and also the moral obliga- "tion the country is under to do all that is right "and possible for the mitigation of their great mis- "fortune." That is what I said on the subject in 1860. It happens that Scotland at present possesses licensed accommodation in institutions for imbeciles exactly for 250 inmates, but this includes accommodation for the ineducable as well as for the educable. Since I made the estimate, to which I have referred, in 1860, the population of Scotland has risen from 3,062,294 to 3,949,393. Making allowance for this, and for a growing readiness to place imbeciles under training, I am of opinion that accommodation for 300 to 350 educable imbeciles, and for 100 ineducable idiots would be sufficient for the needs of Scotland for many years to come. It is difficult to show how I arrive at this estimate, and its value must rest chiefly on what may be thought of my general knowledge of the subject.

18,512. What are the ages within which you think education to this class may usefully be applied?—Under the powers which we have in connexion with licensing, we make a rule that children shall not remain in these institutions after the age of 18; this is not settled on any scientific ground; puberty is arrived at in the case of some imbeciles and idiots earlier than in the case of healthy children; in the majority of cases it is arrived at later; it was a rough calculation that 18 would represent the age of reaching puberty in the case of imbeciles as against 14 or 15 in the case of ordinary children; but if, when a child in an institution has passed the age of 18, the directors, or the friends of the child, or the parochial board, think it would be an advantage to the child if it were allowed to remain longer in the institution, and if it is thought that the child, though above the age of 18, has really not passed into manhood or womanhood, then these things are represented to us, and under our general powers we sanction a longer stay. I think the licensing power of great value. It seems to me a mistake, in such matters, to fix too many details by Act of Parliament. It is, I think, sufficient to entrust the licensing of such institutions to some body of good standing, and then to leave that body free to make whatever minor rules may seem to be necessary, instead of having rigid and inflexible rules which may be found useful for a certain number of years, but which, after the occurrence of some change that has not been anticipated, may be found to be undesirable.

18,513. In order to carry out your proposals, what alteration of the law would be necessary in Scotland?—We should require no alteration of the law in Scotland, but we should want money. If we separated the ineducable from the educable, that would mean providing another institution, and our institutions are not provided out of an assessment.

18,514. You think that the Board of Lunacy in Scotland has sufficient power under the existing law to vary the arrangements of the institutions and the training carried on in them, so as to carry out the objects which you have detailed to the Commission?—I think we could do all I have suggested if we had the institutions and the money.

18,515. As I understand there is no necessity for any change in the law with regard to compulsory payment by the parochial boards of the sum required for a patient's board and maintenance. The law at present enforces the payment by the parochial board of the sum necessary to maintain a patient in one of these institutions?—When an idiot child has a valid claim to relief, the parish must give relief, and must give it in the way which is best for the child. This is our aim, and we generally succeed.

18,516. (*Mr. St. John Ackers.*) Is that determined by the Board of Lunacy?—Yes.

18,517. (*Chairman.*) Then do you think there are no idiot children in Scotland who are not sent to these institutions either by their parents or by the guardians?—A state of society in which there are no imbecile children who are not sent to institutions is scarcely conceivable I think.

18,518. How would you meet such cases?—Just as we meet them in the case of adult lunatics. As we have power to put the condition of a neglected adult pauper lunatic right, so we have power to put the condition of a neglected pauper idiot or imbecile child right, because that idiot or imbecile child is technically a lunatic. It is not an arbitrary power, but it is generally sufficient, and greater power of interference on the part of the State scarcely seems desirable. Some of the deeply idiotic are better out of institutions. Indeed, in determining what ought to be done, the whole circumstances of each case have to be considered, and these circumstances vary greatly.

18,519. Is not there this difference between the two, that a lunatic cannot altogether be ignored if his lunacy is of a violent character, whereas an idiot child that is harmless and quiet, is not necessarily found out?—If the parents of the child are in receipt of relief for the child, or if the childs' own name is on the poor roll, the inspector of poor of the parish is bound to intimate this to the General Board, but the Board do not insist on people being put upon the poor roll who are able to support themselves—then do not press or call on parochial boards to make people paupers. When a person has been made a pauper, who is in any state of lunacy, the parochial board must intimate the fact to the General Board of Lunacy, who then deal with the case.

18,520. (*Mr. Johnson.*) You have nothing to do with private cases which are not getting relief?—With private lunatics, whether adult or juvenile, who are not getting relief we have nothing to do, unless something of the nature of cruelty is practised with regard to them, or unless they are kept for profit. This briefly shows the position of the Scotch Board of Lunacy in regard to such cases.

18,521. (*Chairman.*) I presume in Scotland every child who is capable of education is brought by the attendance officer to school, or an endeavour is made to compel his attendance, unless some adequate cause is shown, he is compelled to attend school?—Yes, I think that is so, as regards ordinary children.

18,522. Then the question is whether, if it can be proved that these imbeciles are capable of education, the same compulsory law should not be applied to them?—If these children are capable of education, I think they ought to get it, and those who are bound in law to provide for them, whether the parish or friends, ought to be made to pay for it, that is to say, those who can themselves pay ought to pay, and when they cannot pay, the poor rate ought to pay.

18,523. (*Mr. Johnson.*) I understood you to say that you considered it very necessary to divide those cases which could be educated, from those which could not be educated?—Yes; I think that institutions devoted to the education of educable imbeciles would be more efficient if they were not also nursing hospitals for helpless and degraded idiots.

18,524. Then I suppose that want would be met by the establishment of a school for those who were capable of being educated, and a couple of other asylums for those who only required to be taken care of?—By the establishment of separate institutions.

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18,525. Do you think that one school of that kind would be enough for Scotland?—Of course it would depend upon its size. I think that if we had, as I said, a school capable of receiving 350 children, we should have all that Scotland would require for a long time.

18,526. I suppose it would be impossible to educate idiots at all, at their own homes?—In the year 1860 I reported upon the education of imbeciles at home. That can occasionally be done, but very exceptionally It now and then is done in a very remarkable manner—that is, with remarkable success.

18,527. You think it is undesirable that idiots should be educated in their own homes?—I would not like to say that sweepingly, but I think it may be treated as practically impossible. Some remarkable cases of success have come under my observation, the outcome of great self-sacrifice; but such cases are so few in number that they really do not count.

18,528. Were those remarkable successes in the homes of the poor?—They were in the homes of the poor.

18,529. In what did the success consist?—The success consisted in what the success of the education of the imbecile ought always to consist—in what it ought always to have as its largest outcome, namely, in increased usefulness and manageability, and diminished dependence on others for help.

18,530. But not in what we call school learning?—No, there was little or no effort in those cases to teach school learning.

18,531. (*Rev. Mr. Sleight.*) Would you state to the Commission what number of imbeciles in the two institutions you have named, are deaf and dumb, or dumb only?—I cannot answer that question, but I have no doubt that I could obtain the answer.

18,532. If the dumb have their hearing and are decidedly educable, do you not hope to teach them to speak?—I assume that you refer to the inmates of institutions for imbeciles. Great effort is made to teach imbeciles to speak; that is part of their education. We have a certain number of children who do not speak on admission to the institution, and who learn to speak in the institution.

18,533. Are there amongst the imbecile class any who are dumb simply from deafness, and not from imbecility?—I cannot answer the question, but I should think there are, because among deaf-mutes there are imbeciles.

18,534. From your experience, do you consider that any cases have been retained in those institutions that were simply deaf and dumb cases, and not idiocy cases?—I say emphatically, no. A case of that kind coming to our knowledge would be instantly removed. The case that you are referring to, I understand to be the case of a child who is of perfectly sound and healthy mind, but in whose case one of the gates to knowledge is shut, and who is dumb in consequence solely of deafness.

18,535. I did not mean those of perfectly sound mind, but I would rather take the class which you specified as the third class, viz., those who were decidedly educable; amongst that class do you think there are any that are deaf and dumb who would be better educated in a deaf and dumb school than by being retained in your asylums?—If such a case came to our knowledge,—if there were a case of a deaf and dumb child being improperly treated as an imbecile child, we should order the removal of the child. I understand you to admit a certain degree of imbecility with the deaf-dumbness, and you ask me whether a deaf and dumb child with a small degree of imbecility would be better educated in an institution for deaf-mutes than in an institution for imbeciles. I cannot answer that question until the particular child is submitted to me; it is a hypothetical case, but I could tell you, if I had the opportunity of judging of the degree of imbecility, to which institution I should recommend the child to be sent. It has come to my knowledge that children were being treated in institutions for the education of deaf-mutes, who were imbecile, and whose imbecility made them incapable of education there, and such children have been removed from these institutions and have been placed in institutions for the training of imbecile children.

18,536. (*Chairman.*) And with advantage to the children?—With advantage to the children.

18,537. (*Rev. Mr. Sleight.*) Have you any knowledge of such cases as a deaf and dumb child, slightly imbecile, being retained in these asylums?—I have never seen a deaf-mute child in an institution for imbeciles in Scotland, whose imbecilty was not sufficient to justify its being there.

18,538. (*Dr. Campbell.*) Do parents sometimes apply to you to take their children when you think that the children would be better in a deaf and dumb school?—No child goes into an institution for imbeciles who is not certified to be imbecile, and to need the training suitable for imbeciles.

18,539. (*Rev. Mr. Sleight.*) I understood you to say that there was no case of a covered play room for imbecile children; I think we saw one yesterday at Earlswood?—There is one in Scotland in each of our institutions. What I said was that there was no covered playground attached to any institution in any country that I know about, which I would consider sufficient. I attach great importance to this part of the equipment of an institution for the training of imbecile children.

18,540. (*Rev. Mr. Owen.*) Does religion form part of your education?—Of course. But I may not know exactly what you mean by religion.

18,541. Do they receive regular religious instruction so far as their minds will allow them to apprehend it?—Certainly.

18,542. After imbeciles leave your institutions, do you find that many of them lapse into a state of helplessness again?—I spoke of one class of imbeciles who, on leaving institutions, fall into a state requiring their removal to an asylum, and I said that there were other classes who did not continue to show much benefit from the training they had received, as happens in the case of ordinary children leaving school. Such occurrences may be reasonably expected to be more frequent in the case of children leaving schools for imbeciles, than in the case of ordinary children leaving ordinary schools.

18,543. Have you anything to suggest to remedy that liability?—Nothing.

18,544. (*Mr. Van Oven.*) As regards the number of idiotic children who are not admitted to the asylum because they do not come under either of the three classes, whose parents are not able to pay for them, who are not elected, and who do not come in as paupers; does that arise from the parents being disinclined to apply to the guardians for the children to be admitted as paupers?—It would be difficult to give an answer to that question which would be satisfactory and complete. There are certain poor people who do not apply for aid, and who do not get aid, either from the poor rate or from the charitable. The charitable fund can only relieve a limited number, measured by the amount of the fund, and the non-application to the parochial board to have a child pauperised and placed in an institution as a pauper may arise from many causes. It often arises from the unwillingness on the part of the parents to let their child leave them, an unwillingness that ought always to be respected, although one may regret it.

18,545. Do you think that if there was some other provision made, so that the parents did not consider that they pauperise themselves by obtaining admission for their children by means of the guardians to the institution, they would more freely avail themselves of the benefit of the institution than they do?—No doubt. That is what I had in my mind when I said that considerations of sentiment would make it preferable if, instead of children getting State aid as paupers on the ground that they were certifiable lunatics, they got it on the ground that they were capable to some extent of receiving education of a

costly character, for which the parents could not afford to pay.

18,546. (*Chairman.*) Still I understood you to say, that it was the business of the overseer to report in any case where the family had recourse to the rates, quite independently of applying to the guardians for admission into an asylum?—The inspector of poor must intimate every lunatic to whom parochial aid is given.

18,547. Therefore the overseer ought to know all the paupers?—Yes, all the paupers. But he need not know the case that I put just now, because there has been no application for relief made to him.

18,548. Then that does not quite meet the question that I asked before, namely, whether there was any means of ascertaining the existence of such children, in the same way as the attendance officers all over England ascertain the children who do not go to school. I understood you to say that it was the business of the overseer to know all those cases?—I fear I have not expressed myself clearly. It is not the business of the inspector of poor to seek out people to pauperise them. He does not necessarily know of them till circumstances arise that lead to an application for parochial aid; the application is then considered, and, if the claim is allowed, the case must be intimated to the General Board of Lunacy.

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18,549. But there must be in Scotland, I presume, an attendance officer, to see that all those children who are capable of receiving education are sent out to some school?—You refer to the case of ordinary children.

18,550. Do you think it desirable that the same attendance officer should inquire into the existence of every child, whether it is sane or insane, and that then, if the child is found to be capable of education, it should be sent compulsorily to an institution for its education?—I have not asked myself that question. But it seems to me that it would be desirable, if it be admitted that all educable children ought to get such education as they can receive. I would not employ the inspector of the poor, however, in this work. I would employ the person who deals with ordinary children.

18,551. (*Chairman.*) Is there any other matter that you wish to lay before the Commission?—I think I have sufficiently expressed my views.

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18,552. (*Chairman.*) You have taken some interest in both the deaf and dumb and the blind, have you not?—I have.

18,553. Can you speak as to the different systems of education of the deaf and dumb from personal knowledge?—Not from personal knowledge. I have a son who is so afflicted, but he was educated at the institution for the deaf and dumb in the Old Kent Road, before the oral system came up, and what he learnt in the speaking way was a mere accomplishment, and I am not able to say more about it than that. I think that the oral system is very desirable for health by exercising the lungs in speech.

18,554. Upon what do you base that opinion?—Many children who are deaf and dumb fall into consumption, and I cannot help thinking that the want of exercise of the lungs in speech must have a detrimental effect upon their health.

18,555. But have you any personal knowledge of such cases?—I have no personal knowledge of cases that I can cite. One does not preserve these cases always.

18,556. May I ask what your experience has been with your son after he left the Old Kent Road; what education did he acquire there?—He acquired a certain education. He can write hardly well, but he can read fairly well.

18,557. You mean that he can read to himself, not aloud?—To himself, not aloud. He is rather clever and intelligent; he is an engraver on wood, and he is known a good deal in society, but at the same time he has never pursued his education as he might have done if he had not turned to art, so that his general education is somewhat neglected, but he reads constantly. But what I want more particularly to say, is that I think that the influence of institutions is rather prejudicial. I should be very much pleased if I could see some way of education for the deaf and dumb in which they could be brought more in contact with hearing people in early life.

18,558. Do you know the school board system in London?—I do not.

18,559. How are they to get the oral teaching except in institutions, unless they have private means?—If they could be attached to schools, they could receive oral teaching.

18,560. What schools are there which would take one pupil and keep an oral teacher in order to teach him?—You could not do that. You must have several; but I do not think that they need be confined to an institution from the age of seven or eight, to the age of 14 or 15 or 16.

18,561. Do you know anything of the practical working of the teaching of the oral system?—No, I do not; but I think myself, that if these children could be put into schools where they could attend the educational course and then be free to mix with hearing children in the playgrounds and so on, they would make those acquaintances and inspire those sympathies which they seem to be very much deprived of now.

18,562. But how are they to speak to hearing children in the playground?—The children very soon learn that. I think that hearing children will learn any system of speaking very quickly, even the old fashioned plan of talking on their fingers.

18,563. But how is a boy to be taught in the middle of an ordinary school unless there is a teacher there who can teach him either on the oral system, or on the sign system?—That is a difficulty.

18,564. Unless there is a class of them, it would be very expensive, and if there was a class of them they would be a class by themselves, and exactly in the same position as if they were in an institution?—Not quite the same, because they would make the acquaintance of the hearing children in their ordinary life out of the class-rooms.

18,565. But you have no experience of any one who has been brought up so?—No, I have not.*

18,566. What is the evidence that you would like to give with regard to the blind; have you a similar experience with regard to the blind to that which you have with regard to the deaf and dumb?—No, I have not the same experience. The evidence that I want to give with regard to the blind, relates entirely to the Royal Normal College at Norwood, where many of the pupils are taught pianoforte tuning, so that they become as skilful as the tuners that are brought up in the best establishments in London.

18,567. May I ask whether you are a judge of pianoforte tuning?—Yes; I am the examiner in it, and can speak of it. I should like, if I might, to mention an instance where the deaf mutes were attached to a school; and in 1876 or 1877, at Ghent, they attached a school of about 100 deaf and dumb

* I since remember the well-known animal painter, Mr. Trood, was the only deaf pupil in a hearing school, and he had no other training. He had spoken previous to losing his hearing in early childhood by fever, and has retained his speech. He is ready at lip-reading, and is as well educated as the better educated deaf and dumb of his station.

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boys to an orphan school of about 150 boys. I have never seen how that worked out, but it seemed an admirable idea.

18,568. Are you aware that they are going to do away with the deaf and dumb teaching on a somewhat similar plan at Donaldson's Hospital, Edinburgh?—I was not aware of that. At Ghent they remained until they were 18 or 20 years of age, that is to say, they were apprentices from the school, and returned to the school afterwards, and the school took charge of them till they became of age or nearly so, and they made, or were expected to make, friendships and acquaintances that would be useful.

18,568*a*. Were they in the classes with the others, or had they classes to themselves?—They were not in classes with the others but were in the same playground—that is essential.

18,569. (*Mr. St. John Ackers.*) Have you much knowledge of journeymen, deaf and dumb?—Yes, I have acquaintance with several of them. They are chiefly in my son's own position, among his friends.

18,570. Those would be in a higher position than the ordinary journeyman; does the ordinary journeyman deaf and dumb person get the same wages that are paid in the trade to those who are not deaf and dumb?—I think hardly so.

18,571. Are they obliged as a rule to join trades unions?—Not so far as I know. I never heard of any belonging to trades unions.

18,572. Do you know any deaf and dumb lithographers or printers?—I do not know any deaf and dumb lithographers or printers; I know engravers. I do not think that they have to do with trades unions.

18,573. Is there any objection on the part of masters or fellow workmen to the employment of deaf-mute journeymen, other than that they may not be such good draughtsmen as the hearing draughtsmen?—I think they are often as good draughtsmen, or likely to be as good draughtsmen, but I think there is some feeling against employing them, and also against being associated with them, unless it so happens that the master or person employing them or the person associated with them, has some one similarly afflicted in connexion with him, and then that creates sympathy.

18,574. Can you suggest any remedy for that state of things, which we must deplore?—No, excepting that of making acquaintances earlier in life, if it could be done.

18,575. Do you consider that any means, either such as you suggest, or a different system of education, which would tend to make the deaf mix more with hearing persons, and to keep them less a class among themselves, would be of advantage?—I think it would be of very great advantage. I feel that acutely; I think that is very desirable.

18,576. (*Dr. Armitage.*) Do you find that your son and others in the same position of life are able to mix freely with the hearing?—Oh, yes, I think so.

18,577. Do their friends learn the finger alphabet?—They learn it, or they can always use ordinary writing, which is to be preferred. The finger alphabet is rather hard to learn. I myself, although I have a son who is deaf and dumb, am not very proficient with it. It is easy enough to speak, but it is not very easy to read.

18,578. Then you think that, as affording facility of mixing with the ordinary hearing, oral teaching would be of great advantage?—It would be of great advantage, although there would be some disadvantage in that, because I think those who do speak, speak with unpleasing voices, and people will not give attention to them. I still think that writing is the best means of communication.

18,579. My question was rather this: given that which is an unavoidable evil, do you think that the persons educated on the oral system will be able to mix more freely with the general public than those educated on the sign system?—So far as I have seen I think they will.

18,580. Have you experience of that?—No, I have not much experience of the oral system. I have only seen it shown as a curiosity, that is all; but I think that the speaking must always be better with the mouth than with the fingers, which involves the slow laborious process of spelling out every word.

18,581. To turn to the blind, in whom you are also interested; you say that you are examiner to the Normal College?—I am.

18,582. Have you any special qualifications for examining in tuning?—Yes, because I understand it. I can teach a tuner myself; it is what I was brought up to originally.

18,583. Are you connected with any firm?—I am connected with Broadwood's, the pianoforte makers, where I have been all my life.

18,584. Are you a partner in Broadwood's?—No, I am not a partner; I am what is called an agent there, which is the next thing to it. I have no share in the property of the business, but I have a share in the profits of it.

18,585. Are you specially in the tuning department at Broadwood's?—It all comes under me, so that I see all their work, and if I found fault with anything it would have to be altered.

18,586. Are the seeing tuners at Broadwood's under you?—No, they are not immediately under me, but the people that they are under are under me.

18,587. That is to say, if the tuning in Broadwood's manufactory was not satisfactory it would come to your knowledge?—It would come to my knowledge and I should act.

18,588. Therefore, you have a very large experience of tuning?—Yes, I have. I do not think that anyone has a larger experience than I, so that I can speak as to the tuning at Norwood with great confidence.

18,589. From what you have seen at the college, would you say that the teaching is good?—I think the teaching is so good that the men that I pass tune as well as the most accomplished men that we employ. Their tuning would pass in any of our warerooms, and we could send them out.

18,590. Do you consider that the tuners whom you pass and give a certificate to at Norwood are equal as tuners to good seeing tuners?—Yes, they are equal to the average good seeing tuners.

18,591. And you would not pass them unless they were?—No, I should not, because I pass them as qualified tuners, and "qualified tuner" knows no exception, of course.

18,592. You pass them exactly on the same lines as you would pass a seeing tuner?—Just the same.

18,593. (*Mr. Van Oven.*) I understood you that your idea of the teaching of the deaf was that the oral system was preferable to the sign and manual system on healthful considerations?—I think so.

18,594. In what respect?—If a person never speaks from childhood upwards no action takes place from the lungs to the larynx, and such action must be very essential to the development of that part of the body. If it is neglected, and you never speak, the organs belonging to the throat and chest are likely to suffer for want of exercise.

18,595. I understand you further to say that you objected to the teaching of the deaf as carried out in the case of your son, because you thought it was prejudicial for the deaf to be always communicating with each other, and not with the outer world?—I think so.

18,596. Do you think that if the deaf were educated at day schools, and either lived at their homes or boarded with families, and consequently out of school hours were in the habit of associating with hearing adults and hearing children, that evil would be mitigated?—I think it would be mitigated.

18,597. You said, did you not, that the only objection that you had, and that you thought existed as regarded the oral teaching, was that the voices of the deaf who had been taught to speak were so unpleasant that people did not care to listen to them?—Yes; I think people will hesitate to listen to anyone who has a drawback of any kind, and an unpleasing voice is a thing that people will avoid.

18,598. Do you not think that the accomplishment of reading from the lips, even if a deaf person does not speak, would materially facilitate conversation?—Yes, I believe it would.

18,599. I presume that your son has never learnt lip-reading?—He has not; and my experience as to that is very small; but I think it must be a good thing *à priori*.

18,600. (*Rev. C. M. Owen.*) You said that you considered that the oral method would improve the physical condition of the deaf and dumb, but that is purely hypothetical. You have no experience with regard to that?—I have no experience. It is merely hypothetical.

18,601. Have you ever known an orally taught pupil who could communicate orally with the generality of people with whom he came in contact?—No, I have no experience of that kind.

18,602. I think you said you knew one case?—I knew one case a few years ago of a girl, who spoke very well.

18,603. Would she make herself understood by the generality of people with whom she came in contact?—She was only asked to make herself understood in certain set phrases. I could not tell about her power of making herself generally understood.

18,604. Could she lip-read?—She could lip-read from the people she was surrounded by.

18,605. People that she knew?—People that she knew. I cannot answer for other people.

18,606. (*Rev. W. B. Sleight.*) How long was your son at the Old Kent Road Institution?—He was there for six years. He was extremely delicate in childhood, and did not go there till he was 10 years old, and left when he was 16.

18,607. Do you find that he is able to communicate with the outside world?—In writing he can communicate with the outside world.

18,608. That education was given in the sign and manual system?—It was.

18,609. Is he able to make himself thoroughly understood by the outside world?—Yes, he gets on very well. I do not say that he would always make himself thoroughly understood; but in all the ordinary affairs of life he has no difficulty.

18,610. Is he able to gain a sufficient livelihood by his engraving?—Yes, he can do that.

18,611. (*Mr. Johnson.*) How do you arrive at the recommendation to the Commission that isolation in institutions is a bad way of educating the deaf and dumb?—By experience.

18,612. What is your experience?—My experience is that my son, to bring it home, is always more happy with hearing people; he is always in a much better frame of mind when he is associating with them than when he is associating with his own class.

18,613. Then your experience is based upon the result of the one single instance of your son?—And also his friends.

18,614. How many deaf and dumb people have you had experience of?—A great many in course of time: perhaps a score.

18,615. Did those people from whom you form this opinion speak orally or by signs?—They all speak by signs or finger talk.

18,616. What leads you, as you have that experience among so many deaf and dumb people, to the impression that the oral system is a better system than that employed by your friends?—I merely say *à priori* that it ought to be so for educational purposes; but I do not think that it will apply to all deaf and dumb people equally well; they seem disposed to put it aside, so far as I can hear, when they get with each other.

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18,617. Amongst the persons with whom you have gained your experience, that is the opinion?—That is their opinion.

18,618. That is not your opinion, but the opinion that you have gained from a certain number of deaf and dumb people?—If my son were a child now I should put him to the oral system.

18,619. I want to know how you have gained your experience?—My son is now 35 years of age, and I have gained my experience from being constantly with him and seeing his friends, and hearing what goes on; and I do not think it is well that they should be together as much as they are. I do not approve of the Association of the Deaf and Dumb for this reason, although it does a great deal of good, because I think it also does a great deal of harm in keeping them too much together.

18,620. But after all you have no practical experience yourself, except that which you gain from what your son and his friends tell you?—And what I see. That is practical experience, I think.

18,621. You have been for some time examiner at Norwood, have you not, on the question of tuning?—Two years.

18,622. I understand that you are one of the superintendents at Broadwood's?—Yes.

18,623. Have you any blind tuners in your employ now there?—No, they will not have them there, but they assist them as much as possible.

18,624. You used to have some, did you not?—Not at the warehouse; we have had them at the manufactory.

18,625. But Messrs. Broadwood have employed them?—Yes, I think there is one there always.

18,626. Were there more formerly?—No.

18,627. Have you never had more than one?—No, I think not.

18,628. What sort of wages does that man get?—I cannot tell you. I think he was there as an improver only, from Norwood. We have not had them with us at the warehouse; they are considered to be in the way.

18,629. Your house consider them to be in the way?—Yes; and a good many houses would, no doubt, think so.

18,630. Have you any data to go upon from which you can say that other houses in the same high position in the profession do not employ blind tuners?—No, I do not know.

18,631. But they are considered in the way at Broadwood's?—Yes.

18,632. Then where would be the practical field for tuners to be employed?—In smaller places, the smaller factories, and smaller workshops.

18,633. Has it come within your knowledge that any are employed in the small factories?—Yes, and they do very well.

18,634. Could you tell us where?—I cannot at this moment, because I have no material to tell you from, but I hear of their being engaged and retaining their situations in London and the provinces, and doing very well.

18,635. Then being in inferior situations I suppose they would be with inferior makers?—They might be, but they would probably be as well paid. There is a certain rate of wages which a skilled tuner can command anywhere; but in our establishment the blind tuners are considered to be in the way because it is very large, and they require looking after.

18,636. Do you think that a blind man is capable of tuning very valuable pianofortes as well as a sighted man?—I think so.

18,637. Has it been the habit in your factory then to submit the very fine pianofortes, such as I have many times tried there, to be tuned by blind people?—They tune them at the factory when they are learning there and improving. We do not employ them, as I have said, at the warehouse.

18,638. (*Chairman.*) The improvers are not paid then?—No, I think not.

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18,639. (*Mr Johnson.*) How many blind tuners do you know of now in the tuning profession?—I have given diplomas in the two years that I have been at the College to, perhaps, 12 or 14.

18,640. Have you any knowledge of what they gain or of what they are doing now?—No. I know that they are employed, and they say satisfactorily.

18,641. What do you consider satisfactory employment as a tuner?—If a man get from 2*l.* to 3*l.* a week.

18,642. Do you think that all those 14 are getting 3*l.* a week?—No, I do not.

18,643. What proportion of them do you think are getting it?—Perhaps three or four might be.

18,644. What do the rest of them get?—I do not know.

18,645. Are those that you know employed in London or in the provinces?—In the provinces chiefly; there is more employment for them in the provinces.

18,646. I presume you are an honorary officer of the Norwood College?—I receive a salary for examining, which I return to be given as prizes.

18,647. You are virtually there as an honorary officer?—Yes, actually I am an honorary officer.

18,648. The Commission would be glad to know what you receive as a sort of gauge of what is paid for a superior teacher?—10*l.* a year is what I am supposed to receive for examining, but I never have received it, because it is returned in the way that I have told you. It is Dr. Campbell's arrangement, and it is a very good one.

18,649. Have you anything to do with the management of the teaching department at Norwood?—No, I have nothing to do with the management, I am merely an examiner. I am a busy man myself, and I cannot spare the time, but I send a practical tuner, who sees the pupils do their work, and then I go afterwards and try the results, and know for myself that the tuning is done well.

18,650. (*Dr. Campbell.*) Are you aware that after we began sending tuners to your factory, by arrangement with your firm in Horseferry Road, the gentleman in charge there, Mr. Rose, offered to employ some of our tuners in the factory, but that at our request he did not employ them, because that would have stopped our sending our finishing tuners there, who are changed every few months?—I was not aware of that, but if you tell me so it is perfectly true, I am quite sure. This arrangement did not come before me.*

* I have since learned the following particulars. Mr. Frederick Rose has, for some time, given employment to a blind tuner who is not from the Normal College. Mr. Rose offered to engage, as well, at least one of Dr. Campbell's pupils permanently, but that gentleman wisely preferred to let a succession of the College tuners go to Broadwood's manufactory to gain experience—under the circumstances, without emolument.

Adjourned to December 2nd at 12 o'clock.

No. 6, Old Palace Yard.

Friday, 2nd December 1887.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Sir HENRY ISAACS examined.

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18,651. (*Chairman.*) You have taken an interest in the education of the deaf in consequence of some members of your family being deaf?—Yes; two of my daughters are deaf.

18,652. Have you had them educated on the oral system?—Yes.

18,653. In this country?—No, at Rotterdam, where the system first came under my notice. I had a friend resident there, and I felt they would be safe if they were placed under his charge, and I accordingly sent them there as day scholars to the institution in which that system was taught.

18,654. How old were they when you sent them to Rotterdam?—One was six years of age and the other seven.

18,655. Were they both born deaf, or had either of them any remains of speech when they went to the institution at Rotterdam?—They were both of them deaf and dumb when they went to the institution. My impression is that the elder child had the sense of hearing originally, but while my wife and I were abroad the child was very much neglected by the nurse who had charge of her, and she took cold, which affected the tympanum of the ear. The second one, I have no doubt, was born deaf. My wife, who was pregnant at the time we discovered that the first child had lost the power of hearing, was much affected by the discovery, and I have no doubt that the second child was born deaf. The elder of the two is now 36 years of age and the other 34.

18,656. How long were they under instruction at Rotterdam?—One seven years, and the other, I think, about five.

18,657. Did they go to any other school after leaving Rotterdam?—No; they were taught for some time by Mr. Van Praagh.

18,658. Privately?—Yes, I brought them home, because Mr. Van Praagh, who was the only teacher in the Rotterdam Institution conversant with English, was coming over here, upon my recommendation, and I got him to continue their education after he came.

18,659. Did they begin learning language in Dutch, and did they learn English afterwards?—Yes. Learning the two languages was, of course, a great difficulty.

18,660. When they came from Holland were they able to speak Dutch sufficiently for all ordinary purposes of conversation?—Yes, sufficiently for the ordinary purposes of conversation.

18,661. As regards conversation in English, are they able to communicate with each other without the use of signs?—Yes; that is one of the points upon which I would like to say a word. They have now been under my observation almost daily for nearly

30 years, and I have never seem them exchange a sign. I have frequently come upon them when they have been together, and I have always found them speaking to each other audibly, except when they have been wishing to say to one another anything which young ladies ordinarily say in a whisper, and then they spoke to each other with the lips, but emitted no sound.

18,662. Do they lip-read with facility?—Yes, with the greatest facility—so much so that if I have a friend at dinner they follow the conversation, and very frequently indeed take part in it. They enjoy the theatre very much indeed, and appreciate nearly every word that is uttered. I have had opportunities of seeing a great many children who were pupils in the school at Rotterdam, in whom I naturally took an interest, and I never saw them exchange a sign. The use of signs is so strictly forbidden in the first instance that they regard it as *infra dig.* to use signs.

18,663. Are you acquainted with any other schools or institutions for the deaf and dumb in Holland besides the one at Rotterdam?—No. I do not think there is any other—at least there was not at the time that I took an interest in that particular institution.

18,664. Was that entirely a day school?—Yes.

18,665. I understand your opinion to be that the education of deaf mutes can be carried on quite well in day schools; that it is not necessary that they should be educated in institutions?—That is my opinion. I do not agree with the system of isolation in the case of deaf mutes, that is to say, I do not think they should be isolated from their speaking fellow creatures, but I think in the education of deaf mutes on the oral system they should be isolated, that is to say, they should not be educated with those children who are taught on the sign and manual system.

18,666. When your daughters left the school at Rotterdam, I suppose their governess endeavoured to keep up the instruction they had received there?—No, they had no governess when they left the Rotterdam institution. Mr. Van Praagh for some little time came to the house and gave them lessons, but they spoke to their mother and to me, and to all the friends who came to the house, just as you and I are speaking now.

18,667. Have you watched any of the pupils who have left Mr. Van Praagh's, and observed whether they are successful in keeping up conversation by speech and lip-reading?—No, I have not watched any of them. I was one of the first members of the Committee, and I may say that it was at my instance that the oral system was introduced here in 1865. I wrote a pamphlet on the subject which first called attention to it.

18,668. (*Mr. St. John Ackers.*) Notwithstanding that you wear a beard and a moustache, you are able to speak to your two daughters so that they can understand you?—Yes.

18,669. You do not find that they have any greater difficulty in reading from your lips than from their mother's?—No. It seems to me that the sense of sight and the faculty of perception are more acute in deaf and dumb persons than in the case of ordinary persons.

18,670. (*Dr. Armitage.*) Can your daughters lip-read from any one?—Yes.

18,671. Even from strangers?—Certainly; they enter into conversation with friends who visit me, to some of whom they are comparatively strangers.

18,672. Do they often make mistakes with strangers?—Very rarely.

18,673. Did I rightly understand you to say that they enjoy the theatre?—Yes.

18,674. Can they lip-read what the actors and actresses say?—Yes.

18,675. When they go to the theatre, at what distance do they sit from the stage?—I generally take stalls for them.

18,676. At what distance do you think they could lip-read what was said on the stage?—I think if they were in the dress circle they could lip-read what the actors and actresses said, and they have done so.

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18,677. Are they fond of reading?—Yes, they are very fond of reading.

18,678. Do you notice any difference in their literary tastes from those of ordinary young ladies?—No, the inclination turns to novel reading more than anything else, as in the case with most young ladies.

18,679. Do they dance?—Yes.

18,680. Are they fond of dancing?—Yes, very fond of it, they waltz and keep time splendidly. It seems to me a most remarkable thing, that they should keep time. I think vibration has something to do with it.

18,681. (*Mr. Arrol.*) You say that your daughters appreciate the theatre. Do they go to church, and are they able to follow the pastor in his discourse?—Yes.

18,682. Quite easily?—Yes; that is, if they do not sit too far off him, and if he does not declaim too quickly.

18,683. (*Mr. Van Oven.*) You spoke of your daughters having been taught Dutch and subsequently English; have they acquired a knowledge of any other language?—They know a few words of French.

18,684. They could not read French?—No.

18,685. Do they know anything of Hebrew?—Yes, they can read Hebrew.

18,686. Do you think from your observation that there is any greater difficulty in the deaf acquiring a knowledge of the English language than in acquiring a knowledge of French or German or Italian?—I do not think there is; certainly English would be acquired with much greater facility than Dutch, which is replete with gutturals.

18,687. Therefore you do not think there is any special difficulty in carrying out the pure oral system in this country on account of the unphonetic character of the English language?—No.

18,688. You say your daughters are able to follow what is going on on the stage, even when they are so far from it as the dress circle; do they use an opera glass?—Yes, when they are in the dress circle.

18,689. Without an opera glass they could not see the movements of the lips of the actors and actresses sufficiently well?—Not at that distance.

18,690. But in the stalls they could follow what was said on the stage without using an opera glass?—Yes.

18,691. (*Rev. Mr. Owen.*) You would consider that your daughters had had exceptional advantages in their instruction on the oral system. I suppose no money has been spared in their education?—They have had no exceptional advantages. The institution in which they were taught was a public institution open to the children of the poorest parents as to those of the richest. In fact, one may say that they laboured under exceptional disadvantages, inasmuch as they were originally taught the Dutch language.

18,692. Do I rightly understand that both of them are stone deaf?—Yes.

18,693. And have been so most of their life?—Yes; the second one was born so, I have no doubt.

18,694. You say you have every reason to believe that they read the lips of the actors and actresses at the theatre, and also of the minister at religious services, have you taken an opportunity of testing to what extent they have understood either the actors or the minister of religion?—Yes.

18,695. What has led you to suppose that they have thoroughly understood them?—They have given me the gist of the discourse or of the play.

18,696. Have they a book of the words when they are at the theatre?—No.

18,697. Do they go into shops and make purchases?—Yes, they go out alone with their maid for their shopping, and make their own purchases.

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18,698. Do you find that you have to place yourself in any particular position in the room in relation to the windows when you are carrying on a conversation with them?—No. Of course, if it is twilight, or approaching twilight, and the speaker is in the shade, they will find a difficulty; that difficulty occurs sometimes with myself, and they will ask me to move, or they will change their position.

18,699. Do you find that their way of speaking is unpleasant to a stranger?—It is not so musical or so flowing as that of an ordinary person who has hearing.

18,700. But nothing to be called unpleasant?—Nothing to be called unpleasant.

18,701. Do you know any other deaf and dumb persons who have been taught on the oral system?—Yes; pupils in the institution in which my girls were educated who were friends of theirs, and in whom I naturally took an interest.

18,702. Then the orally taught persons with whom you have become acquainted have been chiefly persons who have been taught in a foreign institution, not in an English institution?—In Rotterdam only.

18,703. You do not know any orally taught pupils who have been educated in England?—No.

18,704. Your knowledge of orally taught pupils is confined to Rotterdam?—Yes.

18,705. You do not, therefore, feel yourself qualified to speak of the oral system as taught in England?—Yes, I do, because I know the gentleman who introduced it here.

18,706. You do not know any of the pupils he has turned out?—No. I think, with Mr. Van Oven, I was one of the first members of the committee of the institution at Fitzroy Square, but I felt I ought to withdraw from it because I could not give sufficient time to the performance of my duties as a member of the committee, whose hours of meeting were most inconvenient for me.

18,707. (*Rev. Mr. Sleight.*) What length of time were your daughters under education altogether? You said that one was at Rotterdam for seven years and the other for five years, but you did not state how long they were under instruction in England?—Perhaps about 12 months, not more.

18,708. That was private education?—Yes. I engaged Mr. Van Praagh to give them instruction.

18,709. They were never at Fitzroy Square?—No, except as visitors; they were never pupils there.

18,710. During that 12 months that they were under the instruction of Mr. Van Praagh, did he teach them English?—Yes; he also taught them some English at Rotterdam; he was teacher at the institution at Rotterdam.

18,711. They were learning English there as well as Dutch?—Yes.

18,712. Have your daughters any friends amongst the deaf that have been orally taught?—Yes, one of their fellow pupils was a visitor at my house, and they spoke together without using any signs whatever; in fact, among themselves they speak with extraordinary rapidity and facility; they understand each other as well as you or I speaking in the ordinary way. The rapidity with which they speak, *inter se*, is remarkable.

18,713. You are only speaking of one visitor that you had?—Several of their fellow pupils have visited them from time to time, and what I have just said would apply to them. It just occurred to me to refer to that child as an illustration, she having been resident at my house as a visitor for some time. I could call to mind many similar cases.

18,714. (*Chairman.*) I understood you to say that your daughters mixed freely in the society of speaking people, and, therefore, they have not been thrown upon the society of those who are deaf?—Just so; they will go to a dance, and being both very good dancers, they are never at a loss for partners, they converse with their partners just as ordinary persons would; they do not make themselves understood with quite so much facility as other persons, but they make themselves understood, and they understand what is said to them.

18,715. (*Mr. Johnson.*) They understand what is said to them by lip reading?—Yes.

18,716. Have they had opportunities of mixing with many deaf people?—No.

18,717. How many do you think?—I could not say precisely.

18,718. Half a dozen?—I should think so; half a dozen who had been their fellow pupils in the institution at Rotterdam, and who have visited them.

18,719. They were taught upon what you call the pure oral system?—Yes.

18,720. They were not isolated?—No; that is to say, they were day scholars. As I said before, what I should recommend would be that orally taught pupils should be allowed to go home every day and mix with others who can hear and speak, but that in school there should be complete isolation.

18,721. After these young ladies came away from Rotterdam they had nine months instruction by Mr. Van Praagh in London?—Yes; it may have been 12 months.

18,722. Were they as proficient at the expiration of the period of his instruction as they are now?—No.

18,723. Then they have improved very much from association with ordinary talking people?—Yes.

18,724. Could you tell me at what distance these ladies sit from the preacher or reader when they go to religious services; are they a long way off him?—About 8 to 10 yards.

18,725. A shorter distance than they are from the stage when they go to a theatre?—Yes.

18,726. After having been to the theatre can they come home and give you a distinct account of what they had heard?—Yes, they will give me an outline of the plot.

18,727. Can they go and see one of Shakespeare's plays, for instance, and come back and satisfy you that they have realised something more than the impression that they would derive from the scenic representation, and that they have appreciated the beauties of the dramatist's language?—I should say not. The beauties of the dramatist's language would not be appreciated.

18,728. They would be able to give you a general idea of what they saw represented on the stage?—Yes, but the beauties of the language would be lost upon them.

18,729. Have they a good knowledge of written language?—Pretty good; not very good.

18,730. Then they rather depend upon their lip enunciation and lip reading than on writing?—Yes.

18,731. Have they ever been trained to carry on a conversation with other people by writing?—No.

18,732. They only carry on conversation by lip reading?—Only by lip reading.

18,733. Do you think the pure oral system is a practical system by which to teach the children of the working classes?—Yes; the combined system, that is to say, the oral and the manual, is, to my mind, not to be thought of for a moment; it is like mixing an acid and an alkali.

18,734. What was the number of pupils in the institution at Rotterdam at the time your daughters were there?—About 200.

18,735. Were there at that time many proficients in the oral system?—Yes.

18,736. Half of them?—No.

18,737. What sort of per-centage should you think?—I could not answer that question with anything like accuracy.

18,738. As large a per-centage as there is at Fitzroy Square?—I cannot say. I have no knowledge of the per-centage there.

18,739. You said you thought sight and perception were more acute in the case of the deaf and dumb than in the case of ordinary people?—Yes, that is the result of my observation of my own children.

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18,740. Your own children possess very acute sight, I presume?—Yes.

18,741. They do not find any difficulty with regard to lip reading in almost any position?—No.

18,742. But they read better if the person who is speaking is in a good light?—They must see the person who is speaking; if it is twilight, and the speaker is sitting with his back to the light, of course they cannot read what he says.

18,743. You do not find the moustache any hindrance?—Not the slightest.

18,744. I understand your view is that the deaf and dumb should go to day classes, and that they should not be isolated from society?—Certainly.

18,745. (*Dr. Tindal Robertson.*) Do these young ladies correspond with you when they are away from home?—Yes.

18,746. You said that their knowledge of written language was not very good; you did not mean to convey that they are not able to write tolerably well?—No, their writing is not imperfect.

18,747. Have they a pretty good knowledge of grammar?—Pretty good. Not very good, but pretty good. One detects grammatical errors in their writing sometimes, but that may be said of writers generally.

18,748. Have you any other children?—Yes; two others; two sons.

18,749. Are they in frequent communication with your two deaf daughters at home?—Yes.

18,750. Do your daughters carry on communication with your sons as easily as they do with each other?—Yes, quite as easily.

18,751. From what you saw of the system of instruction in the school at Rotterdam, do you think it is a good one?—Yes, I think it is a very good one. I presume it is the same now as it was when I knew it. I then thought it an exceedingly good one.

18,752. Is there any alteration in it that you would suggest, from your experience with regard to these young ladies, in order to make it more perfect?—No.

18,753. Do you know of any institution in this country which equals that institution in its teaching capacities?—My knowledge of similar institutions is very limited.

18,754. Speaking from your knowledge of Mr. Van Praagh's school, when you were one of the committee, was it conducted on the same lines as the school at Rotterdam?—Yes.

18,755. And did you think it equal to that school in its teaching capacity?—Its teaching capacity was very small when I had knowledge of it.

18,756. Have you had any experience of any other school in this country, either on the oral system or the sign and manual system?—Yes; I remember visiting on several occasions the institution in the Old Kent Road, with the view of inducing the managers of the institution to consider the question of the advisability of adopting the oral system; that was some years since.

18,757. (*Admiral Sir E. Sotheby.*) You say that in your opinion, it is not desirable to teach the deaf and dumb on the combined system?—Yes; most emphatically.

18,758. But suppose it is twilight, your daughters would not be able to communicate with other people?—In twilight, no. The same would apply to those taught Dactylology; they cannot communicate in the dark.

18,759. We know that there are many blind who are also deaf and dumb, and who are able to communicate quite freely with others merely by the pressure of the fingers; would not it be an advantage to teach the deaf and dumb on the combined system, so as to give them two means of communicating with their fellow creatures, one of which might be available on occasions when the other was not?—I am decidedly opposed to a combination of systems. I think one would neutralize the other.

18,760. You would not give the deaf and dumb the advantage of being able to communicate with others when there was not sufficient light to enable a person's lips to be read?—I do not think there is much in that idea.

18,761. (*Mr. Johnson.*) Take the case of a person who has finished his education under the pure oral system, would there be any objection in your view to teaching him the finger alphabet afterwards as an accomplishment, so that communication in the dark might be carried on?—I do not see any harm in that, but while the child is in a state of pupilage, I say distinctly, it should be isolation, so far as the manual system is concerned.

18,762. (*Chairman.*) You said you had never seen your daughters use signs. I suppose you meant the finger alphabet?—I have never seen them use any signs whatever.

18,763. (*Mr. Johnson.*) They do not know the finger alphabet, I suppose?—No.

Mr. Samuel Potts examined.

Mr. S. Potts.

18,764. (*Chairman.*) You are a bootmaker by trade?—A clicker.

18,765. And you have a deaf daughter?—Yes.

18,766. Was she deaf and dumb from her birth?—I cannot exactly reply to that for myself. My wife said she was not born dumb, but through a continuation of illnesses from the time that she was 16 months old till she was six and-a-half years old, we never heard her make any sound whatever.

18,767. Has she been educated on the oral system?—Yes.

18,768. Where?—At Mr. Van Praagh's school in Fitzroy Square.

18,769. What age was she when you sent her there?—I should think somewhere about eight years old.

18,770. Did you get some friends to send her there, or did you pay for her yourself?—I paid a trifle. I went to a doctor in Saville Row to endeavour to ascertain from him whether she would ever attain her hearing or not, and he gave me a letter to take to Mr. Van Praagh, putting before the managers of the institution exactly my position, and they very kindly took my daughter in at a very low figure.

18,771. How long was she there?—I think about 10 years—8 to 10 years—but during that time there were many occasions when she had to come home on account of illness.

18,772. She was not a boarder at the school?—No.

18,773. And while she was ill she had to discontinue her lessons at the school?—Yes.

18,774. Are you satisfied with the progress that she made?—I am. I can never repay the managers of the institution for the kindness that has been done to us.

18,775. Can you tell us how long it was before she was able to speak simple sentences?—I can give you the case of another child, which we had to board, and which went to the same school; this child was paid for by a lady, and I think she was at the school for about two years, and was just beginning to understand and to say a few words when the lady discontinued to pay for her, and the poor child was obliged to be taken away. I should think it was about three years before she was able to speak simple sentences. The first three years is, of course, the hardest time. They have a difficult task to teach a child at the beginning.

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18,776. After your daughter had been at the school, say, five years, was she able to get on pretty well?—She was able to get on by degrees; you cannot exactly note the time when they begin to speak. She is well able to converse with me now.

18,777. (*Rev. Mr. Owen.*) When she goes to a shop to purchase anything, does she write what she wants?—No. She writes fairly well, but she would ask for anything that she wanted.

Miss Potts having been brought into the room, several questions were put to her by her father and by different members of the Commission, which were answered with varying degrees of facility. While some of the answers that she gave were not understood, she repeated word for word questions put to her by Mr. Ackers, and replied to them tolerably distinctly.

Mr. Thomas Scholfield examined.

Mr. T. Scholfield.

18,778. (*Chairman.*) You have been for some time the manager of the Industrial Department of the Preston Institute for the Blind, have you not?—Yes.

18,779. What was your previous training for that post?—When a boy I was educated and trained in Henshaw's Schools for the Blind at Manchester.

18,780. Will you inform us whether you think that the industrial training of the blind is, or was when you were trained at Henshaw's Asylum, of a complete and satisfactory nature?—It was very incomplete, insomuch that after I had been there seven years I found it necessary to spend at the least 12 months as a kind of apprentice with a practical man, a small master skip maker, so as to complete my knowledge of the trade. After that I started in business for myself, and was doing fairly well when I invented my first gauge for guiding the blind in forming their skips or baskets correctly, and to this invention I attribute my comparatively successful, and, I trust, useful life. The late W. F. Hulton, of Hulton Park, was a friend of mine, and he drew the attention of Mr. Tatton, of Withingshaw, who was then Chairman of the Manchester Schools for the Blind, to my invention; and Mr. Tatton insisted upon my giving up my business and taking a situation as foreman at Manchester.

18,781. And you became foreman at Manchester?—Yes; after learning at Manchester and completing my knowledge and starting in business for myself, I was appointed foreman at Manchester at the school where I originally learnt.

18,782. How long were you at Manchester as foreman?—About six years. Mr. Tatton had faith in me at that time, and I had faith in myself. If the cotton famine had not intervened, my impression is that we should at the present time have had in Manchester the largest business in the world for the blind. That was our intention.

18,783. How did the cotton famine interfere with your work, beyond, of course, temporarily diminishing the demand for the skips?—I went to Manchester at the commencement of 1859 as foreman, and I got a lot of men well trained, and the committee were convinced that they were practical and good men. They consequently built new workshops, and just when we got properly going in the new workshops the cotton famine intervened in 1862. At that time the workshop or out-door system was not generally practised in this kingdom, indeed it was new, and a large number of the committee were really opposed to it; there were only Mr. Tatton and a few others who were in favour of it. The cotton famine, which entirely cut off all demand for skips for several years, gave the opponents of the scheme the ascendancy. Consequently, having all the work entirely cut off through the cotton famine, they said, "One foreman "will be sufficient for what we have to do." So I went.

18,784. Did you go to Preston after that, or did you set up for yourself again?—After that I got employed at Mr. Abbott's skip manufactory in Bolton, amongst the sighted men. I worked just on the same conditions as the sighted men there for about three years.

18,785. Is it your opinion that the blind are or are not taught industrial work in the existing institutions as they should be taught?—I am quite sure that the blind have more wrong done to them in that direction than in any other.

18,786. Does that arise from their sense of touch not being sufficiently educated?—It does. The teachers in the institutions are not men who have been rubbed up by competition, and they do not know anything of trade; they are simply ordinary journeymen; they do not expect to live through the direct influence of their brain, but through the influence of their muscles, and they always have done so. Consequently they do not think much. When they get a situation in a blind institution, they neither know nor care about the blind, as a rule. They come there and teach the lind exactly on the same lines as they would teach sighted people.

18,787. Is it your opinion that but for the cotton famine you would have been able to find employment in the Manchester Institution for all the blind men in Lancashire?—For all who were disposed to work. I should like to give your Lordship some idea of the amount of work that there is in Lancashire in the skip and basket trade.

18,788. Do you mean work which the blind can do?—Yes. The millowners of Lancashire spend, certainly, not less than 60,000*l.* a year in skips, and there is a large general trade,—the same as they have in all other places,—of not less than 35,000*l.* to 40,000*l.* a year. Two-fifths of that are certainly paid in wages; that means something like 35,000*l.* a year in wages. If we could get one-third of that for the blind, it would employ 400 men at from 12*s.* to 13*s.* per week; and I believe that if the blind were taught on correct principles it would be a very easy matter to do.

18,789. Is it your opinion that that would be best carried out by having one central institution for making skips, or by having different institutions in the different towns?—I believe that a central institution, certainly, would answer much better for private individuals or institutions where they have a small turnover, because they must come into the retail market to purchase the material, whereas if you had one central institution or warehouse, it would buy on a large scale, and, therefore, advantage would result, either to the institution or to the individual. That is one of the principal benefits which we think would be derived from the centralisation system.

18,790. But would not the blind be open to competition from seeing men, as they are now?—Certainly; but if we got our material cheaper, we should be better able to compete.

18,791. There is no large institution at present for making skips, but it is done, by the blind in some cases and by the seeing in others, on a small scale, is it not?—Yes; there are some who employ as many as 50 men.

18,792. Do you think that they would employ blind men if they were equally as competent as seeing men?—I was the first blind man who was ever employed, to my knowledge, amongst sighted men on the same conditions. Mr. Abbot, after I went to him, employed nine blind men at the same time, and he said to me that, so far as their work was concerned, he should not care if all his men were blind. But they work by gauges; they have it reduced to touch. I hold that it is just as impossible for a blind man to make a basket correctly, unless he is guided by touch, as it is for him to read without touch.

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18,793. Do you think that the average blind man would be able to do as well as you have done, who are, perhaps, rather above the average in general ability?—I do not expect that the average blind man would earn as much as I earned when I was at Mr. Abbott's. I earned from 22*s.* to 25*s.*, or 26*s.* a week. It all depends upon the individual.

18,794. You think that the average run of the blind men that you know would be able to gain a livelihood by such work?—They could earn 12*s.* or 13*s.* per week.

18,795. Is there any chance of anything being done in that direction further than is being done at present at Preston?—I do not think there is.

18,796. Do your committee share your views?—They do. But you will understand that Preston only acts for itself, and you cannot get centralisation.

18,797. You want centralisation?—If we have centralisation, the funds must come from an independent source. Manchester does not care for the people of Barrow, for instance.

18,798. Do you think that this institution could be started entirely by voluntary subscriptions, or would you require the State to assist in starting a workshop of this kind?—I hold very strong views about the State assistance; I myself scarcely think it would be fair. It is right for the State to educate children, but I do not believe that it is fair for the State to give money to help a man to get a prize which all are running after.

18,799. I am not expressing my own opinion; I only want to know what yours is. How is this to be started; in the ordinary trade way?—Yes; but my idea has been that if the thing was brought prominently before the public, it might cause legacies, or something of that sort, to be left for that special purpose.

18,800. Do you think that the State should inspect these workshops for the blind?—My impression is that either the State or some other agency would confer the greatest possible benefit upon the blind if it would appoint a thoroughly practical trades inspector to see that the blind were trained to touch.

18,801. To report upon the character of the education, industrial or otherwise, in the workshops or schools for the blind?—Yes. These trade teachers, as I have already said, are ordinary men without enterprise, or without hope, and who only work just for their wages. I would offer two or three prizes to the best men, the men who had their teaching the most complete; and I would give the prize directly not to the Institution, but to the man who had charge of the department.

18,802. Have any steps been taken to start the home for blind children that is contemplated?—No, they are awaiting the Report of this Commission before they take any steps in the matter.

18,803. The bazaar was successful in obtaining a large sum, was it not?—3,407*l.* clear.

18,804. Have you any acquaintance with the workshops for the blind in any other part of England?—I have visited the principal institutions of the kingdom at various times.

18,805. Do you think that there ought to be more intercommunication between them, in order that they may assist each other and work in harmony together?—There seems a very great jealousy amongst them. The teacher of one institution, if he finds that another institution is really in advance of him, will not copy from it, or acknowledge that he himself is inferior, and that he can be taught anything. That is the spirit amongst them. I believe that if an inspector were appointed whose duty it should be to visit every institution in the kingdom once a year and report upon them, giving rewards to those who held the best position, that would have a very healthy effect.

18,806. Do you think it an advantage that the blind should be taught industrial work by the blind themselves, or by the seeing?—If you can get a blind man who is competent to teach, I should say decidedly that the blind should be taught by a blind man.

18,807. But it would not be very difficult to get a blind man who is competent to teach the blind?—Of course the blind are only few in comparison with the seeing people; consequently you cannot find a large number amongst them who are competent to teach the others.

18,808. Therefore your argument would be that you must fall back upon the sighted teachers?—You are obliged to a large extent to fall back upon sighted teachers, but I would stimulate them, and by some means get a correct system afloat, and give a bonus to those who used the best system.

18,809. As I understand you, you think that the present sighted teaching is given to the blind too much in the same way as the seeing are taught, and not by a special development of the sense of touch which the blind ought to receive?—You are right. That is a mistake. The blind work on the haphazard principle; they have no certainty. At our place, if we give a man a skip or a basket to make, if he makes it wrong, he is never able to say, "I could not help it." We always say, "You knew better than that; why did you "not measure it? Why did you not keep to your "gauge?" If a man makes a defective basket, we can always say, "It is your own fault," and he knows it; and that is the principle upon which they should be taught.

18,810. Can you tell us what the average earnings of the blind in your institution are?—In our institution the average earnings are only small, only about 8*s.* per week.

18,811. That is principally earned, I suppose, in making skips?—Yes.

18,812. Then I gather that the smallness of the wages that the blind earn is the result of defective work and of defective teaching in the institutions where they have been brought up; is that so?—No; the principal point is that the blind who are working at our institution were men before they were taught their trade.

18,813. Those who had become blind in mature years?—Yes; and a number of them will go and play the violin, or some other instrument, and they get 5*s.* per night for playing it. They only earn at our place sufficient to make themselves comfortable, and they make it up in other ways. We do not drive them; we let the men earn just what they think proper; but if they required 14*s.* per week our men could average 14*s.* per week.

18,814. But they do not work sufficiently to earn as much as that?—No; they make the money somewhere else. We have had one man who earned over 1*l.* a week; he learnt his trade with us, and in 10 years he had saved 250*l.*, all the while supporting himself; and he was paid exactly on the same lines; they are all paid the same.

18,815. (*Mr. Johnson.*) Did the man save this money as a skip maker?—Yes.

18,816. (*Chairman.*) His savings were 10*s.* a week?—Yes.

18,817. (*Dr. Tindal Robertson.*) Were you blind from birth?—From early infancy, certainly; I could not say whether I was blind from birth or not.

18,818. Have you any suggestions to offer to the Commission as to the education of the blind?—My impression is that the Braille system, if it is properly applied, is all that can be desired.

18,819. Have you any supplementary suggestions to add to that, with regard to the education of the blind, as to teaching them in board schools, or teaching them together, or on any other points; because we want to hear what the ideas of the blind people are upon these things?—My impression is that where you can do it successfully, it is a benefit to the blind

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to let them intermingle with sighted people as much as possible, and not to keep them by themselves so much.

18,820. Do I correctly understand that you would approve of the present system of putting the blind in asylums at an early age, and teaching them altogether away from the sighted children?—The conditions are different in different places. In the provinces, where the people are scattered, you could not possibly have the same system of teaching in board schools that you have in the Metropolis here, and, therefore, I think schools or asylums are a wise arrangement in the provinces. But I, myself, approve of the system of sending blind children to the board schools in London from five to ten years of age, after which it would be better to send them to the ordinary schools for the blind, where, according to my observation, they acquire a more hopeful disposition by mixing with those who have no natural advantage over them.

18,821. And, I suppose, you would say, therefore, that you would approve of the same system being carried out in the large towns, which are very much upon a par with London?—Where you can get a sufficient number to warrant your doing it, I should.

18,822. Will you give us broadly your idea as to the system of technical education which should be adopted for the blind?—I should be inclined to train the blind as far as possible on the same lines as sighted people.

18,823. But could you give us some idea as to how it should be done?—I have a difficulty in comprehending your meaning.

18,824. You have alluded to certain central places where technical education might be given, and where raw material might be bought, and so on; have you any idea in your own mind as to how that could be carried out throughout the country?—Take a place, say, like Manchester; Manchester should be made a centre for all Lancashire; there should be a trade capital of something like 15,000*l.* to conduct the business of the county, so far as the blind are concerned; two representatives from each of the nine institutions and workshops in Lancashire should manage this central store; and they should buy material, not only for the institutions but for private individuals, and supply them with it at cost price. The blind workmen who had learnt their trade should work at their own homes, and produce work there, and sell what they could in their own district, and the surplus which they were unable to sell should be sent to the general store, and they should have its value, either in material or money, whichever they preferred; and the agent of the general store should sell all that came to him, whether it was from workshops or from private individuals. That is something like the system which I should suggest.

18,825. Then this sort of joint stock company which you would have established would be the proprietors of the whole thing?—It would be in trust, of course. They would be the governors.

18,826. Practically the money would belong to them, I suppose?—No, certainly not.

18,827. To whom would it belong?—They would hold it in trust for the blind of Lancashire.

18,828. But they would practically be the administrators?—Yes, they would.

18,829. And they would have to pay the journeymen who did the work, I presume?—I should not have it done in that way. A man might be living in a village six miles from Manchester; I should supply that man with material, and let him work at his own home; there might be three or four mills near by which would take 60 per cent. of his work, and the remaining 40 per cent. which he could not sell in his own locality he might return to the general store, on condition that he worked on the approved system, and made his work good in quality.

18,830. You would let the man in reality do his work independently, and that part of his work which he could not dispose of by himself and for himself, you would let him send to the general store to be disposed of as well as it could be disposed of?—Yes, by the general agent.

18,831. I think you said that there were nine institutions in Lancashire, and you suggested that each of those should send two representatives to this council which you propose?—Yes, they should be the governors.

18,832. In your opinion should these representatives be gentlemen belonging to the committee, who would come at their own expense, or should they be workmen who would have to be paid to go there?—I think that they should be gentlemen belonging to the committee, men of position.

18,833. And to that council, composed of those gentlemen, you would entrust the whole of the management of this blind institution, as it might be called, for the whole county?—I would.

18,834. And do you think that if similar institutions were established in different counties in the country, there would be any advantage in having them regulated by a council for the whole kingdom, which might be established in the Metropolis, for instance?—A general council, certainly, could not no any harm.

18,835. And it would take cognisance of every matter connected with the affairs of the blind?—I think that would be a very good system. It appears to me that the system on which the blind are locked after wants unifying. We want a oneness of action; we want the best system of instruction, and we want that introduced throughout the country. If you have an excellent institution, where you have the blind taught on the best possible principle, and three or four other institutions where the teaching is defective and the work poor, they injure the good institution. Supposing that a blind man, or an institution, got an order from a millowner for 100*l.* worth of skips, and that he sent inferior skips to that millowner, if I went to the millowner, however good my skips might be, he would not give me an order. He would not know that it was on account of defective instruction that the skips were bad, and he would say that it was because the men were afflicted that the skips were bad; whereas, in reality, if a blind man is correctly trained, he can make as good a skip as a sighted man.

18,836. I have asked you about the education and technical training of the blind; what would you do with regard to the aged blind?—There is not any way of assisting the aged blind but by pensions.

18,837. With regard to pensions, have you any in your county?—We have several who receive pensions from London. In Preston we have three, I know.

18,838. But have you any pensions which are specially applicable to your own town?—We have not.

18,839. Do you find that, as a rule, the system of pensions is well known to all the blind in your part of the country?—Yes, it is well known; and my impression is that it would be a wise thing if in every large community funds of that kind were started. They only want starting; I believe it would be possible in a place like Preston, in 12 or 20 years from now, to have a dozen pensions of 10*l.* each for aged blind, and I think the Government might be fairly asked to encourage the formation of such funds by a grant of, say, 50 per cent. on the amount annually paid in each district.

18,840. That is to say, you think that funds could be raised from the locality itself?—I do; largely so. The thing only wants a good man and a really energetic man to start it. Why not start a bazaar and get 3,000*l.* for it as a commencement? You could do it easily enough.

18,841. Do you know, as a matter of fact, any people who are receiving pensions in your neighbourhood?—I know three who are receiving pensions from the Metropolis.

18,842. Do you think that in those cases of which you know, the pensions are well spent?—Generally speaking, they are.

18,843. Have you ever heard of any cases in which pensions have been mis-spent?—I am not in a position to answer for all cases.

18,844. Have you ever heard of cases in which sighted persons have obtained pensions for their blind relatives, and in which the money has been improperly got rid of?—No, I never knew a case of that kind. The blind in Preston have themselves had the advantage of the pensions in the cases with which I am acquainted.

18,845. Do you know any cases of aged blind poor in your district who have no pensions, and who go to the workhouse?—We have several in the workhouse now.

18,846. Do you think that it would be any advantage if the guardians, instead of taking them into the house, would give them some kind of relief outside the house?—In some cases that might do; but in some cases they are almost as well in the house as they would be out of it, when they get very old and have no one to take care of them, although it has a degrading tone in it. I would far away rather have a pension for the aged; I do not like their going to the workhouse.

18,847. But do you find that the blind themselves have an objection to go to the house if they can possibly avoid it?—I certainly do.

18,848. (*Mr. Johnson.*) I suppose the principal part of your trade is in these skips, is it not?—It is.

18,849. I see that last year there were sales to the amount of only about 360*l.* in the skip department, and that only 221*l.* was paid in wages?—That was so.

18,850. Does that include the wages of a foreman, or merely the wages of those who make the skips?—It includes the wages of all in the workshop.

18,851. Does it include your wages too?—Yes.

18,852. How many people have you employed now in making skips?—We have nine.

18,853. Are you able to supply the whole of the demand that you have?—Sometimes we are not; we have frequently bought skips from sighted manufacturers.

18,854. That is to say, you have only nine people working in your outwork department at skips?—Yes.

18,855. Do you know of there being, at Preston, any blind people who are not employed?—There are no blind people in Preston who are willing to work who cannot have work if they please.

18,856. Then I may take it that nine people represent the whole of the workers upon the skips in Preston?—Yes.

18,857. I think you said that the average earnings were about from 8*s.* to 10*s.* a week at Preston?—Yes.

18,858. Have any of those people any other means of subsistence, except playing musical instuments in the streets?—Not in the streets; we do not allow that, but they take engagements to play.

18,859. I suppose the principal portion of them play in public houses, do they not?—Yes, in public houses, or if there is a wedding, they will give a violinist 8*s.* or 10*s.* to play for them for a dance.

18,860. Of course, that does not occur every day or every week?—No, but such things come pretty often, and they help.

18,861. How many of those nine people are musicians?—Four.

18,862. Do the other five get any supplement to their wages in any way by pensions?—No.

18,863. Then, do you consider that they can live on 8*s.* a week?—No, I do not.

18,864. Then how do those other five, who do not get anything extra, live?—The others earn more. Those who play music frequently do not earn 8*s.*, and the others earn 12*s.*

18,865. Supposing that the other five earn 12*s.* a week, is that all they earn?—Yes; I do not know that they earn anything else.

18,866. And that is all that they could earn by making skips, is it not?—That is all they could earn; but the reason of that is that they were taught their trade after they were adults. If any man learns a new trade when he is 25 or 26 years of age, he is never thoroughly skilled at the work.

18,867. Then I understand that you never have any but adults?—We have young people if we can get them. We have had them, but we have not any now.

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18,868. Do you not think that it is a desirable thing to have them young if you can get them?—I think it is.

18,869. You say that they should work on the approved system; what do you mean by the approved system?—We work to gauge.

18,870. That is to say, you think that all blind people who do not work to gauge as basket makers are not working on a good system?—I am certain they are not; they cannot make a good basket.

18,871. Are you aware that there are other institutions where they do not work upon this gauge principle?—I do know that, to my sorrow, and they handicap me a great deal.

18,872. Do you know, that at the large establishments at Glasgow, Edinburgh, Manchester, London, and a great many other institutions, they work without these forms, which you say are the approved system?—Yes, I know all that.

18,873. And do you not think that these establishments have a very large trade?—I do not; according to the number of the people that they employ, I know they have a very poor trade. If you will look at the report of these Institutions you will see, I believe, that, small as ours is, our skip department compares very favourably with theirs.

18,874. I am not talking of skips, but of baskets generally?—I myself was referring to the whole trade.

18,875. I am taking the statement of the accounts for 1886; the whole of your returns are under 600*l.* a year, are they not?—Yes; those are trade returns.

18,876. The amount for skips is 338*l.*, for cane seating, 35*l.*, and for your general show room, 257*l.* The greater portion of the contents of that show room are not manufactured by the blind, I believe?—That is so.

18,877. The consequence is, if we deduct that, that the whole of your trade return is not 500*l.* a year, for the whole of the institution?—It is principally among nine workmen, who, on account of reasons which I have previously stated, are much below average capacity.

18,878. It just comes to this:—that in the skip department (which, I know, is most wonderfully carried on in your institution, for I have seen it myself) the whole result is 338*l.* a year.

18,879. You state here, for the information of the Commission, that the work would be very much better if it could be done on an improved system?—Yes.

18,880. And that is your system, is it not?—It is any system which reduces it to touch.

18,881. I thought you want the form?—It is because it reduces it to touch.

18,882. Do you ever take people into your workshop from other places than Preston?—By the rules of our institution we do not profess to take anyone who resides beyond a radius of nine miles from Preston.

18,883. Then he has to come and live in Preston, I suppose, while he works there?—Yes, he has.

18,884. Do you ever give out work to be done?—Never.

18,885. You do not, I see, by your report, do much else except in the skip-making and in the cane-seating departments?—No, we only employ the blind in those occupations.

18,886. When you were foreman at Manchester in 1859, did they make skips?—Skips only.

18,887. Did you then have a better class of workmen, people who had been instructed earlier?—Yes, I had men there who went to work at Mr. Abbott's and earned a pound a week.

18,888. Was there any objection amongst the sighted workers at Mr. Abbott's to working by the side of the blind workers?—There is a strong feeling.

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18,889. How many blind workmen were working with the sighted?—At one time they had nine blind men working there.

18,890. Why did they discontinue that?—I was not there when they discontinued it.

18,891. Do you think it a very desirable thing that employers of sighted labour should employ the blind in association with the sighted, if they can do so?—I do, but I believe that the principal reason why those men left Mr. Abbott's in Bolton was that there was a workshop for the blind started in Bolton, and also one in Manchester, and one in Oldham now, so that they have gone to the workshops in preference.

18,892. But they do not get the same amount of wages, do they?—I do not know. Mr. Abbott reduced his wages a good deal after I left.

18,893. Do you know, as a matter of fact, that Mr. Abbott paid as much as a pound a week to his blind workers?—I earned more than a pound a week myself there, and another man earned more than a pound a week.

18,894. Therefore, if sighted employers would employ blind labour, the blind would get larger wages under those circumstances than they would in an institution, would they not?—No, that does not follow. The reason that we earned more was that both I and the other man learnt when we were boys, and we had lots of energy in us at that time, and did not look for any money from elsewhere.

18,895. In fact, you were better workmen than the others?—We did not play a musical instrument or anything of that sort. We stuck to our work like men. I had a sighted man working beside me, and I did not like him to earn much more than I earned, and I tried to keep up with him.

18,896. You told us just now that if you got material cheaper you would be able to compete with the sighted; how do you get your material now?—We get it chiefly from Liverpool.

18,897. And that is bought by the institution?—Yes.

18,898. And it is dealt out, I suppose, to each worker?—I look after that. We buy perhaps six tons at once; but a general institution would buy as much as 150 tons.

18,899. Still it is bought in the best market you know, and at the lowest price for the small quantity that you buy?—Yes, we do not give a farthing more than we can help.

18,900. You would like to have the Government inspector that you have spoken of in the schools as well as in the workshops, would you not?—Yes, I would like an inspector for the workshops.

18,901. Would you like that inspector to be a sighted man, or a blind man?—It is quite immaterial; so that he takes an interest in his work and fully recognizes that, practically speaking, a blind man's eyes are in his fingers, and that unless he is supplied with a correct tangible guide to direct him in forming the basket or skip which he is making, it is folly to expect a satisfactory result.

18,902. I suppose it is reduced to touch in the case of all the baskets?—I mean that a blind man must have something whereby he can feel and know whether his baskets are going right or wrong. For instance, our skips are, say, two feet long in the bottom, and they spring to three feet at the top; that is 12 inches of flow. One corner of the skip might be springing four inches, and another might be springing eight inches, and the blind man cannot tell the difference. He must have something to show him whether it is springing eight inches or four inches, or whatever it is springing. A sighted man sets his skip out by his eye, but a blind man's touch must be guided, and unless it is reduced to touch he had better never start it.

18,903. Then you say that you would like the inspection carried on by a competent person?—Yes, and that it should be laid down as a distinct condition that a man who should be occupied as a basket maker, should be a man who reduced all his work to touch, so that he would be able to tell whether he was right or wrong. If a blind man has his work properly systematised and reduced to touch, he is as happy as a king when he is working. If you let it be at haphazard, he will spoil the work, and he is in purgatory all the time he is working.

18,904. Can you tell me anything about those men who get money by playing on the violin; have they been taught in any institution?—They have just picked it up.

18,905. Do you think that music is a good occupation for the blind?—Not now. There is too much music given. At churches you have people playing just for the honour of the thing.

18,906. You have a good deal of experience; do you think it is desirable to train a large number of blind persons for the musical profession?—Blind men are just the same as sighted men; nine out of every ten must earn their living by the muscle, and there are very few who are really competent musicians

18,907. And you think that one-tenth would be the greatest proportion of the blind who could do any good with music?—I do, and the other nine-tenths must work for their living. Give them a fair chance, do not let them both be blind and robbed of their opportunity by deficient teaching.

18,908. Then I gather that you think that trades are far preferable to music as an occupation for the blind?—Yes, I think that a far larger number would be able to get advantage from a trade.

18,909. But I suppose there would be the same competition in basket making as there would be in music?—But every blind man cannot make a clever musician, while almost every blind man, who is practically strong, can make a skip, if he is properly instructed.

18,910. (*Rev. Mr. Owen.*) When you speak of working by touch, do I rightly understand you to mean that the blind should use frames and moulds?—Yes, in small baskets, but in large baskets they require gauges, I mean that you must have some system which enables a blind man by his touch to ascertain whether his work is right or wrong. A sighted man can ascertain it by his sight, and a blind man must have some system whereby he can ascertain it by his touch; and if you cannot give him a system of that kind, you have no right to start him working.

18,911. That is to say, the blind should realise that they are handicapped, and should make up for their deficiency by the use of these frames?—They should. But it is not so much the blind who should realise that; it is the instructors of the blind. The blind suffer awfully. When I was young, I was taught on those lines, and I know how anxious I was if I had a large skip in front of me and was making it, knowing that there were ten chances to one that it would be wrong when it was made. Accordingly, I set to work on this gauge, and I never rested till I had it complete.

18,912. You think that with these frames and moulds the blind can really turn out work in competition with the seeing?—They can. If you will refer to our back reports for the year 1874, you will find, I believe, that our trade in the skip department amounted to something like 700*l.*

18,913. How many did you employ then?—We employed about 12 then. I have a motive in mentioning that. At that time we were so busy that I could easily have got work for 100 men. We bought a considerable quantity of skips at that time from sighted manufacturers, and we had more complaints at that time about the skips that we bought from sighted people than ever we had about all ours in 20 years. We have never had a skip of our own make returned as defective in all the 20 years that we have been in business.

18,914. Was it not rather from the bad material that was used that the skips which you bought from sighted people were complained of?—No, it was the slight work; they were not made substantial enough.

They required strong articles, and the sighted men slighted them,—what we call "blowing them up."

18,915. (*Mr. Arrol.*) On the question of education, I think you said that the education of blind children in sighted schools was not likely to be attended with success unless you had several blind pupils to go to the sighted schools; do you not suppose that it is quite competent for a master to deal with one blind child in a sighted school?—I do. My real point there was expense and convenience. If it costs you 50*l.* to educate one child, it costs more than it is worth; you had better have the child in an institution than go to such a large cost, just for one single individual. That is really the point.

18,916. It was simply upon the element of cost that you based your recommendation?—Only on that.

18,917. At what age do you think that blind children ought to be taught a trade?—Fourteen.

18,918. Do you recommend that while a young child is being taught a trade, the institution should receive some grant from the parish to which the child belongs, or from some official source?—No, I am not in favour of that. I am for education.

18,919. If you found that there was a child brought to an institution whose parents could not pay for its training, what would you do with that child?—I think that there should be some means of educating it independent of the Government. There is now; the parish often does it.

18,920. That is just coming to the point that I suggest. Do you not consider it advisable that all parishes should be required to contribute to the institution so much per annum while a child is learning its trade, with a view of relieving the parish in after years of the charge of a pauper?—The point is this: that the parish would have the child to keep if it was outside, and it simply supports the child inside the institution instead of outside. It is not paying, as it were, for the child's training; it is simply paying for the child's keep, which it would have to pay if the child was not there. My feeling is that in competitive trade the State has no right to help one man against another, but I do think that the school board or parishes should pay the school fees for a blind person when their parents or friends are not able to do so.

18,921. But during the time of the training, should not the institution be encouraged to train a child by getting support from the parish to which the child belongs?—My impression is that we have pretty nearly sufficient machinery and pretty nearly sufficient money to train all the blind in trades, if it was well used. If an inspector was appointed, a thoroughly practical man, who insisted upon the blind being taught, everything being brought to touch, as I have said before, I believe that 500*l.* spent in that direction would do more than 25,000*l.* in any other direction, and I hope that there will never be an attempt to extend the industries of this country amongst the blind until that is done.

18,922. Would you be in favour of institutions being encouraged to send their journeymen away from the institutions to commence work at their own homes as soon as possible?—Yes, I believe in that.

18,923. Have you formed any idea as to what means should be adopted to encourage the institutions to follow that course?—My thought is this: that it does not depend upon the institutions at all. If a man is worth his salt, he will not remain in the institution as a dependent. If he has it in him to earn his own living, he will leave of his own accord, and work for himself; he will not hang on the charity,—not he!

18,924. You are not inclined to encourage, or you have not hitherto encouraged, any man in working for himself at his own home?—Yes; I think I spoke sometime since in favour of men working at their own homes, and selling what work they could in their own locality, and sending the remainder to the general store to be disposed of by the general agent; and I believe in it.

18,925. If you have not a central institution, how is a man that works at home to dispose of his goods? If you have a workman working at home, what assistance is given to him to dispose of the results of his work, if he has surplus stock?—Not any. If a man starts in business on his own account, he depends upon his own energy and enterprise; if he is an energetic man, he swims, and if he is not, he sinks. But if you had a central institution, it could help in the way that I have indicated.

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18,926. Do you not think that it would be prudent to recommend that those institutions should keep up a connexion with the workmen that have left, and should encourage them by giving them some grant, so as to assist them, and not allow them to lapse?—I believe it would be a grand thing, even if you had not a central institution, that any institution which trained a lot of workmen should let men go and work at their own homes and sell whatever they can, sending the remainder to the institution at which they had been trained, even if it was not a central one, for sale there. That would answer the same end; but you cannot do it until you have men who can produce saleable work. When I go to these institutions and touch the work it almost makes me heartsick, and I feel sorry for the whole job. And mark you this:—25 years since, when I was at Manchester, before the cotton famine, I could have got 100*l.* worth of orders as easily as I can get 10*l.* worth now; and the reason is that there are more workshops for the blind, and the blind at those workshops have ruined our custom by producing bad work. It is not their fault, poor fellows; it is because they were not correctly trained. I think it would be a very good thing if the amount of salary paid to the head masters of schools workshops for the blind depended to some extent on the business turnover.

18,927. Have you formed any notion as to what should be offered to the institutions, to induce them to look after those men and keep them from producing bad work?—If the institution does not train a man correctly, when he leaves, he cannot produce good work, it is the institution's own fault for not teaching him better.

18,928. Do you think it is advisable that the State should give a certain capitation grant for those workmen that they turn out quite qualified to work, and that after such workmen have left the institution should continue to receive a grant during the time that it keeps a supervision over them?—Personally I am not in favour of State aid. I believe that if the State comes in, you, to a large extent, kill private benevolence. That is my view. As regards education, you educate the sighted children, and I think it is only the duty of the State to educate the blind children. Give the blind children the same chances as the sighted children, whatever it costs. But when it comes to competitive trade or business, I believe that should be left to private enterprise and not to the State. I would not vote for its being done by the State myself.

18,929. With regard to the workmen making baskets, you are strongly alive to the necessity of their having models or shapes; do you know anything with regard to the amount of work done at the Glasgow Institution?—I know that it produces a very large quantity.

18,930. Do you know what system they adopt there?—No.

18,931. Do you know that they do not use models?—I think they do not use models.

18,932. Are you aware that they turn out very satisfactory work?—I am not aware whether it is satisfactory or not.

18,933. (*Dr. Armitage.*) I think you said that in general the blind are not well taught in institutions?—I did.

18,934. Do you think that it would conduce to the proper teaching of the blind if the managers and committees of the institutions were made aware that the after results were not satisfactory?—If the

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managers of the institutions do not know that the results are not satisfactory, I pity them; for I know, when I was at the Manchester Institution, when I was a boy, there was only about one out of every 10 who attempted to do anything which he had learnt at the Manchester school, and we thought that was a failure.

18,935. Do you think that, as a rule, the committees and managers of the institutions are aware of that fact?—The committees are not, I dare say, aware of it. We took steps to make the committee aware of it at Manchester.

18,936. Do you think it is likely that things would be better if it was brought home practically to the committee?—I do; and I believe that the way to bring it home would be to appoint an inspector.

18,937. Do you think that another way would be for each institution to keep in touch with its former pupils, so as to know exactly what they were doing?—I believe that the reason why they do not keep in touch with their former pupils is that the work which their former pupils turn out is simply so contemptible that they do not like to know about it.

18,938. Do you think that it would be desirable for the State to put a little pressure upon institutions to keep in touch with their former pupils?—They will not keep in touch with them unless they are creditable. If they are a credit to the institution, the authorities of the institution know where they are; but if they are a disgrace to it, as many of them are, the authorities are ignorant of them.

18,939. Have you ever thought of this: that the State, in their payments for educating blind persons, should consider the only real test of successful education, that is, the power of self-maintenance?—Yes, I have considered that. I believe that in the remarks that we sent in to the last return, you will find something to this effect: "If by education you increase the self-respect of a man, and then allow him "to wander as a vagrant, or spend his life as a "degraded pauper, you only intensify his suffering." I believe that the first thing that should be looked to should be to give a man the power of self-maintenance. However you educate a man, if you do not place that within his reach, he is a poor, degraded man. The first point should be to give a man a chance. If you give it him and he does not take it, you are not to blame; but give him a chance. The charitable public have attempted to give a chance to the blind of this country for dozens of years, but they have been robbed of it by defective training.

18,940. Do you think that it would be desirable for the inspectors whom you have recommended, to look after the blind who are working at home, and to see whether they are successful or not?—I think that would be a grand thing. It would not be a bad thing if the Government ordered from each institution a return of all its successful blind pupils.

18,941. That is precisely what I was coming to. Do you think it desirable that the Government should offer a direct money inducement to institutions, in proportion to the success in after life of their pupils?—No; I believe you could not induce the Government to pay for anything besides education; and when I say "education," I mean literary education. I do not believe that you could induce the Government to pay for training in trades.

18,942. Never mind for the moment whether we could induce the Government to do it or not; but do you think that it would be a good thing for the Government to test the success of the technical education given in institutions by the after results, the power of self-maintenance of the pupils who leave those institutions?—Yes, I believe it would be a good thing that that should be brought before the public in some form, certainly.

18,943. (*Chairman.*) Whether by the State or not?—It is immaterial, so that it comes before the public, so that you expose the institutions which have not done their duty

18,944. But, as I understand, Dr. Armitage is asking you whether you think that the State ought to give certain assistance under certain conditions; I understand you to say that you do not care by whom it is done; is it in your opinion work for the State to do, to give a subsidy on the grounds that Dr. Armitage mentions?—I believe that all trade teaching should be done independently of the Government; that is my impression.

18,945. (*Dr. Armitage.*) I am speaking of schools, not of workshops?—An institution or school taken blind children, trains them from the first by touch, cultivates the sense of touch as much as possible, and then passes them on to the workshops for making baskets or brushes or what not. After 10 or 12 years' work, whatever the time may be, the pupils go out into the world to earn their own living. I have understood from what you have said that you think that whether they earn their own living or not in after life depends upon the practical training that they have received at the institution?—Largely so.

18,946. My question is this: whether you consider it a good test for the State to apply to the education of that school, to examine whether the pupils after leaving are able to maintain themselves or not?—There is no better test. "By their fruits ye shall know them," certainly.

18,947. Then what is your objection to the State paying an institution by results, if that is the best result?—My only objection is this: in competitive trades, where all are struggling for money, those who pay the taxes pay them out of the money they earn; and if the State pays part of the money that I entrust to its care to another man, in order that he may be made strong to compete with me in the race, it is using my increment for another man's good in the competitive race.

18,948. Your answer shows that you have not quite understood my question. You have a large experience, and it is very important that we should get your ideas. The question that I asked you was not whether the State should pay the man, but whether the State should reward the institution or the school according to whether the education at the institution or the school was good or bad?—Yes, I understand you. You mean to say that if the institution or school has enabled a man to get a certain prize, which I should have got if it had not been for the institution making that man a qualified man, part of my increment should be taken to pay the institution for doing that. I do not believe in it.

18,949. It is in application in every ordinary school. The State pays on a certain scale for the education of the children. If those children had been allowed to grow up in ignorance, you would have had a better chance of earning your living?—You are right; only the education that is imparted in the elementary schools is not what I call a productive education; it is not like making skips, baskets, or brushes. Of course, indirectly it may be, but directly it is not, a productive education.

18,950. You stated that you thought that music was a bad profession for blind men generally to follow; what institution do you know in which music has been taught to the blind, and what are your grounds for that assertion?—I gave my grounds, I believe. I said that, as a rule, it was not a good profession now, on account of so many people playing the organ at places of worship for the honour of the thing—honorary situations—whereas 50 or 60 years ago music was not common among the people, and a blind man could get 30*l.* or 40*l.*, or 50*l.* a year, and pupils belonging to the congregation, and he made a good thing of it.

18,951. Is there not the same competition in everything?—But in music, people give their time to the church, and they play the organ for nothing.

18,952. Have you a practical acquaintance with what the after result is in the best musical schools, say in the Normal College, or in Paris?—The Normal College, I suppose, stands high, but the Normal College takes the cream of the kingdom, and if they could not make anything of the cream it would be a poor affair.

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18,953. Are you speaking from experience?—Yes, both from experience and from observation, of course.

18,954. How do you know that the Normal College takes the cream of the kingdom?—I know on this account: that before a pupil goes to the Normal College from any of these branch institutions, he has to show excellence of capacity, and that they would not pay for him, nor would there be a scholarship set aside for him, unless he had shown some special capacity in music or something in that line. They would not send a dullard to the Normal College; he would not be worth the money.

18,955. Are you aware that special capacity in music is the very last thing that is required at the Normal College?—It is different from all other places then. I should require a man to have a special capacity for making skips, or else I should turn him away. If, at the Normal College, a man has a special capacity for music, they keep him.

18,956. Have you ever been to the college?—I have never been to the college, but I have heard its reports.

18,957. (*Mr. St. John Ackers.*) In the report sent by your institution, signed by the secretary, after recommending the appointment of a practical inspector, there is the following paragraph:—"He should also "have power to grant a reward, say of 50*l.*, 30*l.*, or "20*l.* to the three teachers who had the best system "of instruction, which would have the effect of con-"centrating attention on what we regard as the "greatest difficulty with which philanthropists who "devote themselves to this work have to contend—a "correct system of instruction." Are those your views?—They are, precisely.

18,958. Will you kindly tell the Commission how you propose that that inspector should be paid?—My idea was that the Gardner Trust might possibly appoint such an inspector.

18,959. Who should give the rewards of 50*l.*, 30*l.*, and 20*l.*?—The Gardner Trust.

18,960. Do you consider that those three rewards would be sufficient?—I do.

18,961. Should they be given for different work, or should they be confined to what you consider to be the best trade for the blind?—My idea was that they should be given to the skip, basket, and hamper trade.

18,962. You misunderstood my question. I wanted to know whether these rewards of 50*l.*, 30*l.*, and 20*l.*, might possibly be given, for examples sake, say, one to the Normal College, one to your institution, and one to a place where, say brushmaking, was the chief industry; that is not your intention?—Those who give the inspector his instructions might instruct him that that should be the case. It is immaterial to me, but my thought was that it would be a good thing if 100*l.* was spent amongst the teachers in skip and basket making, because that is the principal trade. Get the men efficient in that, and then you will put tens of thousands of pounds into the pockets of the blind every year.

18,963. Are your workshops inspected at the present time?—No, only by our own committee.

18,964. No Government inspectors ever come to you?—No, certainly not.

18,965. Are you quite sure that they are never inspected?—To my knowledge we never have an inspector.

18,966. Are you in favour of trades being taught at the same time as general education is given in schools and institutions?—After a proper age.

18,967. What age?—I should say after the age of 14; the same as in the case of a sighted boy. As far as possible, I would put the blind under exactly the same conditions as sighted people.

18,968. But the elementary education of this country does not go beyond the age of 14 with seeing children?—No. I should put the boys to trades when they were 14 years of age in all schools if I had my way.

18,969. Would you have the two branches of training carried on at the same time with children under 14, or would you keep them entirely to the ordinary general elementary education and not give them technical instruction till after they were 14?—I believe that a little technical instruction would be advantageous to the boys, so long as you did not make it a strain, and I believe it is now given in the elementary schools of the kingdom.

18,970. At what age would you, as a practical man, recommend that the elementary technical training should begin?—At the age of 10.

18,971. Do you travel for orders for your institution?—I do.

18,972. Do you go entirely by yourself?—No.

18,973. Who goes with you?—I take sometimes a boy and sometimes a man. In Preston, of course, I can go by myself.

18,974. When you say that you take a boy or a man, that is simply as a guide, I suppose?—Yes, simply as a guide.

18,975. You do the whole of the business work?—Yes; I only take his sight with me; he lends me his eyes.

The witness withdrew.

Adjourned to Monday next at 12 o'clock.

No. 6, Old Palace Yard.

Monday, 5th December 1887.

PRESENT:

THE LORD EGERTON OF TATTON, IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
W. TINDAL ROBERTSON, ESQ., M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARBOL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. C. MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

MR. CHARLES SPENCER PERCEVAL examined.

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18,976. (*Chairman.*) You are Secretary to the Commissioners of Lunacy?—Yes.

18,977. You are aware of the reference to this Commission which enables it to take cognizance of educable idiots or imbeciles?—I am only partially aware of it. I have never seen it in print.

18,978. Can you at all distinguish between the different classes of idiots and imbeciles which are mentioned in the Census?—In no way.

18,979. Is the Census accurate, so far as you know?—I am quite unable to say, but I am told that the Registrar-General in the last Census, returns the enumerated number of idiots and imbeciles as 32,717, while he gives the estimated number as 41,940. *See* Report of the Census of 1881, Vol. iv., pp. 68, 69.

18,980. Is the statement that there were 8,782 imbeciles and idiots between the ages of 5 and 20, accurate?—I have no means of saying. We have no means of checking those returns in any way. The fact is that people who have idiotic or imbecile relatives will not return them as such.

18,981. Can you tell what proportional number may be considered chargeable to the poor rates?—No, I cannot tell you that. You might possibly get that from the Local Government Board, you could not get it from the office of the Commissioners in Lunacy, as they have only returns of those who are in county asylums or lunatic hospitals or licensed houses, which is a very small proportion of the whole.

18,982. When the Census of 1881 was taken, imbeciles and idiots were classed under the head of lunatics?—The Lunacy Acts define a lunatic as "a lunatic, an idiot, or a person of unsound mind." This definition continues in force.

18,983. By an Act passed the Session before last, called "the Idiots Act, 1886," some alteration was made in the law?—An alteration was made in the law by that Act, but it only comes to this really, that the Act alters the rules for the detention of such persons; it simplifies their admission into asylums, it practically does little more. There is this definition in section 17 of that Act, "In this Act, if not inconsistent with "the context, 'idiots' or 'imbeciles' do not include "'lunatics,' and 'lunatic' does not mean or include "idiot or imbecile."

18,984. Was not that an important alteration of the law as far as the parents of imbeciles were concerned, and also as far as the admission of children into institutions for the training of imbeciles was concerned?—I do not know that it made any difference in the status of the parent.

18,985. The Act was framed with the view of meeting the objection of a parent to sending his child to a place which was not a place under the jurisdiction of the Lunacy Commissioners?—That may have been the intention of the Act, but the Commissioners still retain some jurisdiction over these places.

18,986. You are probably aware that the 25th and 26th Victoria, chapter 43, which is "An Act to provide "for the education and maintenance of pauper "children in certain schools and institutions," empowers the guardians to send any pauper child to any school certified by the Local Government Board and supported wholly or partially by voluntary subscriptions, and the word school is defined by section 10 "to "extend to any institution established for the instruction of blind, deaf, dumb, lame, deformed, or idiotic "persons"?—Yes, but I would call your attention to a subsequent Act, the 31st and 32nd Victoria, chapter 122, which is entitled "An Act to make further amend-"ments in the laws for the relief of the poor in "England and Wales," the 13th section of which provides that the guardians may, with the consent of the Local Government Board, send idiotic paupers to an asylum or establishment for the reception of idiots maintained at the charge of the county rate or by public subscription, and they may with the like consent send any idiotic, imbecile, or insane pauper who may be lawfully detained in a workhouse to the workhouse of any other union and pay the cost of the maintenance of such person in such asylum, establishment, or workhouse. The asylums or establishments or workhouses to which such persons may be sent, are not necessarily to be certified by the Local Government Board. That Act enlarges the power of the guardians.

18,987. Are those asylums or establishments for the reception and education of idiots, or workhouses, whether certified by the Local Government Board or not, inspected by the Lunacy Commissioners?—Yes, all institutions registered or licensed under the Lunacy Acts for the reception of idiots and imbeciles are inspected by them, and they visit all workhouses where persons of unsound mind are detained.

18,988. Does that inspection by the Lunacy Commissioners extend to a supervision of the education given in those institutions?—No.

18,989. To superintend the education of imbeciles and idiots is not part of the duty of the Lunacy Commissioners?—It is not.

18,990. Is it anybody's business?—No. I do not suppose it is. I do not think that duty has been thrown by law upon any particular body.

18,991. There is no Government inspection of the education of educable imbeciles?—None. There is no general superintendence of the training and education of these classes.

18,992. Have the Lunacy Commissioners paid any attention to the subject of the education of idiots; have they come to the conclusion that idiots are educable?—I suppose I may say that it is generally acknowledged among the Lunacy Commissioners that a certain small proportion of idiots can be educated to a certain extent.

18,993. Can you state what proportion that would be?—No. I have heard it variously stated in conversation at from one per cent. to one-half per cent.

18,994. The Lunacy Commissioners do not make any report as to the state of education of the idiots under their supervision?—The instructors of the idiots are not under the control of the Commissioners, though the institutions in which the idiots are received are subject to their visitation. The Commissioners in Lunacy have no power to direct or to supervise any system of education of idiots or imbeciles.

18,995. You are probably aware that in Scotland they have the power?—The powers of the Commissioners in Scotland may be different from those of the Commissioners in England. At the same time the Commissioners in Lunacy on visiting institutions where idiots or imbeciles are received, consider it part of their duty to take notice of the means provided for their training, and to express their opinions in the entries they make in the books of the asylum or institution, with the view of bringing before the notice of the authorities who are responsible for the conduct of the particular institution, the suggestions which they make.

18,996. Perhaps we could have laid before us extracts from reports made by the Commissioners on their visits to such institutions commenting upon the system of training and education of the idiot and imbecile children contained in them?—I will have the entries searched for the last five years, and extracts shall be sent to you. *See Appendix* 39. In some years there may be no comments. Two Commissioners might go down to Starcross, for instance, on their annual visit, and they might think it unnecessary to make any comment whatever, because what they saw agreed with what their colleagues saw on the previous visit. It is only by way of suggestion that the Commissioners have any way of interfering in regard to the education and training of idiots and imbeciles.

18,997. Can you say how far the law is acted on which enables guardians to send idiot and imbecile children to these institutions?—I can scarcely say. There is a great difficulty in separating the real pauper class from the class immediately above them. There are really only two establishments now open which receive idiot paupers; those are the Royal Albert Asylum at Lancaster, and the Western Counties Idiot Asylum at Starcross, near Exeter.

18,998. Do not you include the Darenth Asylum in your list of such establishments?—Yes. I ought to include that, we visit it, and I have in my hand our last report upon it, that would make three.

18,999. That is in a unique position, because it is the only institution supported out of the rates to which idiot pauper children can be sent?—It is the only one in England and Wales. It is under the Metropolitan Asylums Board.

19,000. Is there any reason why the same principle should not be adopted over the rest of England?—None whatever, supposing there was the legal power.

19,001. There is at present no legal power to establish such institutions?—No. A special Act was apparently required to be passed in the case of the Darenth institution.

19,002. Have the Commissioners suggested the extension of that principle to the rest of England?—At the Warwick County Lunatic Asylum at one time a separate building was provided for idiots, not by the guardians or by any district board like the Metropolitan Asylums Board, but by the visitors; I am afraid there is very little being done in regard to those idiots at Warwick just now.

19,003. You cannot say what the result of that experiment was?—I think it was unsuccessful; for one reason or another, the idea of keeping a separate building for idiots has been given up there. The experiment is about to be tried at Northampton. The visitors of the County Asylum there have lately resolved to build a block for idiots and imbeciles as a portion of their asylum.

19,004. Can they legally do so?—Yes, certainly.

19,005. I thought you said it required a special Act in order to carry out a similar system to that at Darenth?—I said so, because it has been doubted whether the Lunatic Asylums Act of 1853 will permit two committees of separate counties, or of a county and a borough to unite for the purpose of providing an asylum, which shall not be a general asylum for all persons of unsound mind, but merely for one category of them, viz., idiots.

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19,006. Would you recommend that Boards of Guardians should have the power to send idiots to such separate institutions for idiots?—It would be most desirable. There are a number of idiots in the lunatic wards of lunatics asylums who are most unfortunately placed there, and it would be most desirable if accommodation suitable for that special class could be provided.

19,007. For educable idiots?—Whether educable or non-educable. I suppose every idiot is capable of a certain amount of improvement. I may mention that in the Government Bill for the amendment of the Lunacy Acts which has been introduced in three successive sessions, a clause was inserted expressly enabling unions to be made between counties or counties and boroughs to provide idiot asylums, so that the subject has not been entirely lost sight of.

19,008. You think that the guardians would be glad to send children, who are either in workhouses or in lunatic asylums, to some separate institution for the training and education of idiots?—I think so; my reason for thinking so is that frequently the Commissioners of Lunacy in visiting lunatic asylums, and also in visiting workhouses, find idiot children confined in those institutions and make comments upon them in their reports, and in the case of workhouses they sometimes recommend the guardians to send those children to idiot establishments. The guardians thereupon not unfrequently inquire for a suitable establishment, but at present the idiot asylums at Lancaster and Starcross being alone available, the recommendations must often fall to the ground from considerations of distance.

19,009. You have no means of knowing the number of children who ought to be in an institution for idiots or imbeciles, but who are now either not in any institution at all, or in a workhouse where they receive no instruction?—I have no means of knowing that.

19,010. Do you think the education in such institutions should be under the control of the Lunacy Commissioners?—The care and treatment of the children ought certainly to be; how far you can make the Commissioners in Lunacy inspectors of any educational system is another question altogether; the duty could not be undertaken with the present staff, certainly.

19,011. The duty of testing the education that was being given to idiots, would be one which the Commissioners would be quite capable of performing?—Certainly, as capable, that is, as other well-educated gentlemen.

19,012. It would only involve a longer time being spent in their inspection of the particular institution?—Yes.

19,013. It would be desirable that the inspection, both as regards care and management of the idiot children and as regards their education, should be in one hand?—I think it would.

19,014. Have you any suggestion to make with regard to the question of the education of idiots?—I have not had sufficient time to consider the subject to be able to offer any suggestions, but if any occur to me, or if the Commissioners have any to offer, I will forward them to the Secretary.

19,015. Have you brought with you any report made by any of the Commissioners after visiting an institution in which idiots and imbeciles were received?—I have brought one on the Darenth Asylum and schools, made by Dr. Reginald Southey and Mr. Bagot, on the 4th of June 1887, as a sample. They say, "An average number of 320 children appears upon "the school register, and of these again 286 attend "the school rooms both morning and evening, the

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"remainder working only half-days. The staff of "teachers consists of one school mistress, three "assistant school mistresses, and five school attend- "ants. We can express our entire approval of the "order maintained in the several class rooms, and "the attention paid by the children to their teachers, "many no doubt learn and retain something of what "they do learn, but perhaps the greatest good derived, "is due to the habit of self-control thus promoted."

19,016. (*Mr. St. John Ackers.*) In your opinion would it be desirable to establish throughout the country, institutions on a similar system to that at Darenth, or on a different system?—That is a difficult question to answer. I may be prejudiced, but speaking for myself purely, I would rather see an extension of such institutions made under the Committees of Visitors of County Asylums than under such a board as that which the Metropolitan Asylums Act established. I think you would get better management, that is merely my own individual opinion. By the clause in the Bill to which I have referred for amending the Lunacy Acts, Committees of Justices in various parts of the kingdom would be enabled to combine in establishing asylums for any particular class of persons of unsound mind.

19,017. Is that clause proposed by the Commissioners?—I think the clause was suggested by the Commissioners, at all events, they fully approve of it.

19,018. (*Rev. Mr. Owen.*) Are you aware whether there are any deaf and dumb idiot children who would be more fit to be educated in a deaf and dumb asylum than in a lunatic asylum?—I do not think I can answer that question. Every now and then one hears of deaf and dumb children who may appear to be idiots because they have not had any deaf and dumb education. It is obvious that a deaf and dumb child who has not had proper education, may pass as an idiot, whereas if he had been properly taught and instructed as a deaf and dumb child, he would not be reckoned an idiot, he might show mind enough not to be so treated.

19,019. Are any of your Commissioners conversant with the manual alphabet, so as to test whether deaf and dumb children in the institutions which they visit have had any instruction?—I do not know; I have heard of very few cases of deaf and dumb idiots.

19,020. (*Dr. Tindal Robertson.*) Do the Commissioners, when they report on the education of the idiots and imbeciles in the institutions that they visit, ever make any remarks with regard to their technical training?—They would notice it; they would say, We think there might be more boys in the carpenter's shop, or we think that the boys are doing very good work.

19,021. They have no power whatever to enforce any suggestion they may make?—None.

19,022. Then what is their function in inspecting these establishments?—Their primary object is to see that persons of unsound mind, detained in such institutions, are received and detained in accordance with law, are properly fed, and in every respect properly treated. Of course, when they come to a special institution like an idiot asylum, they cannot avoid commenting upon what they see in the way of training when they make their entries in the visitor's book of the institution for the perusal of the committee of the institution, and for the information of their own board.

19,023. When the Commissioners visit an ordinary lunatic asylum, and make any suggestions as to such matters as those, have they any power to enforce their being carried out?—No, they have not.

19,024. (*Mr. Johnson.*) Do I rightly understand that the Starcross Asylum, and the Royal Albert Asylum, and the Darenth Asylum are the only asylums to which pauper idiots can be sent?—Those are the only ones at present.

19,025. The Darenth Asylum is only for the Metropolitan District?—Yes.

19,026. Then for the rest of the country, the Royal Albert and Star Cross are the only two?—The only two receiving pauper idiots.

19,027. Do the Commissioners visit private asylums where idiots are?—Yes.

19,028. The Lunacy Commissioners inspect all the certified houses where idiots are kept, whether private or public?—Yes.

19,029. The six Commissioners do the whole of that work?—Yes. I might be permitted to say this, that at Earlswood, which is one of the institutions that the Commissioners visit, they are many elected charity cases, or most of which are really very little, if at all, removed from pauper cases.

19,030. You say that most of the elected cases are cases which are almost verging upon pauperism?—A large proportion, I apprehend. The great bulk of the patients in every public idiot asylum would be of the same class. The Eastern Counties Asylum, at Colchester, does not receive those who are technically paupers, but they take elected cases where the parents are very poor people.

19,031. (*Mr. St. John Ackers.*) You are now speaking of a class so nearly approaching to the pauper class that they would go, if sane, to board schools?—They would go to the board schools, no doubt.

19,032. (*Chairman.*) How many other institutions are there like Earlswood?—There are two others: the Eastern Counties Asylum at Colchester, originally a licensed house; there is the Midland Counties Idiot Asylum at Knowle, in Warwickshire, that is also a licensed house, it being licensed by the Warwickshire magistrates, but both of those are registered under the Idiots Act, 1886.

19,033. Therefore, they can take idiots from the guardians?—They could take them if they liked; there is nothing to prevent them from taking them. I do not think they lay themselves out to take paupers.

19,034–5. There is nothing to prevent them, any more than in the case of the Royal Albert Asylum?—No; it is a mere matter of byelaw.

The witness withdrew.

Mr. Arthur H. Bather (an Assistant Accountant-General of the Navy, and Honorary Secretary of the Royal Association in Aid of the Deaf and Dumb) examined.

[*Mr. Owen interpreted to the witness by the fingers the questions put to him by members of the Commission, and his replies were given principally in writing, part of his answers being sometimes given vivâ voce.*]

Mr. A. H. Bather.

Memorandum by Mr. A. H. Bather (Assistant Accountant-General of the Navy and Honorary Secretary of the Royal Association in Aid of the Deaf and Dumb).

I am honoured by the request of the Royal Commissioners for a statement of my views on the subject of the education of the deaf and dumb.

I lost my hearing by scarlet fever when I was four years old, but my speech has remained to me, although much deteriorated by the want of the check afforded by hearing.

I did not learn to use the finger alphabet nor signs until I was sent, in my sixth year, to the Manchester School for the Deaf and Dumb.

The atmosphere of that place imposed silence on me, and for the nine years I was at school I hardly ever spoke except during some formal lessons in pronunciation (which I hardly needed), and in "reading out" lessons at distant intervals.

As I had, fortunately, been taught to read before I came to school, I was able to continue in the grammatical use of language, and I learnt signs, as it were, only for amusement and as a ready means of communication with my schoolfellows, to most of whom a sentence at length would have been unintelligible.

Notwithstanding all these exceptional circumstances I was constantly shown as a result of the school teaching. As evidence of the possibility of teaching the deaf and dumb to speak, I recited passages in the Old Town Hall at Manchester. As evidence of success in the teaching of language I was constantly called upon to write impromptu essays on any subject suggested by casual visitors to the school.

I rebelled against these misleading exhibitions, and was indignant at the entire absence of assistance in Latin, Euclid, and such like subjects, common in ordinary schools, but exceptional in one for the deaf and dumb. Nevertheless my guardians appeared unable to devise any other means of continuing my education, and I remained under the same master (who meanwhile left Manchester and set up a private school at Rugby) until I was 15, when I was entered in a solicitor's office, and proceeded thence, the next year, to the chambers of Mr. Basevi, the conveyancer.

My entrance into the Civil Service took place seven or eight years before competitive examinations were thought of. An uncle who had been private secretary to the First Lord got me a nomination to the Admiralty, and it is mainly to the kindness and forbearance of those with whom I have had to work, and who have to put up with the difficulties of communication with me, that I owe my long continuance, for over 40 years, in that department.

These personal details of old date contain the bulk of my experience of schools and teachers of the deaf and dumb. They indicate the need, of which the Commissioners are no doubt already well aware, of extreme caution in accepting the show evidence of the schools.

I trust that the present generation of teachers has got out of the follies of former days and perceives that the courage to confess failure is the condition of progress. My observation was that every failure was concealed and every success magnified without regard to contributing exceptional circumstances, and that there was a blameable recklessness as to the extent to which the public might be misinformed respecting the capabilities of the deaf and dumb, and the extent of education possible.

Further, I noted that the expectations of the public and the standards of the teachers were low; trumpery achievements were regarded as marvels, superficial accomplishments as satisfactory, and no provision was made for the case of pupils who, though physically deaf, did not suffer the disadvantage and the numbing influence attendant upon absence of language.

The judgment on particular schools or systems should, in my humble opinion, take account chiefly of average results, and the extent to which the schooling is shown to be useful in after-life. This seems more particularly necessary when the object is to ascertain the pattern or system best for general adoption.

Patience, skill, and unstinted outlay may achieve wonderful results in particular instances with apt pupils, but I apprehend the problem before the Commission is to ascertain what system, within certain limits of time and cost, will give the highest average of general usefulness.

The deprivation of hearing or of sight cannot be allowed to take away the common rights under the Education Acts. Special arrangements are due, but within the speciality they should be as broad and as generally applicable as possible.

The practical mode of affording State aid, including in that term the aid from local school rates, is apparently not difficult to arrange.

I think the number of afflicted children in any particular board school district is too small for economical arrangements therein, and that it is rather a clumsy, though well meant, device to provide homes for such children in the neighbourhood of schools where special classes are held.

I would send all children to be boarded, lodged, and taught in existing institutions, which should be uniformly called *schools*, or to others established on the same general lines. I would require from parents the same contribution towards the education of their children as they would have to pay to an ordinary board school *plus* such sum as may be considered generally equivalent to the cost of subsistence at home. I apprehend the ordinary board schools could afford some organisation for the local collection, at short intervals in advance, of these sums due from the parents, and for transmitting them to the school.

I would endeavour to arrange with the Education Department for a scale of capitation allowances, payable on passing standards to be specially fixed with reference to the ordinary capacity of deaf and dumb and of blind children, and I would have examiners specially qualified to test progress and report results on which the grants would be based.

Abating these receipts and any others from funded property or charitable contributions, I would charge the excess cost of the schools, as ascertained on audited accounts, *pro ratâ* upon the parishes from whence the pupils may come, the charge to be accepted by those parishes as a liability on the *school* rate.

Throughout this paper I have desired to avoid appearing as a partisan of any particular system of educating the deaf and dumb. I do not feel qualified to give an opinion; I never saw foreign schools except that in Paris some twenty years ago and where the manual alphabet was then used. The three or four Swiss, Italians, and Germans whom I have met all conversed by that means. In England, outside of the schools, I have, I think, seen only three persons conversing by lip-reading. All were of the upper class of society, and the exhibition of the conversation on ordinary topics carried on with near relations or old acquaintances did not impress me as particularly wonderful or effective, but I often wish that I had been taught lip-reading in my young days, and I feel that, conjoined with the considerable facility of speech that remains to me, it would have given me a power and independence which I do not possess.

For another reason, as being the honorary secretary of the Royal Association in Aid of the Deaf and Dumb, I greatly desire to maintain a neutral attitude on this question. The association is for the benefit of all. I believe our missionaries would say that those taught on the oral system find as great need as any others for help and interpretation with employers of labour and in the business of life, and that they are often utterly isolated and dreary until they have learnt the manual alphabet and signs, and thereby get into free communication with other deaf and dumb persons—the free communication with strangers among hearing people being in fact never yet attained.

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19,036. (*Chairman.*) You say in the memorandum which you have forwarded to the Commissioners, "The atmosphere of that place" (that is, the Manchester School for the Deaf and Dumb), "imposed "silence on me, and for the nine years I was at "school, I hardly ever spoke." If you were receiving instruction there now, you would be taught on the oral system?—No doubt, if the school has now adopted the oral system.

19,037. You had some remains of speech. Did they make no attempt to keep up your speech at that time?—Very little.

19,038. You say, "I was constantly shown, as a "result of the school teaching, as evidence of the "possibility of teaching the deaf and dumb to speak, "I recited passages in the Old Town Hall at Man- "chester," were you brought forward as a specimen of oral teaching?—Oral teaching was not known in those days as a system. I was brought forward as an instance of the possibility of teaching the deaf and dumb to speak. My master always professed to be able to teach certain of his pupils to speak, and I was put forward as an example.

19,039. Did they make any attempt to teach you lip reading?—No.

19,040. Have you taught yourself to lip-read at all?—Very little. I can sometimes guess from the lips. If I ask my wife a question to which there can be only two or three answers, I can read the answer; that is to say, if it is an easy answer to an ordinary question, such as "What time do we dine?" and so on.

19,041. Do you think that deaf and dumb children in London, for instance, should be sent to an institution where they could be boarded, or to a day school?—I would send them to an institution, but I should prefer that it should be called a school. I dislike the name "institution" or "asylum." You could not get

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a sufficiently large class together for economical education in a day school.

19,042. What is the difficulty in doing so in London?—Say you have a class of 12, the whole 12 would not be going on *pari passu*, you might want four teachers even for 12 children.

19,043. Have you yourself visited any of the school board classes for the deaf and dumb?—No, I am not a witness in the sense of having lately seen anything connected with deaf and dumb education: I have not seen anything for many years.

19,044. (*Dr. Tindal Robertson.*) Would you think it an advantage that those who have some speech should be taught by the oral system?—Yes, if they have some speech, it would be an advantage to be taught on the oral system.

19,045. If they were born deaf mutes, would you think it most advisable that they should be taught on the other system?—Not in every case; you should discriminate between the cases. Among those who have lost their hearing, the more intelligent should certainly be taught on the oral system; among those those born deaf and dumb, there may be some so intelligent as to be entitled to be put in the same category.

19,046. What would you have done with those not in that category?—If I had the responsibility of deciding, I should teach them by the manual system.

19,047. (*Mr. Johnson.*) Have you much experience amongst persons who have been taught upon the oral system?—No.

19,048. Have you a great experience among those taught on the other system?—Greater, not great. My experience of those taught on the sign and manual system was among my school fellows, and latterly among those with whom I am brought in connexion at the Royal Association, but I do not associate with the deaf and dumb from any choice. The three oral subjects that I have seen are, Miss Godwin, sister of the Bishop of Carlisle, who said to me that she much preferred the fingers; a young Mr. Holland, who seemed unable to get on with anyone but his mother; and a pupil of Mr. Arnold's, whom I watched at the dinner given to Dr. Galaudet; he got on very well, but with only one person, who sat near him all the evening, as far as I could see.

19,049. With regard to religious services, do you attend sign and manual religious services?—No; I go to church with my family, and read a sermon during the preaching. I do not myself care for the services at St. Saviour's, but I know many quite as intelligent as I can pretend to be, say they like them exceedingly.

19,050. Do not a very large number of deaf and dumb go to that church and receive instruction by the sign and manual system which they could not receive by oral teaching?—Yes, certainly; there can be no doubt whatever about that. I should not support St. Saviour's unless I were sure of that.

19,051. (*Admiral Sir E. Sotheby.*) Are you in favour of the combined system?—I would rather not give any opinion as to the choice of systems, not having had before me the necessary facts whereon to ground one worth anything.

19,052. (*Mr. Van Oven.*) Since the oral system has been introduced into this country, have you never considered whether you might yourself be taught to speak and to lip read from others?—Yes; I was once in Mr. Van Praagh's school to see the instruction on the oral system, and I asked him if he could teach me. He said I guessed too fast; that I guessed the words, and did not read them.

19,053. Therefore, Mr. Van Praagh thought it impossible to teach you?—I will not say that he said impossible, but I could not give the time, and he considered the result would have been very doubtful.

19,054. You say, that you prefer a residential school, or what we call an asylum to day school classes; have you never considered the advantage of the children at Mr. Stamer's Homes going to a board school and mixing with speaking children in the playground, which is a very different thing from being in an asylum with none but the deaf and dumb?—I used to hold that view theoretically, but I doubt whether the education is as successful in a day school as in a separate school where the attention of the children is better concentrated on their lessons.

19,055. You say that Miss Godwin was orally taught; by whom was she taught?—I do not know. I think Miss Godwin was one of the first in England to be taught lip reading.

19,056. (*Rev. Mr. Sleight.*) Are the orally educated able to make themselves easily understood?—I have not much experience of the orally taught.

19,057. Are those taught on the sign and manual system, able to make themselves easily understood?—Yes, among those who can read the fingers, and by writing in other cases.

19,058. (*Mr. Arrol.*) Are you in favour of compulsory education of the deaf and dumb?—Yes; certainly.

19,059. At what age ought the education to commence?—At six years of age. I began at six.

19,060. And how long should it continue?—If oral, ten years; if manual, six or seven might suffice; five years is the usual time at the schools, but it is barely enough.

19,061. You are disposed to recommend the adoption of the institution system?—Yes; I would utilize existing schools.

19,062. Are you in favour of trades being taught at institutions?—No.

19,063. Why not?—Because no master will take a workman without an apprenticeship.

19,064. Is it not better that the young should know how to use their hands before going out into the world?—That is a different thing to teaching a trade. Teach them, by all means, to use their hands in carpentering, turning, &c.; but do not try to teach them to make boots and shoes or clothes, it would be a waste of time to attempt to do so, as we found in Red Lion Square in the early days of the Royal Association.

19,065. When parents cannot pay for the education of their children in an institution, who ought to?—The parish. The fact that a child is deaf and dumb or blind, surely does not place it outside the education laws. Many children are wretchedly ignorant or vicious, yet the country is compelled to educate them; there is no logical difference between the impediments arising from ignorance and vice, and those arising from loss of hearing or sight.

19,066. (*Rev. Mr. Owen.*) You state that when you were at school at Manchester, you were constantly put forward as an example of the success of oral teaching. Do you think that similar misrepresentations are made now?—Possibly. I daresay not in such a barefaced manner as it was done in my case. The world now knows better how to distinguish between those born deaf and dumb, and others.

19,067. Do you know of any orally taught pupils who can understand an ordinary sermon or lecture?—No; nor do I think it possible that any one could follow by the lips of a preacher or lecturer; which is, I suppose, what you mean.

19,068. (*Mr. St. John Ackers.*) First of all, I want to ask if you will explain the fifth paragraph of you memorandum, in which you say, "As I had fortunately been taught to read before I came to school, "I was able to continue in the grammatical use of "language, and I learnt signs, as it were, only for "amusement, and as a ready means of communication "with my school fellows, to most of whom a sentence "at length would have been unintelligible." Do you mean a sentence in writing, or a sentence vocally uttered?—They would not understand the grammatical construction of a sentence in what way soever the sentence might be given.

19,069. Those were children who had been taught under the sign and manual system?—Yes.

19,070. In the last paragraph but one, you say, "I "feel that conjoined with the considerable facility of "speech that remains to me, it would have given me "a power and independence which I do not possess," that is lip-reading. Are you of opinion that lip-reading added to facility of speech, makes the deaf independent?—Yes.

19,071. Have you seen persons taught under the pure oral system in Germany, Italy, or elsewhere?—No. When I say a deaf and dumb man who had been taught lip-reading would be independent, I do not mean that he would be absolutely independent as though he actually had his hearing and speech perfect, but he would be comparatively more independent than one taught on the manual system.

19,072. In answer to a question put to you by Mr. Johnson, you said that persons went to St. Saviour's Church, and received instruction there on the sign and manual system, which they could not receive on the oral system. Is any education given at the Sunday services at St. Saviour's?—They have the education of the sermon, and the incidental explanation of words and terms given by signs during the prayers and lessons. There is also the regular Sunday class in the afternoon.

19,073. Is not the Sunday service, including the sermon, intended for the adult deaf and dumb, or those who have left school. I am not now speaking of the Sunday class in the afternoon?—Primarily it is for adults, still it is generally quite within children's comprehension.

19,074. Is it attended by children who are receiving instruction on the pure oral system?—I have only hearsay statements about that; I am not there often on Sunday. I am told by our missionaries, that several taught in the school board schools, find themselves isolated, and so pick up signs, and I daresay they do come to our services. Our missionaries would tell them to come, rather than that they should go to no church whatever. I should be glad to be allowed to say, in relation to church services, that we heard of services being conducted for those orally taught. We did not clearly understand how they were conducted, but we at once wrote to the persons concerned in those services, and offered to put St. Saviour's at their disposal for a service every Sunday; the offer, however, was not accepted.

19,075. Do you think it advisable that the deaf and dumb should mostly associate together, or mostly associate with hearing persons?—Theoretically, they should associate with hearing people. I myself, and others like me, have a great distaste to deaf and dumb society; but, practically, I have found, during 50 year's experience of the London deaf and dumb, that they will associate together, and that they are utterly lost otherwise.

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19,076. At your last annual meeting, as reported in the "Times," it was stated that your society was dissatisfied with this Commission, and that they did not look forward to any good results from it, because no deaf and dumb persons had been examined?—Yes.

19,077. Was that a correct statement?—It was my own idea which our Committee adopted. I did think it strange that no deaf and dumb person had been examined. I am informed that it was not strictly correct, and that one had been examined; but I should have thought that the Commission would have wished to see examples of the results of different systems of teaching as shown by people who had left school some five or ten years.

19,078. Do not you consider that sufficient deaf and dumb witnesses have been examined to satisfy, at any rate your society?—I have not watched the list of witnesses.

19,079. Perhaps you will look at the list of witnesses, and then state whether your society would desire to recommend any persons as witnesses?—I will do so; but speaking for myself, I have no extensive knowledge of the deaf and dumb.

19,080. (*Chairman.*) In the routine of your office, do you give your instructions by the voice, or do you give them in writing?—Many of the clerks understand my speaking, the principal part of the work however, is done by minutes and reports on paper.

19,081. If you could communicate with the clerks only by writing or by finger languages, would that be a disadvantage to you in the office?—No doubt it would be a disadvantage. The two former heads of my office understood my speaking as well as possible. They wrote back to me and we got on very fast; the present head does not understand my speaking, and I find it a great drawback.

19,082. Can you offer any suggestions as to the higher education of the deaf and dumb in England?—I think all higher education must be by individual tuition. The number of the deaf and dumb capable of it is so few the expense would be disproportionately great to give them higher education otherwise than by individual tuition; by higher education I understand classics, languages, higher mathematics, &c.

19,083. Are you aware that there is a college for the deaf and dumb in America?—I have heard of it.

19,084. Why not have a similar one in England?—I have not sufficient information to say, but I should like to know more precisely what they call higher education in America; all things are comparative, and what may be high for a deaf and dumb man, may be low for one not deaf and dumb.

The witness withdrew.

Adjourned.

No. 6, Old Palace Yard.

Tuesday, 7th February 1888.

PRESENT:

THE LORD EGERTON OF TATTON, IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

DR. FRANCIS WARNER.

Dr. F. Warner. 7 Feb. 1888.

19,085. (*Chairman.*) From your position as a professor and a physician in London you have come in contact with many cases of children of the class who are physically prevented from attending the ordinary board schools?—My attention has been specially directed to the matter, and I have kept notes of cases the last 10 or 12 years in connexion with my work at children's hospitals and at the London Hospital.

19,086. Are the cases to which you allude cases which have come under your notice in hospitals?—Most of those cases of which I have notes are cases of children who have been in elementary schools and who have been admitted into the hospitals.

19,087. Have those children been dismissed from the elementary schools because, owing to some physical or mental defect they were incapable of being taught?—I have such cases in my notes. If I were asked what groups of children do we commonly meet with in the hospitals among our out-patients who, on account of their exceptional condition, are not attending schools, I would mention such cases as children who occasionally have slight epileptic fits, perhaps three or four in their life-time, cases of slight chorea, cases of children who suffer from repeated sick headaches, especially when attending school, and who, upon that ground, are exempted; children whose nerve system is completely exhausted and appears to have been so for months or years. Then there are cases of paralysis; then cases of defective development from birth, cases of defective development of body, with slight defect of brain (I do not mean idiots); cases of nystagmus, cases of squinting; cases of myopia; cases of rickets, specially seen about the head with frequent co-incident nervous symptoms; and cases of diseased heart and lungs; these cases seem to require an exceptional method of education.

19,088. Is the nervous exhaustion due to over-work in the school?—I can hardly say what the cause is. I am not prepared to say when I see a child in a condition of exhaustion that the school work did it, that would be an enormous assumption for me to make; but I maintain that children who are suffering from any of the defects I have mentioned ought to be under exceptional methods of education.

19,089. Are children suffering from those defects now excused from school attendance?—Certainly, they are often absent from school, a large number of them being absent apparently without any certificate at all; only a few get certificates from me when they are my patients. (One hears at the east end of London they can buy them at 2*d.* apiece.) It is only in a few cases that patients of mine who, according to Act of Parliament ought to be in attendance and who are absent, have asked me or any of my assistants for any certificate, and from inquiries that I have made in the schools I believe that they are often absent without any certificate at all.

19,090. Do you suggest any exceptional method of education for this class of children?—Yes, I would suggest that they should be educated in a separate class in each school. I may give an illustration of the class of children that I refer to: a little boy eight years of age, bright and intelligent in appearance, had lost both his parents; the mother died insane; he lived with his grand parents. He was liable to such strong and sudden outbursts of passion as to be uncontrollable both at home and in the day school from which he had eventually been withdrawn as unmanageable. When removed to the country his health improved and he became good and quiet, but when he returned to London and his grand parents the quasi-epileptic outbursts of passion returned. He had also suffered a few genuine epileptic fits, and his younger sister also. When last heard of the child was neither being educated nor properly controlled, and although at present harmless and capable of being taught self-restraint, he is likely on arriving at manhood to be a social failure if not an absolute danger to the community. That is a type of many cases.

19,091. Would you say that he might become a danger to the community on account of insanity?—I do not say that when he became a man any doctor would feel himself justified in certifying that he was insane.

19,092. The cases that we have to deal with are those which require exceptional treatment, as in the case of the blind, or the deaf and dumb; but the case to which you refer would not seem to come within that category?—It is assumed that these children are educated. Now, I say they are not educated, because they cannot be educated in large classes, and they are constantly sent away from school for a year together; they may be on the books for education, but they are not in school.

19,093. (*Mr. Johnson.*) Do you think if the boy you have just referred to had been properly educated, he would have turned out all right?—Yes.

19,094. You think that means could be provided for educating such children?—Yes, out of 10,000 school children probably something like 5 per cent. of the class to which I refer are not being educated. When once a fine for non-attendance is paid, no steps are taken to see that the child, who, from special circumstances, is unable to be educated in the ordinary school, is cared for in any way; consequently a large number of cases are destined to certain failure. Such cases as those to which I have referred form a special class, which could be easily picked out of the schools, and could be easily dealt with under trained teachers.

19,095. (*Chairman.*) None of the children to whom you refer would come under the class of idiots or insane?—No.

19,096. Do you think that one special system of education would be adapted for all the class to which you refer?—Yes. In the first place, instead of their having to pass an examination, they should be excused from the ordinary examination.

19,097. Would there be a sufficient number of such a class to justify their treatment by a special system of education?—As I say, there would probably be 5 per cent. of the number of those attending board schools of the class that I speak of.

19,098. (*Mr. Johnson.*) What tests would you apply to ascertain whether children in a board school really came within the class of which you are speaking?—When I go into a school to see whether there are any children in it of the class to which I have referred, as I have done many times, the first points I note down are the signs of development as indicated by the proportions and the form, and I note also any signs of defect. Now it is very common to see signs of bodily defect; you come across children with hare-lip whose brain is slightly defective, and who have been beaten in school so often that they will not attend any more, and then they are brought before a magistrate and a fine is inflicted. Other signs are the postures and movements.

19,099. Would you have a doctor go round all the schools, and pick out those who were suffering from the infirmities you have mentioned?—They could be picked out in two ways, first by an inspection twice a year, and secondly, by teaching the teachers and Her Majesty's inspectors to distinguish between those children who were not suffering from any of the defects to which I have referred, and those that were and who should accordingly be treated in a different way. It is highly desirable that those engaged in conducting primary education should be aware of the common forms of mental and cerebral defect in children. If a teacher noticed that a child had hare-lip and perhaps a little defect in his brain he would not beat that child. Children suffering from St. Vitus' dance are sometimes thrashed in school, and after a few thrashings those nervous children will not attend any more. As to whether teachers can be so instructed as to be able to distinguish these cases from healthy cases, I have been asked by the College of Preceptors, by the Education Society, by the Froebel Society, and by the University of Cambridge, to give definite instruction upon this matter to those who are teachers or who are about to become teachers.

19,100. (*Chairman.*) Could you tell us what percentage of this 5 per cent. are suffering from chorea or epilepsy, or hare-lip, which are more or less indications of defective organisation, putting aside such cases as those of children suffering from head-aches or nervous exhaustion?—I cannot give the per-centage of such cases.

19,101. (*Dr. Campbell.*) Is it your opinion that if there were special classes for the education of the class to which you are referring, those children would turn out all right, instead of becoming failures?—Most certainly. After selecting the children I would wish to see all those children together in small quiet classes in a class-room attached to the school, under a carefully trained teacher. As I have said, in our primary schools there is a class, consisting of something like 5 per cent., not capable of being educated under the present arrangements, and the conditions of those children are so special that they require exceptional methods of education.

19,102. (*Chairman.*) Would not there be only a few such cases in each school?—No; in a school of 1,000 there would be something like 5 per cent., which would come to 50, that would be about the average. I am speaking not of London only, but of Birmingham and Liverpool, and other towns.

19,103. What would be the exceptional methods of treatment that you would follow in the cases of these children?—I am not prepared to say how I would conduct a class of such children, because I am not a schoolmaster. If I understand rightly the letter sent me by the Secretary of the Commission, I was to be asked whether such children existed as a class, and whether it was possible to distinguish them. Now the great drawback to dealing with this class of children hitherto has been the difficulty of picking them out. It has been said, we might be able to deal with this class by exceptional treatment, but how in a school of 1,000 are people to know those who from special circumstances require to be dealt with differently from the others.

19,104. Would there be any difficulty in picking out those who were suffering from St. Vitus' dance or epilepsy?—I should be able to pick them out, and so would the teachers if properly taught, but many are not able to ascertain that children are so afflicted. I will refer to an instance; in the practising school of one of our training colleges two little children were presented by the teacher to the principal as being too dull for standard No. I. One of them was obviously very defective in its head, the other was a perfectly healthy, normal child; the teacher wanted them both to be exempted. The principal said he did not know whether it was his duty to exempt one or both, or not; so that neither the teacher nor the principal was able to judge between those two children, one of whom obviously ought to have been exempted, while in the case of the other there was no reason for exempting him at all. What I wish to put forward is that teachers can be instructed to diagnose cases of the class to which I refer; a diagnosis of the children must be first made before we enter into the question of what to do with them when you get them into a special class.

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19,105. To make that diagnosis would not you require a medical man in every school?—Certainly not; the teachers can be taught to distinguish such cases.

19,106. As I understand, the means of detecting cases of these weak-minded children has been reduced by you to a system?—Yes.

19,107. Is that a system recognised in the profession?—The work is one which I have specially undertaken and which I have carried out. As regards the scientific side of the work, the Government have been supporting it for several years through the Royal Society. As regards the value of the work it has been put before our medical societies, and I have also been asked to spread a knowledge of the matter through the College of Preceptors, the Education Society, and the University of Cambridge. I began to consider the matter 10 or 12 years ago, because I saw this class of children existing. I put before members of the London School Board and Members of Parliament and others the question of dealing with these children, but no good came of it, and none will till we have the means of diagnosis.

19,108. (*Mr. Johnson.*) You think that if there were medical inspection at the different schools a number of these cases would be picked out which are now overlooked?—Yes.

19,109. How would you get at this class with the present machinery?—I believe the best thing would be to spread a knowledge on the subject among the managers and inspectors of schools.

19,110. (*Mr. St. John Ackers.*) Are the ordinary medical men of the country able to form a judgment on the matter?—I think that hitherto there has not been as much attention given to the subject as it appears to deserve.

19,111. You say that medical men and teachers, and all connected with children, should have this special knowledge?—Yes.

19,112. (*Mr. Johnson.*) In fact at present, there is no machinery for picking out this class of children from the others?—No. You have had to deal with a class of children between ordinary sane children and idiots. Many of them are really bright children, though not capable of running through the ordinary curriculum. Some of them are what we term over mobile, they have plenty of intellectual power, but it is soon exhausted in the course of the curriculum work.

19,113. (*Chairman.*) How many of these children are brought into your hospital in consequence of having been sent to school, and having been overworked there?—I personally do not think there is a great amount of harm done to healthy children by school-work. The great evil I have seen is that children who are not capable of being educated by the ordinary methods are exempted from school attendance; that is to say, the treatment they get

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at the school leads to their exemption and practically, they get no training at all, and they degenerate morally and mentally, until one traces many of them in the hands of the police. If you will allow me I will refer to one more case. A little girl came under my care who was suffering from chorea; she got well and was discharged; she came back a second time, she was cured and went away, a third time she came back; inquiries were made, and she proved to be the child of some gipsies; every time that the parents were hard up the child relapsed. She was then taken care of in a small home school, and all the nerve symptoms subsided. Shortly after she was at this school she began to steal in the school and at the home, and my opinion was asked again (I should have said that she had permanent heart disease, it was a case of brain defect), and after careful treatment all the tendency to steal had completely passed away. She has had one attack of chorea since, but she is now all right.

19,114. You referred to cases of nystagmus and squinting?—One sees any quantity of squinting cases; squinting, if not attended to, frequently ends in loss of good sight. Then we have many cases of nystagmus. A child with any signs of brain defect ought to be kept in a school and dealt with specially; instead of that it is often exempted.

19,115. Are any steps taken in board schools, so far as you know, to deal with the cases of children with defective eye-sight?—I have seen children going blind, and I have pointed it out to the schoolmaster; sometimes the children have been sent to a hospital to be treated, in some cases I have found that no attention has been paid to them. We frequently meet with deaf children in hospital practice who have remained utterly uncared for in any special way in the school; such children were found among the unplaced or in the lower standard.

19,116. Have you known partially deaf children in board schools to become more deaf in consequence of want of medical treatment?—In a school in Liverpool I said to the teacher, "Have you any special case to show me?" and he showed me a child that used to be a bright child, but which had distinctly deteriorated in brain power; when I looked at it I saw certain signs showing that the child was a subject of congenital syphilis that was attacking the organs of hearing, and the brain. We have not a few cases of congenital syphilitic disease of the brain or its membranes.

19,117. (*Dr. Armitage.*) There are a great many of this class of children in our blind, and deaf and dumb schools; you would consider it a great advantage if the teachers of the deaf and dumb, or of the blind, could be so instructed as to be able readily to pick out these children before going through a long process of attempting to teach them?—Yes. Mr. Schontheil said to me that that was the kind of knowledge that he and others in similar positions wanted.

19,118. (*Chairman.*) Is your system taught by a system of diagrams?—I have diagrams and casts; we know what signs to look for, and that can be taught. Mr. Schontheil said that this kind of knowledge was what they had been wanting for years.

19,119. (*Mr. St. John Ackers.*) What length of time should you consider it would take for an ordinary student who had been trained at one of the training colleges of the country to get a sufficient amount of this knowledge to be useful in after life?—Half a dozen talks to him and half a dozen demonstrations in school would give him the requisite knowledge.

19,120. You would not consider that it would be necessary to increase to any appreciable extent the time that he would have to be at the training college in order to get this extra knowlege?—I should think not more than six days.

19,121. You have been working at this, how many years?—Between 10 and 12 years.

19,122. Have you yourself given lectures at any training college?—I have given lectures at the Stockwell and the Borough Road Training Colleges and at others.

19,123. How long ago was it when you began to give the lectures?—I think I began to put this forward just at the time that Dr. Crichton Browne referred to my work, before the Health Exhibition.

19,124 Have you any experience as to the result of your teaching in the case of those students who have passed out of those training colleges; have they as far as you know been able to pick out children according to your rules?—I cannot say that any teahers have acquired the requisite knowledge in any training college to enable them to do that, because I have only met them once at each place; but private teachers have told me of several cases where they have been able to understand the condition of a child and to know what to do with it, through such instruction.

19,125. (*Dr. Armitage.*) What do you think would be the best way of giving this instruction not only to teachers in board schools, but to teachers of the deaf and dumb and the blind?—I think that classes might be formed for teachers. I think teachers would attend voluntarily.

19,126. Do you think that much could be done by printed papers, or would it be necessary to have a class before you and diagnose the case?—I think the best plan of giving such instruction would be (1) by lectures, and (2) by demonstrations in practising schools.

19,127. (*Admiral Sir E. Sotheby.*) With regard to those children who are not blind or deaf and dumb, but who are suffering from other defects or deficiencies such as you have mentioned, could the same instructor be taught to teach them altogether?—I think so. I think they could perfectly well be taught by the same teacher, 25 in a class in the same building in the same way as you teach all the blind together.

19,128. But these children have different deficiencies, some are suffering from St. Vitus' dance, some are bordering on idiotey, and so on?—They could all be taught together by the same instructor, I think.

19,129. Have you inspected the classes for the deaf in the schools of the school board for London?—Yes.

19,130. Did you find many there imbecile?—I found several cases of defective brain.

19,131. Did you suggest any course of treatment?—No, I did not suggest any course of treatment. When I go into a school, I do not make any suggestions.

19,132. Have you any idea what would be the per-centage of such cases?—No.

19,133. (*Mr. Johnson.*) Have you had much experience with regard to blind schools?—No.

19,134. You have no experience as regards special education for the blind?—No.

The witness withdrew.

Rev. Charles Henry Andras, M.A., examined.

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19,135. (*Chairman.*) You are chaplain of the Woolwich workhouse?—Yes.

19,136. How long have you been connected with any workhouses as chaplain?—I was chaplain of Lewisham workhouse for 10 years, and I have been chaplain of Woolwich workhouse for four years, 14 years altogether, with a break.

19,137. Have you paid attention specially to the condition of the blind in workhouses?—Yes; it has seemed to me that their condition is so sad that it is very desirable to help them in some way. The authorities do not seem to me to take that interest in them that they might do in giving them occupation, to enable them to pass the time away, or to be useful.

19,138. Have you known many blind inmates of workhouses, not only aged persons, but young persons, who were capable of doing work?—If they were taught.

19,139. Have you had any experience in any other workhouses besides Woolwich and Lewisham?—No.

19,140. You can speak of both those?—I can speak of both those with regard to the condition of the blind in them.

19,141. Was the same system pursued there with regard to the blind as is now pursued at Woolwich?—The system was no system at all; absolutely nothing was done for them by the guardians. They were treated exactly as the others. The supplying of their special wants has been left entirely to haphazard.

19,142. Does any visitor come to the workhouse from the Home Teaching Society for the Blind?—A visitor from the Home Teaching Society for the Blind has lately visited Woolwich workhouse once a fortnight, and of late, but only very recently, the board have made a small grant to that society in aid.

19,143. Was that on the representation of the society, or on your representation?—The representation came from both, I should think. I have taken a special interest in the blind, in the direction of teaching them to write.

19,144. Braille?—No, a system of my own. I have invented a board or writing desk for the use of the blind. It is useful not only for the blind, but for ordinary purposes.

19,145. What letters do the blind write with that board or desk?—The ordinary type of the sighted.

19,146. Do you teach them to read?—The teacher from the Home Teaching Society teaches them to read.

19,147. What system does he teach them?—Moon's type. He has a class of about 10.

19,148. Will you give us the ages of the older blind in your workhouse?—The ages are as follows: 82, 76, some 68, 66, 61, 60, 56, 54, several 50, 48.

19,149. How many are classed as able-bodied, and how many as infirm?—They would all be counted as infirm.

19,150. Would you tell us the ages of the younger blind?—We have a young man of about 25, a boy of 15, and a young man of 27, another 26.

19,151. Is nothing done either in the way of educating them, or teaching them a trade?—One has been sent out to the Greenwich Institution which has been lately established. The board have taken a little interest in the blind lately, and they keep one there at a time to be instructed; the others would of course be doing nothing.

19,152. How many blind have you got altogether?—26; there are 20 men, five women, and one boy.

19,153. What are the ages of the women?—50, 60, 61; one I have lately got into the Bright's Home for the Blind. I think it is a private establishment.

19,154. Is the blindness the result of accident or old age?—Both. One man was blinded by his wife by vitriol, and in revenge he assaulted her, and injured her so much that he was incarcerated for five years. He has just come out of prison.

19,155. That is not a case that would require exceptionally favourable treatment?—No.

19,156. They are all treated the same?—Yes; we occasionally get one from the criminal class like that.

19,157. Do you know anything of the blind in the London workhouses?—Very little.

19,158. Have you any from the London workhouses?—We should send them back again if they came to us under the Law of Settlement.

19,159. What do you advocate for the blind in workhouses?—No change which left them in the workhouses under the present state of the law, could in my opinion, alter their condition for the better.

19,160. You think that a workhouse is radically unfitted for the reception of the blind?—Yes. We have had many accidents to the blind, from their running against the iron gates. We have iron gates throughout all the corridors, and they are constantly running against them, and tumbling down the stone steps. There have been a variety of accidents in the last four years, not so serious as to cause death, but injury has resulted.*

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19,161. You think the arrangements of the workhouse are not calculated for the blind?—Certainly not, neither as regards the classes into which they are thrown, nor the conditions under which a workhouse has to be managed. The guardians have to follow hard and fast rules under the Local Government Board, who seem generally very indifferent to charitable feeling, and the workhouses themselves are not built suitably. The chapel, for instance, is raised up over the dining hall, and approached by a great flight of stairs which the blind have to go up and down. All about the building there are steps up and down; the building is not suitably arranged for them.

19,162. The blind can go up and down stairs?—When they are led they can get up and down stairs; but there are all kinds of traps for them in such a place as that till they get well acquainted with the place.

19,163. You attach, perhaps, more importance to the moral atmosphere of the workhouse?—That is a most serious matter, that people brought up nicely are thrown in with those who have been brought up in a totally different way. They have constantly to hear the most shocking language.

19,164. I suppose indoor paupers are not a class that many of these respectable blind people would like to associate with?—No doubt that is the case.

19,165. Have you had any complaints from the blind themselves as regards the people they are obliged to associate with?—Constantly. As a rule the blind are a better class than the ordinary paupers.

19,166. The policy of the workhouse, of course, is rather to prevent paupers from coming in as much as possible?—Yes.

19,167. So that they should not have any of the comforts of life which the blind may very fairly claim to be provided with in their old age?—Yes, as a rule, I think the guardians look more to keeping the rates down than they care for the poor inside the house; they look to their election next year.

19,168. Do you advocate anything like a central home for the blind in large towns or in London, or what is your remedy for this state of things?—There should be, I think, some special establishment built or adapted for the blind in some way where they would have the society of decent people and people who would help them.

19,169. Do you think that a building of that kind might be provided under the Metropolitan Asylums Board?—That I am not able to say.

19,170. You are not prepared to suggest that?—I should not like to express an opinion as to what could be done. I do notthink the present system is right at all. With regard to infirmaries, for instance. Infirmaries would be much improved if they were made into hospitals on the same system as the London Hospitals.

19,171. Are the blind ever allowed out-door relief where they have friends?—No, I believe not.

19,172. They are forced to come in?—Yes, the guardians are very much against giving out-door relief.

19,173. Could not they be boarded out with friends?—That would be, I think, a most excellent system if they had friends left. Very often we have old people who are left without friends.

19,174. They come into the workhouse?—Yes; some of the blind have a pension, but it is not sufficient to support them. A soldier's pension varies from 12*l.* to 20*l.* a year, and it is not enough to support a man.

* *Note.*—This statement is contested by two of the Local Government Board Inspectors for the Metropolitan District. (*See* Appendix 10.)

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19,175. You say that the blind are placed in the infirm ward?—All the blind are classed as infirm.

19,176. Have they any additional luxuries or any additional accommodation?—Not of any kind. The system is carried out by a hard and fast rule throughout.

19,177. Is not the diet that they get in the infirmary better than that in the ordinary workhouse?—Yes, but the blind are not put in the infirmary unless they are sick. There are four classes of diet subject to the doctor's arrangements; the diet is better and more generous in the infirmary than in the house, certainly, and the blind get that when they are in the infirmary. There is an infirmary, which is a totally separate building, and there is the infirm ward of the house. The blind are in the infirm ward of the house; they are not placed in the infirmary unless they are on the sick list.

19,178. If they are sick they are put in the infirmary and then they get a better diet?—Yes.

19,179. In the infirm ward they get no advantage in the way of diet over the ordinary inmates?—No.

19,180. Do you find that the blind are generally read to in the workhouse?—That is quite by haphazard, with the exception of the chaplain's visits; the ward is read to by the keeper of the ward; sometimes he will read from a newspaper.

19,181. Does anybody read the Bible to them except you?—Yes, there are one or two ladies and gentlemen who visit about once a fortnight, but as a rule their visits are few and far between. There is great jealousy on the part of the guardians as to admitting such visitors, and I was cautioned not to admit any more. The guardians are much against allowing any number of people to come in; they seem to think they get stories told them by the poor, and that they make mischief.

19,182. As to Lewisham workhouse, are the arrangements there now with regard to the blind the same as those at Woolwich?—It is eight years ago since I was at Lewisham, and the arrangements may be different now to what they were then; they wanted me to give my whole time to the workhouse, which I could not do, as I had a school to attend to, and so I resigned.

19,183. Do you give your whole time to the workhouse at Woolwich?—I give my whole time now, except occasionally writing for the press.

19,184. Have you any deaf and dumb in your workhouse?—Yes, we have one; I have to speak with him by means of a slate.

19,185. Has he gone through any school or institution?—Yes; there is a mission at Deptford to which he had been before he came to Woolwich. There is a clergyman there who is himself deaf and dumb.

19,186. Does anybody communicate with him by the fingers and signs?—I do myself, and some are able to do so, slowly.

19,187. What religious instruction does he get?—He gets instruction from myself, and from tracts.

19,188. He reads?—Yes. I let him have a printed sermon now and then to read. We have many stone deaf; in one ward, as many as eight.

19,189. That is from old age?—Yes.

19,190. Those old people are not dumb as well as deaf?—No.

19,191. (*Mr. Johnson.*) I suppose you think every person below the age of 20, even if he is in a workhouse, should be instructed?—Certainly.

19,192. Do I rightly understand you to say that in your workhouse there are no means at present of instructing blind persons under the age of 20?—The young are sent to Sutton as soon as possible.

19,193. What sort of work would you put a blind boy to, at your establishment?—I should like to put him to basket work.

19,194. What do you put him to?—Nothing. There is no mechanical instruction.

19,195. You give no mechanical instruction to any blind people?—No. I called the attention of the board to it some little time ago, but nothing has been done.

19,196. Might not they with advantage have those taught a trade who are capable of learning a trade so that they might work at that trade?—Most decidedly; that is the very thing I want to have carried out.

19,197. Then also you think that a certain amount of education should be given them?—Yes.

19,198. There being at the present time no education given to the blind in workhouses except by the kind visits of persons who belong to the Blind Home Teaching Society?—Yes, and of late the Woolwich Board of Guardians have made a slight grant to them.

19,199. But the education of the blind is entirely in the hands of that one society who come there by sufferance?—Yes.

19,200. You know of no instruction in any work house for the blind?—I cannot speak of other workhouses; I can only speak of those that I have been acquainted with.

19,201. Speaking of the workhouse with which you are connected, there is no occupation at all for the blind, nor are any means taken to give them an interest in what goes on outside?—Their contact with the outer world is limited to myself, and perhaps two or three other visitors, and they will perhaps have the newspaper read to them occasionally by the ward keeper.

19,202. But for the occasional visits of yourself and one or two others they would be completely isolated from the world?—Yes.

19,203. Do you find that that idleness tends to mischief, to unruliness, and changeableness of character; do you think it is a bad thing for them to have nothing to do?—I find that generally the blind are very patient sufferers.

19,204. Do you find that there is any sympathy with the blind among the sighted inmates; do you find that they do all that they can to help them?—Certainly. I have tried to induce them, with success, to help them, but it does not follow as a matter of course that there will be those in their ward who will help them.

19,205. Do you think it would be a good thing if the boards of guardians could establish a sort of union specially for the blind, where they might receive proper instruction and be under proper supervision?—I think it is of advantage for the blind to be with those who can see.

19,206. I am supposing that they would be put all together in the same building, where they would be supervised by persons who had sight; would it be possible to have a blind union?—I think you kill ll the birds with one stone if you divide the well-isposed classes from the criminal classes in workhouses.

19,207. I am talking about the blind now?—I think the blind should be associated with seeing people.

19,208. Do you think it would be a good thing if they were associated together for instruction, and if also workshops were established for teaching them trades?—Yes.

19,209. The aged persons whom you could not teach being relegated to an asylum?—Quite so.

19,210. Did you ever in you experience hear of the Poor Law Relief Bill which was before Parliament in 1860 for the relief of the poor in Ireland?—No.

19,211. I may state that it was a desire of some in Ireland to get an Act passed to make it lawful for the commissioners administering the poor law to establish such asylums for the blind, but it was not carried out?—The question of addition to the rates would enter largely into the question.

19,212. Do you think that that would be a good plan to carry out?—Most decidedly.

19,213. What do the guardians pay for that man they have got at Greenwich; is it 10s. a week?—I think it is.

19,214. If the guardians would pay 10s. a week for one man, it would be much cheaper to associate all the blind together, and have a master to teach them?—Undoubtedly, some co-operative system is required.

19,215. Suppose they made baskets in the workhouse, whatever profit they made would go to the guardians?—Yes.

19,216. Is your 27 year old man able-bodied?—He was a call boy first of all on board the river boats, and then he became mate; he lived along shore till he became blind. He is a strong able-bodied fellow.

19,217. He is allowed to remain perfectly fallow?—Yes.

19,218. Except what instruction he may get from the Home Teaching Society?—He cannot be induced to attend the class conducted by the visitor of the Home Teaching Society. His education was so neglected that he did not take to the class. He is not bound to attend it.

19,219. Your teaching of the blind would only come into operation when they were 16 years of age. If they were younger, you would have power to send them to school?—Some under 16 are waiting in the workhouse for various reasons, and those I instruct.

19,220. And in course of time you draft them off to the institution?—Yes, we send all our children to Sutton, and if they are Roman Catholics they go down to North Hyde.

19,221. As a rule do you find that the blind are a better class than other paupers?—Certainly, there is a better spirit amongst them.

19,222. They do not come from any better class?—No, their blindness seems to have attracted more sympathy and more notice from others. We find them generally more attentive to the duties of religion and more attentive to reading the Bible, and so forth. In fact, four or five of them read the Bible to the others. I am single-handed, and I appreciate their help.

19,223. It only proves that if more attention was given to them you would be able to educate them more?—Yes.

19,224. With regard to those who are from 60 to 70 years of age, have they become blind from disease or accident or old age?—They have become blind from atrophy of the optic chord generally (amaurosis).

19,225. Are they under medical treatment?—If they put their names down.

19,226. There is no attempt to treat them ophthalmically?—No, not systematically; frequently I give a letter to Guy's Hospital or to Moor Fields Hospital, and they go up and they are treated and sometimes benefited; cases of cataract, and so forth. The kind of attention that they get in these infirmaries is about that which they would get from an ordinary practitioner outside; there is no special treatment. The class of medical men who are appointed by the guardians are just the class of ordinary practitioners; that is why I advocate that all these infirmaries should be made hospitals and have a teaching staff attached to them. At present we have only one doctor for 230 people, and one assistant who makes up the medicines. I look upon that as totally inadequate.

19,227. Your view would be that on a blind person coming to the workhouse he or she should be sent off to a special hospital paid for by the rates, as a lunatic is sent to a lunatic asylum?—Yes, that would be a good plan in case of the sick or curable blind.

19,228. You think it would be a good plan also if the blind generally were more congregated together and taken more care of by sighted supervision?—I would not dissociate them from seeing persons.

19,229. If they were collected together, and if there were special readers to read to them under good sighted supervision and good sighted care, you would think that a good arrangement?—Yes, the workhouse is the wrong place for them altogether.

19,230. (*Rev. Mr. Sleight.*) Have you come across many cases of deaf mutes in workhouses?—There has been only one case in Woolwich since I have been there, and there was only one case that I can remember at Lewisham.

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19,231. Do you think in the workhouses enough attention is given to educable idiots?—I only know of one case of an idiot since I have been at Woolwich.

19,232. (*Chairman.*) Where you have such a good idiot asylum as that at Darenth, they would all be sent there?—Yes.

19,233. (*Admiral Sir E. Sotheby.*) You say there is only one teacher comes from the Home Teaching Society to instruct the blind?—Yes.

19,234. And he only comes once a fortnight?—Yes.

19,235. Cannot he be induced to come oftener?—I daresay if the guardians were to pay more to the society, he would visit the workhouse oftener. At present they only give a very small sum.

19,236. How long would he remain?—One hour and a half.

19,237. You have 25 blind people?—Yes.

19,238. Then they cannot get much instruction?—Not very much; he holds a kind of service for them, he reads from Scripture, and prays with them, and then talks to them.

19,239. Have the blind people been brought up to any trade or profession?—None at all; that is the thing I complain of.

19,240. I mean previous to their coming to you?—No, we do not find that if they had been, they would probably not have drifted into the workhouse.

19,241. Are there any musicians amongst them?—We have an old man who has got his living till recently by making his own fiddle, and playing it in the streets.

19,242. Is he allowed to play the fiddle in the workhouse?—Yes, and he helps me very much when I go to hold a service; he plays my psalm tunes; he is a clever fellow; he is a half caste, half Indian.

19,243. You say you have 20 men, and five women who are blind?—That would be about the average.

19,244. How many are there under 35 or 40 years of age?—Four.

19,245. Then those four are capable of learning a trade?—Quite capable, and they are anxious to learn a trade; they have often talked to me about it, and asked me to do something for them.

19,246. The guardians have been generous enough to pay for one, but not for more?—Yes.

19,247. Has it been brought to their notice that these other men would prefer working outside at a trade?—Yes, the guardians are going on the principle of excessive economy.

19,248. Surely it is false economy to keep those men idle in the workhouse instead of their working at a trade?—That is my own private opinion. I suppose the guardians think differently.

19,249. Do you think the indigent blind are better in the house than they would be if they were boarded outside with their friends, their friends being paid so much for their maintenance?—I think it better to give them out-door relief if they have friends to live with; but in most of the cases they have no friends; that is the cause of their drifting into the workhouse.

19,250. Are there any blind who seek admission into the workhouse as casuals?—Such cases would be very rare. A blind man who would come to the casual ward would be one who was getting his living outside by begging or hawking. I remember a man who hawked who got an attack of rheumatism, and came in; he came into the infirmary.

19,251. That would be during his illness?—Yes.

19,252. That would not be like the case of a man who came and asked for admittance into the casual ward?—No, I never knew of such a case.

19,253. With regard to pensioners, is a man with a pension of 1s. a day allowed to come into the house?—Yes, the pension is taken from him. Army pensioners who have served their Queen and country are placed in the house and all their money is taken from them, and they are treated on the same terms as the others.

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19,254. Are they not allowed anything for tobacco, and so on?—I believe if they have 16*l.* to 20*l.* a year they have 6*d.* a week allowed them.

19,255. Did I rightly understand you that all the blind are always classed with the infirm?—Yes, they are placed in the infirm ward; some are not naturally infirm.

19,256. They come under that head?—Yes.

19,257. Do you think blind people require more ventilation than the sighted?—I should think so.

19,258. Do you think the blind are happier at work than doing nothing?—Certainly.

19,259. Are they happier when they are mixed with sighted people than with all blind people?—I should think the blind enjoy very much the society of those who can see and can read to them. They enjoy their society more than that of those who cannot do so. I think the proper way of dealing with the blind would be to mix them with sighted people.

19,260. Are the blind children sent to learn a trade?—Only one has been sent.

19,261. Are they taught to read and write?—When we have blind children they are kept for a very short time; they go to Sutton. I do not know how they treat them at Sutton.

19,262. There is no special examination made of blind children when they are admitted into the workhouse?—No; the cause of their blindness is not ascertained, but sometimes they are sent up to Moorfields Hospital or to Guy's Hospital.

19,263. (*Mr. Van Oven.*) You have a deaf and dumb inmate?—Yes.

19,264. What age?—He is an old man, about 65.

19,265. Has he followed any occupation in life at all?—No; his wife was also deaf and dumb, and as long as his wife was alive I do not know how they lived; it must have been by charity.

19,266. As regards the blind you have only one who has followed any occupation as far as you know, that is this itinerant musician?—Yes.

19,267. If I rightly understand you, your idea is that the blind should be put in a separate ward, and that some of the superior paupers should be put with them?—Yes.

19,268. So that they might not mix with the general paupers, you do not advocate a separate institution, you advocate a separate ward?—Yes, I do not think it is well to throw the blind all together.

19,269. You think that the younger ones, those capable of work, should be taught trades in that portion of the building?—I do not advocate the young being kept in unions at all.

19,270. I do not mean children, I mean men of 26 or 27?—I should send them to some industrial school for the blind. The workhouse is the worst possible school for the young.

19,271. (*Mr. Arrol.*) Would you be disposed to recommend that the guardians should have power to give relief to the blind by boarding them outside the house?—If you separate them you are not able to instruct them together. There is an object in bringing them together.

19,272. My question had reference rather to the aged, or those past learning a trade; if the guardians were able to find homes for the blind, in which they might get the advantage of their labour, would you be disposed to recommend that course?—It might work well.

19,273. Do you think it is to the advantage of the blind that they should be congregated together?—Not entirely; I think they should be associated with seeing persons.

19,274. Do not you think that the system I indicate would be the best for the adult blind?—If they have learnt some trade. I think that they should be placed where they would have seeing persons round them whereby they might be forwarded in their trade.

19,275. As regards those who had not learnt a trade, it would be quite within their power to do some ordinary work?—Yes.

19,276. On that account would you be disposed to recommend what I have suggested also?—Unless you placed such a person with some one who could teach him a trade, you would not be improving his condition.

19,277. He might get some occupation without having a trade. You say you are not in favour of congregating the blind together?—There is no harm in partially congregating them together, but to put them entirely together without seeing persons with them would be a disadvantage.

19,278. Would you recommend that every parish should be compelled to send their blind young paupers to an institution to learn a trade at their expense?—Certainly, I think so, if there is no special charity or money provided for the purpose, if there is no other way of managing it. The blind are so few in comparison with the total community that the expense would make very little difference, and such a system could be well carried out without burdening the ratepayers.

19,279. You would be in favour of every parish being compelled to educate its pauper blind?—Yes.

19,280. (*Mr. St. John Ackers.*) You say you have now 20 men and five women; is that about the proportion you have noticed in past years?—Yes, there are more male blind than female.

19,281. It is four to one; is that about the proportion that you have noticed in past years?—I have not taken notice.

19,282. Do you remember what the proportion was at Lewisham?—There would be more men than women. I could not say the proportion.

19,283. Do you know whether there are many more women than men outside the Woolwich union who are blind?—That it would be difficult to say; many of the blind are cared for by their own relatives.

19,284. Is it your experience that there are more blind women than men cared for by their relatives?—I could not give you any statistics in answer to your question.

19,285. (*Chairman.*) Do you think that it should be compulsory on the guardians to send the adult blind that come into the workhouse to some workshop for instruction if the guardians did not provide it themselves?—Most decidedly; it would be such a small addition to the rates on the whole body of ratepayers that it would be inappreciable. I think it should be compulsory. I think unless the guardians were compelled to do it they would not do it.

19,286. It would be good economy really for them to do so?—Yes. I am quite sure they do not proceed on grounds of true economy in many cases, to break up a person's home and to throw him on the rates is worse than giving him that little help that would tide him over his difficulty and set him on his legs again.

19,287. I gather from your answers to questions which have been put to you that you are not indisposed to have out-door relief for the blind more extensively given than it is now?—Where there is some one to take care of them, but you find they drift into unions where they have no relatives to care for them. The relieving officer, in going round, finds out that they are in such a position that it is better for them to come into the house than to remain out, and he advises them to do so.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

6, Old Palace Yard, S.W.

Wednesday, February 8, 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
W. AUCHINCLOSS ARROL, ESQ.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary*.

Dr. GEORGE E. SHUTTLEWORTH examined.

Dr. G. E. Shuttleworth.

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19,288. (*Chairman.*) You are Medical Superintendent of the Royal Albert Asylum for Idiots and Imbeciles of the Northern Counties, at Lancaster?—Yes.

19,289. Will you describe to us the nature of the infirmity under which your patients are suffering, and distinguish which of them in your opinion are capable of education?—The children under care at the Royal Albert Asylum are idiots and imbeciles—I need not, I suppose, define what they are, as distinguished from lunatics—they are children of weak mind either from birth or from an early age, and require special educational arrangements to develop such intelligence as they have. Then comes the question you put to me as to educability, and in defining the education of imbeciles—(you will please correct me if I state it too broadly)—for myself I believe that the education of imbeciles includes not only what we are accustomed to regard as subjects of ordinary school education, that is instruction in the elements of reading, writing, and arithmetic, but also a good deal that in the case of weak-minded children is a necessary and essential preliminary to that sort of instruction. These children are not only dull in mind, but they labour under certain physical infirmities; they have dullness of their senses, and they have irregular movements of the body, and to sharpen the senses and to overcome those irregularities of movement is of course preliminary to their settling down to any ordinary school routine; so that I take it that the education of imbeciles involves in the first place the training of their senses, and of their muscles, to a much greater extent than in the case of an ordinary school child. Then again the successful training of imbeciles involves more than simply literary school education, such as reading, writing, and arithmetic, inasmuch as their successful training involves some skill in industrial work; therefore the school work passes on almost imperceptibly into industrial training. Those, I think, are the principal matters included in the education of imbeciles. There are of course other matters, which would be matters of nursing perhaps rather than matters of education, such as the improvement of their habits.

19,290. Can you draw any distinction between idiots and imbeciles?—It is merely a difference of degree not of kind. Idiotcy means a lower degradation of intellect, a greater deficiency of intellect, and imbecility means a lesser degree of such deficiency.

19,291. Are they both capable of education in some cases?—In some cases. Imbeciles are far more educable, speaking generally, than idiots are, but it is a matter of nomenclature very much. Medical men differ in the application of those terms; the one class shades imperceptibly into the other.

19,292. Should you be able to give us a table for any number of years since the foundation of the school, showing the proportion of those who were capable of education and whose education had been so successful as to enable them on leaving the institution to partly or entirely earn their livelihood?—I have those figures, including in the scope of education industrial training sufficient to enable them to earn their own livelihood. I can give particulars of those who have passed through the institution during the 17 years that it has been open. First of all I will give the Commission a brief statement of the general results as recorded in the books of the institution, and afterwards I will give you the results as obtained from inquiries of the friends of patients who have been discharged. The total number who have passed through the institution during the 17 years from December 1870 to December 1887 has been 1,151; of these 424 have been discharged, that is to say, sent home to their friends.

19,293. Do you mean that they have been discharged because you could not do anything with them?—No, discharged at the end of the period for which they were elected, or for some other reason. 1,151 have been admitted, 424 have been discharged, 181 have died, and there remained in the institution at the end of last year 546.

19,294. Out of those that have left the institution how many have been successes?—Of the 424 discharged, four have been returned on our books, and to the Commissioners, as "Recovered," that is to say, having no longer any such imbecility as would justify us in certifying them as imbeciles.

19,295. Four out of the 424 that have been discharged?—Yes; 546 remain in the institution; there is no description of those. Those four are returned as "Recovered," that means that there is no longer any residual appearance of imbecility. Then 355 have been returned as "Relieved," that is to say, improved in a greater or less degree; the technical term that we are obliged to use is "Relieved." Of those, roundly classified, there were 110 very much improved, 120 moderately improved, and 125 slightly improved only. Then 65 were "Not improved," many of these being confirmed epileptics or children who on arriving at the age of puberty have become insane; and some of them were unwisely removed by their friends before they had time to improve.

19,296. By their friends or by the guardians?—Yes; I say "unwisely" because the friends have themselves regretted it in many cases, and wished them to be returned to the institution. So that of the 424 discharged the per-centage comes to 1 per cent. who have absolutely recovered. "Recovered" is a misnomer, because they have never enjoyed a mentally sound state to recover to; that means that their intellect has been developed to such an extent as to render them not any longer imbecile. I merely use the technical term "Recovered" as used in the returns to the Commissioners. The 355 "Relieved" is equivalent to a per-centage of 84 per cent. improved. The 65 "Not improved" is equivalent to a per-centage of 15 per cent. These are the general figures taken from our books. Then I may state that it is our custom to send out periodically schedules and request the friends of patients to give us an account of the progress of the discharged patients since they left the institution.

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I have not of course been able to trace the whole number by any means, and I do not think it would be fair to give an account of those who had not completed the whole election period in the institution when they left; but about 200 patients had completed the whole seven years period or upwards, and out of those 200 I know the history of 176. The account of those received after at least a year subsequent to their discharge is that 18 are, or have been, earning wages, that is equivalent to 10 per cent.; 9 are remuneratively employed at home, that is equivalent to 5 per cent. (remuneratively employed at home means that they are doing work which their parents would otherwise have to pay people for doing); there are 6 who are quite capable of earning wages, as their parents tell us, if they could only find suitable situations for them; that is equivalent to 3·5 per cent. Then there are 38 others who are more or less useful in small domestic matters at home, that is equivalent to 22 per cent.; there are 39 at home reported to be of little or no use, equivalent to 22 per cent.; there are 51 in asylums and workhouses, equivalent to 29 per cent.; and 15 have died since leaving the institution, equivalent to 8·5 per cent. So that, speaking generally, you may say that over 40 per cent. are favourably reported of, and I might well add 10 per cent. more from the asylum and workhouse contingent as patients who are really able to work if they have the opportunity, and in fact are working in those institutions. I must explain with regard to the 51 in asylums and workhouses that that includes a number of boys and girls who have been usefully trained in the institution, but their friends on receiving them home not readily finding situations for them have found it the least trouble either to send them to the workhouse or to get them into a lunatic asylum sometimes, not because they are in any way violent lunatics, but because the authorities are willing to send them there: in many unions they do not care about keeping persons who are called imbeciles, they would rather send them to a lunatic asylum.

19,297. Whatever may have been the case two years ago I thought that under the existing law there was a distinct line drawn between imbeciles and lunatics?—There is no law to prevent imbeciles being certified as persons of unsound mind, and then sent to a lunatic asylum, though they cannot be transferred from our institution under the certificates under which they are admitted now.

19,298. (*Sir Tindal Robertson.*) Would not it require two certificates?—Not to a pauper lunatic asylum, one is sufficient for a pauper lunatic asylum; two are required in the case of a private institution.

19,299. (*Chairman.*) In your opinion are some imbeciles sent to lunatic asylums who have been sufficiently trained in your institution to make them improper subjects for a lunatic asylum?—Certainly. I know several cases of boys who were working well on our farm or in the garden, or in our shops, who have been sent to lunatic asylums because their friends were not people who were capable of managing them, and finding situations for them; and I hear from the lunatic asylums that they still employ them in the sort of work that they had learnt to do with us.

19,300. Therefore it is not a case of their having relapsed, or losing the advantage they gained in your institution?—Not necessarily.

19,301. It is a case of their friends not understanding how to manage them?—Yes, or not being able readily to find them situations: it is not necessarily that they have become too violent at home; it is simply that being of the imbecile class they have been able to obtain admission into workhouses, and the workhouses have sent them on to a lunatic asylum.

19,302. What is your course of training?—Usually in the case of the elected patients, who amount to two-thirds of the whole number, we have them for a period of seven years. With regard to the payment and pauper cases it is a matter of arrangement between those who pay for them and the committee as to the length of time that they remain if they are considered suitable inmates of the institution.

19,303. Do you think that a large majority of imbeciles and idiots should be compulsorily educated by the State, in the same way as other children, as far as they are capable of education?—I think so, decidedly. I think it is the duty of the parents, and I suppose the State should enforce that duty, to improve imbecile children as much as they are capable of being improved; and in any general scheme of education the interests of the imbecile class should not be left out of sight.

19,304. You have told us that a certain per-centage are capable of improvement, and able to support themselves or to help their friends?—Yes.

19,305. Do you think, therefore, it is desirable on general economical grounds that that class should, as far as possible, be taught to earn their own livelihood?—Most decidedly on economical grounds.

19,306. Can you in any way distinguish between the congenital and non-congenital cases, and could you say, from your experience, how far either of those classes is more or less capable of improvement?—In my experience the congenital class preponderates very much over the non-congenital class, in the proportion of 65 per cent. of the congenital class to 35 per cent. of the non-congenital class. In our case books which now contain over 1,100 cases, I have accurate histories of nearly 1,000 of those cases; and with regard to the degree of improvement possible, my experience is that the congenital class are more susceptible to improvement than the non-congenital class, speaking generally; the reason of that probably being that the non-congenital class suffer from the effects of damage to the brain and brain disease, whereas the congenital class, of course, are deficient from want of development of the brain before birth, and by placing them in favourable conditions and subjecting them to proper educational processes, they may be improved in process of growth.

19,307. Then the non-congenital cases are less hopeful than the congenital cases, and if you could choose your cases you would give the preference to those who were of the congenital class?—As a rule; of course there are exceptions. Sometimes in non-congenital cases the damage to the brain is very slight, and then as the child grows up an improvement may take place; but where there has been either a severe fall yr some severe fit, which is one of the commonly assigned causes of non-congenital imbecility, the brain is very often irreparably damaged.

19,308. Have you traced the cause of the congenital cases to ascertain whether consanguinity of the parents has had anything to do with it?—Yes; I have paid considerable attention to that matter. I looked through our case books with a view of seeing what the percentage was, and I find that our case books do not give more than 5·6 per cent. (that is the last time that the number of cases was calculated) in which there have been marriages of consanguinity between parents or grand parents, that is including second cousins.

19,309. Do you find that any cases are attributable to drunkenness on the part of the parents?—Certainly; intemperance is one cause; according to my experience not so preponderating a cause as other authorities have stated. In 14 per cent. of our cases there is some evidence of intemperance. Of course, it is a very difficult matter to arrive at a true statement with regard to that; but I have taken some pains not merely to accept the statements of the friends, but to make inquiries from people who know the parents. We have facilities for making those inquiries through local committees, and so on. When we ask, as we invariably do ask, when admitting a case, whether there was any intemperance on the part of the parents previous to the child's birth, we are for the most part told, Certainly not; and we find afterwards (from other sources, perhaps) that the father is a notorious drunkard; but still, 14 per cent. is as much as I have been able to make sure of with the help of those inquiries, and that is a good deal less than has been calculated by some American and other authorities.

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19,310. But for all practical purposes I suppose you would not make any distinction between the two classes of congenital and non-congenital cases, so far as regards dealing with them as being capable of some education?—No.

19,311. Do you think that there would be any difficulty in getting the parents to send their children compulsorily to some school?—There might be, in a certain number of cases. Of course it is to be borne in mind that these children are usually the offspring of not very strong-minded people; and the mothers who are mothers of imbeciles very frequently make some amount of trouble about parting with them; there is a very strong affection on the part of mothers towards their afflicted children. At the same time, I think if imbecile education came to be a recognised system a good deal of that objection would pass away.

19,312. You have told us something about the industrial education of these children; will you give us some information with regard to two other heads. What moral pressure do you find you can bring to bear upon them, and what are the best educational means of developing their intelligence?—With regard to the moral education of these children, that rather involves the question of care, not merely the instruction they receive in school, but their care out of school as well; it is necessary to have, therefore, a staff of persons who have the necessary kindness in their composition, and the necessary firmness to gain the confidence and obtain a control of the pupils. These children, like other children, can be taught the difference between right and wrong; there are, of course, a class of imbeciles who are more difficult to deal with than ordinary children; but that is a matter that should be borne in mind in any system of education; they should be taught by rewards and punishments the difference between right and wrong, and their duty towards their neighbour, and so forth. Some of them are very susceptible to religious feeling.

19,313. Do you find that most of them are able to take in elementary ideas of the Deity, and their duty to their neighbour, after a certain time?—Yes, a large number of them are.

19,314. Do you find that many of these children who come into your institution are of low vitality, and that they have not had sufficient nutriment to develop their intelligence?—Undoubtedly; that is the case, one may say, with nearly all of them; it is the exception that they should be of good physical development; they are of low vitality, and generally of defective physical organisation, and before the intellect can be developed it is necessary to develop the bodily powers; to give them good food and to train their muscles.

19,315. If these children were kept at home they would not get that good food in all probability in many cases?—No.

19,316. Especially in the poorer classes; and they would not get any physical training to overcome their physical weakness?—That is so; one sees it especially in the children who come to us from the large towns.

19,317. Do you regard that as an additional reason why the State should step in and prevent these children from getting from bad to worse?—Yes.

19,318. As they would do if they were allowed to grow up under the conditions I have mentioned?—Undoubtedly.

19,319. Is there a distinct tendency to relapse when they become 15 or 16 years of age in many cases?—I do not think so; a few become violent when they attain the age of puberty.

19,320. Not a very large number?—No, I do not know that the proportion is much larger than among ordinary persons. Many girls in whose families there has been any tendency to insanity will show symptoms of insanity on attaining the age of puberty.

19,321. In your school exercises how do you gradually begin to train the mind?—In the first place I may say we train the body as a preliminary to training the mind, by putting the children through various physical exercises which command their obedience, and so fix their attention, that is to say, drill and calesthenics of the simplest character. Then the senses have to be more or less exercised; and we have exercise of a simple character for the hands. Physical imperfections are often shown in the use of the fingers; some of these children have spasmodic affections of the fingers which prevent them holding a pen or pencil. Until those are overcome you cannot set them to write or to draw. We have had many remarkable instances of that kind. Such children when they came into the institution were not able to hold a pencil, but by a series of exercises, exercises very often such as putting pegs into holes in a board, which makes it necessary for them to grasp firmly, they get after a while the control of these unruly muscles and are able to hold a pencil or pen. We have some half dozen boys in the institution who can draw and write extremely well who were not able to hold a pen or pencil when they came in. I give that as an illustration of the usefulness of these preliminary exercises.

19,322. You look upon all the kindergarten exercises as useful?—All the kindergarten exercises are exceedingly valuable in the same way, and especially so far as they lead on to industrial work. There are a great many kindergarten occupations which are of great use, such as threading beads, laying sticks, paper plaiting, and so on. Those are very good preliminary exercises, leading to what is really useful work afterwards. This paper plaiting, for instance, is a good preliminary for darning stockings: we look to the practical effect of these school exercises. Then I need not say that every lesson must be presented as far as possible in a concrete form, that is to say, illustrated by objects or pictures. These children have very little imagination, and their imagination is apt to go wrong if they have not the meaning of things explained to them through the eye, or by touch sometimes.

19,323. Do you find that by taking lessons in the practical affairs of life, such as selling goods over the counter and counting over money, their intelligence becomes gradually developed?—That shopkeeping lesson is of great use to them, inasmuch as when they go to their friends, and are sent to a shop for common articles, they see that they get the right articles, and that they receive the right change.

19,324. What proportion of them go home to their friends for their holidays?—Last year 130 out of 550.

19,325. Did any of the guardians' cases go home?—I think only four out of over 100.

19,326. What is the number of guardians' cases that you have at present, or that you have had since you have been superintendent?—There are 112 to-day.

19,327. Is that about the usual number?—Our nominal limit is 100, but there is such a demand for the admission of pauper cases that the committee have allowed us to exceed it.

19,328. Have you refused pauper cases on account of the asylum being full?—Hardly on account of the asylum being full, but we have carefully selected the cases presented to us by the guardians, and we have refused some on the ground of their not being sufficiently educable; the pauper cases that we have are rather of a higher grade as far as intellect goes than the elected cases.

12,329. You endeavour to take as far as possible educable cases from the guardians?—Yes.

19,330. Do you consider that it is very important to have a staff of well trained teachers?—Yes, I think that would follow almost from the description I have given of the sort of school exercises necessary; it requires an immense amount of patience to be a good teacher of imbeciles. The ordinary idea that anyone would be able to teach imbeciles is not a correct one; a person must be a good teacher of ordinary children to be a good teacher of imbecile children.

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19,331. How do you get your teachers?—They are usually persons who have gone through the pupil-teacher course in an elementary school.

19,332. Have they been certificated teachers in an elementary school?—Not necessarily certificated, but they have gone through the course which pupil teachers have to take; some of them are certificated.

19,333. I presume if any grant was given by the State, the State would require certificated teachers; would there be any difficulty in getting specially trained certificated teachers?—I do not think there would be any difficulty about it. I think it would be well to have them certificated specially, because the training we require for our children is something beyond what suffices for an ordinary school.

19,334. At present there is no place where they could get that special training?—There is no institution where they could get it. We have attempted sometimes to take persons who are called pupil teachers, that is to say, young teachers of 16, with a view of giving them that special training, It is always a question whether it would not be better that they should first have had some preliminary training in ordinary school work before they come to us. At present the number of institutions like ours is so small that I am afraid it would scarcely pay to establish any training institution. If the education of imbeciles became more general, of course it would be worth while to establish such an institution.

19,335. At present Darenth is the only asylum where pauper idiots are taken in and supported out of the public funds?—Yes; there is another institution at Starcross, in Devon, where they are mostly, if not all, paupers, but that was not primarily founded as a pauper institution.

19,336. In the case of some children whose minds have remained dormant for a long time, do you find that after a certain time of training, their faculties seem suddenly to be awakened?—That is so in a certain proportion of cases. I may say, generally speaking, one has to wait for one or two years to make up one's mind whether there will be an improvement or not; it is hardly safe to hold that there is no chance of improvement before that time. A good deal of perseverance is required before the child is understood. We have occasionally remarkable instances of children who have their faculties apparently dormant for six or seven years, and they then wake up and go on very well. We had a boy who was with us for seven years and who did nothing but mischief,—he used to tear his clothes,—and then at the age of 14 or 15, after an attack of scarlatina, he began to learn at school, and instead of tearing his clothes he now makes mats.

19,337. Do you keep the unimprovable cases, your worst cases, separate from the improvable cases?—We do as far as the arrangements of the building will permit; our building is in one large block.

19,338. I mean do you keep them in separate rooms?—Yes; but we have not the absolute separation that they have at Darenth.

19,339. Do you think it desirable to keep the educable classes from those who are apparently uneducable?—I think they should be kept in separate departments in the same institution, but the departments should be entirely separate, so that the offices which are necessary, and the playground which is necessary, should be distinct.

19,340. You think the separation should be carried even so far as the playground?—Yes, because the training of the children is a good deal affected by those they are associated with, and if a number of very dull children are sent into the same playground with the more hopeful ones, naturally they interfere with their recreation. Moreover, these dull children require a greater amount of care, and the conditions of playing are different with them.

19,341. Do you find that some who are not much inclined to take to book education become useful servants by industrial training?—Very frequently, in the laundry and other labouring departments of the place, in domestic work, in making beds and scrubbing floors, and dusting the wards, and in out-door work, in such matters as weeding, and wheeling barrows, and simple work of that kind. Many who do not make much progress in school are of considerable use in such simple work as that.

19,342. Do you find that many imbeciles attach themselves to animals very much, and can be trusted to look after stock?—There are a certain number who are very useful in that way; they require a certain amount of supervision to make sure that they do justice to the animals. When it is only a matter of dividing a given amount of hay amongst a given number of cows, they can do that much, but if they had valuable stock to deal with, they would require some supervision, to make sure that the stock was well fed; you could not rely on the judgment of imbeciles.

19,343. If the State were to require an examination, in the case of their giving a grant to schools of the character that yours is, on what sort of examination would you recommend that that grant should be given?—My own idea is that it would be better that the inspecting authority should report as to the general equipment and character of the institution, and the efficiency of the educational methods pursued rather than judge by an individual examination of every pupil; for this reason, that the pupils themselves are a very peculiar class, and they vary very much from day to day. I imagine it would be very difficult for a person coming as a stranger to an imbecile school to accurately gauge the knowledge of each pupil. Imbecile children, very much more than ordinary children, are upset by differences of atmosphere sometimes, but certainly by the presence of a stranger. And then again, a good many of the matters of education of imbeciles can hardly be put down on paper, the finger exercises, the exercises of the senses, and so on. I imagine it would be rather difficult to give marks for them.

19,344. Imbecile children would not be able to be classed in standards, in the same way as ordinary children are classed?—Not in the same standards.

19,345. Nor could they always be judged of by the literary standard, that is to say, their power of reading and writing?—No.

19,346. Because they might be good at industrial work, and not good at school work?—Yes.

19,347. What proportion of your pupils do read and write, and are capable of benefiting by the literary part of school instruction, reading, writing, and arithmetic?—I have paid some attention to that lately. I asked in the first place the schoolmaster and schoolmistress to give me their estimate of the number of boys and girls who were capable of learning to read and write, and they went through their list, and they marked them in three classes; first, those capable of learning to read and write; secondly, those capable of benefiting in a minor degree by school instruction and discipline; and thirdly, the ineducable class. After that I went through their figures and revised them after seeing the individual pupils, and the result that we arrived at with regard to their capacity for education is that about 40 per cent. are capable of learning to read and write (*i.e.*, 40 per cent. of those at present attending school); and that about 45 per cent. are capable of benefiting in a minor degree by school instruction and discipline; these learn useful matters in school which make them better able to be employed industrially; for instance, they are rendered more obedient and intelligent, and perhaps become able to discriminate colours, or tell the time by the clock, or practical matters of that sort, which, though not reading and writing, are very important to them in daily life. Then the ineducable, those that will not improve much, if at all, are set down as 15 per cent. of the present number. The foregoing is, of course, an estimate; it is not the actual proportion of results; but I have been through the records of the boys' school with a view of ascertaining what the results have been. The girls' school I was not able to

treat in the same way, because there have been several changes in the office of head mistress; but we have had the same schoolmaster from the first, and the same mode of examining, and I find out of 100 boys discharged after seven years' training there were 36 who had learnt to read, 14 well, and 22 fairly; 36 who had learnt to write, 21 well, and 15 moderately;—more can write well than can read well—and then comes the other of the three "R's," in which unfortunately our patients do not excel. There were only 20 who had learnt anything appreciable in the way of sums, four who could work sums in the four simple rules, and 16 who could work sums in simple addition only.

19,348. You have been speaking generally of boys with regard to industrial work; is there much difference between the boys and the girls in the way either of industrial attainments or in reading and writing?—As a rule, I think the girls that we have are not quite as good intellectually as the boys; they are somewhat inferior. I do not mean that all imbecile girls are, but probably the higher class of imbecile girls are not so readily sent to an institution as the higher class of imbecile boys; if a girl is not a very bad imbecile her mother may make use of her at home.

19,349. Supposing the education of imbeciles was made compulsory, would you draw any distinction between boys and girls being sent to school, founded upon the fact that girls will never be able to go into industrial work like boys, and also founded upon the fact that in poor families a girl is very often useful for household work though an imbecile?—I do not think I should draw a distinction more than in the case of ordinary boys and girls with regard to school education, because the girls are very much more likely to improve by being sent to an institution than they are by being with their parents, who have not the means of training them. I do not wish to imply that the girls are not useful in industrial work.

19,350. They are useful in laundry and other industrial work?—Yes.

19,351. You can get lower class places for them in industrial work in farm houses and so on?—Of the girls who have been discharged there are about a dozen, I know, who are working either for wages or assisting their relatives in the capacity of servants.

19,352. I have not asked you about the lessons in colours; that is an important element of instruction, is it not, in the first instance?—Very important; it is important in its relation to industrial work.

19,353. It cultivates the eye by training it to observe?—Yes; all these exercises independently of their direct effect have an indirect effect in training the senses.

19,354. What capacity have imbeciles for music?—They have generally rather a large capacity for music; nearly all the children enjoy music very much indeed, and some of them are capable of singing correctly in tune; and it is curious that some of the low grade cases that cannot speak at all can yet hum tunes very correctly, and we make use of that propensity for music to lead them on to speech. We give them simple nursery rhymes containing repetitions of sounds set to airs which are attractive to them. When they have gone on humming the air for weeks and weeks they will gradually put in the sounds, and so we begin with articulation. "Ba! Ba! Black sheep," for instance. Such simple rhymes as those are very useful for teaching children to speak.

19,355. In your report for 1886 you have a table of school attainments of patients, and another table of industrial occupations of patients. Have you later tables showing similar results?—This is the latest report, 1887 (*handing it in*).

19,356. I see that 203 could speak well in 1886, and in 1887, 197 could speak well. Does that vary very much?—These successive reports would not show the progress from year to year, because the improved children have been discharged in the meantime, and we have had fresh admissions of patients. Consequently, the reports merely give the actual state at the termination of the school year; they do not show the degree of improvement. But with regard to the matter of speech, I have made some calculation with regard to those who have been discharged at the end of seven years. Out of 100 who left at the end of seven years, instead of 36 speaking well, as I think was the case on admission, there were 50 who spoke well; 22 spoke fairly, instead of 23; 13 spoke indistinctly, instead of 15; and 15 only were unable to speak intelligibly, against 26 at the time of admission; that you would not get from these tables.

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19,357. What per-centage of the imbecile are dumb on admission, and what per-centage remain dumb at the end of their training; that is to say, hopelessly dumb?—If I include under the term "dumb" all who cannot make articulate sounds, or only make a few articulate sounds, there are about 26 per cent. of those at the present time; as a general rule there are about 25 per cent. who are dumb in that sense of the term.

19,358. They are all dumb from imbecility, not from deafness?—A few from deafness; there are very few who are deaf also.

19,359. How do you treat them? Do you send them to the Deaf and Dumb Asylum?—No, the Deaf and Dumb Asylum will not have them, because they are also imbecile; that is a difficulty sometimes occurring, that the children who come to us have been in a deaf and dumb institution; they are undoubtedly deaf, but they are also imbecile, and, therefore, the deaf and dumb institution has discharged them, and there is no other place to send them to but to us. We do not admit them very freely, but when we do admit them we do the best we can with them.

19,360. Do you endeavour to teach them by the oral system?—Yes; our attempts at teaching them are not so good as they would be in a deaf and dumb institution; at the same time, owing to their mental incapacity, they would not be accepted as inmates of a deaf and dumb institution.

19,361. Have you any remarks to make with regard to the table of industrial occupations of patients, both for boys and girls?—With regard to industrial occupations, by looking at the tables you will find that about one-fourth of those who have been put to trades, that is to say, to handicrafts, shoemaking, and so on, do well; whereas, about half of those employed in out-door work do well, that is to say, out-door occupation is generally better suited to imbeciles than in-door handicraft occupation. Perhaps I may be allowed to say that that is borne out by what we find with regard to the nature of the occupations of the discharged patients, of which we get returns from time to time.

19,362. What do you think should be the limit of age for the education of imbeciles?—I think their education should be extended beyond the ordinary school age.

19,363. At what age would you begin to teach them?—Seven, I think.

19,364. And how many years would you keep them?—Ten years or more.

19,365. Would there be no difficulty in keeping the boys when they got beyond a certain age in an institution like yours, where necessarily you must have a great number of young boys?—I do not think there would be any difficulty in a well regulated institution at all.

19,366. By classifying them properly?—By classifying them properly, and properly supervising the classes. We have, of course, a number of girls of different ages in the institution, but happily, so far, we have found no practical inconvenience.

19,367. Do the females mix with the males from time to time?—Yes, at entertainments, dances and so on, in the hall. They do not play in the playgrounds together.

19,368. Do you think that entertainments such as dancing, and innocent recreations of that kind, in

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which both the sexes take part, are useful as a means of educational training?—Yes.

19,369. Are your patients able to act at all?—Yes; we have frequent dramatic entertainments in which the children take minor parts; sometimes they take the principal characters. We had an entertainment called "Golden Hair, and the Three Bears" last winter. One of the boys, who was the young bear, did his part admirably; the two other bears, the father and mother bears, did not act any better than he did; he sang a song and went through his part remarkably well. Then sometimes, perhaps once or twice in the winter, a concert is got up by the patients themselves. One boy undertakes to get up a concert, and he gets his friends to put down their names for songs that they will sing, and they get up a little dramatic entertainment, and go through the whole thing without any assistance from the staff.

19,370. Such education as you give could only be given in an institution like yours; it could not be given in the ordinary elementary schools, even if there were a class for imbecile children in such schools?—No, to my mind the number of children called imbecile would be extremely small who would be benefited by classes at an ordinary school, because so much of the training depends on care out of school, and if they went to their own homes, where they would not have that care, I am afraid a good deal of the school education would be wasted.

19,371. Has your attention been drawn to the fact that in all our large towns there are a great number of children either weak-minded or bordering on the idiot class who are at school, which fact may perhaps account for a great number of the failures at school?—Undoubtedly. I have paid some attention to that matter. At a conference held at Manchester, where the subject of discussion was "Education under healthy conditions," that matter was gone into.

19,372. Did Dr. Warner speak on that subject?—No, Dr. Warner was not present. Dr. Ashby was there, but the conference was addressed by a great number of elementary teachers, who gave their own experience.

19,373. Has the fact that there are a number of weak-minded children, children of a class intermediate between the imbecile or idiot class and the sane, in the ordinary schools of the country, been brought to your attention personally by inquiries that you have made in Manchester or any of the large towns in Lancashire?—I have been informed that there are such cases, and I think auxiliary schools would be useful for such classes.

19,374. Have you visited any schools in Germany where they have such auxiliary schools or classes?—I have not visited those schools, but I have heard a good deal about them, and read a good deal about them. Dr. Hack Tuke has been to Germany, and he has given me information about them; he saw such an auxiliary school kept by Herr Kielhorn at Brunswick.

19,375. Is that a school for these feeble-minded children?—It is a school in connexion with the elementary school; children who are not capable of being promoted during two years, that is, moved up to a higher class for two years, are put into this auxiliary class or school. I advocated in Manchester that system of having a class or school for the children who were not equal to those of their own age in an ordinary elementary school: There are certain physical defects which disqualify children from attending ordinary schools, affections of the brain, and uncleanly habits, and debility of body. Those children, I think, would not make progress in those auxiliary classes.

19,376. Have you ever received any children that have been rejected by ordinary elementary schools?—Yes, we have. I believe we have had a good many who have been sent through the attendance officers.

19,377. Dr. Warner told us yesterday that these feeble-minded children can be recognised by certain outward and visible signs, which he thinks their teachers ought to know; does your experience lead you to coincide with the views of Dr. Warner upon that subject?—I think Dr. Warner has paid considerable attention to the matter of outward and visible signs indicating weakness of intellect.

19,378. Do you think that that would be a safe guide to go by in drafting children from one school to the other?—I do not think it would invariably. I think those signs would be only one indication amongst others that you ought to go by. I do not think anyone but a skilled and experienced observer would be able to make much of those signs.

19,379. You do not think you would like to give the power of selection by a knowledge of those signs to an ordinary teacher?—No. I do not wish to discredit Dr. Warner's observations in any way; they are very accurate, no doubt, but it would require, I think, a skilled observer to come to a proper conclusion with regard to those signs.

19,380. We have not anything to do with ineducable idiots, but I suppose you must necessarily take into your institution a certain number who eventually turn out ineducable, but whom you take in in the hopes of reclaiming them?—About 15 per cent. of those received into the institution.

19,381. Do you think that there should be all over England, in different centres, institutions where the imbeciles could be either taught or attempted to be taught, as they are at Darenth, supported by public aid?—Yes, that is my view. I will not say all of them supported by public aid; of course there is a class above the pauper class, but those for the pauper class should be supported by public aid.

19,382. There would still be room for institutions like yours at Lancaster for paying cases?—Yes, we think so in the north of England, for cases above the pauper class.

19,383. In addition to your institution, you think there is a necessity for another institution, say for the north of England, or for certain centres?—Yes.

19,384. You have had personal experience of institutions in other countries for the education of the idiot and imbecile classes?—I visited the institutions in America in 1876, but I have kept up my knowledge of what is going on in those institutions since.

19,385. Are those institutions carried on upon the same lines as your institution at Lancaster?—Very much, except that 11 out of the 14 are State institutions; they are supported by a grant by the State Legislature as part and parcel of the educational system of the State.

19,386. Of course free education is given to idiots as it is to anyone else?—It is in most of the States.

19,387. Are the results at all comparable with those that you have at Lancaster as far as your information goes?—They vary in different institutions; but in the best institutions they tally very much, I think, with those which have been mentioned to-day. When I visited those institutions 10 years ago, I noticed that the selection of pupils was made with greater care than is the case with our imbeciles; being State institutions, I suppose the superintendents had more power in selecting those that were considered educable than is the case with institutions supported by charitable contributions, where very often subscribers wish to get in a case deserving of sympathy. In fact I was jocosely told before I went to America that I should find the American imbecile about equal to an ordinary British school boy; but it was hardly so. At the same time I am bound to say that the educational processes I saw in progress in America were of very good character indeed; they seem to spare no expense in providing apparatus of suitable character, and also in having a large staff of teachers, a larger staff of teachers than we have in England, for the purpose of teaching small groups of children and individualising the instruction as much as possible.

19,388. Do you think it would be possible or desirable to divide the idiot and imbecile class of educable age into two classes and place them in separate institutions, that is to say, that those cases which appeared to be hopeless should be kept under surveillance more or less all their lives in one institution, and that those who were capable of education should be kept for a certain time in another institution till they were turned out?—I should think it quite possible; but that is a matter which my colleague, Mr. Diggens, will give information on better than I can.

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19,389. Have you visited any institutions in Germany?—I have not personally visited any institutions in Germany.

19,390. You attach considerable importance to drill and gymnastic exercises?—Yes, I consider them a very essential preliminary to the training of the mind of the imbecile class. We have first to fix their attention and pave the way for their reception of any sort of instruction, and drill perhaps does that better than anything; it is an interesting occupation and it promotes physical development.

19,391. What is the longest time you have kept any case as yet?—We have a few cases which have been with us since the institution opened.

19,392. Do you intend to use the institution as a home for imbeciles?—That is a matter of arrangement and policy as the place is filled up, but hitherto as there has been no pressure for room (the funds have not allowed till lately of the place being thoroughly filled) we have not turned any out whose friends would pay for them. The elected cases have been discharged as a rule at the end of seven years. Sometimes the committee have increased the term to eight and even nine years when progress has been evident at the end of the seven years and there was a probability of its being continuous by extending the period. That the committee have done in many instances, and if a boy is learning a trade for instance at the time his election period has expired the committee often give him an extra year or two years; and a few patients have been retained for their services.

19,393. (*Sir Tindal Robertson.*) With reference to these auxiliary classes that you have mentioned, you do not suggest that imbeciles should be placed in them; they would simply be for those children who were very depressed in body and mind, and therefore not able to keep up with the other children?—These classes might take in a few doubtful cases, the cases with regard to which it is not easy to make up one's mind whether they are actually imbeciles or only backward children.

19,394. You have got information about a good many of your cases after they have left the institution?—Yes.

19,395. You have been asked with regard to their relapsing at a certain age; as a matter of observation do you think that when they have left you and when they get away from the surveillance of an institution like yours, they advance or remain stationary or retrograde in their general condition, their habits, and so on?—Much depends on their surroundings. If they have judicious parents and kindly guidance they continue to improve. Many of those who have left us are going on very steadily; they come to see me year by year, and I notice an improvement. On the other hand, if, as in a great many cases, unfortunately the parents themselves are ill-conditioned, weak-minded people, there is the fear of the children being dragged down by their surroundings, and losing a good deal of the benefit of the training they have received with us. I have known instances of that kind.

19,396. With regard to the question of heredity, you gave the per-centage of cases where the parents were intemperate; did you get any information to guide you in working out the problem whether the child's imbecility in most of these cases might be attributed to chronic intemperance in the parents, or to intemperance at the time of conception?—No; that is a problem that I have not worked out. Of course one cannot easily get reliable information on such a matter.

19,397. Have you noticed that the sense of hearing is particularly affected in imbeciles?—We have not more than four or five who are quite devoid of hearing out of the present number.

19,398. What per-centage have you of cases where their senses are deficient or absent?—The touch is on many cases very deficient; I am not aware that it is altogether absent.

19,399. As a matter of fact, I suppose the hearing is the special sense which is generally most affected in the case of imbeciles?—Sometimes the sight is also affected; that is the case very often in scrofulous cases. We have a large number of scrofulous cases amongst our imbeciles, or there has been some other disease which has destroyed the sight.

19,400. With regard to the question of compulsory education for imbeciles, you are of opinion that education should, if possible, be compulsory for that class?—If it is compulsory for other classes it should be for that class.

19,401. In that case would you see any advantage at all in giving such education in places outside institutions, or would you confine it entirely to institutions?—I do not think that the education of imbeciles out of an institution would be efficient; and, therefore, if a child were a downright imbecile I should make it compulsory to send him to an institution.

19,402. Have you formed any opinion as to what is the best thing to do with those confirmed imbeciles with whom nothing could be done in after life, who are at present turned out or would be turned out of your institution if you wanted the room?—To meet their case I think custodial asylums should be established and maintained either by the poor law or by charitable assistance, but the secretary will be able to say more upon that subject than I can.

19,403. (*Mr. Johnson.*) I see that in your report you say that there is an increasing proportion of epileptic patients; can you say upon what that depends?—It depends a good deal upon the fact of our being a charitable institution. Epileptic imbeciles command a large amount of sympathy, and great pressure is put upon the committee to break through the rule of excluding epileptics, and consequently a certain number of epileptics are admitted year by year. That is not the only cause. Epilepsy is very commonly associated with idiotcy, and in some cases patients are admitted into the institution who are not epileptic at the time of admission, or perhaps for a year or two before admission, but become epileptic after admission. I do not think it is the result of the education.

19,404. Epilepsy is not on the increase, you think?—I am not aware that it is.

19,405. Only you get a larger amount of epileptic cases brought into your institution?—Yes, that is because the committee have allowed them to come in to a certain extent; 25 per cent. of all imbeciles are more or less epileptic.

19,406. I understood you to say that you thought that the girls were not so intelligent as the boys?—Yes, I think the girls that we get are as a rule not capable of doing so much in school as the boys.

19,407. To what do you attribute hat?—Chiefly to the fact that the better class of girls are kept at home by their friends to a greater extent than the corresponding class of boys. Of course that is the reason of their slight scholastic inferiority, but with regard to the number, the number of girls in institutions is only half that of boys. That is the case throughout this country, and in the United States and other countries there seem to be fewer imbecile girls born than imbecile boys.

14,408. You have read Dr. Warner's book?—I cannot say that I have read it. I have conversed with Dr. Warner upon the subject. He stayed with me and he saw our patients.

19,409. He stated that in his opinion about 5 per cent. of the cases in the ordinary schools in London were weak-minded cases; supposing those children were selected out of the schools, and put in what you call an auxiliary school or class, in whose hands do you think such a selection of cases should be placed? I think it ought to be in those of some skilled medical adviser.

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19,410. You do not think that a schoolmaster, however well instructed, would be able to select the cases which he thought ought to be put in a separate class or school?—I do not think he should be allowed to make such a selection without consulting with a skilled medical adviser; the skilled medical adviser must be guided very much by the schoolmaster, but the two should act together.

19,411. You think that it would be a desirable thing that there should be some medical inspector who should be appointed to inspect schools?—That is my own view.

19,412. Have you had any experience of ordinary schools?—Only a casual experience. I have taken care to go and see the ordinary schools in this country and in America, but I have had no practical experience of them beyond that.

19,413. Do you find that the sight is very materially affected in many of your imbeciles?—Yes. In a large number there are defects of vision more or less; there are a great number of cases of peculiar short sightedness, and a great number of cases of opacity. The sense of sight is defective, I think, in a large number; in some cases from want of brain power or deficient development of the optic nerve.

19,414. What should you say was the most frequent cause of idiotcy?—The most frequent cause of idiotcy is, no doubt, ill-assorted marriages; marriages of persons of the same morbid tendencies. A tendency to consumption furnishes the largest number of cases according to our statistics.

19,415. Do you find that many of your cases are the children of epileptic parents?—A certain number; but the per-centage of cases where idiotcy or imbecility has been found to be due to epilepsy in the parents is not nearly so large as the per-centage of cases where it has been found to be due to the marriage of consumptive or scrofulous subjects; 24 per cent of our children have a decided family history of phthisis; other observers have made the per-centage much larger than that.

19,416. Has any large per-centage of cases been traced to syphilitic taint?—A very small per-centage. That is a matter difficult to ascertain. There are not many imbeciles who have outward signs of hereditary syphilis; under 1 per cent., I believe, but altogether there is a suspicion of hereditary taint of syphilis in 15 cases out of the 1,000 of which I know the history, that is not more than 1·5 per cent.

19,417. Do you find any peculiar form of idiotcy or imbecility developed from that source?—Yes; my experience has been that it does not develop itself fully till the second dentition, and then there is a break down. The child is more or less intelligent, and is able to attain a certain amount of instruction in ordinary schools up to the age of 8 or 10; and then, at the period of the second dentition there is a gradual mental break down, and they become very hopeless cases. The commonest assigned cause is that of convulsions during teething; but to my mind, after all, that is only the proximate and not the ultimate cause in such cases; convulsions are said to account for as many as 33 per cent. of all our cases.

19,418. Did I rightly understand you to say that you did not think there was at present a sufficient demand for an institution for the training of masters for such institutions as yours?—I think at present there is not a sufficient demand for such an institution. Supposing the result of the report of this Commission should be to bring about any national system for the education of imbeciles it would be highly desirable to have properly trained teachers.

19,419. (*Rev. Mr. Sleight.*) You have mentioned one or two causes of imbecility; do you think illegitimacy is a cause?—Sir Arthur Mitchell has made out that it is a considerable cause in Scotland, where illegitimacy is rather common I believe, but our statistics do not show more than 2 per cent. of such cases as far as we know.

19,420. Have you any suggestion to make with regard to what should be done with the idiots discharged from asylums as incurable?—I think those cases require provision for life in some form; that is to say a simple custodial institution is required for them. I do not think that in this country they could be boarded out very well. In Scotland they board out a number of these children, but such an arrangement requires an immense amount of supervision to prevent abuse; people will take the money, but they will not always do the duty they owe to the children.

19,421. In your opinion are there many imbeciles in workhouses and lunatic asylums that ought not to be there?—A considerable number no doubt; I am unable to say how many. I have seen myself in some of the large unions in South Lancashire a number of imbeciles who are not trained in any way. They sit all in a row in the imbecile ward and do nothing, and it is highly desirable that they should be under some sort of training.

19,422. Can you tell us how many out of the 1,151 cases that you have received into your institution were deaf and dumb?—I cannot give you the number out of the 1,150. Out of the present number that we have, which is nearly 550, those who are more or less deaf and dumb are not more than 20; of course there are a great many who cannot speak. That does not arise from their being deaf, but from want of power of using the organs of speech, in the same way as many of them are not able to use their hands to any purpose; they require to be taught how to use their tongue and vocal organs. We have very few indeed who are absolutely deaf and dumb.

19,423. Have no deaf mutes passed through your institution who, you think, might have been sent to ordinary deaf and dumb asylums?—I think not one. We have cases which have improved very much; there are four that I have in my mind who have improved by oral teaching, such as we have been able to give them, and it has occurred to me whether it would not be desirable that they should finish their education at a deaf and dumb institution, but they have not altogether lost the imbecility which they had when they came to us, at present.

19,424. They have never so far recovered as to be fit to be sent on to a deaf and dumb school?—We have not sent them on to a deaf and dumb school; we have not considered it desirable, balancing one thing against another.

19,425. If classes for weak-minded children were established in connexion with elementary schools, do you think any children that you receive at your institution would be fit objects for such classes?—There would be very few indeed.

19,426. Are children slightly weak minded, in your opinion, better educated in an institution or in a school with other children?—I do not think that success is gained by educating these slightly weak-minded children with ordinary children, because the ordinary children leave them so far behind; they require to be with those of their own class; the slightly weak-minded children should have some healthy competition with those who are more or less on their own level. There are cases in which it is desirable, no doubt, to try the ordinary teaching for some time before sending them to an institution; if the ordinary methods do not succeed, then they should be sent to an institution.

19,427. Would you expect more favourable results if you received children at an earlier age than you do?—I think not, because the care of a mother over an idiot child, if the mother is at all a sensible woman and if she has time to devote to the child, is invaluable at an early age. I do not think that before the age of seven school education would be of much value.

19,428. Do you think that parents might assist in the work of education by beginning to train their children at home at an earlier age?—Undoubtedly, if they are informed of the method of doing it. I often have opportunities of advising mothers as to what they should do in the way of improving the habits of their children, assisting them to work, and helping them to speak, and in some instances that has been attended with a certain amount of success.

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19,429. (*Rev. Mr. Owen.*) Can you at all account for the fact that there are so many more males than females of the imbecile class?—I think the chief reason is that the difficulties of birth of a male child are considerably greater than in the case of a female child; the head is larger, and it is more liable to injury during birth. One of the commonest causes of idiotcy dating from birth is congestion of the brain. It is known pretty well that male children are more liable to damage at birth, and are also more liable to nervous disease in early infancy than female children.

19,430. Do you know what the proportions of male and female imbeciles were in the last census?—Looking at the Census Returns of 1881 for England and Wales there is no great disparity between the aggregate number of males and of females described as idiots and imbeciles; indeed the females are somewhat in the majority, viz, 16,612 as against 16,105 of the male sex. On analysis of the figures it will be found, however, that the excess in the number of females exists only in the groups of ages above 25 (*i.e.*, from 25 to 65 and upwards), and it seems probable that at these ages many demented persons and others not congenitally imbecile have been included in the returns. Under 20 years of age 5,351 male and 3,882 female idiots and imbeciles were scheduled for the whole of England and Wales, of whom 1,457 males and 1,078 females were resident in the seven northern counties.

19,431. Do any of your teachers understand the finger and sign language?—Our schoolmaster understands it; he was originally at the Doncaster Institution.

19,432. Does he use that mode of communicating with deaf and dumb inmates of your institution?—We prefer the oral system, but a few have been taught the sign system.

19,433. Some of them exchange ideas by that system?—Yes.

19,434. (*Mr. Van Oven.*) You say that six of those who have left your institution could earn wages, but are not in situations; have you taken any steps with a view of getting employment for such persons after leaving the asylum?—We have appealed to the local committees in various parts of the county to help in that matter, but we have not been able to effect very much.

19,435. You do not think you could do any more in that direction?—The only way in which employment could be found for such persons would be by the kind assistance of persons in the localities where they reside. Of course there might be an organisation for the purpose.

19,436. You say that a certain number of those who have left your institution are sent to lunatic asylums. I suppose they are employed in the lunatic asylums, and are as well off there as they would be in an imbecile asylum?—I do not think they are, because they are associated to a certain extent with people of a different class; I mean lunatics, violent lunatics sometimes. They are very imitative, and they are very apt to pick up the ways of insane people.

19,437. Then as regards teachers, I understand that you take teachers from the elementary schools. After a teacher had been three or four years in an elementary school, do not you think you could give him the special training requisite for the teaching of imbeciles and give him a certificate showing that he had gone through that training?—That could be done, certainly.

19,438. A teacher so trained by you would be well adapted to teach a class of children bordering upon idiotcy or imbecility that might be selected from an elementary school?—Yes, I think the training which such a teacher would get in an imbecile institution would be a great help.

19,439. If it was decided that there should be a special class in public elementary schools for weak-minded children, you think that the teacher of such a class ought to have received a special training in some idiot or imbecile asylum?—Yes, I do.

19,440. With regard to inspection and grants from the Government, I suppose your idea would be that what the inspector would look to would be the general improvement of the inmates of the institution from year to year?—Yes.

19,441. But there could not by any possibility be any fixed code?—No.

19,442. What the inspector would rely on, would be his general recollection of what such and such a one did from one year to another?—Yes, and he might have figures laid before him to show that a certain improvement had taken place in a certain per-centage of cases which he could verify.

19,443. It would be advisable that the same inspector should inspect the same institution from year to year?—Yes.

19,444. As regards the deaf mutes, do I rightly understand that you prefer that they should be taught orally to being taught by the finger alphabet?—I have no great experience of the matter, but so far as our own children are concerned, I think it is desirable that they should be taught orally.

19,445. Do you not think it would be desirable that some one of your staff should be sent to an oral school for a year or so, to receive a certain amount of training in the oral system?—I think it would be a great advantage.

19,446. (*Mr. Arrol.*) With regard to the elected children, you say that they only remain seven years at your institution, unless there are some special reasons why they should remain longer in the institution. Have the committee power to retain them longer, if they please?—The committee have the power of retaining them longer if they think proper, but they do not in practice like to do so to any large extent, because it might be said that it interfered with the subscribers' rights of election.

19,447. If a child were admitted at the age of five, would it return to its home at the age of 12?—You are putting an extreme case. Our rule is that children must be six when they are admitted, but it would be very undesirable to send a child home at the age of 13, and our rule being that the general duration of the training should be seven years, in my opinion it is very desirable that the education should begin at a later age than six: ten years is a better age than six or seven, because by the end of the election period the boy or girl will have almost grown up. I would say that I do not think that the limit of seven years for the training is a desirable one. That is a matter of finance, but in any general system the educational period, which includes industrial training, should be extended beyond that; it should extend to the age of 21, I think, imbeciles being of slow physical as well as mental development.

19,448. 424 have been discharged from the institution since its establishment. Do I rightly understand that a considerable number of the 424 remained in the institution more than seven years?—Yes.

19,449. Would they be discharged on reaching a certain standard, or on account of arriving at a certain age?—Sometimes owing to the wish of friends to take them home, sometimes because their friends have been unable to pay; that is a very common cause for those outside the elected list being taken home. If the committee find that the friends cannot pay for the child it has to go home. Then in a certain number of cases they have become more insane than imbecile, or they may develop epilepsy, and on that ground they would be discharged.

19,450. Of the 424 that you discharged you mentioned that a certain number had had to go to workhouses or lunatic asylums; would not it be better if those children could be boarded out in country districts in private houses or farms?—That is a matter that depends on the degree of supervision which can be exercised to prevent abuse. In Scotland they

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appoint assistant commissioners, who go every few months to see how those cases are treated.

19,451. Do not you think that system might be more generally adopted in England?—It might do in some parts of England. I do not think it would do in the manufacturing parts of England; in those parts of England there are very few families where you could find proper homes for imbecile children.

19,452. Under the present circumstances you think it best for children to be admitted into a workhouse or into an asylum?—It is the best thing that can be done in the absence of any special institution. No doubt it would be better if a custodial place were provided where they might be kept under proper supervision.

The witness withdrew.

Mr. JAMES DIGGENS examined.

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19,453. (*Chairman.*) You are the General Secretary of the Royal Albert Asylum?—Yes.

19,454. Since the visit of the Royal Commission to the asylum there have been considerable additions to the building, have there not?—There has not been any very considerable addition with the exception of the recreation hall, which is now being built, but which is not yet completed.

19,455. That is an important addition, is it not?—We hope it will be, and we are expecting that it may be opened this spring. The cost will be between 5,000*l.* and 6,000*l.*, of which above three-fourths have been already subscribed.

19,456. Can you speak generally as to the census of idiots?—It is very difficult to get any accurate statistics of idiots and imbeciles, and this the Census Commissioners themselves have very greatly deplored. We had some inquiry made in the year 1871 in the neighbourhood of Lancaster by the clerk to the union, who superintended the enumeration there; he was a member of our central committee, and being much interested in the asylum he gave special instructions to the enumerators. On going over their papers at the close of the enumeration he found that at least 25 per cent. of the cases in the neighbourhood of which he knew personally had not been put down at all; and he was a man very likely to know, having an intimate and thorough acquaintance with the Lancaster district and being highly esteemed there. He was, moreover, a great authority in poor-law matters, and was very frequently referred to by the President and by other officials of the Poor-law Board. The Census Commissioners state that having grave doubts with regard to the accuracy of the returns made to them at the last census, they inquired at one large institution (I presume it would be Earlswood, it was not at ours) as to the number of idiots and imbeciles admitted into that institution in the year of the census; and they found that not one-half of the patients admitted into that institution had been enumerated. The Census Commissioners take it that between the ages of 15 and 20 there is less probability of concealment than in the earlier ages, and I think that is very likely to be true, because, with regard to children under five years of age, it is not at all likely that parents would confess that their children were imbecile, and they are always consoled by the medical man with the idea that when the child gets a little older it may be found to be all right, and that any convulsions from which it suffers will probably cease; and so they cling to the hope that beyond the age of five the child may not be imbecile. And between the ages of 5 and 15 I think that the parents will not readily admit that their children are even weak minded. We have the utmost difficulty in convincing them on their application for the admission of their children into our institution, that they are not very superior to other children. The parents will insist in going round the institution that they see no children in it so good as theirs, though very often we find that their child is very much worse than even our secondary cases. So that I think it is very difficult indeed to get any accurate estimate of the numbers, but I will give the census numbers. In 1881 they are given as 32,717. Of these 9,233 were under 20 years of age, and the Commissioners just double that number to get an approximate estimate; they give 18,456, or only 10 less than the duplication. In the case of those of 20 years of age or upwards the census return gives 23,484, and the Commissioners give 23,484, the same number. I take it that the actual census will give the per-centage of persons under 20 years of age as about 28 per cent. of the whole number, and the Commissioners' estimate is 44 per cent. of the whole number of idiots and imbeciles. I think that if we attach any importance to the Census Commissioners' Report we are almost bound to take their larger number. They have made a fairly accurate estimate; we are not, as a public institution, in a position to do so. The special committee of the Charity Organisation Society did so, but I have reason to suppose that in taking 25 per cent. more than the census they simply followed the experience of the gentleman to whom I have already referred, the clerk to the Lancaster union, possibly, confirmed by the experience of the gentlemen who formed the committee.

19,457. Has the special committee of the Charity Organisation Society gone into this question at all?—They have.

19,458. What is the result?—The committee was held in the year 1876 and the year 1877, previous to the last census, but calculating on that basis the total number would be 35,756. They reckoned it in this way: they took 20 per cent. more for cases under 20 years of age, and 5 per cent. above 20 years of age to make up the 25 per cent. altogether. But I think Dr. Shuttleworth, who with myself has been connected with the institution from the beginning, will bear me out in saying that it is very difficult to ascertain what the number is, or to get the parents to admit that their children are really idiots or imbeciles.

19,459. Has the Idiots Act of 1886 had any effect in facilitating the sending of children to your institution?—I think it has had a very beneficial effect. The parents strongly object, especially those who have feeble-minded children, to have their children stigmatised as idiots.

19,460. But they had previously, had they not, to have a certificate signed under the Lunacy Act?—Certificates had to be signed under the Lunacy Acts. There were two medical certificates required and a statement from the parent, and that statement was a very absurd one; it inquired the date of the last attack and whether the patient was dangerous, and whether he was suicidal, and that rather shocked the parents when they wanted to make application for the admission of their children. The effect of the Idiots Act has been to facilitate the admission of children into our institution, and especially the admission of the higher grade of imbeciles, those whose friends would strongly oppose the idea of their being deemed to be idiots or lunatics. We have had parents of that class come to the institution formerly and feel, after an inspection of the institution, that they would like to send their children there, but when the forms of admission have been presented to them they have declined.

19,461. Do you know the number of pauper idiots and imbeciles in England?—They are estimated to be two-thirds of the entire number, but that estimate is chiefly based upon the proportion of pauper lunatics, of whom the Commissioners in Lunacy have knowledge, as compared with the total number of lunatics ascertained by the census authorities.

19,462. Do you believe that there are still a great number of idiots and imbeciles who are not sent to any special asylum or institution, and who ought to be so sent?—I believe there is a very large number. In the first place I do not think that these voluntary institutions are sufficiently known to the poorer classes. In the second place the parents, especially mothers have a strong reluctance to part with those children. I have often had cases, more especially in the more remote parts of our district, Cumberland or Westmoreland, where subscribers could not induce parents to send their children away from home, and in some cases they have actually lost their chance of being admitted into the institution at all through the delay arising from this reluctance.

19,463. How are the idiots admitted into your asylum?—We have a large number of cases, as you know, who are admitted by election.

19,464. Are they a little above the pauper class, or are their parents such that they would require some assistance from the State, but do not now receive any assistance?—Yes. I thought I might perhaps in the first instance give you the numbers of the various classes. We have 321 elected cases, and 197 reduced payment cases, contributing from 20 guineas to 50 guineas a year. Our ordinary reduced rate is 25 guineas a year, but very often we find that people, perhaps in a lower grade of society, are not able to pay the 50 or 60 guineas; and the committee will adapt the charge to the special circumstances of the case. We have only 26 full payment cases, making payments of 50 guineas and upwards. We have four life interest cases, and four presentation cases; that is to say where subscribers contribute 500 guineas they have the privilege of placing a child in the institution for seven years. The life interest cases are such as these: where the parents find that their child is likely to be an imbecile all the days of its life, and that there is a possibility of its being left to the care of strangers, they prefer to make an arrangement with the institution to retain the child for its life. Of course if the child were cured, the Lunacy Commissioners would discharge the case from the care of the committee, and if not cured the parents would consider themselves fortunate in having the child protected and cared for during the rest of its life.

19,465. (*Mr. Johnson.*) Is that a fixed charge?—It is not a fixed charge altogether, but we have one general charge for persons in very moderate circumstances. For instance, we have a boy, the son of a clergyman, and we make a charge of 500*l.*, or 500 guineas; but we have had cases which have paid 1,500 guineas.

19,466. (*Chairman.*) I wanted rather to get complete information with regard to the pauper class, or those immediately above the pauper class, who might fairly be expected to receive some assistance from the State, as they do in the case of those who send their children to the ordinary elementary schools; can you give the number of those?—We have 112 pauper patients in the institution, who are sent to us by the guardians of the poor, and the payments vary from 26*l.* a year to 35*l.* a year.

19,467. Are those payments made by the guardians?—They are.

19,468. Are they partially made by the guardians, or partially by the parents?—That I will come to directly. The charge is regulated pretty much by what the charge of the county lunatic asylum is to which the lunatics from their union would be sent, plus three guineas a year for clothing. That is roughly how we regulate it. But when the cases are admitted the guardians have to sign an agreement.

19,469. Is that an agreement for the whole term of seven years?—They are at liberty to remove the children whenever they please; there is no definite period fixed. They get 4*s.* a week from the Government, but we know nothing of that practically, because we receive our payments from the guardians; but I understand that the process is to apply to the Local Government Board for the grant, and the Local Government Board applies to the Treasury, and gets 4*s.* for every pauper idiot or imbecile that may be sent to our institution, and that is because the idiot or imbecile is considered still to be a lunatic in the eye of the law.

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19,470. He gets his grant from the State as a lunatic, and not as one capable of improvement?—No, not at all; it has nothing to do with it. If they send a pauper lunatic to any asylum they can have the grant of 4*s.* a week.

19,471. And they get the same in your institution as they would get in a lunatic asylum?—Yes, and by a prior arrangement to that, I think in the year 1868, boards of guardians were empowered, with the consent of the Local Government Board, to send idiots to idiot asylums, and pay the cost of maintenance, whatever it might be.

19,472. But at that time there were no asylums for paupers, were there?—No, there were none for paupers. They would be sent then to voluntary institutions.

19,473. At present, I believe, there is only one such institution supported by the State, and that is the institution at Darenth, under the Metropolitan Asylums Board?—That is the only one under the Metropolitan Poor Act, 1867.

19,474. Have you read the recommendations of the special committee of the Charity Organisation Society?—Yes.

19,475. Would you state what they are and how far you agree with them?—They recommend the establishment of schools for 500 imbeciles, and of asylums for adults.

19,476. In every county or in various centres?—In every large centre. Of course, in the larger counties it may be done; it could be done in Lancashire or Yorkshire, but there might have to be a combination in the case of the smaller counties. But with regard to the admission of paupers, I might say that they are received at the Western Counties Asylum at Starcross. In fact, they have no elected patients there now.

19,477. But they do not get any contribution beyond that 4*s.*?—They do not get any contribution beyond the 4*s.*

19,478. (*Sir Tindal Robertson.*) Where do they get the balance from?—From subscriptions; but it was started in the first instance more as a voluntary institution and for the election of patients.

19,479. (*Mr. Van Oven.*) Are any of the Starcross patients paid for by the Government?—They have the 5*s.* if they belong to the western counties, and this 4*s.* grant, making 9*s.*; and if they do not belong to the western counties, they get 8*s.*, and the 4*s.*, making 12*s.*; but they have no elected patients, as it was originally intended that they should have. Of course, they have subscriptions.

19,480. (*Mr. Johnson.*) The 8*s.* depends upon the geographical position of the union, does it not?—The payment depends upon whether the union is or is not in the counties associated for the asylum, those counties being, I think, Cornwall, Dorset, Devonshire, and Somersetshire. If the patients come from outside those counties, they have to pay 8*s.*

19,481. Is the 8*s.* a fixed sum?—The 8*s.* seems to be a fixed sum.

19,482. (*Mr. Van Oven.*) If I remember rightly it was 9*s.* inside the district and 12*s.* outside?—It was. That is the statement which I received this week from the secretary.

19,483. That is 5*s.* and 4*s.* in the one case, and 8*s.* and 4*s.* in the other?—Yes.

19,484. (*Chairman.*) What number of cases are cases which are just outside the pauper class, but in which the parents are poor?—I can give you exact figures with regard to that. I have taken them out from the date of the commencement of our institution in 1870 up to now. We have admitted 934 election cases in the 17 years, and of that number I have the occupations of the parents. No less than exactly one half, 467, belong to the artisan and labouring classes.

19,485. And therefore if the children had been sent to the elementary schools, they would have had a pro-

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portionate part of their education paid for by the State?—Yes, undoubtedly. My opinion is that for the elected cases there ought to be a grant made; and necessarily in the case of an institution that grant cannot be for education only, but must be for education and maintenance.

19,486–7. What is the actual cost to the asylum itself of each inmate?—It has been 11*s.* 7¼*d.* per week; that is our last return to the Lunacy Commissioners; and I understand from Dr. Beach that the cost of maintenance at the Darenth Asylum, where there are more patients than there are at ours (632, I believe), is 10*s.* 6*d.* per week. Then you have to bear in mind, in order to form a just estimate, that our institution is largely supported by voluntary contributions, and as your Lordship knows we have a very extensive and varied organisation, and there is a good deal of printing and advertising and so on. I have included all those expenses, and they come to 11¼*d.*, which would have to be taken off the 11*s.* 7¼*d.*

19,488. (*Mr. Van Oven.*) That makes it 10*s.* 8*d.* as against 10*s.* 6*d.*?—Yes, that includes all but building and furnishing sundries.

19,489. (*Chairman.*) The capital sum which has been spent upon building is very considerable, is it not?—Yes; but continuing my explanation of the cost of maintenance, if you refer to page 24 of the annual report, in which we have to give every penny which we receive and expend, you will find the charge there; and the little discrepancy that arises between what I have just stated and the Commissioners' report is owing to this: that our annual report is for the year ending the 30th of June, whereas the Commissioners' report always goes to the 31st of December; so that there will always be a little difference, but it is very trifling. I give in this annual report 11*s.* 6¼*d.*, and in the Commissioners' report for the year ending December 31st, 1886, it would be 11*s.* 7¼*d.*

19,490. You say in the report that the average cost of maintenance is 12*s.* 5¾*d.*?—Yes, that includes building and furnishing items, which amount to 1,368*l.* for the year.

19,491. But that ought to be taken in because that is in addition to the capital expenditure?—Yes, that is so.

19,492. (*Mr. Johnson.*) The report goes on to say that, deducting those items, the weekly cost per head has been 11*s.* 6¼*d.*?—Yes, we deduct those items because the Commissioners require it in the annual return; and there would be no means of comparing our institution with others unless we did so. At Darenth they have no official expenses like ours.

19,493. Does this include the expense of the staff?—It includes staff, clothing, maintenance, and everything. At Darenth they are not likely to include any charge for building or furnishing items.

19,494. (*Chairman.*) What has been spent altogether in building and furnishing in the case of the Royal Albert Institution?—In building and fittings some 74,000*l.* for 600 inmates; and the Darenth Institution cost 75,000*l.* for 500 inmates. That is the estimate of the committee.

19,495. (*Mr. Johnson.*) And you got that large sum entirely by subscriptions?—Entirely by subscriptions.

19,496. (*Mr. Van Oven.*) That includes the land, I suppose?—It does not; it simply includes the cost of the building.

19,497. The land, again, is an additional cost?—It is.

19,498. (*Mr. Johnson.*) The land is your own, is it not?—The land is our own. We have 105 acres of freehold land.

19,499. What did that cost?—The first portion of it cost about 150*l.* an acre; and for the other portion, which belongs to the Sustentation Fund, we had to pay 200*l.* an acre. It is within one mile of the town of Lancaster, and very eligible for building sites.

19,500. (*Mr. Van Oven.*) What do you reckon that the building and the land cost?—Nearly 104,000*l.* The land for which we paid 150*l.* an acre, cost 11,238*l.* 17*s.* 2*d.*; the land for which we paid 200*l.* an acre is not included in this amount, but it cost 5,966*l.* 11*s.* The asylum buildings (including farm buildings, lodges, workshops, laundry, boiler house, boilers, heating apparatus, boundary walls, gas and water mains, drains, &c.) cost 78,493*l.* 5*s.* 11*d.*, but we spent 4,000*l.* of that upon the original farm buildings. The cost of furnishing was 8,238*l.* 2*s.* 7*d.*

19,501. (*Chairman.*) But the farm building is a necessary part of the equipment for industrial training?—Certainly, but that was not included in the Darenth 75,000*l.* They have never published any statement, and I am merely going by the estimate; and I venture to say that the architect would be sure to exceed the estimate. It is very difficult to get any information from Darenth with regard to the cost; I could not have got it except by knowing Dr. Beach.

19,502. (*Mr. Johnson.*) Would not the Local Government Board give it to you?—No. I searched their annual report for it, but they do not give it. I might mention that our building was erected at a cost of just under 5*d.* per cubic foot.

19,503. (*Chairman.*) From your knowledge of the working of your institution, do you think that it meets a great public want in providing for the education, not only of the pauper idiot class, but of the idiot children of the artisan class, the class immediately above the pauper class?—I think it is as necessary for the artisan class as for the other, because I have met with many instances where poor parents would rather have starved than have gone to the poor-law guardians for relief, even though they had an imbecile child. I have in my own mind now a most distressing case of a poor widow in Manchester who wished to get her child into the Royal Albert Asylum; and this is confirmed by a gentleman who knew the history of the case. She was kept at home entirely by this imbecile child; she could not go out and leave him locked up in the house, and she could not pay anybody to take care of him, and she had to remain at home where she could only earn 2*s.* or 3*s.* a week by plain sewing, that being her only means of living. She told me that if she could only have her child admitted into the Royal Albert Asylum she would be set free and able to get a decent and comfortable living for herself, and she would also be able to contribute towards the support of this child. Of course knowing in what distressed circumstances she was, I did not encourage her to contribute more than she could really spare; I told her that a shilling a week would be quite sufficient and she kept up the payment of a shilling a week and maintained herself. Many such cases have come under my observation, and I feel sure that it would be a great gain both to the parents and to the State if such cases were provided for.

19,504–5. Do you think that the Darenth Asylum has been a success, that is to say, that it has been a great boon to the inhabitants of the metropolitan district?—I think it has, and I can give you this from information which I have obtained from Dr. Beach during the last week, that many parents have now got to know of the existence of that place, and of the benefit that it confers, and are applying for the admission of their children to Darenth. Although they do not strictly belong to the pauper class, they actually become pauperised in order to get their children admitted into the Darenth Asylum, because of the great difficulty and delay, and expense of applying for their admission into the Earlswood Institution.

19,506. Do you think that the question of admission and payment should be removed from the guardians in any way and vested in an educational authority, or how would you avoid applying to the guardians?—I do not see why the parents of imbecile children should be pauperised.

19,507. Or even that they should appear pauperised by application to the guardians?—I do not think they would regard that as being of any importance at all if they were not really pauperised themselves. I suppose the parents of blind children can get relief without being pauperised, and why should not the parents of imbecile children?

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19,508. Then you think that the imbeciles should be included in the same category as the blind and the deaf and dumb?—Yes, I do, because they are all exceptional cases whose circumstances and training cannot be met under the ordinary Education Acts.

19,509. You think in fact that this system of a public asylum like the Darenth Asylum should be extended to the provinces?—I do. The Lunacy Acts provide for the erection, if necessary, of more than one pauper lunatic asylum in a county, and I think that in the case of large counties like Lancashire and Yorkshire some pressure ought to have been brought to bear upon the visiting justices to provide one of the asylums for pauper idiots and imbeciles.

19,510. They have the power at present?—They have, but they will not exercise it, and you cannot get it exercised by merely permissive legislation; it must be compulsory. If it could have been done anywhere it might have been done in Lancashire and Yorkshire, because a very large number of magistrates are much interested in our work, and a great many of them are connected with the central committee of the asylum.

19,511. Has it ever been urged upon the magistrates that that should be done in order to relieve your institution?—It has been repeatedly urged upon the magistrates individually; I do not say that it has been urged upon them as a body.

19,512. You think therefore that the education of the imbecile or idiot class should be compulsory?—Yes, I do.

19,513. Do you think that a capitation grant towards the cost of education and of maintenance in an institution like yours, or in these county institutions, if they should be formed, should be given by the State on inspection?—Yes, I think it should, but it ought to be regulated by the attendance, by the efficient management of the institution, and by its being properly equipped. It could not be regulated, I think, according to the results. I know a great deal about this idiot asylum work because I was associated with the very earliest efforts in 1853 and 1854, and I feel myself the impossibility of submitting an idiot or an imbecile to examination. You can only judge of the fairness of dealing on the part of the officers of the institution in not submitting work of their own as the result of the work of the children. It might be open to the inspector, if he had any doubts, to institute a little test examination.

19,514. So far as the voluntary system has gone in creating these asylums and institutions, it has in your opinion worked well, but they are not sufficiently extensive to cover the whole ground?—That is just my opinion; they do not cover the whole ground. I should like to explain that in connexion with our asylum the election system has not the disadvantages that it has in connexion with the London institutions.

19,515. Canvassing is forbidden, is it not?—Canvassing is forbidden, and there is no trafficking in votes, and no public polling day. The institution represents seven counties, and if a child belongs, say, to the county of Lancashire, it is only the Lancashire subscribers who can vote for that case, and not the Yorkshire subscribers or the others; so that it is limited to a very large extent. In addition to that there is a county committee in each county, and we have a system of perpetuating votes. A subscriber of 10 guineas during his lifetime has two votes, and at his death one of those votes is perpetuated in the county committee. The consequence is that when an election takes place this county committee meets, and it can bring to bear some 2,000 or 3,000 votes, and concentrate those 2,000 or 3,000 votes, and so regulate or modify the ordinary election system, and by that means get in very deserving cases who might not otherwise stand any chance of being admitted, because they had not any influential friends, and also support cases from remote districts, where the subscribers being few would have very little influence. Then there is another thing that I should like to mention in justification of our election system. I have always urged the county committees never to let a case apply for admission unsuccessfully, and I do not remember a single case where an applicant who has had his name on the list has ultimately failed. So that we safeguard the election system in every possible way, and I would almost rather that the children were elected by the subscribers with those safeguards than have them elected simply by a board of directors who might be open to private influence and pressure.

19,516. Have you received any children who have been trained in elementary schools, and have failed to be taught there?—There have been several such cases, and Dr. Shuttleworth was rather of opinion (and he can state his own impression now) that in some cases it was really over-pressure with the children. We have had a case lately from Garstang of a boy who had attended the ordinary school, but had lost the ability to learn, and having become comparatively imbecile, had to be admitted to our institution as an imbecile. He was a backward child, with deficient mental power, who could not stand the strain of an ordinary school, and there must be many of the same class amongst the poor.

19,517. (*To Dr. Shuttleworth.*) Can you confirm that case from a medical point of view?—The history given by his friends points to the conclusion which Mr. Diggens has stated. I cannot say that I have investigated the case on the spot; it is rather an *ex parte* statement. There are other cases of a similar character of children who have come to us from ordinary schools who certainly have not been able to keep pace with the ordinary curriculum, and in some cases seem to have been injured by attempts to keep up with the ordinary children.

19,518. I suppose their brains must be either defective or liable to weakness from over-pressure?—I think that in most cases there has been originally defective brain power, but that has not been taken account of by the school authorities.

19,519. (*Mr. Arroll.*) Has want of nourishment nothing to do with it?—Sometimes of course it has been suggested that it is due to defective nutrition, want of proper food, and so forth.

19,520. (*Chairman, to Mr. Diggens.*) Can you tell what the inspection of the Lunacy Commissioners consists in?—The Lunacy Commissioners are required both by the Idiots Act and the old lunacy law to visit such places as ours, which are registered hospitals, at least once a year. They give us no notice; they see every child in the institution; they make all sorts of inquiries with regard to the management; and they see various books. At our institution they generally spend the whole day; it takes them from 10 o'clock in the morning till 5 or 6 in the evening.

19,521. Does the inspection by the Lunacy Commissioners extend to the supervision of the education given?—Not at all. They hear what report the medical superintendent has to make; they ask questions, but it is not their business to supervise the education, and they are not required to do that.

19,522. Nor is it their business to see that the industrial training which is carried out there is of a satisfactory character?—They see the boys in the workshops and in the schools, and if they were of opinion that the training was not being satisfactorily carried out, I have no doubt that they would refer to it in their report. They require to see the children at their occupations. The Lunacy Commissioners have a sympathetic interest, I think, in the work.

19,523. But they make no official report as to the education?—They generally refer to the occupations.

19,524. What is your provision for the education of private patients; is there any special provision for giving them a better education than the rest?—That depends upon the amount charged.

19,525. But I suppose the education does not depend upon the amount that is paid? Does the education differ in any way in the case of the private-paying patients from that which is given to the ordinary guardians' cases?—Not for ordinary private-paying patients who all go to school according to their mental grades. The difference is mainly in the accommoda-

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tion. If they are high-class paying patients contributing, say, 200 guineas a year, they have a private sitting and bed room and a nurse or attendant.

19,526. Do you think that your asylum could be well filled by paying and middle-class patients quite independently of the poorer cases which might fairly be sent to a county asylum like the Darenth Asylum?—I think so. We have 197 reduced payment cases, independently of the paupers and the election cases. A large majority of the elected cases would still come to our institution. We have also private patients. The payments for patients at our institution form about one half of our whole income for maintenance account, because we require everybody to pay that can pay. In the case of election patients, if their friends are so destitute that they cannot contribute anything, we make no charge; but out of 321 elected patients, we have 155 who do contribute from two guineas to 15 guineas a year; and they take a pleasure in it, and I am sure it is a very good thing both for the parents and for the institution. I know that it is a good thing for the institution because we receive about 737*l.* a year from that source. That is a departure from our old system. At first we did not make any charge or invite them to contribute. It is worked with a good deal of discretion; for instance, if the father is unable to work, or if there is sickness in the family, we suspend the payment for a time.

19,527. I presume that if any public institutions were founded by counties or groups of counties, the capital sum required for the building of such institutions would be raised in the same way as the funds for the building of lunatic asylums are raised?—It is raised for the building of lunatic asylums from the Public Works Loan Commissioners.

19,528. That would only be a reasonable charge upon the county rate?—It is spread over 30 years; I suppose they would charge about 3½ or 3¾ per cent., repaying the principal and interest; but for the Darenth Asylums, under the Metropolitan Poor Act of 1867, the money must be repaid in 20 years, and probably that would be taken as a precedent for other idiot institutions.

19,529. Do you think that the counties which send patients to you are fairly represented so far as their population is concerned, or do Lancashire and Yorkshire have an undue share in the representation?—Their share is given in exact proportion to the amount of the contributions from the county.

19,530. It is no doubt strictly given in proportion to the contributions, but is it in proportion to the population, because, of course, the population of the county must govern the proportion of idiots in the county. Are there not in all probability many idiots in several of those counties who are not sent and who might be sent to such an institution as yours?—No doubt it is so in the more remote counties. If you take the county of Westmoreland, for instance, and compare it with the county of Lancaster, I have no doubt that Westmoreland sends its full proportion according to the population. There are only about 64,000 inhabitants in the county of Westmoreland, and they send some seven or eight patients to the asylum which is a pretty good proportion, quite as great as that of any of the larger counties.

19,531. I suppose you only occasionally take patients from counties which are not within the Northern Division?—We have not more than three cases altogether not belonging to the seven northern counties, and we make those cases pay the full rate of 50 guineas.

19,532. Is there any other point which you wish to bring before the Royal Commission?—I do not think there is, with the exception of saying that I have been in communication with the officials of the other volantary institutions like the Eastern Counties Asylum, the Western Counties Asylum, and the Midland Counties Asylum, and they all concur in the great desirability of obtaining the grant of 4*s.* a week for election cases that is allowed for the pauper idiots. They think that it would be a very great boon.

19,533. Do you think that the 4*s.* a week would be sufficient for all those cases?—I think that it would be sufficient for a very fair proportion of the total number of cases. For instance in our case it would be about one third of the cost of education and maintenance. You could not expect the Government to pay the entire cost, but we ought to get contributions from friends and subscriptions in addition. That would be a great assistance to these voluntary institutions, and I have no doubt that it would prevent many a family from becoming pauperised.

19,534. What inspection do you think would be desirable in that case?—So far as idiots and imbeciles are concerned, considering that the school education cannot reach any high degree, and that other matters have to be attended to, as the general condition of the patients' health, and their industrial occupations, and so on, I think that the Lunacy Commissioners might continue to inspect. They have a sympathetic interest in the work from seeing these children about in the workhouses and lunatic asylums, and our institutions, and they would do the work better than any other body. I do not know whether I have already mentioned my opinion that there ought to be two classes of institutions established under public administration, schools and adult asylums. I think they have made a mistake at Darenth in this respect: that the adult asylum is not under the management of the same superintendent who has the children, and that they also send lunatics there. Our contention has been from the very commencement, founded upon the experience of some of the first authorities in the country, that idiots and imbeciles and lunatics ought not to be associated. The complaint made with regard to Darenth is that when the children are grown up and are transferred to the adult asylum, they imitate the lunatics and pick up habits which they had broken off in the schools, and which are very pernicious indeed. Of course imbeciles are very imitative, and they cannot distinguish when an act is committed or a word is said, whether it is the correct one or not, and they are just as likely to imitate the wrong one as the right.

19,535. With regard to your governing body, how often does your committee meet?—The committee consists of representatives from the various local committees in the seven northern counties, and of some 15 representatives resident in the neighbourhood of Lancaster. They form the central committee, the general governing body of the institution; and they meet monthly. Then they have a house committee for looking after the internal affairs of the asylum, and a finance committee, which meet about midway in the month, the central committee meeting at the end of the month; so that we have meetings fortnightly.

19,536. Who is responsible for the daily general conduct of the asylum?—Dr. Shuttleworth has the internal administration of the institution; and I take the external administration, as the farm and garden, workshops, laundry, and stores, also the financial management and the general organisation and business of the institution.

19,537. (*Dr. Campbell.*) Do you not think that there is some feeling on the part of the parents against applying to the guardians, and that they would avail themselves more readily of such institutions as yours, if they had no fear of becoming pauperised?—I do not think any such feeling would prevail with the parents to such an extent as to prevent their making application, but I think it might be better to have some other authority to apply to. The affliction is so dire that the parents would be only too glad to get their children into such institutions.

19,538. You say in regard to the payment that if the parent is out of work you remit the payment?—We suspend the payment for a time.

19,539. Does not that lead to a very great deal of work and book-keeping and so forth? When they apply to you for remission, do you have to get evidence, or do you accept the report of the parents on the subject as being satisfactory?—We are in a very good position in regard to making such inquiries as those, because

we have our subscribers within a limited area, and we have also a large number of local committees to which we can refer, and we have never any difficulty. If I had any reason to suspect imposition I should make inquiry upon the spot, but I generally know pretty well the circumstances of the parents from the investigations that I make at the time of the admission of the patient.

19,540. It does not lead to lengthy correspondence and a great deal of work?—No, it does not; and there is very little imposition indeed.

19,541. Have you the authority on such a representation being made, if you believe it is *bonâ fide*, to remit the payment for a time, or do you have to refer the matter to your committee?—My committee has given me absolute discretion in the matter.

19,542. (*Mr. Arroll.*) Are you in favour of the county collecting adult imbeciles into institutions?—My opinion is that the schools should be established in the first instance, and that the children should remain in them until they get beyond a certain age. I do not know that I should be particular to 16 or 18, for the reasons which Dr. Shuttleworth has already given; we have not much difficulty on the ground of puberty. I should let them remain in the schools until they are 21. Some of them develop very late, and they have to go through a certain elementary course of instruction in school, and to learn a trade in addition. I would then transfer them to an adult asylum; but I would have the two institutions under the same medical and general administration so that the medical superintendent might use his discretion; and his experience of a child would be valuable when that child is grown up.

19,543. Do you not think it would be preferable for the adult imbeciles to be sent out to country districts in place of being housed in a large establishment?—I am speaking now chiefly of the paupers. I should allow the children to be discharged whenever their friends were inclined to take them, but we find that there is very often a great change in circumstances while the child is in the asylum; the father or mother dies or is not able to take care of the child and the child's friends may be only too glad to have it retained in the institution.

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19,544. In the case of the adults, do you not think it is well, after they have been trained in these large institutions, that they should be sent to outlying districts and boarded out?—I am afraid that that might be liable to very serious abuses. An idiot or an imbecile is not in the position of a blind person or deaf and dumb person, who could make his grievances known. He would be very much at the mercy of others; a system of regular inspection would be necessary, and there would be numerous difficulties.

19,545. (*Chairman.*) Have you had any experience abroad at all?—No, I have not.

19,546. Do you think that in the proposed amendment of the lunacy laws there should be some clauses inserted which would give power to the Lunacy Commissioners to control and assist in supervising the education of those educable idiots and imbeciles?—I do not think you need do that unless the State intervenes and makes an additional grant.

19,547. The 4*s.* which you suggest would be for paupers?—That amount is now received for paupers, and we should like to get it for election cases also.

19,548. Placing it on the same grounds as in the case of children in elementary schools; that is to say, that the artisan class should have the power of sending their children to schools where they could be taught, aided by a grant from the State?—Yes and further because I think that idiots and imbeciles being stil legally regarded as lunatics tehy have a special claim upon the State.

19,549. Do you think that the education of imbeciles and idiots ought to be placed under the Education Department, or under the Lunacy Commissioners?—I think it should remain under the Lunacy Commissioners, unless there is some special body appointed to attend to the inspection of schools for the deaf and dumb, the blind, and idiots, and imbeciles.

The examination concluded.

Adjourned.

6, Old Palace Yard, S.W.

Wednesday, February 15, 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. A. J. MUNDELLA, M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.D., M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, E, ESQ., M.D.
F. J. CAMPBELL, ESQ, LL.D.
WILLIAM WOODALL, ESQ., M.P.
L. VAN OVEN, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. PATRICK CUMIN, C.B., examined.

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19,550. (*Chairman.*) You are Secretary to the Education Department?—Yes.

19,551. You are aware that previously to the appointment of this Commission there were one or two deputations to Mr. Mundella with regard to the education of the deaf and dumb. I do not know whether there was also one with regard to the blind?—I am certain that there was one at all events with regard to education for the deaf and dumb.

19,552. Can you tell us exactly what is the legislation affecting the education of the deaf and dumb and the blind at the present time, and how far the deaf and dumb and the blind are included in the present legislation, in the opinion of the Department?—We consider that the word "children" includes all children, and that it therefore includes the deaf and dumb and the blind; we consider that they are in exactly the same position as any children suffering from any physical deficiency, as, for instance, the want of a hand, or the want of an arm, they might be summoned on the ground that they were not in attendance at school, and then they would have to satisfy the magistrate either that they were in point of fact attending some school or that they were receiving efficient education in some other manner, or that there was some excuse for their non-attendance. I apprehend that if the parents of a boy showed that he was deaf and dumb, and that there were no means in the elementary school of his receiving education, that would be a reasonable excuse for his not attending

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the school; but we know as a fact that there are arrangements made by the school boards both for the blind and for the deaf and dumb, and we know that that expense is paid out of the rates, and therefore we assume that the rates are legally chargeable with the education of the blind and the deaf and dumb if the school board find it reasonably convenient to supply that education, but we have never had a case put to us of this kind, "There are a certain number of children "in our parish who are deaf and dumb or blind; no "provision is made by the school board, or by any- "body else in the parish for those 20 or 30 children; "will you either issue a notice to compel the provision "being made, or if there is a school board already "there, will you declare the school board in default, "on the ground that they have not provided for these "particular children?"—That case has never arisen.

19,553. But has there ever been any application to give more liberal aid to deaf and dumb or blind children who are now taught in school board classes?—Yes, certainly; this is the last letter we have had on the subject, which is as late as the 18th of March, 1887, this is from the London School Board: "The board "have had under their consideration the question of "again applying to the Education Department to allow "grants for the instruction of deaf and dumb "children. On the application of the board in 1884 the "Education Department consented to allow grants "on the following conditions:—(I.) The deaf and "dumb children will be borne on the books of the "boys or girls departments (according to their sex) "of the schools to which the classes are attached, "and their attendances included in the total number "of attendances, for the purpose of calculating the "average. (II.) The children who are sufficiently "advanced for any standard will be presented for "examination. Her Majesty's inspector will be "assisted by the teachers in examining them. (III.) "Those who are not able to take the standard work "will be treated as exceptions, and entered on the "exception schedule. (IV.) The inspector will see "the class at work, and add to his report his opinion "as to the efficiency of the instruction. This appli- "cation was subsequently withdrawn by the board, "as they could not see their way to comply with the "proposal of the Department. The above conditions "have again been considered by the board, who are "still of opinion that the proposals are impracticable. "But, considering the great expense involved in the "instruction of deaf and dumb children, the board "would urge upon the Education Department the "desirableness of appointing a special examiner of "deaf and dumb children and of allowing a grant "upon his report." To that this answer was sent: "My Lords are not prepared to offer any special "grants for deaf and dumb children till the Royal "Commission inquiring into the education of such "children have reported."

19,554. Then, if it could be proved to the Department that these children can be educated, and that their education is more expensive than that of ordinary children in your opinion would that be considered a reasonable ground for giving a more liberal grant?—I feel a little difficulty in answering that question. No doubt it has been established, beyond any doubt, that the education of such children is more expensive.

19,555. Arguing by analogy in certain cases, larger grants are given for other children than those in ordinary elementary schools, not by the Education Department, but by the State, in the case of reformatory schools, for instance?—That is where the children have been convicted.

19,556. Take the case of industrial schools?—Still, in the case of industrial schools the child is sent to the school on the order of a magistrate. The cases which I would refer to as analogous would be cases of this sort, where the necessary expenditure for the purpose of producing the required effect is larger than in other cases, we give a larger grant. Take the case of infants; there are two grants for infants, one 7*s.* and one 9*s.*; the 9*s.* grant is given where the staff and the appliances are superior. I should venture to suggest that inasmuch as these deaf and and dumb children and blind children require special arrangements, and can only be taught at very considerable expense, there is as much ground for giving an extra grant in their case as there would be in the case of infants taught by means of superior appliances.

19,557. In dealing with deaf and dumb and blind children, would fresh legislation be necessary, or could the Department make such regulations and give such grants as they might think fit, without any further legislation?—We could certainly recommend a loan for building a room or rooms, or a school, for deaf and dumb and blind children, and I also think that the board could pay in respect of those children who are being taught. Of course the Department, without any legislation, could extend the Code to that extent.

19,558. The Department would construe the compulsory powers of the Act, with regard to deaf and dumb and blind children, precisely the same as in the case of other children, assuming the necessary accommodation and appliances were provided?—They would, but the ultimate compulsion of course rests with the magistrate. I do not know of any case of a blind child or a deaf and dumb child having been summoned on the ground of its education having been neglected. I do not think if legislation were contemplated there would be the least harm in its including those children; but we should not like to admit that there was any doubt about our powers in that respect.

19,559. Before going to the reports of your inspectors, I want just to be clear about the law respecting the education of deaf and dumb or blind children through the guardians?—I am afraid I cannot give you any information upon that point; that is a matter for the Local Government Board.

19,560. I should like to ask you whether you think it would be desirable to transfor certain powers now possessed by the guardians to the school board or the school authority?—I do not think the school board or school authority would require any more powers than they have now.

19,561. They say they do; the Act of 1862 (section 1) says: "The guardians of any parish or "union may send any poor child to any school "certified as herein-after mentioned, and supported "wholly or partially by voluntary subscriptions, the "managers of which shall be willing to receive such "child, and may pay out of the funds in their posses- "sion the expenses incurred in the maintenance, "clothing, and education of such child therein, during "the time such child shall remain at such school "(not exceeding the total sum which would have "been charged for the maintenance of such child if "relieved in the workhouse during the same "period)," and the interpretation section says that "the word 'school' shall extend to any institution "established for the instruction of blind, deaf, "dumb, lame, deformed, or idiotic persons." Many parents who are on the verge of the pauper class, who would require some assistance before they could bear the expense of sending their children to a deaf and dumb or blind school, do not like to apply to the guardians, and it has been suggested that in deference to their wishes the administration of such contribution should be taken out of the hands of the guardians and placed in the hands of the school board?—The question there comes in, whether the parent of a blind or a deaf and dumb child is to be put in a superior position to the parent of a child who is not blind or deaf and dumb? I do not see why a man who happens to have a child who is blind or deaf and dumb should be put in a different position with respect to education to a person whose child is not blind or deaf and dumb.

19,562. At present he is not in so good a position, because he cannot send his child to an ordinary

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elementary school; in many cases in country districts there are no means of forming classes for the deaf and dumb and the blind; in large towns where there were board schools the necessity would not so much arise, because the parent would have an opportunity of getting his child educated, but in cases where there were no school boards, and where there were no facilities for gathering together a class of blind or deaf and dumb children, it has been suggested that the school authority should have the power of paying for the education of such children instead of the guardians; do you think that a good suggestion?—The guardians of course only take notice of the pauper class.

19,563. But the expense of educating these deaf and dumb and blind children being greater than in the case of ordinary children, a parent, though he might be able to send his child to an ordinary elementary school and pay the fees there, might not be well enough off to pay the cost of educating his child in an institution for the blind or the deaf and dumb, therefore the necessity arises that he should go to someone in order to get some assistance to enable him to get his child educated in cases where there are no school board classes?—If he is not a pauper, the question arises, who is to determine whether he can pay the expense or not? or whether he is or is not a proper object of what I should call charity?

19,564. The question being whether the parent should be assisted in sending his child to an institution, do you think that should be decided by the school board?—I should think that a case for private charity.

19,565. There are hundreds of cases of children all over the kingdom who do not go to any school, and who are not educated simply because the difficulty arises to which I am referring. The Education Department in the first place is the authority to apply to to solve the difficulty?—If we had to solve it we should say to the managers of a voluntary school which I will assume has been established in the parish: Have you any deaf and dumb or blind children in your parish? They might say, Yes, we have 15; then we should ask, Have you any means of supplying those deaf and dumb or blind children with education? They might answer, No, we have not. Then we would say, Are you going to do it? And they would probably answer, No, we cannot afford it. Then we should say, Very well, we will have a board, and the board will set up a school to which these children can go.

19,566. That would not meet the case that arises, because in country districts there are not 10 or 15 deaf and dumb or blind children, and the school managers could not set up a class for one or two children; therefore there is a manifest want in the system, and the question is, what is the best way of filling up that want?—We endeavour to solve the difficulty in the way I have stated.

19,567. Is that a satisfactory solution?—It breaks down in an ordinary case where you have only three or four children.

19,568. That is the case which is the most likely to occur?—Yes.

19,569. You are not likely to have 15?—Unless the Government were prepared to supply education to the children of all deaf and dumb or blind people who chose to apply, I think there would be very great difficulty in distinguishing between one particular parent and his circumstances and another; but what you have suggested would no doubt be a solution, namely, to give deaf and dumb or blind children the right to be sent at the public expense to some institution; that seems to be the only complete solution.

19,570. I see that in the report signed by Mr. Oakeley and Mr. Sharpe with regard to the education of the blind, they recommend that "School boards "should have, as at present, power to establish "centres, and that for all cases that cannot be "materially benefited by centre teaching, an "additional grant should be paid annually which "would cover the difference between the contribu- "tion which is at present allowed to be paid by "guardians and the total cost of annual maintenance "at some institution, which we believe to be about "10*l.* annually." That grant, I presume, is intended to be from the Education Department, because they say "such grant to be paid on the certificate of one "of Her Majesty's inspectors for annual progress "made, on some principle similar to that laid down "in the standards of the Education Code." Do you think that a feasible suggestion?—Yes; but some difficulty might arise in this respect; of course where the guardians or the school board or the school attendance committee send a boy or a girl to a school, it is reasonable enough that the Education Department should contribute to the education of that child; but suppose somebody else sent them, suppose there were a lot of children in this institution, and they claimed an additional grant from us, their expenses at the present time being paid out of endowments or from voluntary contributions, of course you open a difficult question whether you would not end in this, that the whole of the deaf and dumb and blind institutions would be in fact relieved from the necessity of supporting children to the extent of our grant; but if it were simply confined to children who were ordered to go by some public authority, like the school board or the guardians, you would protect yourselves against that; the inspector would go to any institution where there was a child or a number of children who, you may say, were entitled to or claiming a grant, and he would examine this particular child or class, and he would say you are entitled to so much money.

19,571. In the case of children sent by the guardians, that would really be supplementing the amount given by the guardians?—Yes.

19,572. Are there not many parents of blind and deaf and dumb children, not exactly of the pauper class, but on the verge of the pauper class, who, from the circumstances I mentioned, that is to say, the greater expense involved in the education of their children in these special schools, cannot afford to send their children to such schools?—If you could get a certificate of the school board, or the school attendance committee that A, B, and C were first of all deaf and dumb or blind, and secondly, if the school board or the school attendance committee state that the circumstances of the parent are such that he cannot possibly meet the expense, I think in that case you could put that child on the list for an annual grant.

19,573. This recommendation which Mr. Oakeley and Mr. Sharpe make, on the supposition that the grant should be such as to cover such a proportion of the total maintenance as would be, roughly speaking, about 10*l.*, is of course, on the ground that the child is not one which could profit properly by the teaching in an ordinary board school from its physical weakness and delicacy?—Yes; but suppose this case, which would be an ordinary one: an institution for either the blind or the deaf and dumb is carried on by voluntary contributions, and you send three or four children from several parishes to this institution, the expense would be very slightly more than without those children, still, if a new teacher had to be appointed, of course 10*l.* would not be enough, but if these children were merely added to existing classes then a given sum per head would be enough. There would be the difficulty how much you ought to pay in respect of children sent to existing institutions.

19,574. I was asking you about the blind, there is a difference between the blind and the deaf and bumb, because it is more expensive to teach the deaf and dumb than the blind, so they have a stronger claim than the blind?—There would be the difficulty of settling the amount you would pay in reference to the child.

19,575. I am taking the report of your own inspectors. I want to know whether you think that what they suggest would be a reasonable recommenda-

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tion for us to make on the strength of their reports?—I should not like to bind myself to a sum, but I think it is reasonable with the conditions that I put in, namely, that the children should be sent by some public authority, in order to distinguish between a *bonâ fide* poor person and a person who could afford to pay for the education of his child.

19,576. It is assumed all along that the State does assist the education of those who are not paupers in the ordinary elementary schools, and therefore it is contended that they ought to give the same assistance to those children who require more expensive education; you admit that that is the liability of the Education Department, according to the principles upon which it acts generally?—Yes.

19,577. Then in page 7 Mr. Fitch says, "the supplementary training provided by the board for blind children as such involves an additional cost of 4*l.* 11*s.* 8*d.* per head." That, I fancy, is what the letter you read from the London School Board alluded to?—Yes.

19,578. Then he goes on to say, "the concession already made by the Department, in virtue of which attendances at the centres of blind instruction are allowed, as attendances at cookery classes are, to count in estimating the average attendances, and thus to contribute a little to the grant, is very small and inadequate. It seems reasonable that a portion of the heavy additional charge should be borne by the Parliamentary grant; and I venture to suggest that on a satisfactory report from an inspector, the board should be allowed to claim at each of the centres of special instruction an additional grant for every blind child who has attended the class during half the year, and who has also passed the standard examination. Such additional grant should not exceed one-half of the total extra cost of the blind child's instruction; and should be paid as part of the grant of the particular school to which the centre class was attached." That is only with regard to the blind, and he is speaking of the education of the blind, not in an institution, but in a board school?—Yes; he assumes, I apprehend, that the whole of the children in the class are blind. In that case, where you have a separate room and a separate teacher for a blind class, you could calculate the cost without much difficulty, but if they were mixed up it would be rather more difficult.

19,579. Returns of the accurate cost of instruction of each pupil in the schools, which could be easily furnished, would be a guide to the Department?—I do not know what the Chancellor of the Exchequer would say to it. I do not know what the amount would be: that would be for the Treasury to consider. I take it there would be no practical difficulty where you had a certain number in getting the arrangement carried out.

19,580. If you remember it was contended by the deputation that went to Mr. Mundella with regard to the deaf and dumb, that 10*l.* would be the amount that ought to be paid by the school authority of the district if the children were sent to a deaf and dumb institution. I need hardly say that the deaf and dumb must be treated, more or less, in a class, and in some cases they might require to be taught in an institution where you could not find such a class. Do you think the sum named by Mr. Oakeley and Mr. Sharpe is a reasonable one?—I have no means of testing it.

19,581. That statement has never been critically examined by the Department?—No.

19,582. The question of acting upon the suggestion has never been contemplated by the Department?—It has never been considered.

19,583. In the case of an ordinary child educated in an ordinary elementary school, what proportion does the grant given by the State bear to the total cost?—According to the report for 1886–7, at pages xl and xli, the total average cost in voluntary schools in England was 1*l.* 16*s.* 6*d.*, and in board schools 2*l.* 5*s.* 7¾*d.*; the Government grant in voluntary schools was 16*s.* 10½*d.*, and in board schools it was 17*s.* 10½*d.*

19,584. The grant is not quite half in both cases?—According to the last report maintenance is included in the figures I have given; that is to say, the maintenance of the school.

19,585. Then the question arises, whether the Education Department might not fairly be asked to give the same proportionate amount of the total cost in the case of the deaf and dumb and the blind?—That would depend on the view taken by the Treasury.

19,586. We are told that it requires a longer time to educate the deaf and dumb than ordinary children; that being the case would the board consider that it would be within their power to require the compulsory attendance of deaf and dumb children at school for a longer period than in the case of ordinary children?—It is not a matter for the board. Legislation says you cannot keep children in the school after the age of 14.

19,587. That leads me to ask this question: Could these compulsory powers with regard to the teaching of the deaf and dumb and the blind be carried out without an Act of Parliament?—You could not extend these compulsory powers with regard to the deaf and dumb and the blind without an Act of Parliament.

19,588. It has been suggested that the deaf and dumb and the blind ought to have technical instruction; do you think that, as regards such technical instructions, they ought to come under the same conditions as ordinary children, or do you think that the Department could give a grant for any special college for the deaf and dumb and the blind?—I think that is rather a question for experts in deaf and dumb and blind education.

19,589. The Department would treat them the same as other children?—The curriculum of instruction, over and above mere reading, writing, and arithmetic, is a thing which every local authority can choose for itself; technical or manual instruction is entirely left to the initiative of the local authority.

19,590. Is it in the power of the Education Department to do anything with regard to the higher education of the deaf and dumb and the blind?—The only education which you may call higher education given in board schools is that which is given in specific subjects; beyond reading, writing, arithmetic, cookery, and sewing, you have class subjects, and then you come to specific subjects, which may be anything you please.

19,591. Do the grants which are now given to the Welsh colleges come through your Department?—No.

19,592. The Education Department does not deal with higher education?—No; the grants for higher education are not upon our vote.

19,593. (*Mr. Mundella.*) They are on the Education Vote?—Yes.

19,594. And they are obtained through the Education Department?—Yes, "Public Education England and Wales" is one heading, in the estimates (chapter iv.), and then you come to "University Colleges, Wales;" but it is not in our vote, though it is under "Education."

19,595. (*Chairman.*) Do the grants to training colleges come under your vote?—Yes.

19,596. Is there any reason why such grants should not be given to training colleges for the training and examination of teachers of the deaf and dumb?—Not the slightest; it would be entirely within our power to give such grants.

19,597. Without any fresh legislation?—Yes.

19,598. Are such grants given as scholarships to those who are trained in the training colleges, or are they given as an annual sum to the colleges?—What happens is this: each year there is entered to the credit of a college 100*l.* for a man, and 70*l.* for a woman, and that is multiplied by the number of certificates issued in that year, a fund is constituted in that way, then out of this fund the Education Department pay 75 per cent. of the actual cost for the year.

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19,599. Then, as I understand, the teacher gets nothing directly; he gets more or less free education at the training college?—Yes.

19,600. (*Mr. Mundella.*) Is not it the fact that 85 per cent. of the cost of training all the teachers is paid by the Education Department?—75 per cent. I am speaking of the Code; there may be more actually paid; the grant must not exceed 75 per cent. of the expenditure of the college for the year.

19,601. (*Chairman.*) I think you spoke before the Education Commission of scholarships of 25*l.* a year?—That was a plan for establishing day colleges.

19,602. Of course, either a day college or a training college for the deaf and dumb or the blind might be started by the Department by a simple grant without any further legislation?—Yes.

19,603. With regard to inspection; suppose the State were to give such a grant as we have been speaking of to the deaf and dumb and blind institutions for the education of the pupils therein, it would be desirable, I presume, to appoint special inspectors to inspect them?—I think so, because at present our inspectors do not profess to be experts in deaf and dumb and blind education, and consequently they are obliged to rely partly upon the skilled experts in order to ascertain what the progress of the pupils is, but if special inspectors for the deaf and dumb and the blind were appointed they might be asked, if it was thought expedient, to give a certificate that the teachers teaching deaf and dumb or blind children were competent to teach them, because an ordinary certificate of course does not imply that they are specially fitted to teach that particular class.

19,604. At present you do not give any grant to a school where there is no certificated teacher?—No.

19,605. Would you be disposed to recommend that grants should not be given to a school in which instruction was given to the deaf and dumb, in which there was no teacher holding a certificate?—That is a doubtful question, because Mr. Fitch in his report says he thinks that inasmuch as the teachers of these children are persons who show a good deal of self devotion, if you put too much restriction upon them, you might deprive yourselves of very valuable people, who might be perfectly well able to teach the deaf and dumb or the blind, though they had not a certificate. Speaking of the Norwood College, he says, "the teachers have been attracted to this particular work by a strong sympathy with an afflicted class, and by a consciousness of a special faculty for helping that class. They have gained their success partly through experience, but mainly by means of enthusiasm and self-devotion. For work of this very exceptional character, these appear to me to be the highest qualifications. Other training might add to them, but it could never be an efficient substitute for them. I am inclined to think, therefore, that in laying down the conditions of any public aid which it may be proposed to give, either (1) to the instruction of blind pupils, or (2) to the training of teachers for the blind, it will be well to avoid all rigid and inelastic rules; to abstain from formulating definite courses of instruction had of examination; and for the present, and until experience shall have suggested a better course, to encourage liberally any approved methods of teaching and training, and to judge of their efficacy mainly by their results." This special inspector, if appointed, would be utilised in that way; he could certify that the school was efficient.

19,606. It has been suggested that Norwood College, or some other college, should be the means of training teachers for the blind, and that similar colleges should be utilised for the training of teachers for the deaf and dumb. Would it be possible for the Department to select an existing college, and subsidise it for the purpose of training teachers either for the deaf and dumb or for the blind?—I do not see any difficulty in saying to a college, If you teach so many of these people we will give you, say, a certain amount per year towards the expense you are put to by taking them in and teaching them. You would attach scholarships to the place, and say, We will pay so much money to your institution, provided it will turn out so many teachers.

19,607. In former days the Department used to make grants for books to schools?—Yes, that was before the Duke of Newcastle's Commission.

19,608. You are aware, perhaps, that the printing of books for the blind entails a very great expense. I think it has been stated in evidence that a Bible costs between 5*l.* and 6*l.* Do you think it would be a reasonable thing to give a grant for the printing of books for the blind?—I would rather increase the grant without going into details.

19,609. Have you ever had any application for assistance from the Worcester College for the Blind?—No.

19,610. Has any application ever been made to you to start free schools for the blind, or for the deaf and dumb?—No. By Act of Parliament you can only establish a free school where there is proof that there is poverty, and there is reasonable ground that it would be useful, but there are no free schools known in England at the present time.

19,611. (*Mr. Woodall.*) You told us that in the view of the Education Department, there is no distinction between blind and deaf and dumb children and ordinary seeing and hearing children?—We think so.

19,612. It is as obligatory therefore upon the school boards to provide for the education of the one class as for the other?—That is our view.

19,613. But as a matter of fact, do the attendance officers generally, so far as you know, pay the same attention to those afflicted children as to the others?—I believe in London there is extreme care taken with regard to them; the attendance officers make all sorts of inquiries into the cases of those afflicted children but I do not mean to say that that is the case in other places. I am not aware what the actual course of proceeding in other towns is, but in London there is the greatest care taken about them.

19,614. You told us just now that no case had ever been brought under the notice of the Education Department to lead you to expostulate with a school board or to declare it in default in respect of such children?—No.

19,615. But may we not take it for granted that by most of the school boards and school attendance committees the existence of those children is ignored?—I will not venture to say that, because I do not know.

19,616. You have not anything like an approximate census of deaf and dumb or blind children?—We have nothing beyond the ordinary census.

19,617. Is not it the case that those children have really been left to be dealt with by philanthropic people and societies?—Except so far as the school boards may have taken up their case, but I am not aware of any school board that has done so except the London School Board.

19,618. Under the Education Act school boards have not authority, I think I understood you to say, to send a child to an institution and to pay for its maintenance and education there?—No; the only thing they can do is to pay the education fee; they cannot do anything beyond that.

19,619. But school boards have authority under the present Act to establish special schools for the education of these afflicted children, have they not?—Yes, I apprehend they could set up a separate school for the deaf and dumb, or a separate school for the blind, and out of the rates they could pay the money required in order to conduct that school.

19,620. But I suppose they would only be empowered to spend such money as was actually required for the education of the children?—That would be so.

19,621. They could not contribute anything towards the maintenance of the children?—No.

19,622. The guardians, on the other hand, have the power to send those children to institutions?—Yes.

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19,623. And to pay a certain sum for their maintenance as well as for their education?—Yes, I believe so.

19,624. You rather implied that it would be difficult to distinguish between children of the pauper class and children bordering on the pauper class; but are you not aware that under the poor law aid given towards the education and maintenance of deaf and dumb or blind children does not entail the usual penalty of pauperism?—What I said I think was that the difficulty which I suggested might be easily got over by allowing the school attendance committees to certify that in a particular case the child ought to be educated at the expense of the rates in the same way as the guardians do, in order to get rid of what you may call the taint of pauperism by applying to the guardians.

19,625. You think it would be desirable to find some other authority than the guardians, if any other such authority could possibly be found through whom this aid should be given?—I think it would, and I think the school board is the proper authority where it exists.

19,626. Do you think it at all likely that under the pressure of the ratepayers the school board would voluntarily undertake this work?—What I venture to suggest is this, if there was an actual power on the part of a local authority like the school board to do this, and they did not do it, then the Education Department would be able to say to the school board, True we have never declared you in default for not supplying this education that we think ought to be supplied, because hitherto it has been somewhat doubtful whether the people could afford it, but now that we know you can get this money out of the rates and you decline to take action in the matter, we will declare you in default.

19,627. If it was obligatory upon the school boards to send these children to public institutions, you would contemplate that a Government grant should be given to the institutions which were compelled so to receive those children?—Certainly, but I do not think you could compel the institutions to take them in: I do not think you could go the length of saying to a Catholic institution, for instance, You have ten vacant places and we have ten Catholic children, we will compel you to take those children. You could not go to that length; but I think you could say, If you will take them in we will give you so much money.

19,628. Supposing the State practically accepted the responsibility of seeing these children well educated, you would have to devise some method by which the necessary education should be provided?—In a town there would be no difficulty, but if you want to educate all the deaf and dumb and blind children in a scattered district, if you cannot find a place for them in some existing institution, then you must set up a central institution to which all not provided for in existing institutions may be compelled to go.

19,629. School boards now are empowered to establish industrial schools?—Yes, under the Home Office.

19,630. Is there any limit to the amount they may expend out of the school board rate on such institutions?—I do not think so; I take it you could not surcharge a board for conducting extravagantly an industrial school.

19,631. The board receives a capitation grant through the Home Office, towards the maintenance and education of children in such industrial schools?—Yes.

19,632. Is there any reason why a similar method should not be adopted in relation to deaf and dumb and blind children?—I think deaf and dumb children and blind children have a stronger claim than the children who are put into industrial and reformatory schools, because the latter class are all persons who have been before the magistrates, but I understand the view to be that these deaf and dumb children and blind children are entitled to be educated by the locality, and that the locality is bound to supply the sort of education required for them, which can only be done by establishing a special school.

19,633. Given that this duty of the school board is recognized, and that these necessitous children are sent to an institution established either by the school board itself, or by some other body in parts of the country where the population was scattered, do you think that the analogy of the industrial school should be followed in regard to the proposed institutions. I mean in regard to the payment of a capitation sum from the State towards the cost of teaching and maintenance? In industrial schools that grant is paid without respect to results of examinations, for instance. The question of paying for maintenance comes in in those cases, that is the difficulty. If you have a school in a town of course the boy or girl can go home and live at home, but suppose you take away that child and say, You cannot get educated here; I am going to take you away from your father and mother and I am going to put you in this deaf and dumb school, or blind school, whether you like it not, then of course in that case you would have to maintain that child.

19,634. My question refers entirely to children treated as interns who have therefore to be maintained? That is a difficult question; you are interfering with the parental authority—you are taking the child away from the parent.

19,635. Generally speaking the willing consent of the parent would be readily obtainable?—That would get over the difficulty.

19,636. I want to bring you to this point, whether you think the general system of payment by results as indicated by examinations would apply in the case of these children as it does in the general case of distribution of Government grants?—So far as the education is concerned I should say so, leaving out altogether the maintenance.

19,637. Assuming that to be the case, do you think it would be practicable to pay by results on examinations without devising a particular code and without establishing some system that would involve the certificating of the teachers?—I think you must have a special code for these children.

19,638. You are aware no doubt that there is a considerable difference of opinion prevailing as to the methods of teaching?—Yes.

19,639. Do you think it would be possible to devise a code which should be so framed as to adapt your grants to different methods of teaching?—I can only go this length, that in point of fact we do administer a certain amount of money, and an examination is conducted and most successfully met by deaf and dumb and blind children in the schools in London and elsewhere. They are taught and they do well and show great ability and knowledge.

19,640. In examining those children a liberal interpretation is given of your ordinary code?—A sufficiently liberal interpretation to meet the case.

19,641. I am endeavouring to avoid, even in a question, anticipating the possible conclusion of this Commission in favour either of the sign system or the oral one, on the one hand, or any of the different methods of training the blind on the other. I am asking you whether you think a system of payment by results could be devised upon examinations which would recognize different methods of teaching the blind or the deaf and dumb?—I think so. I should put it in a very simple way. I should treat these deaf and dumb children as infants, that is to say, I would pay for them in the same way as infants; infants are individually examined in one way but not in another. We pay 7*s.* or 9*s.* a head according to the superiority of the arrangements in the school. I should pay for these special children exactly in the same way.

19,642–3. You have already referred to the report of Mr. Fitch in which he speaks of the enthusiasm and self-devotion which is so important in the case of those people who devote themselves to this particular work, and without which all the training in the world would be of little value; I understand you concur in what he says?—Speaking not as an expert, I do.

19,644. Given that these teachers gain their success partly by enthusiasm and self-devotion, you feel it would be very desirable that they should be as thoroughly trained as are those who go to ordinary work of elementary teaching?—Yes.

19,645. And you suggested that some kind of subvention might be given to existing training institutions towards the special education of teachers for the blind and the deaf and dumb?—Yes.

19,646. I take it that you hold that for the efficient training of teachers either for the deaf and dumb or for the blind it would be desirable for you to recognize such training institutions as have been established specially for that purpose?—I think we might say, We will give you so much money if you will turn out so many teachers for our purposes.

19,647. Very much upon the same principle as is followed in training teachers for ordinary elementary schools?—No, I contemplate mixing up the deaf and dumb teachers with others who might be educated for other purposes. I would rather give scholarships to those institutions than have the plan which exists in an ordinary training college of paying 75 per cent. upon the whole cost.

19,648. Why?—Because it would be a more convenient plan.

19,649. You would rather deal with the individual teacher than concern yourself with the general working of the institution?—Yes.

19,650. (*Mr. Mundella.*) It has always been considered, has it not, in the Education Department that blind and deaf and dumb children were to be educated under the Elementary Education Act, the same as other children?—Yes.

19,651. But no special provision was made for any special grants for those children?—No.

19,652. No special provision has hitherto been made for the training of teachers for those children?—No.

19,653. Your grants have been made under the Code, and the grants have been in accordance with the grants made for ordinary children?—Yes, that is so; we have allowed deaf and dumb and blind children to be exceptions, that is to say, on the exception list, if they were not up to the standard.

19,654. That is to say, they have been examined liberally by your inspectors?—Yes.

19,655. It is recognized, is it not, that the education which it is necessary to give to blind and deaf and dumb children to fit them for usefulness in life is considerably more costly than that for ordinary children?—Yes.

19,656. So far as making grants for such children from the State goes you think there is no necessity for any legislation?—I think not.

19,657. It only wants the consent of the Treasury on the application of the Education Department, and the assent of Parliament, to give so much per head for the education and maintenance of blind and deaf and dumb children in an institution quite irrespective of any statute?—I think so.

19,658. But a statute would be necessary to compel children to attend at the boarding institution till such time as their education was completed, would it not?—Yes, I presume you are referring to cases where they are to be taken away from home and put into an institution.

19,659. Yes, I was referring to those cases; but suppose they were not put into an institution, suppose it was possible to provide a day training school for blind and deaf and dumb children which they might be required to attend to a later age than that to which ordinary children attend, it would require a special statute, would it not, to compel their attendance?—If you went beyond 14.

19,660. Is not it the fact that a very large proportion of your children from the rural districts pass out as soon as they attain the Fourth Standard?—Yes.

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19,661. And the parent can claim the child when it has passed the Fourth Standard?—Yes.

19,662. Would not that be wholly inapplicable in the case of blind or deaf and dumb children?—So I understand; they take a longer time for their education.

19,663. If in addition to a better elementary education than is given up to the Fourth Standard, you require to give some industrial training to fit the child to earn its own living, you would require a statute to enforce the attendance of the child for that purpose, would you not?—Yes, but I understand that a great many authorities have expressed the opinion that you would not require perhaps a higher standard than the Fourth Literary Standard in the case of these children, but that they ought to be removed from the ordinary elementary school and put into what you may call a manual labour school, that their literary instruction should be continued beyond the Fourth Standard, but at the same time there should be mixed up with it instruction specially fitted for them.

19,664. To carry them on to the Sixth or Seventh Standard of education and at the same time to give them manual instruction?—Yes.

19,665. But you could not do that compulsorily, you could only do it by the consent of the parents, without an enactment?—Yes.

19,666. Then the difficulty is not the question of the grant that can be obtained from the Treasury and Parliament, but the difficulty is the want of an enactment making it incumbent upon the local authorities to give this education to blind and deaf and dumb children?—Yes.

19,667. At present that is not obligatory, it is only voluntary on the part of boards of guardians; it is not obligatory to give any instruction beyond the standard of elementary instruction which may prevail in the district?—That is so.

19,668. It is purely voluntary on the part of the guardians whether they pay the expenses of children in a blind institution or in a deaf and dumb institution, or not?—I believe so.

19,669. You said, I think, that you give no grants to free schools?—There is no free school at present. There is a well-known case at Birmingham, but that is not a free school; it is a school at which there is no fee paid, but it is a school which is only open to certain children.

19,670. You give grants to an enormous number of penny schools?—Yes.

19,671. And you have power to give grants to free schools if you like, have you not?—Yes.

19,672. You are not prevented by statute from giving a grant to free schools?—No.

19,673. Therefore if free schools were set up for blind or deaf and dumb children, what you do with respect to sighted children would not apply to those institutions?—No.

19,674. You could give your grants to free blind schools irrespective of anything you do with respect to ordinary elementary schools?—Certainly.

19,675. With respect to the training colleges for teachers, the whole of the training colleges are voluntary institutions, are they not?—All of them.

19,676. Set up by voluntary effort?—Yes.

19,677. You give grants towards the building?—Originally, no doubt.

19,678. Suppose a new training college was set up to-morrow, should you give any grant?—That would be a question for the Vice-President of the day whether it should be given or not.

19,679. You can give grants to training colleges—towards the building?—No.

19,680. You can give grants for maintenance after they are built?—Yes; 75 per cent.

19,681. I mean for the maintenance of the structure of the training college?—Yes, there are certain things which are considered maintenance; there is a dispute sometimes as to what is maintenance.

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19,682. For instance, putting a wall round a training college could be paid for by a grant of the Department?—I do not remember any such actual instance, but the Government do pay the cost of maintenance of a school.

19,683. Every year you make some grants for structural repairs?—For repairs; but we do not make a grant for a new structure.

19,684. You make grants for maintenance?—Yes.

19,685. Will you give us a statement of the total expenditure for these training colleges, including the Government grant and voluntary subscriptions, and let us see what percentage the Government grant is of the whole income?—The Government grant to 18 colleges, having 1,388 students in residence, and 26 colleges, having 1,871 students in residence, was 115,792*l.*

19,686. That was the Government grant. Now will you give us the amount of the voluntary subscriptions?—I will.*

19,687. That sum of 115,792*l.* is your grant to the training colleges; are there no other grants given to the training colleges?—They get a grant from the Science and Art Department.

19,688. They get a grant for all the science and art teaching?—Yes, they get a grant from the Science and Art Department. I do not know what the amount is.

19,689. For all the science and art teaching that is given in a training college they get a grant, plus the 115,792*l.* which you have just mentioned?—Yes, the Science and Art grant is quite separate.

19,690. But it is paid to the training colleges?—Yes.

19,691. I think you expressed the opinion that it is desirable that some local authority should possess the power of enforcing the attendance of these children at proper training schools, and should also possess the power to pay out of the local funds for their maintenance in those schools?—If a child is not living at home, if he is taken away and put into an institution, it seems to me only reasonable that the local authority should have the power to pay for his maintenance there.

19,692. You think it would be very much better that that power should be in the hands of the education authorities rather than in the hands of the boards of guardians?—I think so.

19,693. In the hands of the school boards or the school attendance committees, for instance?—Of course the school attendance committee is very much the same as the guardians; the school authority are the proper persons to give a certificate.

19,694. That is to say, you think that the education authorities of the district, whatever they may be, should be the parties who should be empowered to send a child to school and to pay the cost of its maintenance?—I think so.

19,695. Have you any doubt that if such power was possessed, for instance, in London and in the Midlands, and in Yorkshire, and the various great centres of England, suitable schools would be provided by a combination of school authorities, provided they already did not exist?—I should think so; that would be the cheapest way of doing it.

19,696. Is not that the course adopted with respect to truant schools?—Yes.

19,697. Truant schools are both education schools and boarding schools, are they not?—Yes.

19,698. Is not it the case that in a certain district a number of school boards contribute to a single truant school?—Yes.

19,699. And they send children from their district to that truant school?—Yes.

19,700. That is to say, Sheffield sets up a truant school and Nottingham and the districts all round will send their children to that school?—Yes.

19,701. Do you think if it was incumbent upon the school authorities to make suitable provision for the blind and the deaf and dumb, they would do the same thing with respect to them?—I think so; I do not see any other way of doing it, if they want to do it as cheaply and efficiently as they can.

19,702. At the same time, you see no reason why a grant should not be made to voluntary institutions or to endowed or partially endowed institutions already existing, provided they may themselves efficient?—None at all, only the board who paid the grant ought to see that the institution was efficient and really did supply what they were paying for.

19,703. But would not that assurance of efficiency be obtained in the same way as you obtain a knowledge of the efficiency of elementary schools at the present time; could not it be obtained by the inspection of a competent inspector?—This special inspector, I take it, would be the man to whom the board would look; he would certify that a certain institution was capable of receiving so many deaf and dumb or blind children to educate.

19,704. Did I rightly understand you to say, that you would make it obligatory on the part of the local authority to send deaf and dumb and blind children to an institution, and that you would also make it obligatory on the institution to take in such children?—I am not clear about making it obligatory upon a voluntary institution; but I should say if they would not take in the child, the child should be provided for by a public institution.

* Training Colleges, England and Wales, 1886.

The expenditure by the Managers of Training Colleges in 1886 was £167,642, that sum included the following purposes towards which the Education Department did not contribute, viz.:—

	£	£
Instruction of the students in Science and Art subjects	6,885	
Net cost of practising schools charged to the colleges	1,195	
Other expenses not recognised by the department under Article 131A of the New Code	3,374	
		11,454
		£156,188

Expenditure upon which the grants from the Education Department were calculated.

The grants actually paid by the Education Department were £115,792 or £1,349 less than 75 per cent. of the net expenditure. The reduction being due to the limits imposed by Articles 130 and 131B of the Code.

The income for 1886 was—

	£	£
(1.) Government Grants—		
(*a*) from the Education Department	115,792	
(*b*) from the Science and Art Department	6,546	
		122,338
(2.) Other receipts—		
Subscriptions, donations, &c.	16,660	
Fees and other payments by the students	27,465	
Endowment	1,699	
		45,824
		£168,162
The per-centage of the Government Grants to the whole income was		72·75
But if only the income available for the costs of maintaining the colleges be taken, the per-centage of grants to income is		74·78

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19,705. That is, if the locality has not made provision, you would make it obligatory upon that locality either to find the provision or to make it?—Yes.

19,706. You were asked something about payments by results; is not it the fact that at present with respect to schools generally a very large proportion of your grant is paid independently of results?—Yes.

19,707. And you see no reason why you should make a hard-and-fast code for the blind and deaf and dumb, making everything dependent upon results?—No, their is no single case where the grant depends altogether upon results.

19,708. In the case of infants, you give 7*s.* or 9*s.*, as the case may be?—A fixed grant amounting to 9*s.* if the children are taught as a separate department, under a certificated teacher of their own or as a class under a teacher not less than 18 years of age, approved by the inspector. In order that this grant may be made they must be taught in a room properly constructed and furnished for the instruction of infants. 7*s.* is given where these conditions are not satisfied.

19,709. You see no reason why an article in the Code might not be adapted to the blind and the deaf and dumb in the same way?—No.

19,710. All that your Code would have to provide for would be the subjects that they should be taught, and an examination to see that the children were properly taught in those subjects?—That would be all.

19,711. And if they were properly taught you might give an additional grant?—Yes, a merit grant.

19,712. And so if the teaching were reported "Excellent" you would give the institution so much more?—Yes.

19,713. You give the 9*s.* if the buildings are suitable, and 2*s.*, 4*s.*, or 6*s.*, according to whether the inspector's report is "Good," "Fair," or "Excellent"?—Yes.

19,714. There is no reason, is there, why that principle should not be applied to children in blind and deaf and dumb institutions, substituting pounds for shillings in the case of need?—No.

19,715. With respect to training colleges, the training of teachers is a matter which you would regard as of the first importance?—Yes, that is the important thing.

19,716. As all the teachers of England are at present trained in voluntary institutions, there is no reason, is there, why you should not make grants to existing voluntary institutions, provided that they were efficient?—No. I propose that scholarships should be attached to any institution you like.

19,717. There is no reason, is there, why some of the existing training colleges might not have a department for training teachers for the deaf and dumb or the blind, provided they had all the appliances requisite?—No, none at all.

19,718. Then all that is requisite to arrive at what I have foreshadowed is that there should be a short statute empowering the education authorities to educate the blind and the deaf and dumb efficiently in suitable institutions, and giving them power to pay out of the local funds, supplemented by Parliament, sufficient to educate and train the children?—Yes.

19,719. In addition to the powers which you already possess with regard to the elementary education of children, supplemented by industrial manual training, all you want is a short statute which shall extend the Education Act to cover the case of the blind and the deaf and dumb, and to cover the extended age necessary to give them a proper education?—That is so.

19,720. (*Dr. Campbell.*) Of course the practical object of all such education is to make the class of which we are speaking independent—to make them practical men and women in the world; and in order to do that there are certain methods of instruction which are applicable to the seeing and the hearing, which would not be useful for blind children or deaf and dumb children?—You might treat the blind or the deaf and dumb as you treat infants. There is no code for infants. An infant does not require to pass the First or Second Standard; he is not a standard child. An infant is a child that is put into an institution, and when the inspector goes there he does not examine the infants according to a particular code, he merely sees if they are properly instructed. I do not know what more you could have. The inspector would say, What plan do you follow in your institution? and he would take that as the system upon which the children in the institution were taught, and he would say whether he considered that that system was properly carried out or not; there would not be individual passes. There are no individual passes in the case of infants.

19,721. After the education of the blind or the deaf and dumb had been carried up to a certain point, would not it be well to have a code for them?—There may be half-a-dozen systems, but you must recognize the system that is adopted by the particular institution.

19,722. What I want to get at is this, would not the Government get more for its money, and would not this class of children, either the blind or the deaf and dumb, get more benefit, if, after all, a certain amount of regulation and requirement were absolutely insisted on (I will admit that it ought to be elastic). The question is, whether it ought to left so indefinite as you propose for infants, and whether we ought not to require more exact examinations and requirements in the case of the blind and the deaf and dumb, it being understood that they should be made applicable to their condition?—It would be competent for any institution to do that if they liked, but I do not know whether you could compel other institutions to do it.

19,723. Do you not think that any institution which receives assistance from the Government ought to receive from the Government a certain code, showing what the Government requires to be taught, and also that certain examinations should be required, in order to show that that code has been carried out, though it may be with elasticity, in order to make it applicable to the special class?—I think if there is a particular code which, according to the opinion of all persons who are experts in the subject, ought to be carried out and can be carried out, that is the best thing for the Government to adopt; but in most of these cases you find that every expert has got his own view of what he thinks the best plan, and I want to give as much elasticity as I can. If you could possibly make a code which should be accepted by all persons interested, I quite agree that that would be the best plan.

19,724. Do you not think that if the Government gave assistance to these institutions the Government might lay down as a condition that those experts should formulate something that should be accepted by all the institutions; that the assistance of the Government should be given on the condition that this was formulated and accepted?—That is a question for an expert rather than for me. I should leave that to the experts. If the experts could come to a conclusion such as you suggest with regard to a particular code, it would be a very good thing to adopt.

19,725. But would not it be very hard upon the class that they should suffer because the experts could not agree; do not you think the Government has the right to insist upon these people who are going to receive assistance coming to some conclusion that will satisfy the Government?—I think if they could get the experts to agree they should do so.

19,726. Would not it be the greatest blessing to the class with which we are dealing to force the institutions to come to an agreement. An agreement has been come to with regard to ordinary children,

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why should not an agreement be come to with regard to blind and deaf and dumb children?—There would be do no difficulty as soon as an agreement was come to upon the code.

19,727. Why should you wait for all the different experts to come to a conclusion; why should not the Government require to have some practical plan easy to be formulated, adopted, and then if any institution placed itself in proper relation to the Government it should be in a condition to receive assistance from the Government under proper inspection?—That course might be adopted, no doubt.

19,728. (*Mr. Van Oven.*) I think you said once or twice that no case had ever been brought to your notice of a deaf and dumb or blind child who was not receiving education, so as to lead you to declare a school board in default?—I do not remember any case.

19,729. Do you think that it would be advisable that there should be a test case brought forward; would that forward the object that we have in view?—I do not think so.

19,730. Then, as regard teachers for the deaf and dumb and for the blind, and the inspection of dead and dumb and blind schools, I think you agree that there must be special inspectors for both those classes?—Yes.

19,731. And they would require of course to have a certain insight into the modes of teaching adopted in the various schools and asylums for these afflicted classes in order to have the necessary knowledge as to how their inspection should be conducted?—Yes.

19,732. Then you think that the teachers should be certificated, I presume, after examination by the inspector?—After examination by the inspector.

19,733. Do you not think it would be advisable that the mode of obtaining such teachers should be by sending certificated teachers, who had already obtained their certificates in our public elementary schools, to certain special schools, in order to be instructed in the special mode of instruction necessary for the deaf and dumb and the blind, and that the special inspector should then give them a separate certificate enabling them to teach these afflicted classes?—I think that that would be a very good mode of supplying some of them; but I suppose it would hardly do to restrict the supply of teachers to persons who had actually got the ordinary certificates from the Education Department. Those classes that you speak of would be the best teachers probably.

19,734. Do you not think it desirable that the question of ordinary education should be eliminated from the examination for certificates for the special teaching of the deaf and dumb and the blind, and that the special training only should be recognized, and looked after by the deaf and dumb or blind inspector?—Yes, I think so; but I suppose that that would not apply to a case where the teacher was himself blind.

19,735. I should think it would?—If it would, it is the best plan, no doubt.

19,736. All other things being equal, of course?—Yes.

19,737. (*Admiral Sir E. Sotheby.*) Did I rightly understand you to say that you advocated separate schools for the deaf and dumb and the blind?—I said it was a matter entirely for the locality to settle themselves.

19,738. Separate schools, I presume, would be much more expensive?—Yes.

19,739. With regard to teachers you propose that they should be educated at some of the training colleges?—Yes, unless a special training college could be set up. As suggested by Mr. Mundella, you might in an ordinary training college have a class specially appropriated for deaf and dumb teachers.

19,740. After these teachers had been trained at these training colleges, who would be the judges whether they were efficient?—The inspector. There should be a special inspector who would give a certificate, not for ordinary matters, but for aptitude to teach these afflicted classes.

19,741. That inspector ought to be an expert, of course?—Yes Our inspectors have the assistance of Miss Green and Mr. Stainer, who are experts, when they make their inspections.

19,742. (*Mr. St. John Achers.*) I understood you to say that the guardians only take notice of paupers? They are the channel through which the fee is paid.

19,743. At present do not they pay for a large number of persons who are not paupers?—They are not paupers in the strict sense of the word.

19,744. Take the class above the pauperised class; the board of guardians do at the present time pay for the education of a considerable number of children who are not of the pauper class?—We find that, reasonably or unreasonably, there is an objection entertained on the part of people who are not actual paupers to going and getting aid from the guardians. We have nothing to say against the guardians.

19,745. As a matter of fact, you are aware that they do pay for a considerable number of children of those who are not paupers?—Yes, they pay the fees of children of parents who are not paupers, not paupers in the sense of getting outdoor relief.

19,746. I am speaking of the blind and the deaf and dumb; take the case of a person who could well afford to send his child to an ordinary elementary school, the guardians will send that child to a special school for the blind or the deaf and dumb, and pay the fees?—Yes.

19,747. At the present time there is a special code, of course, in existence for training colleges?—Yes.

19,748. The Commission has found that certain schools are unable to get grants because the teachers are unable to obtain certificates; for instance, a blind teacher is not able to obtain a certificate because he cannot pass through the drawing, which is necessary; it would be, in your opinion, absolutely necessary not only to remodel the code as regards the teaching in elementary schools, but also the code required of persons intending to become teachers of the blind and the deaf and dumb?—You may have anybody to teach though not certificated, provided you have at the head a certificated teacher. Occasionally in very big schools, take the case of the Jews' School in London, for instance, the head teacher is not certificated, but he has another man who is certificated.

19,749. Take for instance that central public school, which you suggest it would probably be necessary to start, if the other schools could not take in the whole number, the best person to be put over it might very possibly be a blind person; that blind person could not possibly get a certificate now because he could not pass through the ordinary routine of the training college. Is it your opinion that the regulations in that respect should be changed, and that they should be fitted to meet the case of a blind teacher?—Yes; this inspector, who I propose should give certificates, would no doubt act upon a new idea as to what conditions ought to be imposed upon these teachers.

19,750. Supposing it were not required that the teachers should be certificated, in your opinion ought not the Department to give the same grant as though the requirements of the Code were fulfilled, and the teachers were certificated?—Yes. Suppose Mr. Fitch's view were adopted, the grant would not depend on whether you had or had not a certificated teacher.

19,751. You have stated that in your opinion the best plan would be to give grants for individual teachers of the deaf and dumb and the blind, trained in the present training colleges; at present a teacher of ordinary children has to remain two years in a training college?—One year is enough, but it is too short a time. You can get paid half the money for one year.

19,752. Two years is the full time?—Yes.

19,753. In your opinion would not it be necessary to give a longer time in the case of the teachers of the deaf and dumb or the blind in a special training college, unless those teachers had passed in an ordinary training college, or had shown by some

examination that they were competent to teach ordinary children?—That is a question rather for an expert.

19,754. In your opinion should not teachers of the blind and the deaf and in addition to their special knowledge be thoroughly as competent as they would require to be if they had to teach the hearing and seeing?—Certainly. I should have thought two years was little enough for any teacher.

19,755. That being so, you think that the Department would be right in giving a grant in those cases for something more than two years, that is, that they might make a grant, we will say, from one year for going through the ordinary education, and for two years for special education, so that the Government might make a grant for three years to one who was being trained for the blind or the deaf and dumb, as against two years, the full time, for a teacher of hearing and seeing children?—I think so.

19,756. I wish to call your attention to one or two practical points which we have come across with regard to the difficulties which different schools have found in dealing with the Education Department; one is with regard to fees for children travelling to and from classes. You are aware that there is a certain radius for ordinary children, no child is compelled to attend school who lives beyond two miles?—That is so, but we do not recognize that as at all limiting us in requiring a school within two miles. In Wales, for instance, we may have a case of this kind: There is a railway level crossing here (*drawing a diagram*), and there is a school here, and another here; this school is not quite full; there is a population here, and the school board want to close that school, because they are within reach of this; we say, No, you must not do that, because if you do, the children will have to cross this dangerous level crossing.

19,757. It is much more difficult for blind and deaf and dumb children to come to school than ordinary hearing and seeing children?—No doubt, and therefore we should require a greater number of schools.

19,758. Would you think it advisable that the school authority should have the power of paying the travelling fees of children coming four miles to school?—No, I think not; in that case they ought to put up another school.

19,759. Take the case of Birmingham; suppose in that town there are 30 deaf and dumb children of ripe school age, how would you arrange if you did not pay the travelling fees to get them into suitable classes, because they would have to be graded?—I should say that the grant made in respect of children, whatever it might be from the Government, ought to cover that difficulty.

19,760. You think that there ought to be such an increased grant that classes might be started convenient for blind or deaf and dumb children?—Yes; if you chose to give the school board the right to pay the travelling fees, in some cases you would have to apply it not only to deaf and dumb, but also to other children.

19,761. Allowing that it is right that other children should have the same privilege, you would grant it at any rate in the case of deaf and dumb children?—Yes, I think myself it is a thing that ought to be done; where there is a difficulty of access there ought to be power in the local authority to pay the travelling fees.

19,762. Granting that power, I assume you would then extend the area of compulsion; at present they are only compelled to come for the two miles?—The limit varies with the byelaws.

19,763. Take a practical case: a school authority says, We cannot get blind children in over two miles; we can compel them all to come who live within the two miles, but we cannot compel those to come who live 2½ miles away, though in our school district. Granted the facility of paying the fees for travelling to and from school, do you not consider that the radius ought to be enlarged?—That the school board can do by altering their byelaw; there is a three-miles limit in some cases.

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19,764. I will put it over three miles; in your opinion should they have that power?—I should think so.

19,765. Mr. Mundella asked you whether it had not always been considered by the Department that the blind and the deaf and dumb should be educated as other children are educated under the Education Act of 1870, and you answered, Yes; but as a matter of fact, how long have the compulsory powers been enforced by the Department, take 10 years ago or 15 years age; suppose the school authority had not a school for the education of the deaf and dumb or the blind within its district, would the Education Department have put in force the compulsory powers?—I said, though we considered it the duty of the school board to provide for the deaf and dumb and the blind, we have never declared a school board in default for not providing for them, and, moreover, we have never called upon them to provide for the deaf and dumb and the blind. The duty, we contend, exists, but as a matter of fact we have never been called on to compel a particular school board to set up a school for that particular class. We have never been asked to do it.

19,766. Is it not the fact that since 1870 the Department has treated the education of the seeing and hearing as compulsory, but not that of the afflicted classes?—Yes; I think very lately there was somebody who complained that he could not get his deaf and dumb child taught. At all events we have never compelled any school board to set up a school for the deaf and dumb or the blind.

19,767. With regard to training colleges, you are aware that training colleges for the deaf and dumb educate others than those who intend to become teachers in elementary schools?—I believe so.

19,768. That being so, would the proportion that you would pay to such a training college be regulated by the ordinary requirements of that training college, or would be it be diminished to bring it down to what would be considered a right and fitting amount to pay for the persons who were being trained only for elementary instruction?—What I propose is that such a training college should be asked, "Now, we "wish to know whether you will undertake to train so "many persons as teachers; if you will, then we will "pay you so much."

19,769. (*Chairman.*) Your proposition was that instead of subsidising training colleges, as they are now subsidised for training teachers for elementary schools, you would give a certain number of scholarships for those who would undertake to qualify themselves as teachers, the grant going rather to the individual than to the college?—Yes, I should give scholarships; but of course the money would not be paid unless the teacher was going actually into the business of teaching.

19,770. (*Mr. St. John Achers.*) If he did not go out as a teacher, the training college would not receive the money?—Yes. You are aware that there is considerable difficulty in enforcing any penalty in a case where a person who has been trained as a teacher does not afterwards carry on the business of teacher in an elementary school; the only way in which it is done is this: we first of all call upon him to pay back the money expended on his training; if he does not pay back the money then we say, You shall not get employment in the Civil Service till you have complied with this condition; very often a man goes abroad, and we see no more of him.

19,771. A considerable number of those who have been educated and trained in these training colleges, and paid for as teachers desiring to become teachers of the deaf and dumb, go away and take other employments?—No doubt.

19,772. There is no penalty attaching, as I understand you, to the college; the penalty would be attached to the individual by that individual being

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refused employment in the Civil Service?—Yes, the college cannot compel a man to fulfil his contract.

19,773. You spoke about residence. In your opinion, should residence of the students in these special training colleges be made compulsory?—That is a question entirely open to consideration.

19,774. You would not make it compulsory necessarily?—No; I agree with the new view, that you ought to have two sets of students, one who reside in the institution, and the other who go for the day. If a man lived in London, there is no reason why he should not live at home and go to the institution and be taught.

19,775. Dr. Campbell asked you whether it would not be advisable for the Department to pay only for the best system. I understood that your answer was that the Department at present would be inclined, in your opinion, to pay for any system that was considered to be doing good work?—That is the principle that we adopt in the case of music. There is the Tonic-Sol-Fa system, and various other systems, but we do not give a preference to any particular system of teaching music, and it might be left open what system or systems should be accepted as the proper system or systems.

19,776. Take the case of music; is not it the fact that the Department refuse to give a grant to a school that is teaching music by ear, whereas a little while ago they did give a grant for teaching music by ear?—We do it now.

19,777. At all events you do not give the same grant that you give where music is taught by note?—No.

19,778. The Department considers itself justified in giving a less grant where music is taught by one system than where it is taught by another?—I do not call it a system. Teaching by ear is one thing, teaching by note is another thing; it is not a case of attaining the same object by different means; teaching by ear you do not attain the object of being able to read music.

19,779. The Department has altered its grants with regard to music insisting more than it used to do on the teaching of singing by note. It is the fact, is it not, that the Department does at present act on its own opinion as to what is the proper way of teaching certain things?—There is a grant for singing amounting to 1*s.* if the school is satisfactorily taught to sing by note, that is by the standard or any other recognized notation, or 6*d.* if satisfactorily taught to sing by ear; but we consider those two entirely different things; they have no connexion with each other: in fact teaching by the ear is not worth anything, it is not teaching music in any sense of notation. What I said in answer to Dr. Campbell was, that I thought it would probably be very difficult for the Government to lay down a particular system, and perhaps the best way would be to leave it open to the experts.

19,780. (*Chairman.*) There is one point that I wish to be clear about; you made a suggestion that instead of the guardians as such contributing to these institutions, this power should be vested in the school board and school attendance committees, which would in that way cover the whole ground of the country?—Yes.

19,781. I see the school attendance committees are to a certain extent under the Local Government Board?—To a certain extent.

19,782. Would there be any conflict of jurisdiction, in any way, if these powers were given to school boards and school attendance committees, school boards being under the Education Department and school attendance committees being partly under the Local Government Board?—The school boards really are not under our control except in a very limited way; we cannot surcharge them, for instance, for money they pay improperly, that is for the Local Government Board auditor; their expenditure we cannot touch, but the Local Government Board can touch it, that is the only real control there is over school board.

19,783. Are school boards and school attendance committees on a par with regard to their relations with the Local Government Board?—The functions of the school attendance committees are merely to compel attendance.

19,784. They appear to be a committee of the guardians?—Yes, but then the school board has authority not only to compel attendance, but to supply the necessary accommodation and to spend money upon the school, the school attendance committee has no such power.

19,785. If your suggestion was carried out, do you think that the granting of these subventions to institutions should be under the Education Department? At present, you told us, the school boards are partly under the Local Government Board, because they have the power of surcharging for improper expenditure; do you think that power should be given to the Education Department?—I should leave that power as it is.

19,786. Would you suggest any change in the way of putting greater power in the Education Department to see that these school boards and school attendance committees did their duty?—No; one of the great difficulties is with the magistrates. If a magistrate will not convict, everybody is helpless. Another question is this: Should the grant to these deaf and dumb and blind institutions be administered by the Education Department, or should it be administered by the Science and Art Department. The question of course would be; how much was ordinary education, and how much was technical instruction.

19,787. With regard to technical education, that is at present under the Science and Art Department?—Yes, so far as it exists.

19,788. If technical instruction is to form a part, more or less, of school work, that is, if the school age is prolonged, so as to allow of technical instruction, do you think it should be under the Education Department?—In the Bill of last year it was put under the Science and Art Department; one reason for that being this: if you put the technical instruction under the Science and Art Department then it does not come in as part of the Parliamentary grant, and therefore a school can get a larger sum by the technical instruction being administered by the Science and Art Department than it could if it were under the Education Department, because it is not part of the Parliamentary grant; and on that ground, drawing which used to be administered by us, was taken away and given to the Science and Art Department, simply to get a larger sum for the schools. When it was under us the schools would not take it, because they were deprived of a certain amount of grant; then the administration of drawing was taken to the Science and Art Department, the schools being examined by their inspectors, and the grants from the Treasury being increased.

19,789. Is it the same in Scotland?—Yes, the Science and Art Department distribute the grants for technical instruction there.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

No. 6, Old Palace Yard, S.W.

Thursday, 16th February 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE RIGHT HON. A. J. MUNDELLA, M.P.
ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.P., M.D.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
W. WOODALL, ESQ., M.P.
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MR. HENRY CRAIK, C.B., examined.

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19,790. (*Chairman.*) You are secretary to the Scotch Education Department?—Yes.

19,791. Under the present alteration of the law with regard to the Secretary for Scotland, the Secretary for Scotland is the Vice-President of the Scotch Education Department?—Of the Committee of Council on Scotch Education.

19,792. With regard to the Scotch Education Acts which bear on the education of the blind and deaf and dumb children, I believe there is no mention of the deaf and dumb in those Acts?—There is no mention in them of the deaf and dumb at all. In the 69th section of the Act of 1872, which gives power to the parochial boards to pay the fees of poor children, special power is given to pay the fees of blind children, but nothing is said about deaf and dumb children at all. What that clause means, or what additional power it confers, I have a difficulty in seeing. I think it would have been better out.

19,793. Because then those children would have been under the general law which, I suppose, would require them, unless some reasonable cause were shown, to attend school?—Yes. Under the Poor Law Act, power is given to pay the fees of poor children, that is to say, pauper children; but that, of course, applies to the case of parents who are paupers, and who have the penalties of pauperism. We believe that the only power of paying the fees of blind children without pauperising the parent is under the 69th section, and it might appear that the case of deaf and dumb children is not included.

19,794. In fact, one would rather infer that the parents of deaf and dumb children would be pauperised if the fees for their children were paid by the parochial boards, or else that the deaf and dumb are not educable at all?—Yes; but I am glad to say that the board of supervision with whom it rests, in the first instance, to approve the acts of the parochial boards, have held that this section gives a considerable power. Their view is given in the 37th Report; they say: "Having been asked for our opinion as to "the extent of the obligations of local boards under "the 69th section of the Education (Scotland) Act "in the case of blind children, we stated that, as the "provisions of section 69 of the Education Act "expressly applied to blind children, we were of "opinion that the duty of the parochial board to "blind children was precisely of the same nature as "to the other children specified in the section, and "that, when it was necessary, for efficient instruction, "to send a blind child to a blind asylum, the "parochial board of the parish of residence are "bound to carry out the requirements of the statute." That is as far as the blind are concerned, but I am afraid there are difficulties in this opinion which, perhaps, were not in the view of the board of supervision when they gave it.

19,795. You mean that there would be a difficulty in paying any extraordinary expenditure which necessarily would be incurred in teaching blind children?—No; I do not feel that difficulty, but I am afraid that the interpretation which the board of supervision place upon this 69th section would place us in some difficulty for this reason, that they seem to imply that the payment of fees by the parochial boards necessitates, if it is necessary, the sending of a child to some particular institution, and incurring expense in so doing. If that is the case with blind children, the same would apply to other children, and that would place us in very considerable difficulty. We have always held that there was no power under the Education Act for a school board to incur any expense in sending a child to school, or, in fact, for anything except for his education within the walls of the school. School boards have occasionally asked us whether they might make a bridge across a stream which was the only way in which the children could get to the school, and we have always refused permission to do that; then they have asked if they might pay for the ferrying of children across a river, and we have always refused to allow them to do that. I am afraid this opinion rather adds to the expenses of providing for education duties and expenses that are outside of education. I should rather have preferred to rest upon the law as it stood, and to say that, as these children were specially afflicted, you might pay the expenses of the education, and even of the board, of such children without pauperising the parent. I believe the courts of law would hold that that did not pauperise the parent.

19,796. Would there be any necessity for legislation in order to carry out any alterations in the education of the deaf and dumb and blind which would seem to be desirable, or could the Education Department in Scotland themselves, if they thought fit, give a more liberal interpretation to the existing powers under which they act?—I do not think it would rest with the Education Department in any way; it would be with the parochial boards and the school boards.

19,797. Can parochial boards, under the existing law, contribute to institutions for the education of the deaf and dumb or the blind?—The parochial boards, under the existing law, can contribute to institutions of that kind, but school boards have no power to do so. There is a school board in every parish in Scotland, and a parochial board in every parish in Scotland, but they are quite different bodies.

19,798. I gather then that legislation would be required in order to carry out a compulsory system of education for the deaf and dumb and the blind in Scotland?—I should be sorry to say that, strictly interpreting the law, compulsory education could not be imposed now upon the blind or the deaf and dumb.

19,799. That is an important point to settle?—Under the strict law I do not think they are exempted at all from compulsory attendance; but we must bear in mind what the decisions of the courts would

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probably be, and I think it would be very difficult to get a conviction from a sheriff in Scotland for not educating a deaf and dumb child.

19,800. Would not this be the case, that no one could be compelled to send a deaf and dumb or blind child to school if no school existed, or if the parochial board, where the parent could not afford to send the child to school, did not offer facilities for sending that child to school. Facilities for educating these children must be at the doors of the parents, otherwise the law cannot be made compulsory?—That is true.

19,801. Therefore the question arises, What steps are necessary to bring that state of things about? All deaf and dumb children are not at present sent to school, are they?—No; the deaf and dumb children stand on a different footing from blind children,—blind children in some cases attend the ordinary schools,—but deaf and dumb children practically do not. I see in the return there are four deaf and dumb children who are in State-aided schools; but I have asked the most experienced of our inspectors, and he tells me that he never found any; they never are, so far as I know, presented to our inspectors.

19,802. We have seen a class for deaf and dumb children at Dundee, and one at Greenock, and another at Glasgow?—I think probably these deaf and dumb children are not presented for examination to the inspectors.

19,803. Why are they not presented to the inspectors?—I do not think that the deaf and dumb children could undertake the ordinary work of the school or pass the ordinary standards. I have no doubt whatever that the school board can pay the salary of a teacher for the deaf and dumb, and provide the apparatus necessary, but the payment of fees is a different question.

19,804. The school boards in Scotland do not pay the fees?—No.

19,805. Are not deaf and dumb children counted under the attendance grant in Scotland?—I have never been able to find that they have been. I do not know any instance. I think the classes referred to must be special classes.

19,806. We have here a report from John Kerr, Esquire, one of Her Majesty's inspectors, with regard to the deaf and dumb in Donaldson's Hospital?—That is not a report at the instance of the Department.

19,807. We have also been informed that at Glasgow a school was examined by Dr. Kerr, one of Her Majesty's chief inspectors of schools, and we have a summary of his report?—That is a blind school. We have blind schools to which we pay a grant, and they are inspected.

19,808. All the blind schools are not inspected in Scotland, are they?—I only know of two; one in Edinburgh, and one in Glasgow.

19,809. As the law stands at present, could all the education of the deaf and dumb and blind children in Scotland be inspected by State inspectors properly qualified to inspect the deaf and dumb and blind?—With the consent of the Treasury; and we would also hold that school boards could meet the requirements of such inspectors under the present law.

19,810. The Committee of the Institution at Aberdeen stated to us that they found great difficulty in getting parochial boards to act upon any uniform principle in paying for poor children. Is there any indisposition on the part of the parochial boards in Scotland to pay for the deaf and dumb, for instance?—Officially that would not come under our notice at all. I have never heard that there was any such difficulty. There are constant disputes, of course, in regard to ordinary schools as to the payment of fees; some are inclined to say that the parochial boards are too strict. But in regard to our Education Acts it may be useful to notice that there is a power of bringing before the sheriff the refusal of the parochial board to pays fees where the school board think that they ought to pay them.

19,811. It is a question very often of degree. In this statement made to us by the Committee of the Aberdeen Institution, they say that the sum paid for seven children was 72*l.*, that would not be a very large sum, a little over 10*l.* each?—That goes into a part of the poor law administration that I have no official knowledge of.

19,812. Is not the Education Department in Scotland to a certain extent responsible for the education of the deaf and dumb, or the failure of their education?—The fees for their education having to cover not merely education but board and lodging besides, the authority would be the board of Supervision in Edinburgh, and not the Education Department.

19,813. Do the school boards get any higher grant for the education of blind and deaf and dumb children?—No.

19,814. Would not it be reasonable that they should get a higher grant?—I think quite reasonable.

19,815. In consequence of the greater care and attention required, and the greater expense in obtaining teachers for that purpose?—Certainly.

19,816. To that extent would the Education Department be prepared to support such a proposition, and lay before the Treasury a demand for the necessary money for that purpose, if this Commission were to recommend that the school board should get such an increased grant for the education of blind and deaf and dumb children?—I cannot answer for the Department. I think if any fair proposal was put before them they would be glad to submit it to the Treasury.

19,817. I suppose there will always be a certain number of deaf and dumb and blind children who, from physical delicacy, it would be found almost impossible to send to ordinary board schools?—Yes, and I think it would be injurious to the ordinary board schools to send them there.

19,818. Therefore it is desirable, in your opinion, that facilities should be given to send those children to special institutions?—Yes.

19,819. And to subsidise those special institutions through the parochial boards?—I would give that power of contributing to the school boards instead of the parochial boards.

19,820. Then it would at once come under the education authority instead of, as at present, under the poor law authority?—Yes.

19,821. In that case, the objection which many parents might have of receiving direct aid from parochial boards would be removed. Though the existing law does not pauperise the parents of blind children, yet there may be some objection on their part?—That is a difficult point. I have the opinion of the counsel of the Department to the effect, that he thinks a court of law would not hold that a payment for the board and lodging of a blind or deaf and dumb child would pauperise the parent, and I understand that the board of supervision hold the same opinion; they say that the education of deaf and dumb children in an institution is an exceptional burden which the parochial boards are entitled to defray even in the case of able-bodied parents, and the courts would probably hold that such a payment does not pauperise the parent.

19,822. Independently of that, is not there also in Scotland, as in England, an objection on the part of parents to receiving any assistance from the parochial boards?—We often hear of that. I fancy, however, that you might have some difficulty with some of the school boards; they would object to have this payment handed over to them.

19,823. You think that they would object to the responsibility of undertaking the payment or raising the funds required for the maintenance of deaf and dumb and blind children at institutions?—Yes; certain boards have always objected to a very much more modified proposal which we have made, to hand over to them the payment of the ordinary school fees instead of the parochial boards. It has been urged that that should be done, in order to meet this feeling on the part of parents to which reference has been made. School boards have in some cases strongly resisted that, and I believe they would resist, probably even more strongly, the proposal to make them pay for the board of any children. Still, in my own opinion, I think it would be better that the school boards should have the power.

19,824. (*Mr. Mundella.*) Does not their objection apply rather to the establishment of the free-school system for ordinary children than to paying for the board of blind or deaf and dumb children in an institution. The school boards have no power in Scotland to remit fees; they are obliged to go to the parochial boards for any remission of fees, the fees having to be paid by the parochial boards, and the school boards object to have that power of remitting fees thrown upon them, because it would raise the whole question of free schools?—I think it is a little more than that. When I say school boards, I am speaking of one or two important ones, no doubt. I think they would object to the principle of board being paid by an education authority.

19,825. (*Chairman.*) Are you aware that there has been a memorial presented to this Commission from various representatives of blind institutions, in which they advocate the education of the juvenile blind as far as possible in the ordinary board schools with other pupils; has it ever been brought to your notice that they had memorialised this Commission?—No; I did not know that they had.

19,826. In our visit to Scotland we ascertained from deputations of working men that there is a very strong feeling in favour of blind children in Scotland not being educated at institutions, but at the board schools, on the ground that it assists the blind to make their own way in after life if they are thrown together with seeing children, instead of their being kept as a class apart; has that view ever been brought to the knowledge of the Department?—Yes; in many respects, no doubt, it would have advantages. A great part of the education of the blind is conducted on exactly the same lines as that of seeing children.

19,827. I gather that the idea is, that the funds which are now spent by private charity for the education of blind children should, in many cases, be spent for their technical training after they have left the board schools?—That suggestion has never been brought before us. On the other hand, against that argument, from the account given in the report of one of our inspectors, we think it might in some cases interfere with the efficiency of the ordinary training, and an objection to taking in the children on that ground could only be met by giving the board schoo. a higher grant.

19,828. At Aberdeen we were told that the directors are convinced that compulsory powers are required to secure the attendance of deaf and dumb children; has there never been a case of the compulsory powers being brought into force, as far as the deaf and dumb are concerned?—I am not aware of any; but I should be sorry to say that the law, strictly interpreted, does not apply to them.

19,829. The Aberdeen directors say that compulsory powers are required; they do not say that they do not exist?—I think that they exist, but there might be some difficulty in enforcing them.

19,830. I suppose the Education Department would not object at all to send inspectors to all those institutions where the deaf and dumb and the blind were trained?—If we were enabled to do so.

19,831. Then, with regard to the establishment and working of technical schools in Scotland, it has been suggested to us, that it would be very desirable that the deaf and dumb and the blind should have technical instruction, such technical instruction as would enable them after they had finished their education to take more readily to trades; how do you think that that technical instruction for the blind and for the deaf and dumb could best be carried out in Scotland under your existing Act?—Under the existing Act there is no special power in that respect.

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19,832. Would there be any objection to those technical schools when formed having departments for the education of the deaf and dumb and the blind in the particular trades suited for the deaf and dumb and the blind, or if the school boards did not themselves start such an institution would they be able to assist the existing institutions in carrying out the same thing under their existing management, and in their existing buildings?—In the first place, the present Act gives power to establish technical schools; no doubt a department of this sort specially suited for the deaf and dumb and the blind might quite legally be established under that Act. But it would be a very expensive thing; the schools would very often be of the nature of secondary schools with high fees, and I anticipate that there would be a considerable amount of difficulty in getting the fees paid in the case of deaf and dumb or blind children unless they belonged to the well-to-do class. Of course you are extending their school time. In these secondary technical schools, of which such a department would be a part, we would contemplate that there would be fees of a considerable amount to meet the expenses, and that poor and promising children should be able to attend those schools by means of bursaries, but I am afraid that neither of those cases would facilitate the attendance of the blind or the deaf and dumb. I think it would be better that the school boards should have that power of contributing to institutions which the parochial boards now have, and that they should deal with the technical education of the blind and the deaf and dumb in that way.

19,833. And the inspection of those institutions which is contemplated would ensure that this technical instruction was given in trades suitable for the blind and the deaf and dumb in those institutions?—Certainly.

19,834. You think that at those institutions proper technical instruction might be given to the blind and the deaf and dumb?—Yes. It is hardly conceivable that a parochial board at present should feel itself justified, though legally it might have the power, in contributing to a technical school. A school board might do so.

19,835. With regard to the question of the compulsory length of the instruction of the deaf and dumb or the blind, it has been suggested to us that for the ordinary education of the deaf and dumb, for instance, which is more difficult than that of ordinary children, they should have the very fullest time that is allowed, say eight years, only that that eight years should not only count from 6 to 14, but should be extended say from 7 to 15, or 8 to 16; would there be any objection or any difficulty in carrying out that compulsorily as things stand at present, or would compulsory powers have to be obtained from Parliament?—Compulsory powers would have to be obtained with regard to the attendance of the child after the age of 14, but it would meet the objection that we meet with in reports from inspectors, that the education of the deaf and dumb, and sometimes of the blind, is stopped exactly at the time that it might begin to be most useful.

19,836. Is there any limitation to the powers which school boards or parochial boards have to contribute to institutions; must the institution be certified by the Department?—I do not see any limitation in the section which gives power to parochial boards to contribute to such institutions.

19,837. But at the present time, as those institutions are not inspected, there is no guarantee that those institutions are properly managed, is there?—No, I do not know of any. The board of supervision might exercise a supervision in sanctioning those payments.

19,838. Do you think that the claim of the deaf and dumb and the blind to education should be treated entirely exceptionally, and that there should be special legislation for them?—I am speaking only as an individual, and not for the Department. I think they should be treated exceptionally.

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19,839. With regard to compulsory powers legislation would be required, and the consent of the Treasury would be required to a higher grant for their education, in consequence of the difficulty and expense of education in the case of the deaf and dumb and the blind?—Yes.

19,840. In those two directions action would have to be taken in order to carry out that which has been suggested to us?—It is not quite so much that additional compulsory powers are required.

19,841. To extend the education after 14, compulsory powers would be required?—Yes, but what I am afraid of is, that unless you had a very wide power of defraying the expense, it would be impossible to put those compulsory clauses into force; and, further, it ought to be made quite clear that such payments did not pauperise the parent.

19,842. With regard to the efficiency of teachers for the deaf and dumb and the blind, is there any provision made at present for the qualification of those teachers?—Not by our Department.

19,843. There is no training college in Scotland for special teachers for the deaf and dumb or the blind?—Not that I am aware of.

19,844. What are the conditions as to the training of teachers in the ordinary schools in Scotland; is there a special grant made for the training of such teachers?—Yes, a grant of about 28,000*l.* a year.

19,845. Is it given to the individual or to the institution?—To the institution.

19,846. The institutions receive a subsidy of how much of the whole cost of each trained teacher?—We pay them three-fourths of the whole of the expenditure of the college; the other fourth is defrayed by the fees of the students.

19,847. (*Mr. Mundella.*) There are other grants besides the three-fourths, are there not?—I think not.

19,848. You pay for the attendance of students at the universities?—We count the attendance of students at the universities as part of the expenditure of the training college, and we pay three-fourths of that expenditure.

19,849. (*Chairman.*) What grants are made for higher education in Scotland in the ordinary universities or colleges?—I think there is a grant of between 20,000*l.* and 30,000*l.* paid for the universities.

19,850. (*Mr. Mundella.*) 40,000*l.* is it not?—That is if you include keeping up the buildings.

19,851. (*Chairman.*) Speaking individually with your knowledge of education in Scotland, do you think it would be unreasonable to demand that the deaf and dumb and blind children should have equally well-trained teachers with the teachers of ordinary elementary schools?—I think it would not be unreasonable that they should have the same grant in order to secure efficient teachers.

19,852. Assuming that it must be more difficult to teach the deaf and dumb and blind children than ordinary children?—Yes.

19,853. (*Mr. Mundella.*) The Scotch Education Acts are altogether on different lines to the English Education Acts?—In many respects.

19,854. In the first place, they are not confined to purely elementary education?—No, they are for the whole people.

19,855. It is the fact, is it not, that from your schools, from your public schools as they are called, large numbers are trained sufficiently to enter the universities every year?—That is so.

19,856. And you have in every parish in Scotland an education authority which you call a school board?—Yes.

19,857. Every branch of education from the lowest to the highest is in the power of the school boards of Scotland?—Yes, that is to say, up to the universities.

19,858. And you teach very much higher subjects in your public schools, for which you receive public grants, than under the English Education Act?—Yes.

19,859. You teach Greek and Latin, and mathematics, and give grants to the students so taught from the Consolidated Fund?—Yes.

19,860. And for the schools where the higher education is given, the school boards have the power of making grants from the rates, and they exercise that power?—Yes, with our sanction.

19,861. Also the whole of the endowed schools of Scotland are now under the control of the school boards?—No, under the control of the Department.

19,862. Under the control of the Department, but with representatives of the school boards upon the governing body of all the endowed schools?—Yes, I think there is a representation of the school board upon the governing body of every endowed school in Scotland.

19,863. So far as the universities are concerned, there is a grant, the extension of which, I believe, is now under consideration, 40,000*l.* a year has been offered and declined as being hardly a sufficient sum, has it not?—I think the last Bill submitted to Parliament gave 47,000.

19,864. What is the number of students in the Scotch universities, is not it between 5,000 and 6,000?—About that.

19,865. That is more than 8*l.* a head for every university student in Scotland?—Yes.

19,866. Then, practically, there is an excellent education brought to the doors of all the youth of Scotland, and provided for by local aid and State grants, from the elementary school to the university, except for the blind and the deaf and dumb?—Yes; perhaps you would allow me to guard myself in one way about the university grant, by saying that it is contended by the universities that that is merely a grant in return for estates which were formerly taken away from them.

19,867. It was a grant contracted for under the Act of Union?—Yes; there were a number of estates which were the property of the universities, and which were taken away from them in the 17th century.

19,868. But the practical effect is the same; out of the Consolidated Fund a sum of 47,000*l.* a year is now offered for education in the universities of Scotland?—Yes.

19,869. Then the powers given by the Technical Education Act for Scotland which was passed last year are to be exercised by the school boards of Scotland, and that Act applies to every parish in Scotland?—Yes.

19,870. You may make grants under that Act for industrial training in any special subjects sanctioned by the Scotch Education Department?—The Science and Art Department will make the grants.

19,871. But you sanction the subjects taught?—Yes.

19,872. Then, practically, there would be no difficulty with respect to special industrial training for the blind and the deaf and dumb in the Committee of Council on Education sanctioning special subjects for the industrial training of that class, and there would be no difficulty in making grants for them?—There would be no difficulty under the Act, if their Lordships thought proper, in sanctioning those subjects, and in grants being made by the Science and Art Department.

19,873. There would be no necessity for new legislation upon that subject?—No, it would be a matter of discretion.

19,874. If it was shown to their Lordships that a certain number of blind persons required training in brush-making or basket-making, or any handicraft, their Lordships could make grants for those subjects as solely applicable to the blind or the deaf and dumb, could they not?—I would rather answer only with regard to the sanctioning of subjects, which alone belongs to our Department; the grants would depend entirely upon another Department, the Science and Art Department; but there is nothing in the law that would prevent it.

19,875. You could sanction a grant, could you not?—We could sanction the establishment of the school, and the teaching of these subjects and the spending of the rates upon these subjects.

19,876. So that fresh legislation for education and training, putting aside boarding, is not necessary at all, so far as Scotland is concerned?—I think not.

19,877. In order to secure the thorough education of the blind and the deaf and dumb in Scotland in boarding institutions, would it not be desirable to transfer the power now possessed by the parochial authorities to the education authority?—Speaking for myself as an individual, I have already said I thought so.

19,878. Is it not the fact that some of the largest school boards desire that power at this moment?—I believe so.

19,879. You are aware that when I visited Scotland as Vice-President of the Council on Education, I had deputations from different institutions in Scotland with respect to that matter?—I think I remember that; I have an indistinct recollection of it.

19,880. The School Boards of Glasgow and Edinburgh, Glasgow being the largest, desired that power. Is not it the fact that Glasgow already possesses that power by a private Act; has not Glasgow separate powers with respect to industrial and truant schools, boarding schools, in fact, for ordinary children?—Glasgow has got a private Act which has enabled another authority to establish a truant and industrial school.

19,881. What is that other authority?—It is a board.

19,882. Irrespective of the parochial authority?—Yes, and irrespective of the school board also.

19,883. If the education and training and boarding of the blind and the deaf and dumb were transferred to the education authorities with wide power as to dealing with the fees, the funds, and the rates, and if it were made incumbent upon them that they should educate this class, that would accomplish all that seems to be wanting in the matter, would it not?—Yes.

19,884. It would secure, practically, the education of the class in which this Commission is interested, would it not?—I am a little doubtful whether the school boards are not at present under the law compelled to provide education for the deaf and dumb if they require it, though they are not required to pay for their board.

19,885. Therefore there is a failure in that respect?—It would be absurd for each board to establish a separate school.

19,886. It would be absurd for small local school boards to be called upon to educate one deaf and dumb child or one blind child; it is not practicable for them to do so without putting them into central institutions?—That is so, involving the necessity of contributing to those institutions.

19,887. If the power of contributing to those institutions was given, that would practically admit of the blind and the deaf and dumb being educated up to the point when they might enter an university?—Yes.

19,888. You told us that 28,000*l.* a year was granted to training colleges; those training colleges are all voluntary institutions in Scotland?—Yes.

19,889. There is no Government training college?—No.

19,890. How many students do they turn out a year?—They turn out about 430 each year.

19,891. And you have also day training colleges in Scotland where they do not board, have you not?—Almost all our training colleges are day colleges.

19,892. And the students board themselves?—The students board themselves in the town.

19,893. The number of trained teachers of the blind and the deaf and dumb that would be required would be very small; but is there any reason why any blind institution, or deaf and dumb institution, that trained its teachers thoroughly for the teaching of the deaf and dumb or for the teaching of the blind, should not receive a grant as well as the other voluntary institutions that trained teachers for sighted children?—Personally, I should be very glad to see any grant made that would help in the training of teachers for the blind or the deaf and dumb; but it is to be noticed that such a grant to an institution would be entirely different from the grants that we now pay to training colleges; those training colleges are not permitted to take any other pupils than those preparing to be our teachers.

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19,894. (*Chairman.*) The training colleges have a school attached to them, have they not?—They have a practising school attached to them, but the grant to that practising school is entirely separate from the grant to the training college; it is simply treated as an ordinary school. I think, myself, that the only ground for assisting in the training of teachers (I have some doubts whether it is a good way of spending money at all) is that it is necessary to keep up separate establishments for training elementary teachers. If we are going to pay grants to other institutions which train teachers incidentally while they have other objects as well, then we proceed on a new principle.

19,895. (*Mr. Mundella.*) But what infraction of your principle would there be if any institution in Scotland, where there were a number of blind or deaf and dumb in course of training, were to use those children as a practising school for the teachers that were trained there; what objection would there be in connecting a training college with that institution?—I understand you to be putting the case of a training college devoted entirely to the training of teachers. Then that would be on the same principle.

19,896. The only difference would be that the teachers would board, and the children would board in the institution?—Yes.

19,897. Then, with respect to inspection, there would be no difficulty, I suppose, in Scotland; you not only inspect the elementary schools, but you are now inspecting the endowed schools?—We pay no grants to endowed schools; we inspect them.

19,898. And you inspect the high schools?—Yes.

19,899. Therefore you could inspect blind schools?—Yes.

19,900. And you would not contend, as you educate, train, and provide teachers for all those who are endowed with all their faculties, that this small and unfortunate class should be shut out from the same advantages?—Certainly not.

19,901. Then, to sum up: Suppose this Commission were to recommend that there should be the means of training and educating blind and deaf and dumb children in Scotland, and that the powers of detaining such children till they were educated should be compulsory, a short Act conferring those powers upon the School Boards of Scotland would accomplish all we aim at in that respect?—I understand what would be required to carry out what you wish would be to give to the school boards the power and duty of contributing which the parochial boards at present possess.

19,902. I do not mean the optional powers which the parochial boards possess; they may or may not, and very often do not exercise them; but I mean the duty of seeing that those children are educated, and contributing as far as necessary for their education?—I do not think that an Act of Parliament would be required to make that power compulsory, for this reason, at present I take it that the Education Act, if it were pressed to the extreme point, lays upon a school board the duty or providing a school for all the children of the parish. On the one hand, it would be absurd to ask each school board to provide a school for a few blind or deaf and dumb in its own parish, and on the other hand, they have no power to provide for their education in any other way. They have no power to contribute to one central school, and it would be absurd to ask them to establish a separate school; but if the school board, having this power of contribution, were to say, "we shall not contribute," then the department would very fairly come down upon them, and say, "if you choose not to contribute,

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"then we will make you build a school of your "own."

19,903. I believe there is no restriction on the age to which children may continue at school in Scotland?—Under the Code we do not give grants beyond 18 years of age; there is no limit to the time when they can stay at school if they do not claim a grant.

19,904. If they get grants elsewhere there is no limit at all to the time they can stay at school, is there?—When I speak of grants, I mean only our grants. They might stay in rate-supported schools as long as the school board allowed them.

19,905. And they do stay practically in your schools till they have passed such a standard as admits a considerable number of the youths of Scotland into the universities?—We would pay them grants till they were 18 in day schools and till they were 21 in the night schools.

19,906. (*Mr. St. John Ackers.*) There are no exceptions, are there, to the general law that every child in Scotland must be educated, other than that contained in the 73rd section of the 35th and 36th Victoria?—The only exceptions are attaining the limit of age, or obtaining a certificate of ability to read and write, and of a knowledge of elementary arithmetic. If there is not a school within three miles, that may be pleaded as a reasonable excuse for non-attendance.

19,907. If there is not a school within three miles, that would make it all the more necessary that there should be power given in certain cases to pay for maintenance and travelling expenses, because, for instance, take a blind child, a blind child could not walk three miles to school without a guide?—It would be an additional argument for giving that power.

19,908. To go back to the question of training colleges, could certificated students from English training colleges, recognized by the Government, obtain schools in Scotland?—Certainly.

19,909. It is interchangeable, in fact?—Yes.

19,910. The present Code necessary to be passed in order to obtain a certificate in a Scotch training college or an English one, makes it absolutely impossible, does it not, for a blind person to obtain such certificate; he cannot pass the drawing class, for instance?—That is so, unless we make a special exemption.

19,911. Has the Department power to make an exemption, or would that require to be embodied in a new Act of Parliament?—We should have the power without a new Act of Parliament to make such an exemption.

19,912. Have you had applications from Scotland to allow blind persons to go through your training colleges and obtain certificates?—I think, myself, that the training college would be disinclined to take in such persons, unless you give it special encouragement. We only pass the candidates through the examination, and say to them, now you are qualified to enter a training college if you can find a place. We leave it to the authorities of the training college to admit them.

19,913. Would not it be desirable that the Education Department should so modify the Code as to enable a trained blind teacher to obtain a certificate?—I certainly think we should do that. I should have thought that there were certificated blind teachers.

19,914. As a matter of fact, it was frequently brought before our notice that they could not obtain a certificate?—I do not think they could pass through all the course of the training college, but we must, of course, assume in such cases a slight discretionary power. In the case of schools that we inspect, it is impossible that blind children should obtain our grant exactly on the same conditions as the seeing children, and yet our inspector has a certain discretion, and he passes the children, and they do earn the grant.

19,915. You have already stated that in your opinion there ought to be equally good teachers for the blind and deaf and dumb children as for the seeing and hearing children?—Certainly.

19,916. It would then be necessary, would it not, not only that they should be specially trained in special institutions, but that they should also have sufficient general knowledge and attainments to be able to teach, because they might only in those special institutions get that special knowledge which is necessary for their special department?—Yes.

19,917. Then it would follow that the time which would be required to train a perfect teacher for the deaf and dumb, we will say, would take longer than for those going to teach ordinary children?—Yes.

19,918. Then your opinion is, I take it, that under those circumstances it follows that a grant should be made, we will say, for the sake of argument, for three years to them instead of two years, which, you say, is now granted to ordinary students?—Yes.

19,919. I will follow up a question of Mr. Mundella's in order that there may be no mistake about it. You were asked whether special institutions for the training of teachers might not receive grants for teachers who were being trained for the deaf and dumb or for the blind; I think your reply was that there would be great difficulty if they were not all of them students; but many of them were practically only the ordinary teachers, and those who had to look after the pupils?—No, I did not intend to use the words "great difficulty," I only pointed out that it did not follow from the analogy of the grants we paid to institutions devoted entirely to the training of our teachers, that therefore we could grant the same aid to institutions which did not devote themselves entirely to that work. I do not think there would be any great difficulty in establishing a new principle of grant.

19,920. If you found an institution in which at the present time the whole of the students were being trained to become teachers, that would be, practically, on all fours with your existing training colleges?—Yes.

19,921. You would have no difficulty there in recommending a grant under those circumstances?—No, in that case the institution would follow exactly the analogy of our own training colleges; and at this moment, if it were proved to our satisfaction that an additional number of teachers was required every year, and that therefore a new training college was necessary, we would recognise voluntary action for that purpose, and if that special voluntary action applied to persons who were going to become teachers of the blind and the deaf and dumb, grant might be given to them.

19,922. If the department found that there were training colleges for teachers of the deaf and dumb and the blind in England, while there are not any at the present time in Scotland, and if students after they have been certificated are interchangeable, would there be an inclination on the part of the Scotch Department to pay something towards the training of teachers for those classes in Scotland though educated at an English institution, rather than go to the expense of having to found fresh institutions in Scotland?—That would rather be a matter of arrangement between the two Education Departments and the Treasury; the money would all come out of the Treasury purse, and whether the Treasury should pay it all through one department or partly through us and partly through the English Department, would be only a matter of arrangement.

19,923. You see no difficulty in its being arranged? No.

19,924. To pass on to another point, with regard to the Code for the blind and the deaf, it would be absolutely necessary, in your opinion, that the present Code should be modified so as to meet the requirements of the blind and the deaf and dumb?—The case of the blind is different from that of the deaf and dumb; in the case of the blind our inspectors are already, by a very slight straining of their discretion, able to give grants to blind children in special schools, and we also find that blind children claim grants in the ordinary schools; but I am not aware of any deaf and dumb child getting such a grant; and it is quite clear that the Code would be quite inapplicable to the deaf and dumb.

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19,925. If it were proved to the satisfaction of the Department not only that the compulsory age to which deaf and dumb children, for instance, should be kept at school should be increased, but also that it is not advisable to admit them at quite so early an age as the seeing and hearing children, would the Department so far relax their rules as to admit of such children being dealt with between the periods best fitted for their education?—The Department has no power of that sort, that would be a matter of legislation; the period of compulsory education is laid down by the Education Acts.

19,926. Under the present Act it is necessary that the children should be in school when they arrive at the age of five years. Suppose it was proved to the satisfaction of the Education Department that it was better that they should not come in till they were seven, would your Department, do you think, be inclined to put in force the compulsory powers which you say now exist, and force them to attend school at that age?—The enforcement of the compulsory clauses does not rest with the Department, it rests with the school boards, and, as a fact, the school boards in Scotland do not often enforce those compulsory clauses at five years of age.

19,927. You say it rests with the school boards; but is not it the same as it is with the school authorities in England, that while it rests with them they may or may not do it according as they are compelled by the Education Department?—We have not the same compulsory powers in Scotland as you have in England.

19,928. (*Chairman.*) Is not there a power of taking a case before the sheriff?—He can adjudicate in a case that is brought before him; but he cannot tell the school board, you must bring this case up before me.

19,929. Then how are the compulsory powers exercised in Scotland; who sees that they are exercised?—The school boards.

19,930. But nobody over the school boards?—We cannot deal with a school board in default; we may apply a good deal of encouragement which may indirectly have the desired effect; we offer for regular attendance certain grants in the Highland counties where there is the greatest difficulty about the compulsory clauses; and in other places we may sometimes remonstrate with the school board, and we may point out to them the loss that they incur, but we have no power of forcing them to prosecute.

19,931. (*Mr. St. John Ackers.*) Then no change of the law, such as that which Mr. Mundella suggested just now would meet the case of a school board which declined to educate a blind or deaf and dumb child?—It would meet the case I understood Mr. Mundella wished to call attention to; that is, where a school board failed to provide the means of education; we can only force a school board to provide the means of education by taking them to the Court of Session.

19,932. You can force them to supply the means of education, but you cannot force them to fill the school when the means have been provided?—No.

19,933. If there is to be any fresh legislation with regard to children who are not being educated in Scotland, would it not be advisable that that additional power should be given to the Education Department for Scotland?—That is a very burning question, whether we should have that further power of interfering with the local bodies. I should rather not give an opinion upon that.

19,934. (*Chairman.*) It is quite clear that Parliamentary powers would be necessary for the transfer of the powers now exercised by the parochial boards to the school boards with regard to payment to institutions?—Certainly.

19,935. (*Mr. St. John Ackers.*) Can you tell me if there is any over-ruling power which would compel a parochial board for instance to pay fees at the present time?—Such power of interfering with the decision of a parochial board as is possessed is possessed under section 22 of the Act of 1878, which provides that if a parent is refused his fees by the parochial board it shall be the duty of the school board to apply to the sheriff to grant an order against the parochial board for the payment of the fees. We have supposed that that section meant simply to give a second court of appeal to the parent; that if he said he could not pay his fees and the parochial board thought he could, then he should be allowed to go to the sheriff. Certain school boards do not accept that interpretation. They say, no, we must exercise our discretion after the parochial boards; if we think the parochial boards are right in their decision we will not take them to the sheriff, if we think them wrong in their decision we will.

19,936. It comes to this, that the school boards are practically supreme?—Practically supreme, except in certain cases if they choose to appeal they may go to the sheriff. The strongest clause interfering with the school board's power of compulsion is the 12th section of the Act of 1883, which is as follows: "Where the school boards are informed by any "person of any child in their district who is stated "by that person not to be in course of receiving "elementary education by regular attendance at "some public or inspected school or otherwise, it "shall be the duty of the school board to take "proceedings under sections nine and ten of this "Act, unless the school board, for reasons to be set "forth in their minutes, think that it is inexpedient "to take such proceedings"; but there is no body to enforce that.

19,937. (*Chairman.*) Is there not generally a very much stronger feeling in Scotland in favour of compulsory education than there is in England; is not there a general feeling in favour of education being extended to all in Scotland?—Yes.

19,938. Is not the reason why the deaf and dumb have not been educated that there has been in many districts no very convenient school where they could be sent?—Yes.

19,939. (*Mr. St. John Ackers.*) I wish to ask you whether to your knowledge there are not a very large number of poor deaf and dumb children at the present time uneducated who might be educated, even under the present condition of the law?—The only information I can give upon that point is this: Of the blind between the ages of 5 and 15, there are 341, and of the deaf and dumb 781.

19,940. And how many in school?—I can only give you the number of those who are paid for. The number of blind who are paid for in institutions according to a return we have received is only 32; that would be very much under the proportion in the case of ordinary children, I think.

19,941. (*Sir Tindal Robertson.*) Paid for by whom?—By the parochial boards.

19,942. (*Mr. St. John Ackers.*) That shows that there is apparently a great remissness on the part of the school authorities of Scotland in regard to the education of these afflicted classes?—On the part of the parochial boards.

19,943. On the part of the two bodies together who have the power at the present time of sending these children to school?—Yes. Of the 781 mutes I find that only about 70 are in special institutions paid for by the parochial boards.

19,944. (*Admiral Sir E. Sotheby.*) Is it in the power of the Education Board to make any special inquiry as to how many of the deaf and dumb and the blind children are being educated?—It would be very difficult for us to get such a return.

19,945. Is it in the power of any other board in Scotland to obtain that return?—I think it would be difficult to get such a return. I have not in my possession just now any information of that sort.

19,946. Such information would be useful?—It would be useful, no doubt.

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19,947. You would be able to spot those who were not educated?—Yes.

19,948. You have stated that there is a much smaller proportion of the deaf and dumb and the blind educated than there is of the sighted and the hearing? — I think there is a small proportion educated by the parochial boards. You must remember that, except in the case of very well-to-do parents, they must all get assistance from the parochial boards if they are to send their children to outside institutions. One would expect that a much larger proportion of those afflicted children would be educated at the expense of the parochial boards than of ordinary children, but it is not so.

19,949. Because they do not like to pay the extra expense, I suppose?—I believe the parents are very often unwilling to part with their children.

19,950. A great many of those who are unaccounted for, for all you know, may be brought up in asylums and institutions for the deaf and dumb and the blind as in England?—Yes.

19,951. You say it is most necessary to have thorough teachers for the deaf and dumb and the blind; where do the present teachers get their training?—I believe at some of the institutions, such as Donaldson's Hospital; and I understand that the Glasgow School Board just now is giving instruction in methods of teaching the blind to ordinary teachers. The Glasgow School Board is going to try to provide for blind children in the ordinary schools.

19,952. That is merely an experiment?—Yes.

19,953. Are you satisfied with the amount of knowledge and aptitude for teaching that teachers for the blind and the deaf and dumb have at the present moment?—I have no means of coming to a conclusion. The reports from Dr. Kerr have spoken well of the schools, and the efforts of the teachers; that is all I can say.

19,954. Do you think that teachers for the deaf and dumb and the blind might be given a certificate on passing an examination to test their special fitness for teaching the deaf and dumb or the blind?—I think such an examination would certainly be very useful.

19,955. There is no examination of that sort at present?—No.

19,956. If those who were intended to become teachers of the deaf and dumb or the blind, were sent to any training college where it is known that the education was thorough, it would be a great advantage?—Certainly.

19,957. Do you know any training college at present where you consider the teaching is thorough either for the blind or the deaf and dumb?—Dr. Campbell trains teachers, I understand, but I have no special knowledge as to that. I know of none in Scotland, and I have no official knowledge of any in England. I understand there are better schools in England for the training of teachers. I know that as a matter of general knowledge.

19,958. Are you satisfied that the teachers you now have in Scotland are good enough, is not there room for better teachers?—We have no means of judging that; we have no means of comparing them with the teachers in other countries.

19,959. Do you know whether any of the ministers of the Church of Scotland are blind?—I know of one who is blind; there may be more; I know one of eminence who is blind.

19,960. Are the blind ever sent to the universities in Scotland?—Yes, I have seen them at the universities.

19,961. (*Mr. Van Oven.*) If the Education Department in Scotland at the present moment do not take any notice of the blind and the deaf and dumb, as I understand you to say they do not, would it not be necessary that special provision should be made in their Codes, and in the mode of organizing the education under them to suit those two classes?—I think it would be very desirable, if we could obtain the necessary funds from the Treasury.

19,962. For that purpose it would be necessary to make a special Code suited to the conditions of the deaf and dumb and the blind, and to have certain inspectors to test the quality of the education, and the manner in which it was being given in the different schools or classes? — Yes, some articles would have to be introduced into the Code, and we would either require to have an inspector permanently on the staff, who was acquainted with this sort of education, or else we could employ from time to time as was required some specialist.

19,963. Then as regards your teachers, it would be necessary to have your teachers specially trained, either for teaching the deaf and dumb or for teaching the blind? — I have no doubt that such special training would make them more fit for their work; but at present we have two blind schools in receipt of a grant, the teachers in which have not had any special training so far as I am aware.

19,964. As regards the deaf and dumb, are there any schools where the state of things is the same?—We have none in receipt of a grant.

19,965. There is a class at Dundee, which is provided by the school board; does not the school board receive a grant for that class at Dundee?—I do not like to say there is no grant, but I think it would have come to my notice if there had been a grant for that class, probably they did not apply for a grant at all.

19,966. Then it is provided for by the rates without a grant?—I presume so.

19,967. Provided that the education of the deaf and dumb and the blind were made obligatory in Scotland, and enforced as far as possible by the law at present existing, or as it may exist in the future, would it not be advisable for the Education Department to take notice of the teachers employed for teaching specially the deaf and dumb, and to grant them special certificates for that purpose, under the examination of their inspector?—It would be very advisable, certainly. I should be very glad to see power in the Education Department for doing so.

19,968. Then for that purpose it would be necessary to make some grant for the teaching of those teachers in that special branch?—It might be found necessary, but there are many teachers of course, both in England and in Scotland, for whose training we have not paid in any way.

19,969. Do you think it would be an advisable and practicable plan, that the school boards from time to time, for the purpose of obtaining teachers suitable to teach the deaf and dumb and the blind should take certain of the certificated teachers in ordinary elementary schools, and send them to special institutions to learn the special system of training necessary to teach the deaf and dumb or the blind?—I think that would be a very desirable thing, but that raises a question of general difficulty; we find that boards are unwilling to do anything in the way of training a teacher; they say, "Train yourself," or "Get your "training as you like, and come to us and we will "employ you." It is a doubtful policy for a school board to spend the rates in the training of a teacher, who the next day may go and accept office under another board.

19,970. Do you think it advisable that the Department should pay for the training of a teacher, who had first been trained as a teacher in an ordinary elementary school, and then went to a special institution to receive that extra training which would be necessary for that teacher to become a teacher of the deaf and dumb or of the blind?—I would rather go back to what I said before, that I think, if we are to continue to pay grants for the training of teachers, —against which a good deal may be said, although I would rather not give my own opinion—if we are to go on with that principle, I think that teachers of the deaf and dumb and the blind have a very strong claim to get a share of those grants for their own training.

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19,971. There is a system in Germany under which the best teachers in the public elementary schools are induced to go to the school for the deaf and dumb, in order to be trained as teachers of the deaf and dumb, and practise as teachers of the deaf and dumb, because such teachers are paid higher salaries than are paid to teachers in the ordinary elementary schools. Seeing that the difficulty of obtaining good teachers for the deaf and dumb is very great, it seemed to me that something of the same system might be carried out in this country and in Scotland; that is to say, that some inducement should be held out to the best teachers certificated in the public elementary schools, to enter upon that special training and become teachers for the deaf and dumb by means of higher payments or emoluments in the shape of grants given by the Education Department?—It would be very desirable indeed if something of that sort could be done; but I am afraid the system in Germany lends itself to such a thing, and ours does not. The Department might help in the training of those teachers, but it is not the Department that pays the salary of such teachers, and even if we increased the grant, we should not thereby secure a better salary to the teacher. The grant is paid to the school managers, be they a school board or anything else, and it is for them to arrange, on the principle of supply and demand, what they shall pay for their teachers. If a man is a very able man, and does his work very well, and it is important to secure him, they will naturally pay him a larger salary than they would pay a man who was not so efficient a teacher, but we cannot tell them, you must pay your teacher a large salary.

19,972. But, if the grant be given to the school authority, and their object is to work their school well, will not that enable them to offer to a special teacher special advantages?—We never make any bargain as to the salary they are to pay to their teachers. If a school authority gets a large grant, no doubt they would have all the more to give to their teacher; but a school might earn a specially large grant, and yet not pay a specially high salary to the teacher.

19,973. You might induce school boards and school managing committees to endeavour to get, for the teaching of the deaf and dumb and the blind the best teachers they could, and you might stimulate them to do so by giving grants towards the training of those teachers?—We might say, in other words, provision is made for the special training of teachers of the deaf and dumb or the blind, and if you employ one of those teachers who has had that special training, we will give you a better grant.

19,974. Suppose clauses were established in schools for the deaf and dumb and the blind, I presume you would provide inspectors who would examine those children under a special Code, and you would give the schools grants for children who had passed under such special examination, according to a special Code which you might make, in the same way as grants are given in respect of special classes of children. such as infants?—I am quite sure that the Department would very favourably consider any such proposal, but we would need to obtain the consent of the Treasury.

19,975. Such a thing would be feasible?—Such a thing would be feasible if the means were given us of doing it.

19,976. (*Rev. Mr. Owen.*) I think I gathered just now that you are of opinion that either a special staff of inspectors would have to be appointed, or, for the time being, specialists would have to be engaged to assist the ordinary Government inspectors?—I think that would be useful. The ordinary inspectors might very soon acquire the necessary experience, but the employment of experts would be very useful.

19,977. You think it would be necessary to devise a special standard, taking into consideration the difficulties of teaching this afflicted class, the standard upon which the grant would be based would have to be very much lower than the standard in the case of ordinary education?—In certain respects, it would have to be lower. I do not know that it would have to be in all. I think the general intelligence of the child for which we pay a special grant might be quite as high as in the case of an ordinary child.

19,978. Would it be fair, as a rule, to fix almost the same standard for the deaf and dumb and the blind in elementary education as you would for an ordinary child?—The ordinary subjects of reading, writing, and arithmetic you would require to make easier, but I think I have seen in the reports evidence of a considerable standard of intelligence among these children. Of course, they are called on to exercise a very considerable amount of brain power which other children have not to use.

19,979. Taking into consideration the extra cost of educating the blind and the deaf and dumb, would you be in favour of a larger grant in proportion being given?—It would be a difficult thing for me, as secretary of the Department, to say I am in favour of a larger grant; but I may say that I think a fair case might be made out for a more liberal grant.

19,980. You think it most probable that the cost of educating the blind and the deaf and dumb would be considerably more than the cost of the education of ordinary children in the same class of life?—I think that is inevitable.

19,981. Suppose an extra grant were not given, how would you suggest that the extra expense should be met; would you say it should come out of the local rates?—I think you can look to a considerable amount of voluntary contributions in these cases.

19,982. Because the children are specially afflicted?—Yes; it is not to stop the stream of subscriptions that I would recommend that the power of contributing to such institutions should be given instead of the power of establishing them. Nobody would subscribe to an institution established by a school board and kept up and managed by a school board, but people would go on subscribing, even though the school board gave a subsidy, to a voluntary institution.

19,983. The subscriptions would probably be considerably less, would they not?—I do not know that they would. If you have a large blind asylum under voluntary management, and supported by voluntary contributions, those voluntary contributions will not fall off, because a school board may make a subsidy to such a voluntary institution.

19,984. (*Sir Tindal Robertson.*) There is a friction between the parochial boards and the school boards with regard to some of these points?—There occasionally is.

19,985. But suppose that the plan that has been suggested by the Chairman was adopted, namely, that the school boards should take the whole of the direction of the matter into their hands with regard to the education of these children, would there not be a chance of still greater friction if the parochial boards had no control over the matter, but were obliged to meet the expenses?—But I should not suppose that if the matter were taken out of their hands they would meet the expenses further than that they would be obliged to meet the precept of the school board by raising a certain amount of the rate.

19,986. Then, in fact, the rate, instead of coming out of the general parish rate, as at present, would come out of the school rate?—Out of the school rate. But I should, perhaps, ask whether, in speaking of the transference to the school board of "the whole matter," you mean the payment of fees or the power of contributing to such schools?

19,987. I mean both?—Of course, if it had been merely the transference of the payment of fees to the school board, that would probably go with the payment of fees generally by all the children to the school board, and would have left the school board without any power of keeping up or contributing to an institution of this sort.

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19,988. You are aware that, at the present time, in some of the larger school boards of this country there is what is called a higher system of education carried on, a selection of certain children coming from the lower schools to a higher grade of school where science, chemistry, physiology, and matters of that kind are taught?—Yes.

19,989. Is there anything of that kind in Scotland?—Yes.

19,990. The same system is carried on there?—Yes, in the larger towns

19,991. And with regard to the blind, the deaf, and the dumb, would it not be possible to put them on something of a similar system, only substituting handicrafts for these higher scientific subjects?—Bringing them into a single school, do you mean?

19,992. I mean instead of teaching them these higher scientific subjects, to teach them such handicrafts as would be useful to them in after life?—Yes, I think it would be possible now, and under the Technical Schools Act still more so.

19,993. Then, would you think it advisable that that should be carried on under the present school board administration, or under some new administrative body?—I think so long as it is not a boarding school that the school board may quite well overtake it; but the school board will be unwilling, I fancy, to take charge of any institution where the children are to be boarded and lodged as well as taught; and I think that to meet that difficulty I would give them the power of contributing to such institutions.

19,994. With regard to the grant to the universities, I think that is 47,000*l.*?—Under the Bill my impression is that the figure is 47,000*l.*

19,995. Is it not your impression that that is not so much distributed for the transference of certain lower scholars to the universities, but (as you yourself stated) in order that there might be a deficiency made up in consequence of certain endowments which were left in the olden time having been taken away?—Yes, and that is the reason that I guarded myself. The universities would not like it by any means to be said in Scotland that this grant was entirely an eleemosynary grant; they had estates, and, rightly or wrongly (I cannot decide the legal point or the historical point), they assert that they had a claim in justice upon the grant.

19,996. Then practically this grant is given more for the general extension and keeping up and maintenance of the universities than for stimulating any particular scholars, or taking up and maintaining any particular scholars from the lower schools of the country into the universities?—Undoubtedly. No part of the bursaries that are paid to students in our universities comes from the State; the bursaries are all private endowments.

19,997. Then, in the event of any blind, or deaf, or dumb boys being taken from these schools or special institutions into the universities that would not be available; it would be necessary to have some bursaries or funds found from some other source?—Undoubtedly. No student gets any bursary out of public funds for the university.

19,998. (*Chairman.*) There was a question whether the three miles limit with regard to the deaf and dumb and blind children should be enforced, or else travelling allowance given. Take the case of a child at a board school in a large town, who lives between three and four miles away from the central school; do you think that the three miles radius should be relaxed in order not to set up two blind schools or two deaf and dumb schools in a town, say, of 40,000 inhabitants, or that travelling allowance should be allowed, say, for tramcars, or railway, or other means of travelling?—In such a case I think it would be a great pity to establish two schools; I think it would be much better to keep up the one.

19,999. How would you meet that point; we had a case the other day where a child was walking more than eight miles a day in order to get to school?—No one would say, of course, that it is not much better to have some means of paying the tram fare or the railway fare, as the case may be; but, at the same time, I have great doubts, as a matter of administration, about adding to the powers of the school board that of paying for travelling.

20,000. I am only asking the question with regard to deaf and dumb and blind children. Their case stands on quite different grounds from that of children not so afflicted, does it not?—Of course it is open to question whether, for that very limited number of children, special powers might not be given; they undoubtedly would be, in many cases, of great advantage.

20,001. Could that be done by an alteration in the Education Code?—No, it would need an Act of Parliament. We hold that there is no power in the board at present to defray travelling expenses.

The witness withdrew.

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20,002. (*Chairman.*) You are secretary, I think, to the Science and Art Department, South Kensington?—That is so.

20,003. And all science and art classes over both England and Scotland and Ireland, are under your charge, so far as any grant is made to them by the Department, I suppose?—Yes.

20,004. How are those grants given; after inspection, or on what principle?—The grants are regulated by the rules in the Directory for Science and Art Schools. The principal payments are made on the results of examination. There are other subsidiary grants for buildings and aiding in the purchase of apparatus, and so on, but the main grant is made on the result of instruction as tested by examination. I should say that there are also grants in aid of scholarships, and matters of that kind.

20,005. We do not want to go into the general subject, but to know how far the deaf and dumb schools come under you in England and Scotland and Ireland, and what, at present, have been the grants which they have earned?—With regard to art instruction, I furnished the Commission with a tabular statement, I think at the beginning of last year, giving the result of the examination of schools in elementary drawing, and also in second grade drawing, and comparisons between them and other schools.

20,006. With regard to these schools on that list, do they compare favourably with the ordinary class of schools in drawing?—Yes. Perhaps I may be allowed to say that, having only received information late yesterday evening, I have really had very little time to look up this matter, but I have endeavoured this morning to get the papers together, and see what I could of the matter; and from my rather hurried inspection of this table, with which I furnished the Commission, it seems to me that there is one rather remarkable result; that the deaf and dumb schools do better, as far as reaching the standard for "passing," and not quite so well in reaching the standard for prizes. If you take any of the years given in this list, you will see, "schools for the deaf and dumb," and "public elementary schools." The percentage of success in the deaf and dumb schools was 54·43, and in public elementary schools 51·06; whereas the percentage who obtained prizes was, in deaf and dumb schools, 11·53, and in public elementary schools 20·15. I am taking the first year; I fancy it is a fair average year. Then, if you take the second grade examination, you find that the passes in the deaf and dumb schools are 34·02 per cent., and in public elementary schools 28·03: whereas the per-centage who obtained prizes in the deaf and dumb schools is 4·12, and in the other schools 6·07. And then, taking both grades combined in the schools for the deaf and dumb, and the public elementary schools, you find that the percentage of success is 51·21 in the deaf and dumb schools, as against 47·11 in the other schools; whereas the prize percentage is 10·37, as against 17·73. It is rather curious. I have no theory to account for it.

20,007. Would that be at all accounted for by the teaching not being so good in the deaf and dumb schools; that is to say, that natural ability enabled them to get a greater number of passes, but that the want of good teaching prevented them getting prizes?—I really do not know. As a matter of fact, I only looked at this table with a view to getting anything out of it, this morning.

20,008. Have you no reports from your inspectors that bear upon that point?—No. Of course, on the face of it, the return rather indicates that the deaf and dumb are better up to a certain average, and that you do not get among them, to the same extent, the higher excellence which is necessary to obtain prizes that you do amongst the masses who are not so afflicted. But perhaps drawing may have been more generally taught throughout the deaf and dumb schools, while some selection of pupils was made in the others. I have no means of knowing this.

20,009. Do these statistics apply to the three countries?—Yes, throughout the United Kingdom.

20,010. (*Mr. Woodall.*) Were the figures you quoted second grade and third grade?—Not third grade. This return deals with the case of schools which we know are deaf and dumb schools as compared with ordinary schools. In the third grade, that is to say, in the schools of art, and the art training school, we have a number of deaf and dumb students, but they have never been taken out as a separate class to be compared. We are dealing with specific schools.

20,011. (*Chairman.*) This return before us does not appear to include the Irish schools at all, because it is described as a return showing the results of examinations in drawing held in the institutions for the deaf and dumb in the years 1882 to 1886, inclusive; and the places named do not include Ireland at all; they are Exeter, Margate, Liverpool, Manchester, London, Newcastle, Birmingham, Doncaster, Edinburgh, and Glasgow?—The return deals with all the classes that we are aware of in the United Kingdom, but I am not aware whether there are any in Ireland that have come under the examination of the Science and Art Department.

20,012. Have you any reports from the inspectors specially recording the results in drawing in the deaf and dumb schools?—No. I asked for all the papers in the Department that could be found this morning that bore on the subject, and I have no special report, except with regard to another point, and that is the examination in science in the case of the blind; but I thought your Lordship wished to keep to art first. I have mentioned, I think, before, the simple question of the art instruction of the deaf and dumb. With regard to the blind, of course the question does not arise.

20,013. You do not make for the deaf and dumb any further grant, except for drawing; there is no other art trade taught; for instance, is there any carving or modelling?—The Science and Art Department have no power to make grants *quâ* carving; but modelling, which forms part of the general instruction in art, comes under the purview of the grants of the Science and Art Department. In the returns that I dealt with just now I was only speaking of the instruction in elementary schools, and the instruction, as far as it went, in those schools up to what is called the Second Grade Art Instruction. Of course there are a large number of students both in schools of art in the country, and in the National Art Training School who are deaf and dumb, but of whom we keep no separate record. They just work as other students, and the same grants are paid upon them as upon students who are not so afflicted. We have at the present moment, I may mention, in the National Art Training School, a student who is totally deaf, but who can speak; he only lost his hearing a few years ago; he gets his instruction by writing and by signs in the deaf and dumb alphabet, and they find that he is very easily taught, and the instructor in modelling says that he is one of the best modelling students in the school.

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20,014. What age is he?—About 24 or 25, I think, and M. Lantéri, who is the instructor in modelling, says that he has had experience of other deaf and dumb mutes in France, and that he has found them very apt at modelling, and quick to take in instruction.

20,015. Do you know whether the principal deaf and dumb modeller at Sir Henry Doulton's was trained under your schools; I think he was?—Yes, probably at Lambeth. Then Mr. Sparkes, the Principal of the National Art Training School, says, that they have had many deaf and dumb mutes in the National Art Training School; he finds them somewhat slower than ordinary students; one who is now in the school cannot use the deaf and dumb alphabet, but they make him understand by writing.

20,016. I suppose that is probably from not being well taught at school?—Yes. I think I have given you all the information I can with regard to what happens in the art schools. In those art schools they do carry on instruction in wood carving rather as a form of modelling; that is to say, the work is sent up to the Science and Art Department as designing and modelling, but we do not give grants to wood carving specifically as such. But I may say that I have had to do with the School of Wood Carving of the Committee of which I am the Chairman, which is mainly supported by a grant from the City and Guilds of London, and furnished with rooms in their institution in the Exhibition Road, their central institute; we have had several deaf and dumb pupils there. There is one now who is 23 years of age, and has been four years in the school; he is now one of the best carvers that we have; Mr. Grimwood, who is the instructor in wood-carving, uses his fingers to talk with him, but Miss Rowe, who manages the school, says that she has no difficulty in making him understand by signs. Then we have another, about 24 years of age, now in the school, who has been there about nine months; he is rather a weakly lad, and has had softening of the brain. Then there was another in the early days, aged 22, who was formerly in the school for six months; he had been taught to articulate; he made very good progress as a carver, but afterwards went to Nottingham, where he did well as a designer for lace, and he came to see Miss Rowe, the manager of the wood-carving school, some time ago, and said he was going to Australia, though doing very well as a designer at Nottingham; I do not know why he was going out there, but he seemed to be doing very well at Nottingham. And in the early days of the school we had another deaf and dumb boy, and I think there have been two or three others in the school; but these are the only ones I could get a specific record of, and they have done fairly well, one of them exceedingly well, and the others very fairly well; and in that school, which is not a Government school, they are being taught a specific industry by which they can earn their living if they succeed in it.

20,017. Do you know whether any of those deaf and dumb had learnt any of the rudiments of artistic or technical training in the schools where they had been taught, or did they all come to you for that?—I think they had all learnt to draw. We have a condition in the school that we do not take them in as free students, unless they have passed through a certain amount of drawing; I do not know whether it was relaxed in these cases, but I fancy not.

20,018. Now with regard to science, I suppose that is what principally applies to the blind; how far do the blind come under your Department; they have no technical training at all at present under you?—Of course not under the Art division.

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20,019. They might have modelling to a certain extent; in Germany we have seen the blind modelling?—I am not aware of any case of a blind student doing modelling; but, as far as science instruction is concerned, of course if they were only deaf and dumb, they could come up in the same way as other students to the examination, and payment on results would be made on account of their instruction, just as it would be for any other students.

20,020. Are there many cases?—I am not aware about the deaf and dumb. There is nothing that has been specifically under the notice of the Department; but we have had one or two cases with regard to the examination of the blind. Application has been made that we should examine the blind by allowing them an amanuensis, and that could not be permitted, because, as the Government grant is made on the result of the instruction, we could not tell how much was due to the student and how much to the amanuensis. But we have never refused to allow the examination when it was carried out by means of writing on a frame. An application was made some years ago for the examination of a candidate in Gorbal's School, in Glasgow; it was used rather as an experiment. The candidate came up in mathematics, and one of our inspectors watched the examination. I do not know whether the Commission would care to have the details. He made a very careful report of the examination, showing the difficulties of the case.

20,021. It would be interesting to the Commission to hear that?—I will read it: "As requested in the "accompanying minute, I visited the examination at "Gorbal's Public School yesterday, 10th May, from "7 to 8, with the following result. The whole of "the questions in Section A, 1st Stage Mathematics "were read to the blind candidate *twice*; he then "selected questions 1, 4, and 6. The first of these "was read once again, and taken down by him with "fair rapidity. He then read it over once to the "Superintendent (a precaution in an arithmetic or "algebra sum quite necessary). The writing occu-"pied 25 minutes, and the result $\frac{3}{4} \div \frac{3}{4} = 1$, was "taken down at his dictation by one superintendent "in the presence of another. As the different steps "in the sum occupied much more space than the "metal frame afforded, it was necessary for the "candidate when he reached the bottom to remove "the type and begin again at the top. It would "therefore be impossible for the superintendent to "write down all the steps in a moderate sized sum, "unless he did so each time the frame was filled, "which would be very tedious, and occupy his whole "time. I, however, caused all the steps in some of "the other questions to be dictated by the candidate "and copied. The frame used is $7\frac{1}{2}'' \times 9\frac{1}{2}''$, con-"taining $24 \times 18 = 432$ type holes, and the candi-"date believed that no larger frames are made. I "again visited the school from 9 to 10, and saw the "candidate work question 7, Section B, Geometry. "This he took down and worked on white paper "mounted on a small board, and as there was sufficient "room on the paper, the dictation to and by the "candidate involved no difficulty. As, however, the "difficulty to the candidate of working any but the "simplest problem in the absence of a figure must be "very great, I asked him whether he had any means "of making one, but he replied in the negative. A "book with raised figures is of course used in learn-"ing geometrical problems, but this, if its use were "even allowed, could be of no service in working "examination questions, unless they corresponded "with the problems in the book. From the above "description of the apparatus used it will be seen "that while geometrical problems can be worked on "separate sheets of paper, and read by the candidate "at the close of the examination, questions in arith-"metic and algebra must be read and copied as each "is worked out. Half-an-hour extra was allowed to "the candidate on account of all the dictation, &c. "involved, and this is not at all too much. If these "examinations of the blind are continued, I advise "the Department to re-consider its rule of employing "two superintendents to conduct them. The dicta-"tion requires much time and attention, and "(especially if only two superintendents are present "in the room), these cannot be given without detri-"ment to their general supervision. While the "superintendents are writing and listening to the "blind candidate's answers, irregularity might occur "in other parts of the room. My own impression is "that the admission of the blind to these examinations "at all is too great a burthen on the superintendents, "but, if persisted in, improvements will no doubt be "suggested by further experience. The candidate in "this case appeared to be quite master of his imple-"ments." The paper was sent up, but I do not think it came to very much; I do not know if he passed. It was all written out by one of the superintendents. Of course the great difficulty in carrying on anything of that kind would be that you would have to have each candidate in a separate room; otherwise one candidate would hear what the others said. And as respects the blind student, therefore, there are very few branches of science which he could take up with any kind of use to himself, and the examination by our Department would be almost impossible.

20,022. But we have seen the blind receiving technical instruction in the various institutions which we have visited, and the question which I rather, in looking forward to the future, is, whether it would be possible to bring these schools, as possibly recipients of grants, under a Technical School Act for England like the Scotch Act, but with such variations as are suitable to England. Do you think it would be possible to carry out grants under your Department to schools for performing certain acts in regard to the teaching of the blind in technical instruction; for instance, basket-making, mat-making, brush-making, or any other trade suitable to the blind. I am asking you with regard to the blind generally, and I am asking you with a view of obtaining your opinion with regard to England; but, perhaps, if you have done anything in regard to Scotland, which would enable you to answer that question, you would state that first?—I understand you to refer to technical instruction in the strict and, perhaps, rather limited sense: that is to say, the absolute teaching a trade or industry.

20,023. Or teaching the elements of a trade in an institution?—And not the preliminary scientific instruction which may be useful in a trade. In using the term "technical" instruction, I understand you to mean a handicraft.

20,024. (*Mr. Woodall.*) Will you distinguish between that theoretical instruction, which has hitherto been the work of the Science and Art Department, and technical instruction in the sense of the Act of last session?—As I will do so in my answer——

20,025. (*Chairman.*) As far as Scotland is concerned, that has not been brought into operation?—No.

20,026. I should have asked you on that point, if it had been brought into operation; I am assuming that you have not had time to bring it into full operation. I was asking what you thought it possible to do in regard to England. Perhaps, as a preliminary, you would answer Mr. Woodall's question?—Perhaps I could make it clearer by making my answer rather full—I hope not pedantic. The term technical instruction, as used generally, is supposed to include three things: first of all, the general scientific instruction, which may be applicable in various trades and industries; secondly, the special applied sciences—those branches of science which are specially applied to specific industries; and, thirdly, the instruction in the trade itself—in the absolute work of the trade. In the first two classes, if I may so say, we are only dealing with instruction in how things are done.

20,027. Theoretical instruction?—Yes. And in the third case, we are teaching the student how to do it. One broad distinction, it seems to me, comes in there between teaching a student how a thing is done, and teaching him absolutely how to do it. As far as the first two classes of instruction are concerned, the Science and Art Department has hitherto given grants in various branches of science, both pure and applied, which may be useful in industrial instruction. The Science and Art Department has not been authorised to give any grants hitherto in teaching the trade or industry itself. With regard to the Scotch Education Bill, to which your Lordship has referred, all that that does is to give a locality power to apply rates for technical instruction, and the definition of what shall be technical instruction, rests with the Science and Art Department.

20,028. Approved of by the Education Department?—After having been approved by the Scotch Education Department.

20,029. It means instruction in subjects approved by the Scotch Education Department?—No question has yet arisen on that subject.

20,030. We know, of course, that there is a Bill pending for England, and I feel a difficulty in asking you these questions; but what we want to know is, in what way, with your knowledge of this subject, you think that technical instruction, which means the instruction in some handicraft suitable to the deaf and dumb and blind (which is generally of such a simple nature that it is more a question of practice than of theory) can be best carried out under any ideal system or any possible system that would be likely to be introduced?—I ought to distinguish between Government grants and what the Scotch Bill, or any other Bill which may be framed on the same lines, does in this way: The Scotch Bill only provides for the local machinery; the question to what subjects grants shall be given, is a matter which is decided by the Science and Art Department with the sanction of Treasury; and, therefore, though a subject might be considered technical instruction under the Scotch Bill, that would in no way necessarily carry with it a grant from the Science and Art Department.

20,031. I am not asking you what might be determined to be technical instruction by the future Department in England, but I want to know whether you could give us any suggestion from your knowledge of the subject as to any way in which your Department could encourage this technical instruction in the existing deaf and dumb institutions, supposing it should be recommended by this Commission that grants should be given for such instruction after a certain age, say from 12 to 15, or from 12 to 18?—I think it would be very difficult for the Department to aid that strictly technical instruction unless it was under very special and exceptional arrangements made with regard to the instruction of the deaf and dumb. For a Government Department to enter into the general field of technical instruction (and I am speaking now of technical instruction in the sense in which you have used the term) would be impossible, so many conflicting interests would come into play that it would be impossible to deal with the direct teaching of trades or industries. But, taking the deaf and dumb as an exceptional class, if the Government thought that they had a right to be treated so exceptionally, I do not see that there would be any great difficulty in making payments to aid in their instruction, that is to say, in the shape of grants in aid of institutions which were supported locally either by rates or by voluntary contributions. If it was considered right, and good policy, to do so, there could be no difficulty in seeing by means of inspection, that fair and proper instruction was being given, and then giving a grant in aid which, it might be arranged, should not exceed some proportion of what was raised by rates or by voluntary contributions.

20,032. What is the principle on which the grant is distributed now; is it to individuals or to schools?—The grants are all paid to the committees of schools, but the grant depends primarily on the examination passed by each individual student.

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20,033. Not the general excellence of the school?—No, not the general excellence, it is on the individual passes.

20,034. Of course, with regard to the afflicted classes, special arrangements probably would have to be made with regard to them?—I do not think an arrangement for payment by results would be applicable, because you want the most aid to those who are least capable of earning it. In schools for deaf and dumb and blind you are starting upon an entirely different basis, and it would be absurd to try and treat them on the same principle as ordinary schools.

20,035. (*Sir Tindal Robertson.*) At present, in some of the board schools, there are higher classes, are there not, which have special grants from your Department in order to aid them in teaching the sciences of chemistry and physiology, and so on?—Yes, in several towns they have established higher board schools, which get grants from the Science and Art Department on the results of instruction in the various branches of science and art to which we give aid.

20,036. Would there be any difficulty in taking the blind children and the deaf and dumb children from the board schools, or from the institutions in the different towns, and putting them on the same footing with regard to technical education in these higher schools?—There is no difficulty in putting them on the same footing as the other children, and no difficulty has ever been made in that way; but the difficulty is in their being able to take advantage of the grants which are administered in that form. May I ask if you are using the word "technical" in the strict and limited sense in which the Chairman used it?

20,037. No, I was rather using it in the general and comprehensive sense?—I asked that question because we give no grants to the technical instruction, in the limited sense. But if you take it in the general sense, of course, a deaf and dumb child comes in and may, no doubt, earn grants for drawing without out ever knowing that he is deaf and dumb.

20,038. Supposing that an application was made to you from such an institution as the Royal Normal College for the Blind with regard to the modelling they do there, would there be any difficulty in giving grants for excellence in that work to blind children?—At the present moment I see no kind of difficulty; perhaps there might be a little technical difficulty as to whether the master came within the qualifications, but I have no doubt that might be overcome; but if the institution to which you refer were prepared to submit work on exactly the same footing as an ordinary school, I see no reason why it should not get the grants under exactly the same conditions.

20,039. As a matter of fact, has any such application been made to you by any institution for the blind?—Never *quâ* modelling that I know of. I have had so short a time to look the matter up, that I cannot be quite certain, but I never heard of any case with respect to modelling. I have already stated that we have a number of schools to which we make payments on account of drawing.

20,040. That is in the case of the deaf and dumb; I am speaking more of the blind now?—No, I do not remember ever hearing of a case.

20,041. With regard to the examination of blind people, are you aware that in the universities many blind men have been examined, and have passed successfully, taking degrees both in classics and mathematics, and that there has never been any difficulty whatever in examining them?—I was not aware of that, but I can quite imagine that it is so, and yet that it would really have very little bearing upon the case of the Science and Art Department. In a university, which is dealing with comparatively few students, you have your own staff of examiners, and so on, and they will no doubt always make arrangements for the examination of a person who happens to be in a position in which he cannot go through the examination in the ordinary way. But we have to deal with an enormous number at the May

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examination; for instance, in science, at the last May examination, there were upwards of 100,000 candidates, all over the country. Those examinations were conducted by local committees, the papers being sent down, and the committee being responsible for the papers being worked out properly. If the committee at any place undertook to examine a candidate in the way that I have just described to the Commission, the Department would make no objection; but you see that could not be carried on to any great extent, because you have not got the local people to do it. You would want one person to attend upon each candidate during the whole of the examination, and you must have him in a separate room. If the locality provided for that, the Science and Art Department would make no kind of objection.

20,042. You said that there was some objection to an amanuensis being employed; are you aware that in the examination for a barrister, an amanuensis is employed by the Council of Legal Education; that he meets the blind student for the first time in the room where the examination is to be conducted, and that as a matter of fact, the examination is conducted in that manner by means of the interpreter or amanuensis reading the questions, and then writing from the dictation of the blind candidate?—I was not aware that it was done in that way.

20,043. So that, practically, there is no difficulty in having an amanuensis?—Supposing it was arranged that some entirely outside person should take down the answers for each candidate under the Science and Art Department, I dare say some arrangement could be made; but I think you will see that if you are dealing with people on the spot, of whom you know nothing, and who may be more or less interested, you could not really pay away Government money on a matter arranged in that way.

20,044. Would there be any difficulty in arranging that certain large centres in the country, (not the small centres for the sub-divisions in which your examination is conducted), should be named at which people might be employed, and to which these candidates might be sent?—Yes, I think an arrangement could be made.

20,045. It is a matter of the greatest importance to the blind, and I am very anxious to have the thing thoroughly clear?—I think it could be arranged, but I do not think that really the question can practically arise. Almost all the scientific instruction in which we examine is experimental science, and when you are dealing with experimental science, for the blind it is unfortunately of no use, they are only learning it as a literary effort, an effort of memory, they can form no judgment from experiments which they do not see.

20,046. I should almost join issue with you on that point, but as a practical matter, would it not be a matter easy to arrange, that in certain large centres reliable people should be employed by the committees who might be able to take these persons one after the other, say two hours at a time, and if they chose to present themselves, to give them the opportunity, at any rate, of passing through such an examination as your Department would conduct?—If they can do it simultaneously. You must have the thing done simultaneously; you must have enough people to conduct the examination of each individual candidate at the same time.

20,047. So that, in fact, if the smaller points of detail could be arranged, you would see no difficulty with regard to the practical part?—No, I think no difficulty has ever been made, except, as I said, the difficulty of allowing for an amanuensis.

20,048. (*Mr. Woodall.*) Confining our attention for a moment to the deaf and dumb, you gave us just now some very interesting figures with regard to the relative success of pupils of deaf and dumb institutions in drawing; are any of those pupils, so far as you are aware, presented in any of the other subjects enumerated in the Art Directory?—In the Third Grade subjects, do you mean?

20,049. No; in any other subject than drawing?—Do you mean art subjects?

20,050. For instance, in geometry or model drawing?—Yes, in deaf and dumb institutions they come up in model drawing just as much. When we had the drawing in elementary schools under the old system, before we began the present classification, a memorial was sent to the Department with regard to deaf and dumb children, stating that there was a difficulty in getting them to pass the geometrical drawing in the elementary stage, and asking whether they might go on to the second grade without first passing in elementary geometry; and that was allowed in the deaf and dumb schools. That was from the Yorkshire Institution for the Deaf and Dumb; it was in 1884, and this was the statement made to us: "During the early years of instruction, "it would be impossible for deaf and dumb children "to draw certain figures to scale as required, intelligently, on account of their want of a knowledge of "language sufficient to understand the instructions. "For the same reason the children here have very "rarely taken the geometry paper. May I ask you if a "special exception could be made in the case of deaf "and dumb so as to defer the drawing to scale to a "period when they may reasonably be required to "take it, and if such postponement would prevent "the children in the meantime from taking freehand "or model drawing, or from earning a grant in these "two latter subjects." We said in reply, that in the case of deaf and dumb children instruction and examination in drawing to scale may be deferred to the period of their training at which, in the opinion of the authorities of the institution these children may reasonably be required to take it, and without their being prevented in the meantime from taking free-hand or model drawing of the second grade or from earning a grant in these two latter subjects.

20,051. Now, coming to a further question, so far as you are aware, are any of the children, inmates of the institutions for the deaf and dumb, presented in any of the numerous science subjects?—I do not remember any deaf and dumb institutions specifically as such applying for an examination, though I have no doubt that many deaf and dumb boys have come up for examination.

20,052. (*Chairman.*) As individuals, after leaving school, you mean?—Yes; but I will look up the question, and see as to any deaf and dumb institutions.

20,053. (*Mr. Woodall.*) Now, coming to technical instruction as understood by the framers of the Act of last session, you have already told us that in the Scotch Act the term "technical instruction" is defined to mean instruction in subjects approved by the Scotch Education Department?—Yes.

20,054. Am I right in assuming that local authorities in Scotland are empowered to give instruction in any subject which the Scotch Education Department approve as technical, and to apply the local rates to that purpose?—Yes.

20,055. But they can only obtain Government grants in aid of such subjects approved by the Science and Art Department?—Under technical instruction is included any subject approved by the Scotch Education Department as such, and any subject in respect of which the Science and Art Department makes grants at the time.

20,056. Do you understand that the consent of the Science and Art Department as well as of the Scotch Education Department is necessary to constitute a subject technical?—No. Any subject in which the Science and Art Department makes a grant is a subject of technical instruction, whether the Scotch Education Department thinks it right or not; but over and above that, any other subject may be brought in as a subject of technical instruction, such that rates may be raised for it if the Scotch Education Department approves of it as a subject of technical instruction.

20,057. It was contemplated in that Act that the Science and Art Department would extend their curriculum beyond the subjects hitherto regarded as such that they gave grants towards them?—I cannot say that it was contemplated by the Act.

20,058. Take the use of tools, for instance; was it not distinctly stated that the use of tools was to be made a subject?—But the Act had nothing to do with the question of the Department making grants.

20,059. May I ask whether anything has been done under the Scotch Act in the direction of extending the list of subjects upon which Government grants may be earned?—No, nothing.

20,060. Up to the present time there is no undertaking to give grants for instruction in the use of tools or in wood carving?—That is so.

20,061. And, therefore not in any of these special subjects, which might be supposed to be applicable to to the deaf and dumb and blind as such?—Nothing has been done in that way.

20,062. (*Admiral Sir. E. Sotheby.*) Are the deaf and dumb and blind as freely admitted into the School of Art for wood carving as other students?—The deaf and dumb are admitted as freely; not the blind, because it would be useless for them.

20,063. (*Mr. St. John Achers.*) Are not the first and second grade these in schools?—The first grade is for the instruction of pupils in elementary schools, and the second grade is what they go on to after they have passed that stage.

20,064. So that they are in either day schools or night schools?—In day schools or in night classes for adults after they have left the elementary school. Some are receiving instruction in second grade art in elementary schools, but it is taught principally in night classes.

20,065. May it not be, in the first grade, at any rate, that the reason why the deaf and dumb do not go on and do as well in the prize stage as in the first or pass stage, is that which you have already read from the Yorkshire institution, namely, that really they do not have command of language until towards the end of the time for which they are at school, and, therefore, they have comparatively a much shorter time than the ordinary children?—I do not think that explanation will meet the case, or at all events, not all the case, because they might just as well be earning prizes in freehand drawing as in the other stages, and they would count in that table as prize winners; and the fact of their being allowed to defer the geometrical drawing to a later stage is rather in their favour. What you suggest may have something to do with it, but I should say that, probably, is has not much to do with it.

Major-Gen. F.D.Donnelly, C.B., R.E.

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20,066. Can you tell the Commission any reason why the Irish schools have, none of them, apparently, been examined?—No; if it is so. There is no Departmental rule against their coming in, and as far as I am aware, there is nothing in the rules of the Department, which presses harder against the Irish schools than against the English schools. With regard to the Institution at Cabra, I believe they have done a little lace making; and it was suggested to them, I believe by Mr. Allen Cole, that they should establish a class for drawing, but I do not think it ever came to anything.

20,067. Is there the same desire on the part of the ordinary schools in Ireland to take part in these examinations that there is in England?—I think so.

20,068. Then there is no objection to the department, or anything of that sort, which would cause the deaf to stand out?—No.

The witness withdrew.

Adjourned.

No. 6, Old Palace Yard, S.W.

Thursday, 8th March 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

THE LORD BISHOP OF LONDON.
ADMIRAL SIR E. SOTHEBY, K.C.B.
B. ST. JOHN ACKERS, ESQ.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. HERBERT EDWIN CROFTS examined.*

Mr. H. E. Crofts.

8 Mar. 1888.

20,069. (*Chairman.*) You are one of the teachers of the Sumner Institution in New Zealand?—Yes.

20,070. How long have you been in that position?—I took my position there in July 1884.

20,071. What was your previous training?—Ordinary scholastic work in England.

20,072. Was Mr. Van Asch the principal of the institution when you went out to New Zealand?—Yes.

20,073. And therefore you have been under his direct training?—I have been trained entirely by him.

20,074. Was Mr. Van Asch trained in a German or in a Dutch school?—He was trained, I think, in the institution at Rotterdam.

20,075. How long has the Sumner Institution been founded?—It was founded in 1880.

20,076. Is there any institution for the deaf and dumb in New Zealand besides this?—There is no other institution in New Zealand.

20,077. And are the blind provided for in the same way?—There is nothing done for the blind at all. I am speaking from a government point of view; I do not know of anything being done for the blind.

20,078. Have you any statistics as to the number of the deaf and dumb in New Zealand?—We have no such statistics further than we can get from the number of children we have in the institution, and from general observations in the Colony. We have now 43 deaf children in the institution.

20,079. And what is the present population of New Zealand?—Over 600,000 white people.

20,080. Could you describe what is done by the State for the deaf and dumb in New Zealand?—The parents of children sent to the institution are supposed to pay a sum of 40*l.* a year for their board and education, where they can do it; if they cannot, they are allowed to pay what they can afford. In a great many cases where the parents are too poor to pay anything towards their children's education, it is entirely free.

20,081. Is there free education in the Colony in regard to ordinary education?—Yes.

* The foot-notes signed (G. V. A.) are by Mr. Van Asch, the Principal of the Institution, to whom Mr. Crofts's evidence was submitted for comment.

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20,082. In the elementary schools, that is to say?—Yes, in the elementary schools, there is free education.

20,083. For everyone?—Yes.

20,084. Those are not boarding schools?—No. This 40*l.* a year which I have mentioned, is simply paid for their board.

20,085. But in the case of poor parents, this is free education with board, is it not?—Yes, for the deaf; of course that does not include clothing; the clothing is provided by the parents.

20,086. How many children are there in the institution who get their board and education entirely free?—During the year 1887, 23 out of 42 entirely free, four pay 40*l.* per annum, one 30*l.*, one 25*l.*, one 20*l.*, two 15*l.*, two 13*l.*, seven 10*l.*, one and 5*l.*

20,087. Can you tell us how many pay entirely for their children, and how many partly?—There are, I believe, about six people who pay the full fee. If you notice the expenses quoted in the reports of the institution you will see what the parents have been paying during the last five years, and from those statistics you will be able to form some idea of what number of children get their education free.

Year.	No. of Children.	Payments by Parents.	Average Payments by Parents per Head.
		£ s. d.	£ s. d.
1883 -	31	322 5 10	10 7 11
1884 -	32	457 3 4	14 5 9
1885 -	36	265 12 6	7 7 6
1886 -	37	344 7 6	9 6 2
1887 -	41	385 15 10	9 8 2

20,088. What is the salary of the head master?—The salary of the director is 600*l.*, I believe.

20,089. And a house found?—And a house found.

20,090. Are you the only master?—I am the head assistant; there are two other male teachers and one female teacher.

20,091. That comes to about one teacher for every 10 pupils, does it not?—Yes, but the director, Mr. Van Asch, teaches one-half or two-thirds of the time, with a view, first, to improve the pupils, specially the weaker ones; secondly, to train the assistants.

20,092. Does not the director take the pupils when they first come in?—Not necessarily; he does if there is any peculiar point that he wishes to point out to his subordinates.

20,093. Have you any statistics as to what proportion have partial hearing?—No; I believe we have now about 14 children partially deaf.

20,094. Is there a medical examination?—Yes.

20,095. You teach the oral system, I understand, exclusively?—Yes.

20,096. It is rather important that we should know what proportion of them are totally deaf, and what proportion have remains of speech or hearing, in order to enable us to judge as to the value of the remarks you make in regard to their progress afterwards?—It will take a little time to work out.

20,097. Would you tell us whether you are or have been yourself accustomed to give the first instruction to pupils?—Yes.

20,098. Would you tell us whether the method followed is that which is followed by Mr. Van Praagh?—I believe it is very similar.

20,099. Do you confine the teaching of the first year to a mere repetition of consonants and vowels without attaching any words to them, or do you attach definite words and objects to them as early as possible?—We attach words to them as early as possible, and by the end of the first year the child would be able to give you an idea of some simple action. The child would be able to understand and use simple verbs—"I run," "I jump," &c. Such a child would also be able to give a short description of any ordinary object pointed out to it, as—"the horse," "that is a horse," "the horse is brown," "the horse has four legs," "the horse can run."

20,100. And you teach them grammar, I suppose, as they go on?—Yes.

20,101. And writing as they go on?—Writing is taught from the very beginning, but composition as they go on.

20,102. How soon are you able to teach them the Lord's Prayer?—That is a thing we have not attempted, because it is not allowed.

20,103. You mean that you give no religious instruction?—No religious instruction whatever.

20,104. It is purely unsectarian?—Yes.

20,105. And these children are boarded there for how long; how many years do you keep them generally?—The institution has only been started now eight years.

20,106. What is your curriculum of education?—From eight to ten.

20,107. During the whole of that time is no religious instruction given?—No.

20,108. None, even of an unsectarian character?—None whatever.

20,109. The Bible is never read?—No.

20,110. No moral instruction of any kind; not even the Ten Commandments taught?—There is nothing whatever done in the way of religious instruction.

20,111. Do they go home for the holidays?—Yes, they go home for Christmas only (which is our summer). The children of parents quite close to us also go home for a fortnight during the winter.

20,112. Is it the idea of the school that the parents are responsible for the religious instruction of the children?—It is entirely a Government institution, and religious instruction is not given in any elementary school.

20,113. But the ordinary elementary schools are day schools?—Yes.

20,114. And your institution is a boarding school?—Yes.

20,115. Can you give the hours of the instruction day by day followed in the school in a tabular form afterwards?—Yes.

——	Morning.	Afternoon.
Monday -	9 a.m.–12 a.m.	2.15–4.15.
Tuesday -	Do.	Do.
Wednesday -	Do.	Boys engaged in gardening and out-door work, and the girls in sewing.
Thursday -	Do.	2.15–4.15.
Friday - -	Do.	Do.
Saturday -	The boys are engaged in outside work during the day, and the girls in the domestic work of the institution.	

The hours shown above are occupied in ordinary school work, excepting the Wednesday afternoon and the Saturday, as pointed out. It would be impossible for me to give a tabular form of the work done during those hours in the various classes without reference to our time-table.

20,116. Will you give us, roughly speaking, what would be the first, second, third, and fourth years' instruction, and so on?—Yes.

1st year.—The elementary sounds, with names of common things around us; short sentences, using simple verbs, adjectives, &c., as—"table," "chair," "horse," &c., "I walk," "I jump," "that is a bag," "the bag is black," &c., &c.

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2nd year.—Advance on first year, with use of adverbs and prepositions, to giving a simple description of common objects around us, and reading simple sentences; arithmetic (addition and subtraction) and the geography of the local district.

3rd year.—Advance in reading and composition, in grammar, letter writing, geography, and arithmetic.

4th year.—Reading simple tales and newspaper reports; advance in grammar, composition, geography, and arithmetic, with use of money.

5th year.—Same subjects as previous year, with little history and elementary science.

6th year.—Same subjects as previous year, though of a higher standard.

20,117. Is the education of the deaf and dumb compulsory in New Zealand? First of all, will you state whether education is compulsory for all?—In the ordinary way it is.

20,118. Then the same thing applies to the deaf and dumb, I suppose?—It is the law, I believe, but the law is not enforced, at any rate, not in the case of the deaf and dumb. It is a deplorable fact that several parents of deaf children keep them at home to do the work.

20,119. Do you get children from both the Islands?—Yes, from all parts of New Zealand, and we have one child from Adelaide, in Australia.

20,120. You are, I suppose, aware that they have an institution at Adelaide?—Yes, they have a deaf and dumb institution at Adelaide. I visited it.

20,121. Has Mr. Laishley's report been considered by the Government; has any action been taken upon it?—No action has been taken upon it at present.

20,122. Is there any probability of day schools being established instead of boarding schools, except in cases where the parents live at a distance?—I believe that the Government is trying to do something in that way.

20,123. That is to say, that where parents live at a distance the pupils should be boarded out?—Yes.

20,124. Is your school inspected by anyone for the Minister of Education?—It is visited by the Inspector-General.

20,125. And how do you obtain teachers: are they entirely trained on the spot?—They are trained on the spot entirely. I am the only one that has been trained at the present time. There are two other male assistants being trained, and one female assistant.

20,126. You said that you would give us your curriculum year by year?—The ordinary working time is in the beginning of the year from about the 6th of February (we generally begin at that time) up to about the 17th of July, then we take about a fortnight's holiday; and from that time again we work on to about the 18th of December. Our daily work is from nine in the morning till 12, and from a quarter past two to a quarter past four. Wednesday afternoon is employed by the boys in garden work and by the girls in sewing.

20,127. One day a week is devoted to that?—Yes, Wednesday afternoon. Saturday morning is occupied entirely by the boys doing some outside work, and the girls doing some work in the institution. The afternoon is spent in recreation.

20,128. Are drill and gymnastics and the Kindergarten exercise included?—No, there is nothing done in that way; not systematically.

20,129. Are any trades taught, or is anything, beyond gardening, taught outside the institution?—No, there is nothing taught. Mr. Van Asch has often called the Government's attention to this matter. The distance from Christ Church to Sumner being 8 miles, and there being no railway communication, the difficulties are of course great.

20,130. Have you any land connected with the institution?—We have 10 acres of land connected with the institution.

20,131. Is that cultivated by the pupils?—Yes, part of it is cultivated by the boys.

20,132. And part is in grass?—Yes.

20,133. Is there any difficulty in getting places and situations for the boys after they leave?—Of course we have had very few cases of boys leaving up to the present time; but the boys who have left us, just happen to be the sons of farmers, excepting one case, and that boy was the son of a blacksmith; they are all working at home now with their parents. A boy left us at the close of 1887, and he was immediately engaged on a farm, near his home, at 8*s.* or 10*s.* a week.

20,134. When they leave the institution what amount of language have they?—They are quite capable of going out into the world and carrying on an ordinary conversation, asking simple questions, and being able to talk on the ordinary topics of the day.

20,135. Asking for what they want and understanding what is said to them?—Yes.

20,136. What proportion of boys and of girls have you?—21 girls and 22 boys.

20,137. What situations do the girls get; what are they trained for?—They are not trained for anything in particular.

20,138. For work in the household?—For household work. One girl is apprenticed to a dressmaker now, and another is at home with her father who is in the shoemaking trade.

20,139. You have told us about the first year, but I want to know with regard to the other years also, what is your course of instruction; I want to know what standard you expect them to get up to year by year and what change of treatment you make; in fact, what progress they make from year to year. You have told us the results; I want to know the gradual steps that lead up to those results. You have told us as to the first 12 months; will you go on with the other years?—Then in the second year a child would get into the way of reading short sentences from a book, and being able to give us short accounts and descriptions of pictures and of things that are going on around him.*

20,140. There are no signs used?—There are no artificial signs used. Of course there must be a certain amount of natural signs used in teaching the deaf, but we do away with those signs as quickly as we possibly can.

20,141. Do the children among themselves use signs?—They use natural signs to a certain extent, but we endeavour to stop that as quickly as we can. As they advance and begin to learn the advantage they get by communicating by speech, they will leave that sort of thing off to a very great extent. Of course they will never leave off signing entirely. It is a very difficult matter to draw the line as to what is signing, and what is not signing.

20,142. I understand you to say that they use certain natural signs?—Just natural signs; there are no artificial signs used.

20,143. What happens in the third year?—In the third year they will be able to read and to understand very simple stories, as simple as it is possible to get, and very short ones.

20,144. And in the fourth year?—They will then be able to get on to describe ordinary objects which they see about them, and, of course, to advance again in their reading. I should have said that in the second and third years of course they have started with their arithmetic. A child in the second year would be able to count up to 100, perhaps, but not with mere figures, and do a few simple addition sums. In the third year he would go on with addition and also do subtraction and simple multiplication. In the fourth year we begin to teach them the use of money.

* The backbone of the course of studies, consists in a series of lessons, which I compiled for my pupils while in England, between the years 1859 and 1879. These I have slightly altered, so as to make them applicable to the somewhat different requirements of New Zealand children. (G. V. A.

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Then in the fifth year we teach them geography, and parts of the newspaper.

20,145. Do you teach them Euclid?—In three cases; geography and history are taught.

20,146. You do not go beyond the ordinary rules of arithmetic?—No. Of course the Government in general simply give the children a sound education, because as a rule they are the children of poor parents, and they will have to earn their living in the future in some ordinary line of life, and their education is carried on with a view to that.

20,147. Are the parents satisfied with the results of the schooling?—Yes, the parents are well satisfied.

20,148. Have you any testimony to that effect?—I have one of the reports. In his report of the 10th of June 1885, the director says: "The North "Island pupils were last Christmas accompanied to "their homes by the director and his wife, who were "thus enabled to confer with the parents on matters "affecting their children's education and general "welfare. It was pleasing to find how much spirit "of industry and helpfulness in the home circle was "exhibited by many of them, and how much use all "of them made of their power of speech as far as "their knowledge of language would permit." There are some remarks in some of these reports which may be interesting, referring to those children who have been in the institution and have left it.

20,149. Can you give us any extracts?—Yes; I can give you extracts from these reports.

20,150. Year by year?—Yes, since 1883. The first case was that of a girl who left us in 1883.

20,151. (*Mr. St. John Ackers.*) This girl had been only two years in the institution, because you have told us that it was founded in 1880?—Yes; this was the case of a girl who had not lost the power of speech.

20,152. (*Chairman.*) Will you read the extract relating to her?—"The young lady referred to came "to us not as a dumb person, but as a totally deaf "person, defective in utterance. After two years' "training she returned to her friends greatly changed, "and in a most cheerful and happy frame of mind. "She felt conscious that, through having accom-"plished the object for which she entered, viz., that "of learning the valuable art of lip-reading, and of "improving her articulation, &c., she did not only "return home better fitted for the domestic circle, "but that she could now also enter into, and in a "great measure participate in, the cheerful society of "others."

20,153. Have you any independent reports of the Government inspector? What you have been quoting are remarks of your own director, if I rightly understand?—Yes.

20,154. We should like the report of someone who visits the institution, not merely the head of the institution?—Here is a report by Mr. J. H. Pope to the Secretary for Education in 1883. He says, "I "visited the Sumner Institution for Deaf Mutes on "the first of the present month. At the time of my "visit no work was going on; it was Saturday after-"noon and nearly all the children were at play. I "had, therefore, an opportunity of seeing them when "not engaged with the ordinary school routine, of "talking with them when they were free from the "restraint of being in school, and of judging how far "their training has fitted them for holding com-"munication with outside people. For the casual "visitor to an institution of this kind, the most strik-"ing feature, and the one by which the amount of "good done is generally estimated, is the ability of "the children to talk, and to understand what is "said to them. I found that nearly all the children "could make out what I said to them, and could give "fairly intelligible answers. The pupils that have "been but a short time at Sumner, say, a year or two, "understand very much better than they speak; those "that have been there for a longer time, say, for "three or four years, do both nearly equally well. "Seeing, however, that the number of children that "have been at Sumner for a long period is small as "yet, the impression made on a visitor is that the "comprehension is very much better than the speak-"ing. I am convinced that in two or three years' "time there will be an alteration in this respect. I "had quite a long conversation with one of the boys; "this lad is stone deaf, and four years ago he could "do no more than make a few signs; anyone who "had seen us talking together on Saturday last would "have noticed only that the lad repeated what I said "to him, that, so to speak, he *looked at* what I said "instead of listening to it, and that his own sentences "were delivered in a monotone; otherwise there was "nothing to give anyone an indication of the nature "of his affliction, or to cause a person unacquainted "with the kind of work done here to imagine that it "was a deaf mute that was holding a conversation "with me. A little girl, who two years ago was just "beginning the course, was able to understand and "answer questions about her home, and to inform me "that she wished the holidays to come so that she "might visit her friends. I noticed too that the "children *spoke* to one another while they were play-"ing. It would be futile to expect that these children "could ever be placed on anything like an equal "footing with those who can hear, but it is very plain "that all the children here are in a fair way to be "able to hold conversations with their friends on any "ordinary subject, and to have the disabilities depend-"ing on their want of the sense of hearing diminshed "indefinitely. This is, in my opinion, a very great "deal to have accomplished in the short time that the "institution has been at work. But the mere speak-"ing and understanding, though of course of cardinal "importance, are by no means the only acquirements "of the inmates of the Sumner Institution. It is the "awakening of the intelligence, and the developing "and putting into working order of minds disabled "by the blocking up of two of the most important "avenues of thought and its expression, that are, in "reality, the greatest benefits conferred on the "children here. It is impossible to see these children "after an interval without recognizing that in the "meantime their reasoning powers have been greatly "improved, and that their minds are able to perform "operations that had previously been quite beyond "their range. There is nothing connected with this "institution calling for unfavourable remark; so far "as I can see, everything is going on very satis-"factorily." And here is another report by Mr. Habens, the Inspector-General, in 1885.

20,155. Was his report favourable or not?—Yes, entirely satisfactory, but it refers to details with which I need not trouble you. After that we have no other report in these papers by anyone visiting the institution. The Inspector-General visits the institution every year, but no report is sent up by the inspector; the reports here are only the reports of the director and the medical officer.

20,156. Then have you any report of the medical officer showing whether the condition of the deaf and dumb children improves or not?—I have nothing here by the medical man showing the condition of the children.

20,157. I suppose you do not take in any weak-minded children; is there any provision made for weak-minded children in the Colony?—No, except, of course, the lunatic asylum. We have dull children but we have no imbeciles.

20,158. Are the children of a low physical type generally?—No; of course they improve greatly after a year's work in the institution. Our pupils are much the same as the average of English deaf mutes.

20,159. Are there any cases of consanguinity in marriage on the part of parents that you know of?—There is one case, I think.

20,160. Any case of two in a family being deaf and dumb?—Yes; we have four cases now in the institution of two in a family.

20,161. (*Mr. Van Oven.*) Do you mean eight children?—Yes; and with regard to one child who left us about a year ago now, in that family there are six children deaf out of seven children.

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20,162. Are the parents deaf and dumb?—No.

20,163. (*Chairman.*) Did Mr. Van Asch come to the Colony on his own responsibility, or was he sent for by the Education Department?—He was sent for by the Education Department.

20,164. You told us that you visited the Australian Colonies: what deaf schools did you visit there?—I visited the institution for the deaf and dumb in Sydney, and another in Melbourne, and another in Adelaide. Of course all three institutions are institutions for the blind, the deaf and dumb all together. I have here a report of the institution in Sydney, and also one of the institution in Adelaide, but I have not a report of the Melbourne institution.

20,165. Are they, in those Australian institutions, teaching the deaf and dumb on the same system as yours?—No. In Sydney they are trying to start a class on the oral system, but the other children are taught on the old manual system.

20,166. Was the standard of education good or moderate?—Fairly good.

20,167. Would they compare favourably or unfavourably with those taught on the oral system, as far as their general education is concerned?—From what I saw, I should say they would not compare favourably with those taught on the oral method.

20,168. They are both on the same system, on the manual system?—Yes. In the institution in Adelaide they are now trying to introduce the oral system entirely. I do not know what they will do in that way; they have great difficulties to contend with in trying to introduce it.

20,169. Is the education in those Australian institutions provided by the State?—No, I believe they are all benevolent institutions. I am not able to speak from actual knowledge of the fact, but I believe they are all benevolent institutions there. I believe there is a small grant given from the Government to the institutions, but the institutions are principally supported by subscriptions.

20,170. (*Mr. Van Oven.*) Mr. Van Asch's school is the only school for the deaf in New Zealand?—Yes.

20,171. Consequently, a large number of the pupils come from different districts?—Yes.

20,172. How are the funds found to make up the payments necessary; are they found by the funds of the district, the parochial funds or local funds, or are they all found out of the Imperial Fund?—They are all found out of the Imperial Fund.

20,173. There is no compulsion as regards teaching the deaf, I understand you, in New Zealand?—There is no compulsion.

20,174. They are not looked after; a deaf child might be left uneducated?—He might be left uneducated.

20,175. Then these pupils come there voluntarily?—Yes.

20,176. Who assesses the amount that they are to pay; how is that determined?—That is determined by the resident magistrate.

20,177. At what age do you receive the children?—From six years of age.

20,178. Do many come in after that age?—Yes; we have several cases of children coming up after that age.

20,179. What is the highest limit of age at which you receive a child?—The fixed rule is, that no deaf mutes over 12 need be admitted, and a few years hence the highest limit should be 11, or even 10. Of course, we take in young men and young women, if they have lost their powers of hearing, simply to teach them lip-reading.

20,180. But I mean with regard to the congenital cases?—The rule is as above stated.

20,181. And have you any rule about retaining them for the full term of eight years?—No, we have no rule about that.

20,182. Do many leave before the full term of eight years; during the time that you have been established, have many left—I mean of the purely deaf mutes?—Sometimes pupils leave after two or three years training, because the parents want to make them work. In other instances they are kept away, because the plain speech of the deaf children leads the parents to the false conclusion that the children understand language very well, or parents are deluded into the belief that their children will henceforth pick up speech in the ordinary way.

20,183. Are there many other deaf and dumb in New Zealand?—Well, I suppose there are for the number of the population.

20,184. And they have been taught by the finger alphabet?—I have only come across one case taught on the finger system, and that was a gentleman who had been taught in England.

20,185. What proportion of the population in New Zealand are deaf and dumb?—That I could not say; we have no way of getting at that.

20,186. (*Chairman.*) I did not ask you if there had been lately a general census?—The last census was taken in 1885.

20,187. (*Mr. Van Oven.*) Then these children who are in your school, and those of your pupils who have left, have no knowledge whatever of the finger alphabet?—They have no knowledge whatever of the finger alphabet.

20,188. They are not taught the finger alphabet, I know, but has a knowledge of it crept into the school?—There is no knowledge of it in the school at the present time.

20,189. That is to say, when the children are by themselves, they do not make any use of the finger alphabet?—No, not so far as the school is concerned.

20,190. I mean while they are at the school?—No, while they are there, they do not.

20,191. Have you any cases of defective sight in the institution?—Two cases of shortsightedness.

20,192. But not of sufficiently defective sight to prevent their acquiring lip-reading?—No.

20,193. If you had such a case, how would you treat it?—I suppose the sight could be helped by the use of glasses.

20,194. But suppose it were impossible for them to acquire lip-reading?—If the sight is so bad that the child would never be able to read the lips, the child would be practically blind.

20,195. You would consider that a case for a blind asylum, not a deaf one?—That I cannot say.

20,196. Therefore, a blind child, who was deaf, you consider, should be taught in a blind asylum, not in a deaf institution?—That I do not know; my experience of work does not enable me to give an opinion on that question. If I had a case before me, I should have to form my own ideas.

20,197. Who undertakes the management of the house, and all the domestic arrangements of the institution; is that under Mr. Van Asch's special care?—Yes.

20,198. Then, as regards the question of religious instruction, there may be no religious instruction or training given, but is there no prayer of any kind that the children make use of night and morning; is there no grace before or after meals?—No, every child says a prayer at the bedside.

20,199. And are the parents satisfied with that?—Well, I suppose so; I have not heard of any complaint being made.

20,200. Are there any district visitors that come round like missionaries, or people of that kind?—No.

20,201. You said that there were difficulties in Adelaide as regarded the oral school; what are the difficulties?—I mean in doing away with the old system. Of course in the Adelaide Institution the children they have had for some years past have been taught on the old manual system, and now they find a difficulty in introducing the oral; unless they can keep the children taught under the one system apart from the children taught under the other, they can do no real good with the oral method.

20,202. Then, to a certain extent, the Adelaide Institution is a combined institution?—To a certain extent.

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20,203. And you consider that it is impossible to give good oral teaching in a combined institution?—Yes, I think that perfectly impossible.

20,204. Therefore, supposing, for instance, you had a separate house for the children to be taught on the oral system, and they mixed with those taught on the manual system in the playground and in their drill exercises, and that they were accustomed on those occasions, and at religious services to attend to signs, or the manual alphabet, you think that would be destructive of the effect of oral teaching?—I believe it would.

20,205. Did you see, practically, in Adelaide that such an effect was produced by the mixture of the two systems; did you yourself consider from what you saw that that effect was produced?—I did not see that institution in full working order.

20,206. (*Admiral Sir E. Sotheby.*) Is the institution confined to the English population, or is there anything done for the natives who are deaf and dumb?—We have only at present come across one case of deafness amongst the Maories, a child in the extreme north of the island, a son of a Maori Chief in the Thames district, and the father did not like the idea of the child leaving him; he could not be induced to allow the child to come to the institution.

20,207. The native children go to the elementary schools?—Yes, they have separate Maori schools for their ordinary education.

20,208. What part of New Zealand is Sumner in?—It is about eight miles from Christchurch; Christchurch is in the Canterbury district.

20,209. Is it a matter of any difficulty for children to come from Wellington, Auckland, the Thames, and that part of New Zealand?—They come by boat.

20,210. But I suppose the children come more from the neighbourhood than from the north part?—No. I have the statistics here giving the number of children each year from the different districts. In 1883 we had from Auckland 7; from Hawke's Bay 1; from the Wellington district 2; from the Otago district 10; and from the Canterbury district we had 10.

20,211. Nelson?—We had none from the Nelson district. The next year from Auckland 7; Taranaki 1; Hawke's Bay 1; Wellington 1; Canterbury 10; and Otago 11.

20,212. Have you visited any deaf and dumb institutions in England since you have been here?—I visited the institution in Fitzroy Square and the Doncaster institution, and the institution in Henderson Row, Edinburgh, and one public institution in Glasgow, and also a small private institution in Glasgow.

20,213. If it is a fair question, how do you consider your institution stands in comparison with those you have visited?—I could not compare many institutions I have visited in England with ours, as in most of them, more or less, the combined system is used. I consider our institution compares very favourably with the one in Fitzroy Square and also with Miss Griffith's private school in Glasgow.

20,214. (*Mr. Van Oven.*) The latter are a better class of children, I suppose?—Yes.

20,215. (*Admiral Sir E. Sotheby.*) You said there is no religious education at all in the Sumner institution?—There is no religious education at all.

20,216. You have spoken about that, have you not, or Mr. Van Asch has spoken about it?—I have never spoken about it officially.

20,217. Would there be any objection, according to the feeling of the Colony, to introduce any religious education?—For myself, I do not think there would be.*

20,218. But I suppose it is the wish out there that no religious education should be introduced in any school?—Yes.

20,219. The pupils may seek it where they can?—Yes.

20,220. Do you know if any of these children go to any place of worship?—The assistant master in charge takes them to church occasionally—the Church of England—the girls go in charge of a lady.

20,221. And where do you place them in the church?—They generally sit near the middle of the church with me.

20,222. And are they able to understand what the minister says?—No; the children could not possibly understand from the lips of a man they had never seen before, a sermon straight off; their knowledge of the English language alone would not allow them to understand it.

20,223. Those are the children, I presume, who have been only a short time with you, but you have some children that have been eight years with you?—At the time I left we had four children who had been eight years with us.

20,224. Would those children understand what is said by the minister?—No, they would not understand what is said from the pulpit. They would understand if one went into the place with the full intention of speaking to them as deaf-mutes; but a total stranger, and at that distance from them, they would not be able to understand.

20,225. Supposing that children had been educated on the combined system, and went to a church where the preacher preached on the sign-manual system, could they understand then?—He would only be able to communicate with them in the ordinary language of the deaf, that is, the English language simplified.

20,226. And would they understand him?—Yes; they would understand him.

20,227. Then are not you in favour of anything like a combined system?—No.

20,228. Then you would deprive those children entirely of having any satisfaction out of going to church?—Not at all; those children are perfectly capable of understanding a sermon just as well as the other children if you make the language what they can understand; but you would be obliged to have a man that is working among the deaf to preach to them, in the same way that you have a man who is used to the sign-manual system to preach to the deaf in that system; they would not understand a sermon in Westminster Abbey. If they got a man who had been teaching among the deaf, and he knew what kind of a congregation he had got before him, he would be able to make them understand him. Of course, the children taught on the old manual system could not understand anything unless the man in the pulpit used his fingers.*

20,229. Have you a board over your institution?—No, it is entirely a Government institution.

20,230. Have you ever heard out there, whether there is any advocate for teaching the combined system?—No, I have never heard it mentioned.

* I think there would be, at any rate on the part of the Roman Catholics. The parents of Roman Catholics have asked me personally not to let their children attend the church, and I carry out their wishes in this respect to the letter. (G. V. A.)

* Is this the point? Is not it rather what method will give these afflicted children *the best chance* to benefit from religious services carried on either in the ordinary way, or in the extraordinary or special way? In reply, my experience in England leads me to say, that all deaf mutes *properly* educated in the oral *system*, prefer attending the Church of England services with the hearing community, and get there—*not from the preacher's lips*—but from the reading of the church service along with the hearing congregation, *at least* as much benefit as deaf mutes who attend even a special service conducted by means of dactylology. As a matter of fact, all the deaf children of christian parents, whom I educated in England, attend the parish church with their friends, and my remark applies to them. In regard to the second part of the question, I am of opinion that holding special services for the deaf and dumb *in chapels of their own* is, from a moral and social point of view, a very questionable practice. But if ever special services must needs be held, let there be separate services for women, and separate services for men. And again, if *such special* services are considered necessary in the case of the deaf, who read the lips, I further maintain that special preaching to speaking deaf mutes will, in its results, at least hold its own with that carried on by manual signs. (G.V.A.)

20,231. They stick to the oral system?—Yes, and nothing else.

20,232. Is yours the only institution in the whole of New Zealand for the deaf and dumb?—It is the only one.

20,233. And how long ago have these institutions been established at Sydney and Adelaide?—I am not able to say.

20,234. I suppose when you went there you found an old established system?—Yes.

20,235. They have been teaching on the sign manual?—Yes.

20,236. And have only lately introduced the oral?—Yes.

20,237. Just the same as in this country?—Yes, it appears to me to be just about the same; the working in Australia and the working in this country.

20,238. Are there no blind institutions in New Zealand?—None at all.

20,239. Are there in New South Wales?—Yes; there is one in Sydney, one in Melbourne, and one in Adelaide; they are all combined with the deaf and dumb.

20,240. Then they are large schools?—Yes, very large institution.

20,241. How many have they?—I am not able to say. I visited them all, but I do not remember the numbers in each institution.

20,242. Are your classes in separate rooms or merely screened?—They are in separate rooms.

20,243. And you advocate that?—Yes.

20,244. In order that they should not hear each other talk?—In order that neither teacher nor pupils may be interrupted by other work going on around them.

20,245. What is your salary?—My salary at the present time is 175*l.*

20,246. Does Mr. Van Asch do anything more than being the director of that institution?—No.

20,247. That is his sole duty?—Yes.

20,248. He gets his house and 600*l.* a year?—Yes.

20,249. (*Mr. Van Oven.*) Have you any rent to pay?—No, not now.

20,250. (*Admiral Sir E. Sotheby.*) Where were you trained?—Under Mr. Van Asch, in New Zealand.

20,251. And where did he get his experience?—In Rotterdam for rather more than four years, but he got most of his experience in England.

20,252. Do the deaf and dumb pupils perform all the domestic duties of your institution?—We keep three servants in the house.

20,253. And there are only 40 children?—Forty-three.

20,254. And it is necessary to keep three servants?—But in that house the director and all his family live as well as the deaf. The institution is split up in this way: we have three distinct buildings; in one building the director and his family live with the girls and six of the youngest boys in the institution; and with regard to the other two cottages, I have charge of one, with some five or six boys during the night, and the other assistant with a matron has charge of the other.

20,255. How would you propose that the deaf-mutes should communicate with those who are not deaf in the dark?—A deaf-mute taught on the oral system would not be able to communicate in the dark except by natural signs. I believe that two deaf children getting together, taught on the oral system, thoroughly understanding natural signs, would be able to make each other understand what they were saying.

20,256. Then you are rather an advocate of natural signs?—No, I do not advocate natural signs at all; I simply say that they would use them.

20,257. Would not it be an advantage to enable them to communicate by pressure of the hand?—I do not know; I do not see that there would be any great advantage in it.

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20,258. You often talk to people in the dark, I suppose?—I suppose I do.

20,259. Would you deprive the deaf-mutes of the possibility of being able to communicate with their friends and neighbours in the dark?—No; but if you want to carry on communication with anyone you do not generally look out for a dark place; you are not anxious to get out in the dark to talk to him.

20,260. (*Mr. St. John Ackers.*) Is it not usual at ordinary institutions to forbid talking at night amongst the pupils?—I think so.

20,261. If a deaf person were ill, is there anybody in the room who could strike a light and speak to one of the deaf taught under your system?—There is always somebody close at hand.

20,262. Who would be capable of striking a light and communicating orally?—Yes.

20,263. With reference to your pupils attending religious services, in answer to Sir Edward Sotheby you said that they could not understand a sermon in Westminster Abbey; is it not a fact that they must see the mouth of the speaker before they are able to understand?—Yes.

20,264. Is it not a fact also that in ordinary preaching the mouth is not always visible to the congregation; sometimes the head is down, and sometimes it is turned on one side and sometimes on the other?—Yes.

20,265. And that it is just the same as it would be if you took an ordinary book, and held it before a sighted person, and then every now and then turned the book the other side, or turned it down in front so that he could not see it?—Just so.

20,266. You said that the deaf on the sign-manual system could understand a sermon specially delivered in that system even at a distance; that would require somebody specially versed in that particular system, would it not, to give a particular service to the deaf?—Certainly.

20,267. The majority of those you have met with in the world are not conversant with that system?—No.

20,268. The majority that you meet with are conversant with ordinary speech?—Yes.

20,269. It is therefore more easy to imagine that a deaf person taught on the oral system would have the opportunity of attending an oral service, even if he understood it imperfectly, than that he would be able to attend a service specially for deaf-mutes on the sign-manual system?—Yes.

20,270. (*Chairman.*) I suppose in New Zealand your churches are not so large as Westminster Abbey?—No, not quite.

20,271. (*Mr. St. John Ackers.*) Is it not also a fact that those taught under the pure oral system can understand not only (as you said in answer to a question) if the speaker or if preacher is using language suited to their capacity, and looking straight at them; but is it not also quite possible for a parent or a relation of a deaf child to sit near that child, and to interpret in plain and simple language what the preacher or the lecturer is saying?—I do not know.*

20,272. Have you not done that yourself; when you go to church with these deaf children, do you not interpret what is going on?—I may tell them in a simple way the heads of what is going on at the time; I could not explain it to those children at the same time that the man is speaking, I could not keep up with him.

20,273. But you could give a short outline of what he is saying?—Not at the time; I could not keep going fast enough.

20,274. I will put it in another way: Is it because your pupils are, some of them at any rate, those who have not got sufficient language to enable you to keep up with the preacher?—It may be that, of course. I have got 20 children, and they are of different standards.

* I think the deaf and *dumb* should *worship in* the church, and *be taught out* of it. (G. V. A.)

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20,275. You have the whole of those children?—Yes. If I had got three or four or six all in the highest state of proficiency, then it would be different altogether.

20,276. Now let us come to what it would be in after life; take those who are orally taught, and have gone through their course of education; is it not possible for those deaf-mutes to get the benefit of ordinary religious services by coming with their parents or friends to church, and letting those parents or friends speak without voice to them, so that they may get the benefit of what they cannot see on account of the movement of the preacher?—I dare say it is quite possible in the case of those whose instruction has been finished.

20,277. Then, in fact, those who were taught under the oral system would have a very much better chance of getting the benefit of religious services than those taught under the sign-manual alphabet, who could only get it by going to some place where there was a special preacher in that system?—I believe so.

20,278. Have you any idea how many special services are held for the deaf-mutes in England?—I have no idea.

20,279. But at any rate a very much less number than would be held every Sunday for ordinary congregations?—Yes.

20,280. Again, take the question of religious instruction; could not any ordinary minister of religion prepare for confirmation or otherwise instruct those leaving school in a high standard, or before they have left school, on the pure oral system?—He could, undoubtedly, if they were properly taught.

20,281. That he could do in a comparatively short time?—Yes, when he has got used to the children. What I mean is this: I do not think it is possible under the pure oral system for a child to go into a lecture room or a church and sit down, and understand from the man's lips what is said to him.

20,282. (*Chairman.*) That is not so much, if I understand you, from any inability to read the lips as because those taught on the oral system in common with those taught on the manual system have not so large a vocabulary as the ordinary hearing public?—Just so.

20,283. (*Mr. St. John Ackers.*) And also because they cannot see the lips of the preacher or speaker the whole time?—Yes. Of course, I thoroughly believe in the oral system myself; it will do a very great deal, but it will not put deaf children on a level with hearing children.

20,284. In your opinion, no system can do that?—No system can put them on a level with hearing children.

20,285. But you do consider that the oral system is that which gives the deaf the greatest facility of intercommunication with their fellow creatures?—Yes, I do.

20,286. Now, to go to one or two other questions, do the ministers of religion ever make an effort to teach in your school?—No.

20,287. You are aware that Mr. Van Asch was educated at Rotterdam, where the system was for the minister of each denomination to attend during certain hours in the week, and to give instruction to those of his own persuasion?—Yes.

20,288. So far as you know, has any representation been made to the Government on behalf of your institution, that (as the Chairman said) inasmuch as this is not a day school, where the pupils can get religious instruction at home, but is a boarding school where they are the whole year, with the exception of their holidays at Christmas, there should be some relaxation of the rule, and that the ministers of religion should be allowed to come to those of their own persuasion?—I do not believe that any representation of that kind has been made.

20,289. Now, you spoke of natural signs; would you kindly describe what you mean by natural signs: just give us one ordinary natural sign?—(*The witness beckoned with the forefinger.*)

20,290. Have you seen a good many signs in schools conducted upon the sign-manual system which are called by the teachers of that system natural signs, which you yourself could not understand?—I have seen a great many signs used; I should call them natural signs, but I do not know what the teachers call them themselves.

20,291. Would you call that (*putting down the thumb*) a natural sign?—I do not know that; I do not call that a natural sign; that is an artificial sign.

20,292. Then, in your opinion, the phrase, natural sign is made to mean different things by different speakers?—It is so.

20,293. But in the profession all signs which are derived from some natural action are called natural signs?—That may be; but the teachers with us are strictly prohibited to make use of these imitations of natural actions.

20,294. However little of the original natural action it is thought necessary to preserve?—Yes.

20,295. You use these natural signs, which are practically gestures, how long in teaching?—For as short a space of time as we possibly can; we do away with them as quickly as we possibly can.

20,296. For instance, when a child knows the word "come" would you continue to use the beckoning sign?—No.

20,297. Then, in fact, as soon as you are able to give spoken language you do away with the sign?—Yes. But you will bear this in mind, that a teacher of the deaf who is teaching on the pure oral system is bound to sign,—he cannot help himself; I mean a little, not a great deal,—just as a lecturer or preacher does.

20,298. It is a certain amount of action accompanying the words, in fact?—Yes.

20,299. But you do not make any signs which ordinary hearing people would not understand?—No.

20,300. (*Mr. Van Oven.*) Nor do you make those signs intentionally?—No, involuntarily.

20,301. (*Mr. St. John Ackers.*) Is drawing taught in your school?—It has been taught since February 1888.

20,302. Are accurate tables kept in your school with regard to the causes of deafness, consanguinity of the parents, deaf relations, and so forth?—I have not seen any.

20,303. Has that been one of the suggestions made to the Government from your school?—I believe that that suggestion has been made by Mr. Laishley.

20,304. You spoke of the schools in the Australian Colonies you visited being of a charitable character; do you know whether the ordinary education of those colonies is gratuitous for the hearing children?—I do not know.

20,305. (*Chairman.*) Is there anything else you would wish to tell us?—No.

20,306. You have not visited the institutions on the Continent, have you?—I have not; I am going over next week.

Adjourned to to-morrow at 11 o'clock.

6, Old Palace Yard, S.W.

Friday, 9th March 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
W. AUCHINCLOSS ARROL, ESQ.

EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Rev. S. S. FORSTER, M.A., examined.

Rev. S. S. Forster, M.

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20,307. (*Chairman.*) You are the principal of the College for blind sons of gentlemen at Worcester?—Yes.

20,308. Do you think the objects of the institution have been carried out during the time you have been principal?—Yes, judging by the results of the public examinations to which the blind boys have access.

20,309. A list of the former pupils is contained in your annual report which you put in?—Yes.

20,310. I understand that you propose to place your college, if possible, on a permanent basis by raising a definite sum, and turning it into a public institution?—Yes.

20,311. Because it is on those conditions only that the Gardner Trust is prepared to continue its grants?—Yes. I might add that the Clothworkers' Company, who were also our benefactors, have withdrawn their annual scholarships, until our college is made a public institution.

20,312. How do you propose to make it a public institution?—Our idea was to collect a sum which we fixed at 6,000*l.*, because it was an accessible sum, a sum, the interest of which would do something, though not much; and then we proposed to have a body of trustees and of governors. Our original intention was to go on tentatively for a year or two, and then if any advantage should appear to accrue by putting ourselves under the Charity Commissioners, and if it appeared that our constitution would not be interfered with, we proposed to put ourselves under the Charity Commissioners.

20,313. Would you contemplate proposing a scheme to them for their sanction?—Yes, we should. At the time when you visited our institution in Worcester we had not got the latest and most accurate views of our possible relations to the Charity Commissioners; but we have found since, by writing to Dr. Ranger, that being intended to be a charitable trust, an educational trust, we come *ipso facto* under the control of the Charity Commissioners, and we should in fact have no choice in the matter. We found also that they would respect the constitution which we should present to them, that is to say, if we proposed a constitution on Church lines, that they would respect that, and not interfere with it.

20,314. They would be willing to accept the curriculum of studies you submitted to them, I presume?—That has not been formulated.

20,315. You would have to submit your curriculum of studies to the Charity Commissioners, and you would have to obtain their approval of it?—I think that would be so.

20,316. Do you think the higher education of the blind should be in any way aided by the State?—I do. There are three classes of blind persons with whom we have to deal. The first class is those who can pay for their education. Then there are the well born boys who are poor. There are many well born blind boys who are poor, and one does not see how they are to get their education except by the intervention of the Government, or of some large charity; and the Government appears to be the quarter to which we might look for aid in giving them that education. Then the third class are boys of proved ability and high moral character, whose committees can conscientiously certify that it would be a good thing to push them forward into higher education.

20,317. In what way would you propose the Government should give that aid; by annual grant on inspection of pupils?—Yes. I do not think any definite scheme has been formulated yet. Suppose we begin with 6,000*l.*, we might ask the Government to double that, to make things more easy.

20,318. Have you gone into the question of precedents for that?—I have tried to collect some precedents, but I should leave you to judge of the value of them. I find that not until 53 or 54 years ago did the Government do anything for education in any way. The then Privy Council used to make grants of books through the medium of the National Society, and the British and Foreign School Society. That system of granting books appears to have lasted up to the year 1852; at any rate I have a little volume with the date of 1852 in it, in which there is the stamp of the Privy Council. Then I find that one of the earliest recommendations of the Committee of Council on Education was, that normal schools for the training of schoolmasters should be greatly assisted; and to such extent has that recommendation been carried out, that I understand that of the 34 training institutions now existing only two are unassisted by the State.

20,319. Do you propose to make your college a training college for blind schoolmasters?—That would come under its scope. Then I find that the Government makes itself responsible for fees at the London University. Then I find it assists the Welsh, the Scotch, and the Irish Universities, and the Queen's Colleges. I find also it has made grants to those universities for the improvement of their buildings. In 1864 it granted 120,000*l.* to the Glasgow University to improve its buildings, and it also gave 20,000*l.* to the Edinburgh University in 1881, and 17,000*l.* to the Royal University of Ireland. These appear to be precedents for State aid in higher education.

20,320. We have had a copy of your proposed scheme laid before us; we understand that that is not a matured scheme, but merely the first draft?—That is so.

20,321. Are you satisfied that the blind teachers in your college are the best teachers you can get for the boys who are blind?—They have certain advantages, in having passed through all the trials and troubles of blind education, and they are perfectly familiar with the instruments of education; but of course they

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have the great disadvantage that they cannot *see*. Where by force of character they are able to a great extent to overcome the disadvantage of their loss of sight, they are very valuable assistants.

20,322. I suppose that you would say that under seeing supervision they would be efficient teachers of the blind, if well trained?—Yes, I think so; necessarily in many things they are deficient. For example, they can only read such books as are accessible to themselves; and they cannot become your substitute in many things, on account of their loss of sight.

20,323. You could not manage an institution like yours with blind teachers only, and if you have a blind vice-principal you must have a seeing vice-principal to assist you?—I would certainly recommend that there should be a seeing vice-principal.

20,324. And in the case of a smaller college or school there also should be a seeing superintendent at the head?—Yes.

20,325. I presume one of the inducements to employ blind teachers would be that they are ready to come at a lower salary than seeing teachers; and there would also be the feeling that it is a legitimate avenue of employment for the blind?—The latter reason certainly operates powerfully with us. We have always striven to show that blind men can do those things which we claim they should have an opening for. Whether a good blind man should not be as well paid as a seeing man, if we could afford to pay him the same, is another question. I think he ought to be as well paid.

20,326. All things being equal, of course; but blind teachers would not for the reasons you have mentioned be exactly equal to sighted teachers?—No doubt that is so.

20,327. Has your committee any reason to believe that they will raise this sum of 6,000*l.*?—We have progressed so far very slowly but very steadily, and there seems no reason to believe that we shall not get it ultimately. The committee do not meet very often.

20,328. Have you got the active support of the Dean and Chapter of Worcester?—Yes, we have the active support of the Dean and of Professor Creighton, and the friendly support of the whole Chapter.

20,329. (*Dr. Armitage.*) Have the Gardner Trust, or the Clothworkers' Company defined what they mean by a public institution?—I think the Gardner Trust defined it as an institution which should be properly managed by means of trustees and governors, and also have attached to it an annual list of subscribers. That is the definition given to us in the letter which we have received from them.

20,330. Did they make it a condition of their grant that a certain sum should be raised?—In their first communication with us they made it a condition that we should first raise 5,000*l.* upon which they would give 1,000*l.*, but I begged them, as they were an influential body, to begin with a subscription, and they put down then the sum of 1,000*l.*

20,331. You said that the Clothworkers' Company had withdrawn their annual scholarships till you had made your college a public institution; have the Gardner Trust taken theirs away or expressed any intention of taking them away?—No.

20,332. Would it not be possible to become a public institution in a sense to satisfy the Gardner Trust, even before you raised a large sum of money?—I do not see how.

20,333. By having a committee and trustees?—I take it that there must be some property before you can have trustees.

20,334. A great many of our public institutions which are governed by a committee and by trustees have no property; but the trustees will take charge of property if it comes?—I do not know how they can be trustees, unless they have something committed to them as trustees.

20,335. (*Chairman.*) You have certain property already in trust for certain purposes; might you not without going any further create yourselves a trust under the Charitable Trusts Act?—We have property, but that property is not in our own name.

20,336. You could get it transferred, and you could create a trust without handing over the school, or raising the 6,000*l.*?—The scholarship fund that now exists is called "the scholarship fund for blind sons of gentlemen;" it is not primarily and specially attached to us: we have the first claim upon it, but it is not strictly speaking in our own private possession.

20,337. But could you not if you liked vest that sum of money which is now for the blind sons of gentlemen in some trust for carrying out the objects you have in view?—The fund is for a particular purpose.

20,338. Could not you, with the consent of the existing trustees, apply to the Charity Commissioners to get that purpose varied?—This 2,000*l.* is for a special object; the trustees of the scholarship fund are not the trustees we propose to have for the new trust. It might be possible to vary that trust, but it has never been proposed.

20,339. (*Dr. Armitage.*) Some years ago you published a paper in which you expressed your opinion that blind children of the poorer classes are better trained with the seeing in ordinary schools than in special institutions?—I published a paper some years ago on the Glasgow system, and I then expressed what I felt upon the subject, viz., that blind children would receive a good education in the seeing schools. I think that is as far as I went.

20,340. Do you still believe that blind children can be well educated in connexion with seeing children?—I think that blind boys can be well educated in connexion with seeing boys.

20,341. Have you ever been to Glasgow?—Yes.

20,342. Have you seen the education there of blind children?—Many years ago when Mr. Barnhill was alive.

20,343. Were you satisfied with it?—I was satisfied with it as far as it went; it was only to be preliminary.

20,344. Has it ever occurred to you in connexion with this subject that it might be well to select as a site for a college for blind sons of gentlemen, the neighbourhood of one of our public schools, where the blind boys could receive special education in special classes, such as you have at Worcester, and at the same time attend the ordinary classes of the public school?—No, it has not.

20,345. Does that idea commend itself to your judgment?—I think it might be possible, perhaps, to carry out such a plan.

20,346. You have not considered that subject?—No, we have not had it brought before us.

20,347. From the statement with regard to your college that we have before us, it would appear that the great opening for men who have gone through the training you give is the Church?—Ten of the pupils that have graduated have selected the Church.

20,348. Can you tell us how many of the bishops will ordain blind clergymen?—I cannot exactly tell you. I do not know how many of them have been asked to do so.

20,349. How many have ordained blind persons?—The Bishop of Worcester, the late Bishop of Ripon, the late Bishop of Salisbury, the late Bishop of Lincoln, the Bishop of Hereford and the Bishop of St. Albans. The Archbishop of York, I think, declined.

20,350. Can you give us an idea what those gentlemen who have gone through you college are doing; in the first place you say ten have taken orders?—Yes.

20,351. Can you give us an idea of what they are doing, whether they are curates, or what they are?—Three of them are vicars; and by referring to Crockford's Clerical Directory and the official Clergy List we are able to get at their incomes. The incomes of the three vicars appear to be over 1,000*l.* (at least 900*l.* according to one account), and one of them takes pupils. I suppose the income of the three altogether, including their houses might be put at about 1,200*l.* or 1,400*l.*, certainly the former.

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20,352. Is that pretty equally divided?—The income of the vicar of Brafferton, Mr. McNeile, is put down at 357*l.*; the income of the vicar of Gillingham is put down at 438*l.*; the income of the rector of Icomb is put at 190*l.* Mr. Marston takes pupils: he has three pupils, who probably pay him 100*l.* a year, which added to 190*l.* gives him a fairly good income. As to the six curates I do not know their circumstances, but I suppose we may fairly estimate their income at about 100*l.* each.

20,353. Is Mr. Beresford one of the vicars?—No, he is a curate.

20,354. Are the pupils that Mr. Marston takes blind or seeing?—They are blind pupils.

20,355. (*Mr. St. John Ackers.*) In what trades and professions do you think the blind could get on best other than the Church?—It is very difficult to say; though there is a good deal of sympathy with blindness, for it is a very great barrier to many of the professions. I should think the law is a good opening for clever blind men.

20,356. If your college could take in say a couple of hundred, do you think there would be a reasonable chance of good good employment for them?—I do not think we can expect a couple of hundred in the first instance.

20,357. I am looking forward to the number you might expect hereafter?—Between the ages of one and 20 I think the number of blind is only something over 2,000; and though no statistics exist upon the point, we could not expect to have as many as 200 out of that number.

20,358. In what professions would you expect that persons whom you trained at your college would find employment?—I think music affords a large opening for the blind, and there is a great demand for musicians; the Church has not been closed to them, and I think a great many more might become clergymen. Some might make their way in the law; some might be employed as teachers; some might become lecturers and public reciters. So, practically, there would seem to be considerable opening for the comparatively small number of blind that would be received at our college.

20,359. You do not know what that number would be likely to be?—We have no means of ascertaining. I do not think it would at any time reach 200.

20,360. Out of the pupils you now have, how many are blind sons of gentlemen?—The great majority are persons above the class who are sent to elementary schools.

20,361. (*Mr. Arrol.*) You advocate the education of the blind with the seeing; would you recommend that the blind should be educated with the seeing up to the age of 13 in public schools?—Yes, but I think that blind boys when they arrived at the age of 13 should be given more special instruction.

20,362. Are there any special reasons that would induce you to recommend that the blind should be educated alongside of the seeing?—They derive many advantages from mixing with sighted boys; every object presented to them becomes a topic of conversation and explanation, and thus knowledge is imparted to them more fully.

20,363. Could you speak as to the result of the training in the board schools in the case of any of those young men who have come to Worcester College from such schools?—I do not know any boys that have come to us through the board schools.

20,364. (*Mr. Van Oven.*) Is it your opinion that if a system were introduced in board schools of scholarships for blind children who showed exceptional talent, and who were ultimately sent to a higher class school, they would then, after having received such higher education be able to support themselves in life as well as if they were at once sent from the elementary school to practise at a trade?—I think the best of them would.

20,365. You think a blind boy of exceptional ability should be sent to some school or college where he might receive higher education, and you think that with that higher education he could make his way better than he could by working at a trade?—I think so.

20,366. (*Rev. Mr. Owen.*) Do you know much about the Worcester Society for Providing Cheap Literature for the Blind?—I know a little about it.

20,367. Is it doing good work?—It is at present in very low water.

20,368. Is that society in any way connected with the college?—Not in any way, except through the officers; for instance, I am the treasurer of it, but that forms the only link of connexion.

20,369. Do you think if it was properly supported it would be a very valuable institution as an adjunct to your own college?—It is printing the Roman type, and the Roman type is unpopular; it is therefore engaged in an uphill work; but it prints Braille as well.

20,370. To what extent do you purchase books from that society for your own college use?—All our religious books are purchased from that society.

20,371. Have you any suggestion to make on the question of how to overcome the difficulty of providing books for the blind, which seems to be acknowledged on all hands?—I would recommend that if the Government could be induced to take the subject up, it should take the three types and work them side by side, and let experience decide by use which should fall out, and which should stand. They have amalgamated the types in America. There is a printing society in America in which they produce more than one type.

20,372. Have you yourself made up your mind as to the type question?—In a great measure I have. I have a strong opinion upon the type. I think that every English blind boy should be taught the Roman type. Of course no blind boy could be educated without the Braille type. Then I think the Moon type is very good for the aged and feeble handed.

20,373. At any rate you think that in every institution for teaching the blind the two types, the Roman and the Braille, should be taught side by side?—I think that every English blind boy should be taught the Roman type, which there is not any difficulty in learning. Any clever boy could learn two or three types, or four types or more; and any boy could learn the Roman type.

20,374. Do you consider that you have sufficient teaching power at your college now?—We have twelve blind pupils, and we have myself and three blind teachers.

20,375. You think that quite sufficient?—I think we could teach a great many more than we have.

20,376. As regards inspection, do you think that it ought to be done by a seeing inspector with the assistance of a blind man?—There are seeing persons who can read Braille with sufficient celerity to look over the papers quickly. If that were all that an inspector would be required to do, a seeing inspector would be sufficient.

20,377. Do you think a seeing person could better test the literary acquirements of the pupils than a blind person?—Not necessarily so. A blind man would find it easier to read the examination papers of the boys, because he would read them in a natural way with his fingers. It is fatiguing for a seeing person to read a great deal of Braille type, it hurts the eyes. I think the inspection would be best conducted by a seeing inspector assisted by a blind reader.

20,378. (*Mr. Johnson.*) With regard to the question of type, you are of opinion that the Roman type should be taught together with the Braille and the Moon. I see your society prints large-sized type for hard hands and smaller type for educated hands; the smaller type as I understand is the lower case?—Yes.

20,379. Which do you think is the better of the two, the ordinary size, or the lower case?—The larger sized type is very suitable for old people, and people

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whose hands have become hardened; the smaller type is easily learned by young people up to the age of 20.

20,380. Do you think it is as easy to learn the small type as it is to learn the Braille type?—I think not, but I would not undertake to give a general opinion upon it, because what is easy to one boy is not easy to another boy.

20,381. Do you teach your boys both types, both the smaller Roman type and the Braille type?—Yes.

20,382. Do you find that they learn the smaller type without much difficulty?—The smaller type is not so easy to learn as the large Roman characters, and not so easy as Braille.

20,383. You think Braille and the large Roman characters equally easy?—Yes, I think they are both equally easy, especially comparing the large Roman characters with the Braille letters which are now produced, which are good sized letters. The letters produced in the British and Foreign Association books are good sized letters, as large as the big Roman letters, if not larger.

20,384. You advocate that the Roman letters should be taught to every blind boy, as well as Braille; what system of writing do you recommend for the blind?—The Braille system.

20,385. That is to say, for writing between themselves?—Yes, between themselves.

20,386. Do you advocate that they should be taught the Roman letters for writing to their friends?—The Roman letters cannot be written except with the greatest possible difficulty. I do not know any facile method of writing the Roman type with any success in embossed letters.

20,387. You are aware that they can write it with a pencil?—Yes, if they have learnt to write before they became blind.

20,388. Is not it a great advantage that the blind should be able to write in the writing of the sighted, so as to be able to communicate with the sighted?—If they have been able to write before they became blind they generally write the Roman type with the pencil; but I do not think it is the custom to teach them to write the Roman type after they have gone blind, it is so very laborious.

29,389. Are the Greek, Latin, and English works which are published in Braille by the Society for providing cheap literature for the blind extensively used by you?—We use them whenever we want them.

20,390. You have some books in the Greek characters?—We have.

20,391. Have you any Greek books in Braille?—We have a Greek New Testament in Braille, that is to say, a large portion of it, and other books.

20,392. Some books have been printed in the Greek characters?—Yes, four Epistles.

20,393. Do you use those in your college?—We are not actually using any of those Epistles at present; we should use them if we wanted them.

20,394. Where is the chief market of this society for the sale of these books?—Its total market is extremely small. I suppose we are its greatest present customers. It is applied to from time to time for books here and there, but it has no great sale for its Roman books.

20,395. To what do you attribute that; do you attribute it to the small size of the types or to the bad selection of the books?—I cannot admit that alternative. I should say, first of all, that the Roman type has no great friend to back it up; the two other types prominently before the public have powerful friends who are willing to push them, and even to give away the books in large numbers; no such advocate for the Roman type has ever appeared in my day.

20,396. Since the death of Mr. Alston there has been no one to advocate the Roman type to any great extent?—No.

20,397. How are the funds procured for the printing of these books by this society?—There is a subscription list which I think does not reach 100*l.* a year at present.

20,398. Is the stock of books very large?—Not very large; it is not the custom to print a large edition at once.

20,399. Do you stereotype the plates?—Yes.

20,400. Therefore you have all the plates ready for use when they are wanted?—Yes.

20,401. You only emboss when there is an order?—We emboss a small edition, and when that has run out we emboss another small edition.

20,402. To go back to your college, the object of your college is rather to prepare men for the university than to prepare them for a profession?—Yes, I think you may say that is our object.

20,403. Is any special education given in your college which makes it better for the blind sons of gentlemen to come to you instead of going to Harrow or Eton, for instance?—There are no facilities for teaching them at Harrow and Eton. Our college is a school for teaching blind boys.

20,404. With special appliances for the education of the blind?—Yes.

20,405. Which special things they could not get at Harrow or Eton?—No; I think not. I admit that a clever blind boy could make his way through Harrow or Eton, if he had the assistance of a tutor at home to prepare his lessons. I know that Mr. McNeile, one of our early pupils, resided several years in the house of Mr. Blair, who was a master at the Worcester Grammar School, and he went daily to the cathedral school to do his work.

20,406. You recommend that this college should be started as a public institution at Worcester; do you think that Worcester is the best locality for such an institution; why do you choose Worcester?—We choose Worcester because we have been for 20 years at Worcester, and because the Bishop, who is our great friend, earnestly desires that we should not leave Worcester in his day.

20,407. Originally your college was for the blind sons of gentlemen, and then you developed it into an ordinary school admitting seeing boys, why did you do that?—We found that in order to take the blind boys about we should require to have a number of boys liveried; we could not afford to have a number of such boys, and therefore we looked about for the most efficient substitute, and it occurred to us that if we received the sons of clergymen for a moderate sum we should do a service to the clergy and at the same time do a service to our own boys, and avoid the disagreeable necessity of liveried boys.

20,408. Of your present pupils how many are seeing boys?—We have only two seeing boys at present, we have had as many as 12.

20,409. Is it your intention still to go on taking seeing boys as well as blind boys?—Yes.

20,410. Suppose this college were established on the proposed lines, would it be an establishment to which both blind and seeing would be admitted?—It would be a college to which we should admit seeing boys, on account of the special benefits that arise from having them; but they would be admitted not as boys who would be remunerative, but as boys who would be part of the machinery of the institution; we should get as much from them as we could, but we would take them at a less price for the sake of the benefits they would bring.

20,411. You would not let any of these sighted boys participate in any scholarships that might be founded?—No, they would not receive any benefits provided for the blind.

20,412. I understand you want 6,000*l.* to start with?—We want 6,000*l.* to form a trust, so that we may enjoy the interest of it.

20,413. Do you think 400*l.* a year would be enough to start so large a scheme with?—It would be enough to draw the thoughts of the charitably inclined to the scheme, and it would be a handsome nucleus to begin with.

20,414. You contemplate that the 6,000*l.* would be collected from the public somehow, and then you would ask the Government to double that sum as a

sort of nucleus, that would be 12,000*l.*?—Yes, that is the proposal.

20,415. I gathered that you were in favour of employing blind teachers to teach the blind?—I am in favour of employing blind teachers to teach the blind when they have a strong moral force about them; but I would prefer a seeing man to a blind man who did not possess that strong moral force.

20,416. Do you think it requires any special training on the part of seeing teachers to undertake the education of the blind?—Not any special training. I think they should know how to write and read, and understand the use of instruments perfectly.

20,417. Which might be obtained in a very short time?—I think so. I have seen it stated in Dr. Armitage's well-known book, and it is a matter of common experience that the type is quite easy to learn.

20,418. Do you think that in the lower education of the blind, ordinary seeing schoolmasters might be able in a very little time to acquire all the necessary knowledge of the apparatus to teach blind children in a seeing class?—I do not think there is anything to prevent it.

20,419. You do not think it necessary in the lower grades of education to have a blind teacher to teach blind children?—Not absolutely necessary. *Rev. S. S. Forster, M.A.* 9 Mar. 1888.

20,420. You think an ordinary seeing teacher with an ordinary amount of intelligence could teach blind children any one of these types?—Yes.

20,421. (*Dr. Armitage.*) In mentioning the methods of writing for the blind you did not mention stylography; was that an unintentional omission, or do you not use it?—We do not use it.

20,422. Do you give any technical teaching in the use of the fingers, I mean in carpentering or any work of that sort, in your school?—Yes; our second master is very fond of carpentering; he is a very good carpenter himself, and he enjoys any work of that kind with the boys; in Worcester we had a workshop containing a bench and a number of tools.

20,423. Do many of the boys learn carpentering?—I think three of them like it and excel in it.

20,424. Do you think it a desirable thing for boys of the class you have that they should have that kind of training by which their hands become more useful?—Certainly.

The witness withdrew.

Mr. John James Plater examined.

20,425. (*Chairman.*) You are a basket manufacturer at Birmingham?—Yes. *Mr. J. J. Plater.*

20,426. How many blind men do you employ?—Three indoors and two out.

20,427. How many seeing men do you employ?—On an average about a dozen in the winter, and 16 to 18 in the summer.

20,428. How is it you do not employ more blind men?—The majority of blind men are unable to turn out their work so as to compete with sighted labour.

20,429. From what does that arise?—Partly from the fact that they are taught by sighted individuals, whereas they should be taught by qualified blind teachers.

20,430. If, as you say, the work of the blind is not generally so good as that of the sighted, why should the blind be the best teachers of the blind?—Because a sighted man teaches a blind person from his own standpoint, whereas a blind man teaches him to work by feeling.

20,431. You being a blind man yourself, why have not you educated more blind men to work under you as basket makers?—Had I begun business with capital, the probability is I should have been too pleased to do so; but I had to make my way, and I had to look to money making as the first principle of my business. I did at first find employment for a good many blind men after they had left the Birmingham institution, and then after a little while, after I had put them square, they would leave me and start for themselves elsewhere.

20,432. Then they can earn their livelihood elsewhere, by working at home?—Yes, some can.

20,433. How many blind have passed through your manufactory in that way?—A dozen; that is after they had left the Birmingham institution or other institutions.

20,434. You say you employ three blind persons; do you employ them in doing the same work as the seeing, or in inferior work?—I am employing them to make brown hampers. I employ sighted men to make the same class of goods, but I do not employ the blind in the higher class of work.

20,435. Because they cannot compete with the seeing?—Because they cannot compete with the seeing in quality and finish, that is speaking generally; there are exceptional cases of very clever blind workmen that have turned out some work quite equal to the sighted, but they take a much longer time in doing the work.

20,436. What institution were you brought up in?—The Birmingham Institution.

20,437. Do you think the training there fitted you for your work afterwards?—I learned to make baskets there.

20,438. Did you have to begin again, as some people have told us they had to do, after you left that institution?—I was then certainly not what I should now call a qualified workman, but I was not afraid of trying to improve myself.

20,439. Was that the fault of the institution, or of the system?—The fault of the system. There is a blind assistant teacher at the Birmingham Institution now, there was not when I was there; but the fault when I was there was this: a sighted teacher tells a blind person to do so and so, whereas a blind teacher would show him in his own way how to do it; a sighted teacher, too often, if a blind man is not quite on the right lines, instead of showing him how to do the thing with his own hand, and making him do it, does it for him, he finishes his work off too often instead of leaving it for the blind man to do it thoroughly throughout, thus giving his work a better appearance, but that is detrimental to the interests of the blind man when he leaves the institution.

20,440. Do you advocate the use of frames such as are used in Lancashire in making square or round baskets as being a useful guide to the blind in making baskets?—That is according to the style of the work; in making baskets all of one size, they help them very much, but they impede the workman in point of speed.

20,441. Is not the great fault of the work of the blind want of uniformity in character?—I should consider the best workman would be one who would be able to turn out his work with the greatest uniformity.

20,442. We have to deal not with the minority, who are good workmen, but with the majority, who are indifferent workmen?—In the majority of cases frames are absolutely necessary.

20,443. We have not found them generally used?—They are not generally used.

20,444. Do you recommend their use?—Yes, I do, certainly, for general work.

20,445. How soon do you think a blind boy should begin his technical training; that is to say, training with the figures as distinguished from learning reading, writing, and arithmetic?—I think that there should be attached to every institution in which a

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blind child was being educated a workshop for him to go in for a short time each day.

20,446. At what age would you commence to give that technical training?—At the proper age for a child to begin to be educated, say, a child began to be educated at seven, that child should go into the workshop and learn to handle tools, and to model with clay, and so get ideas of shape. By handling different kinds of material, his perceptive powers would be cultivated, that should be a part of his earliest education. Then, I would teach him to make boxes and light baskets, not so much with a view of selling them as for enabling the child to gain a knowledge of how to use his hands.

20,447. With regard to the sale of work done by the blind, do you think that in each large district or centre there should be a place where work done by the blind could be sold in connexion with institutions where there were such institutions existing, or where there were no institutions existing that there should be created a centre for the sale of such work with a central workshop?—Yes, I think any districts in which there is a great demand for baskets, especially if they are of uniform size, would be the best places for the blind to be employed in, for instance, a few miles out of London, in Kent, there is a great demand for round sieve fruit and vegetable baskets, in which fruit and vegetables for the London market are packed.

20,448. And around Manchester there would be a demand for potato baskets?—Yes. I believe no institution has taken it up in London; there is no excuse why an institution should not introduce it; I think it is very simple work for the blind.

20,449. Do you think there are openings for the sale of work done by the blind which are not taken advantage of at present?—Yes, especially in the supply of baskets for the fruit and vegetable markets of London, because the quantity bought for the London market is enormous. Then I think there would be a demand for baskets in the district of Pershore or Evesham, where a very large quantity of fruit is grown which goes all over the United Kingdom. What are called pots are used there, those could be made of one size, and it would be work that a blind man could earn good wages on.

20,450. With regard to those blind persons for whom less is provided at present than any other class; namely, those who become blind after they become 20, and who are too old to enter institutions; what do you think they could best be employed at?—I lost my sight at 20 and I took to basket making.

20,451. Do you think that the best trade for a man who becomes blind at 20?—Yes; unless he has exceptional musical abilities, then to my mind there is nothing equal to music and tuning.

20,452. Those who go into music must go into it in early life; what is to be done with those who have become blind from accidents or various causes after they have grown up and who have not had any previous training?—Say they become blind from 20 to 30 years of age, they have not got too old then to learn basket making, but I have found that men who have lost their sight at the age of 30 or more seem to lose the power of learning a new trade, and the small amount that they are able to earn while they are learning seems to take the pluck out of them. Too often the loss of sight so crushes their energies that there is not much left in them, and in such cases I should recommend that they should be encouraged to do that sort of work which they could do equally well with seeing people; for instance, they might take up the selling of newspapers and periodicals, they might go on a round in the day time and solicit orders for morning and evening papers, and get a connexion that way. I know several cases in which men have got a good living in that way. The work they are so doing is of equal value to that which would be done by a seeing person, and naturally people would give a blind man the preference under the circumstances. I have one man in my mind who lost his sight at the age of 25; he was receiving 5*s.* a week from a sick club, and not rousing himself to do anything. I recommended him to sell newspapers; he was shocked at the idea; I told him if he would go to a part of Birmingham, away from my own home I would go with him and shout for him the first night—that had the desired effect, and he began selling newspapers, this would be ten years ago, and he told me a year ago, that by the sale of newspapers and hawking brushes and small things used in houses in the middle of the day, he was getting 25*s.* or 30*s.* a week. I think a man with fair energy that loses his sight when he is too old to pick up a trade might get a living in numberless ways, if he has energy, and if he has no business ability he could sell newspapers, and do many kinds of work. When I first began basket making, for instance, I had no capital, at least I started with one solitary sovereign, and I had a lot of sighted competition to contend against, and how to do it I was at a loss to know, but I got on gradually by getting orders for baskets in the day time and working at nights to execute the orders. I thought I might sell some nail bagging, and I got a list of addresses of bagging manufacturers in Scotland and Ireland, and I wrote and offered my services to sell on commission to manufacturers in the district. I represented a firm in Belfast for some years, and sold their bagging for them, and that helped to bridge over the competition I was contending with. Then I went to a coal merchant and asked him to give me a commission on orders I could get for coals. If I called on a manufacturer that used coal, nail bagging and baskets, I could generally pull an order off him for one of the three. I think that a man that may not have much mechanical skill, if he has a fair amount of intelligence and a fair amount of energy could do work of that kind, which is so simple that any one could do it. He does not want eyesight to sell coal, nail bags, or many other kinds of goods and material.

20,453. Do you know anything about the condition of the blind in workhouses?—No.

20,454. (*Mr. Johnson.*) How long were you at the Birmingham school?—Three-and-a half years.

20,455. For how long a period did you get instruction after you left that institution before you became a master basket-maker?—I married and got into business in a few weeks after I left. I perhaps made a mistake, but I rectified all that if I did. I knew my responsibilities, and I worked from 6 in the morning to 12 at night to pull right the first year.

20,456. You did not think you had quite completed your education as a basket-maker in three-and-a-half years at Birmingham; did you get any more instruction after you left?—I got no more instruction after I left; but if I had to make a basket I got one as a pattern, and made up the order equal to pattern.

20,457. But you got all your preliminary education at the Birmingham school?—Yes.

20,458. And you were taught there entirely by a sighted basket-maker?—Yes, with the exception of the aid of the blind who were there.

20,459. (*Chairman.*) Did you marry a seeing person?—Yes.

20,460. (*Mr. Johnson.*) Do you approve of the blind marrying the blind?—Certainly not.

20,461. Have you any experience of the disadvantages of the blind marrying the blind?—I have come across two or three such cases, and there is a sadness about them which is much to be deplored. I think one pair of eyes at least are necessary for two people, so that the one with eyes may read to the other and do various things which a person with eyes is more capable of doing than one who is blind.

20,462. (*Chairman.*) It is an immense advantage for a blind person to marry a sighted person?—Yes.

20,463. (*Mr. Johnson.*) You have employed about 12 persons who have passed through the Birmingham institution?—Yes.

20,464. What was the amount of intelligence that they showed at basket-making; were they likely to be able to earn their own living?—Some of them are earning their living now.

20,465. But they were not sufficiently good workmen for you to keep them on?—I could only pay the ordinary wages of the district; they were anxious to improve their condition, which they thought they could do by starting on their own account, and I helped them to start on their own account, and one or two that worked for me formerly I supply material to and take work from.

20,466. Then what was your scale of wages?—The ordinary trade list of the sighted.

20,467. Do you think there is any objection on the part of sighted basket-makers to the employment of the blind as a rule?—Yes, there is a prejudice against the employment of the blind by sighted employers, because they feel that blind institutions where work is done by the blind are prejudicial to their interests, consequently they are prejudiced against blind people apart from the question whether they are good or bad workmen.

20,468. Because they think the blind are competing with them?—Yes, that is why I think it is so necessary to give further facilities for the sale of the work of the blind.

20,469. Have you any experience of blind workers in other institutions except Birmingham? — Not except Leicester.

20,470. Did I rightly understand you to say that the blind make brown hampers best?—The men in my shop make brown hampers, because brown hampers are in demand for packing goods in that district; but there is no reason why a blind person in Lancashire for instance should not make white skips as well as a man with his eyesight, by the use of frames.

20,471. You think education and trade should go on together in the case of the very young blind?—Yes, I believe in technical education as being the best thing for the blind.

20,472. Have you any experience about music; have you come across blind persons who have devoted themselves exclusively to music?—Yes.

20,473. Do you find they make a good living?—I find some do, according to their ability and energy.

20,474. Where do they get employment?—I know several that are organists at different churches, they teach music and singing, and some are pianoforte tuners.

20,475. Do you know any blind organists in Birmingham?—Yes.

20,476. Do you know any who play in public houses?—No; there may be some, but I do not know one. I know there are some playing about the streets.

20,477. Where abouts do you get your rods?—All over England, and also from Belgium, Holland and Germany.

20,478. Do you prefer rods from any particular district more than another?—English are the best.

20,479. From what part of England do you get your rods principally?—All parts of England, wherever I can buy the best for the least money. I went through my last year's trade yesterday, and I find I got through 145 tons of willows last year; three tons 10 of cane, and one ton of chair cane. I could give the relative value of each; 35 tons of white willows, varying from 12*l.* to 18*l.* a ton. 15 tons of buff willows, varying from 18*l.* to 32*l.* a ton; 95 tons of brown willows, varying from 4*l.* to 7*l.* a ton. The basket cane averaged 20*l.* a ton, one ton of chair cane averaged 1*s.* 6*d.* a pound. Plaited rush has been recently introduced into basket making. I set some women on to do that, I sold 60,000 yards of that last year. I sell the women the rushes outside and they bring the work in.

20,480. (*Chairman.*) What would those women earn?—About 10*s.* a week, but they are not blind.

20,481. (*Rev. W. Sleight.*) What other trades besides basket making do you consider best for the blind to work at?—Brush making is considered by some people to be a good trade for them, but I never met with a brush maker who got a living outside an institution. I do not see why a blind man should not make packing boxes.

20,482. What can a blind man earn at basket making?—As a rule an average man would earn 12*s.* a week.

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20,483. Then the blind man could never earn as much at basket making as a sighted one?—No, without the sighted man was very slow. You may say that a blind man would earn half what a sighted man would earn, or less.

20,484. Do you think that the teachers in workshops for the blind should be blind or sighted?—I think in blind shops the teachers, collectors of accounts, and the managers, those who have to keep the institution in touch with the public, should be all blind; blind institutions now are too much institutions for the benefit of the sighted, who get good salaries, while the blind people are allowed to work at very low wages. I should like to see that order of things reversed. While I was waiting to come in here my son was reading to me a book by Dr. Armitage, in which reference is made to Birmingham, and to the number of teachers there. I should very much like the Commission to ask for a return of the salaries paid to blind teachers in the Birmingham institution, and in other institutions, and the salaries paid to sighted teachers, because I believe that blind teachers in institutions are underpaid and kept back compared with the sighted teachers. The blind should get good wages where it is possible, where they are of proved ability. For instance, the woman who teaches cane work at the Birmingham institution only gets 7*s.* 6*d.* a week, and she has to walk two miles to and from her work each way, they would not get a sighted woman to teach at anything like those wages, she ought to get 10*s.* or 12*s.*

20,485. (*Chairman.*) Why should she be paid 10*s.* or 12*s.* if she is willing to come for 7*s.* 6*d.*?—Because it is that or nothing.

20,486. (*Mr. Johnson.*) You would supplement her wages by giving her 2*s.* 6*d.* as a gift?—Yes; I contend that institutions for the benefit of the blind cannot fairly be compared with purely trading firms, because where is the necessity of charitable people giving their money to blind institutions if the workers in those institutions are only to be paid for their labour at the same rate as they would get anywhere else? Funds are given to an institution to benefit the blind, and if a blind man earns in that institution so much a week I contend that the institution should supplement his small wages out of the funds of the institution, out of the moneys given to the institution for the benefit of the blind or profits on trade I should prefer to see the small wages of the blind workmen supplemented with the profits on the trade of such institution and the subscriptions given by the public should bear the general expenses of the institution.

20,487. (*Rev. W. Sleight.*) In your opinion could the blind make the baskets for the Parcels Post?—Certainly they could, good fair workmen, especially if the work were divided.

20,488. As well as sighted workmen?—So well that a good many who were or were not basket makers could not tell the difference between a basket made by a blind person and a basket made by a sighted person.

20,489. Have you taken out any patent in basket making?—I have brought out several designs in basket making and basket fittings. I brought out what is known as "Plater's Registered Basket Fastener," the one that was adopted by the Parcels Post, and a patent bar which we have in use for fitting baskets up.

29,490. Have you registered those?—Yes, and there are a lot of things I have brought out, that I did not patent or register.

20,491. Have you taken any contracts for the Parcels Post yourself?—Not for baskets, when the orders were first given out, I was written to, and I sold 20 tons of willows for making the first lot of Parcels Post baskets that were made. I did not care to make the baskets, I had not room without interfering with my general trade.

20,492. In your opinion might the Post Office officials be asked to give preference to the blind, when

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they want baskets for the Parcels Post?—Certainly, and it would be very kind of them if you could get them to do it.

20,493. (*Mr. St. John Ackers.*) For what number of years have sighted basket-makers to serve their apprenticeship?—Five, six and seven, as a rule.

20,494. Is the time that is given to teaching basket-making in institutions as a rule as long a time as that?—I think so.

20,495. You were only 3½ years at Birmingham?—That was all.

20,496. Then do I understand that at Birmingham, at any rate, the majority of the basketmakers serve an apprenticeship at their trade for five or seven years?—Yes; the reason I left after being there only 3½ years was this, I was 20 when I went in, and I wanted to get away quick.

20,497. You consider that the reason why those who have been taught basket making in the Birmingham Institution do not succeed so well as might be expected is not so much the shortnes of the time that they are in the institution as the character of the instruction they get there?—Their prospects are now very much improved with blind teaching and sighted supervision.

20,498. (*Mr. Van Oven*). I understand you prefer blind teachers for the blind, because they can better grapple the difficulty that a blind person has to deal with than a sighted person?—Just so, from experience.

20,499. Then as regards the blind themselves, is a person who has been born blind able to learn a trade such as basket making with greater or less facility than a person who has became blind in after life?—If a person loses his sight after he has arrived at the age of 20 he has to contend with the shock to the system and the lowering of energy which the loss of sight causes, at the same time the possession of eyesight for the first 17, 18 or 20 years must be a great advantage to any one as compared with a person born blind; because while he has had eye-sight he has acquired a knowledge of the shape of things, and so on which becomes of great value to him in carrying on his work after he has become blind.

20,500. Therefore a person who has had eye-sight has considerable advantages over a person who has never seen, so far as regards working at his trade?—I have one or two good basket makers in my mind that never remember seeing, that were brought into basket making when they were young. In the great majority of cases where blind men take to it after they have arrived at the age of 20, they lack energy and there is too much gone out of them to begin learning.

20,501. (*Dr. Armitage.*) Do you know a good many of the men who learnt the trade of basket making in the Birmingham Institution and who are now basket makers?—Yes; I think I know them nearly all.

20,502. Are there many who are able to support themselves?—I do not think there are more than a dozen that are able to support themselves unaided. I mean by that, they live at home with their father and mother and they get some other support; but a dozen would cover the number that are able to earn a living by basket making.

20,503. About how many men in all have passed out of the Birmingham Institution who were taught basket making in that institution?—I could not give you the number. You might get the number from the reports of the Birmingham Institution.

20,504. You said you knew pretty nearly all who had passed through as basket makers?—I meant all who were getting a living—hundreds must have passed through, about 10 or a dozen are getting a living at basket making.

20,505. Are those getting a living in workshops or at home?—I mean they are working on their own account or employed as journeymen outside institutions.

20,506. There are a dozen working on their own account making a living?—Yes, and employed as journeymen.

20,507. Do many of those who are not making a full living at the trade of basket making live at home being partially supported by their friends?—Yes; but very few of the whole number who have passed out of the institution having learnt basket making, follow the trade of basket making fully.

20,508. You think that the great majority of those who have learnt basket making in the institution do something else when they leave, that they do not carry on the trade of basket making?—Compared with the number that go through, I think very few continue the trade. I think the teaching of basket-making in the Birmingham Institution is not a success.

20,509. With regard to other trades do you know of any brush makers who are earning their living?—Not one of those who were in the institution.

20,510. Do you know any mat-makers who are earning a living?—Not outside the institution.

20,511. Do you consider basket-making a better trade to teach than matmaking in an institution?—Yes; you have prison labour to compete with in mat-making. I do not think mat-making is any good for blind men. I think it is time thrown away to teach them mat making.

20,512. You were saying that there was a great opening for blind workshops in certain districts of England; do you think that in certain districts where baskets were wanted you might plant small colonies of basket makers, 10 or 12 perhaps, with a blind foreman, so as to avoid all the paraphernalia of an institution? Take Kent for instance: suppose two or three sheds and a dwelling house were taken just in the centre of the fruit district and suppose you began with three or four blind men and gradually increased perhaps up to 10 or 12, with a clever blind man as the foreman, do you think that such isolated colonies would be likely to do pretty well?—I think if you took premises or had a place built that would at once admit of 50 blind basket makers working in it, there being room for enlargement to admit 200 or so, and if they got a living there I do not know that it would be necessary for the promoters of such an institution to look after them and see how they lived outside the institution; but I believe 100 or 200 might be employed in Kent within 10 miles of London, and 100 or 200 could be employed in the vale of Eversham, and the same number in Lancashire, taking one or two places as centres in the heart of the manufacturing district, if premises were taken in which blind workmen could work. There would be funds required to assist them but I think employment could be found for some hundreds of blind men in that way.

20,513. (*Chairman.*) Do you mean that you would have a sort of central workshop in the districts you have spoken of, where a number of blind persons would be employed who would live outside?—Yes.

20,514. (*Dr. Armitage.*) How far do you think such a workshop would be self-supporting?—It all depends on its management it ought to be self-supporting if well floated.

20,515. How much do you think that a blind man could earn upon the average working at this sort of rough hampers?—10*s.* or 12*s.* in those country districts would be about as much as they would earn; some might earn more by being on one uniform kind of work, they would get more than they would by changing about.

20,516. Do you know the plan followed in Germany, of letting the blind work in their own homes, selling them material from the institution at wholesale price and assisting them at critical times?—No. The best way of helping the blind when they leave institutions is to establish workshops in different parts of the country where baskets were in large demand which workshops should be connected with each other; while they would be separate institutions they should be in communication with each other for the giving of information and helping one another to execute orders, one might get orders that the others could supply and so they might assist each other all round. To

carry out such a scheme practically you would require good experienced management and there should be a centre which should be as near the centre of England as possible for the sake of railway communication. Suppose you had such a workshop in Kent, the great bulk of the material that would be used there could be bought in Holland and Belgium and would come by water; them if you take Evesham, willows grow all round there for 20 or 30 miles, hundreds of tons grow there; then if you take Lancashire, there is a good deal of material growing in Cheshire and different parts of Lancashire; and it is so handy to the East Coast that you could send stuff across with a very short land carriage. Workshops for the employment of the blind started on those lines if once fairly floated with a moderate amount of capital I believe would be self-supporting, and I would rather see such a system carried out than the system of institutions subscribed to annually by charitable people; the amount of success attending on which institutions is not what it ought to be, they have too much money and they depend on the public rather than on themselves, they depend on the subscriptions that come in to keep them going, whereas if they were properly managed and were thrown more upon their energies they would achieve a greater amount of success.

20,517. Do you think it would be possible to induce seeing manufacturers to employ blind people by giving such manufacturers a little consideration, say 2*s.* or 3*s.* per man or something of that sort?—That looks very well, but it does not seem to me in practice as if it would answer.

20,518. Do you know that it has been done?—No. I do not think it would answer in practice, for this reason, that many men for the sake of the 2*s.* or 3*s.* would employ blind men in a dilatory sort of manner, whereas, if such blind men were working in a manufactory among other blind people with blind supervision and where the management was interested in getting good work out of the blind there would be a great stimulus for the men to call their energies into play.

20,519. Do you think that a blind man working with the seeing will become more energetic in consequence of finding what better men than himself are capable of doing?—Not so much as where the blind man was brought in contact with clever blind men, for this reason, the tendency among blind men working with sighted people is to attribute all the success of the sighted to the fact that they have their eyesight; but if a blind man of moderate ability is mixed up with blind men of more ability and greater energy, it is likely to make him more energetic and make him try to equal the men placed unfortunately, in the same position, that is to say, a clever blind man would create ambition and cultivate energy in another blind man to do as much as the clever blind man did, but that would not be the case where they were working in a shop with sighted people because they attribute their superior ability to their having their eye-sight.

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20,520. (*Admiral Sir E. Sotheby.*) You advocate the employment of blind people in making market baskets and fruit baskets: are you aware that in some parts of England, and especially in London by the river side, they are made by children at 5*s.* or 6*s.* a week?—I know they are not, that is to say, not the baskets I am speaking of.

20,521. When I say children, I mean boys and girls of 11 and 12; are not a large quantity of such baskets made by them by the river side?—No, the round fruit sieves used in Covent Garden, are made by men only, the making of such baskets is too heavy work for children, the baskets that you are speaking of are probably what are called punnets, I am speaking of the round seives, that men carry on their shoulders, they use them for packing currants and general fruit.

20,522. You employ three or four blind people?—Yes.

20,523. What wages do you give them?—They earn, according to the trade list, about 11*s.* to 13*s.* on the average.

20,524. What are the hours of work?—Twelve hours a day.

20,525. Do those blind people that work at home get any help in their work from their sighted friends?—Yes, some do.

20,526. They have wives, and their children and they help them at their work?—Yes.

20,527. You mentioned something about blind teachers being very inadequately paid; what do you consider fair wages for a blind teacher of basket making or brush making?—It all depends on his ability.

20,528. A man of good ability, he would not be a teacher unless he was of good ability?—He ought to be worth in the country 1*l.* 1*s.* or 1*l.* 2*s.* to 1*l.* 5*s.*; in London 1*l.* 5*s.* at least.

20,529. You think that ample?—If you take a man of only moderate or fair ability, but he should be paid higher, in proportion to experience and ability.

20,530. Do you think they are paid under that?—Yes.

20,531. Do you know what the blind teachers are paid at Birmingham?—It was through my suggestion that a blind teacher was first employed at Birmingham to teach basket making; he was a good workman, but to start with he had 18*s.* a week.

20,532. Has that gone on increasing?—Yes.

20,533. What has it got to now?—I do not know.

The witness withdrew.

Adjourned.

6, Old Palace Yard, S.W.

Wednesday, 25th April 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.P.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
WILLIAM WOODALL, ESQ., M.P.
THE REV. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

The Right Hon. JOSEPH CHAMBERLAIN, M.P., examined.

Right Hon. J. Chamberlain, M.P.

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20,534. (*Chairman.*) While you were on your special mission to America I believe you visited the Deaf Mute College at Washington?—Yes, I was conducted over it by Professor Gallaudet, the principal, on the 23rd of January.

20,535. From the evidence he gave us we understand that the college is divided into two branches, the primary school and the college?—Yes.

20,536. Did you visit both?—Yes.

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20,537. Will you tell us in the first instance what impression you formed of the primary school?—I was accompanied by the professor and by one of the senators who is one of the official governors of the institution (which is principally supported by federal funds), and I found a really admirable institution, beautifully situated, the buildings being surrounded by grounds the extent of which would be about 100 acres. In the first instance I went to the primary school and was introduced into a class room where a number of children, boys and girls, were being taught by the schoolmistress to articulate.

20,538. Was that the lowest class?—That was the lowest class. They were all young children, all of them however seemed to have made some progress. Some of them spoke well in that peculiar voice which seems to be universal amongst deaf mutes taught in this way. They were before a black board upon which were words and sentences, and the teacher pointed to those words and sentences and then the children articulated them. The teacher conversed with them and was teaching them to read both by the movement of the vocal organs and by placing their hands upon the throat and other parts of the face. The teacher told me that she found very great difference in the facility with which the children learned, some apparently being quite incapable of articulating. She compared it to what teachers of music find where they have to deal with a child absolutely without ear; they find that such a child can make no progress at all, and some of these deaf and dumb children appear to be without the faculty of articulation. I was particularly struck with the brightness and intelligent look of the children. I was told that it was probably in part due to the use of the eyes which gives a brightness and keenness to them which I do not think you see generally amongst children who have all their faculties. They seemed to understand all that was said to them. As I was leaving, one of the children made a sign to the mistress, and she said that the girl wanted to speak to me if I did not mind, so I went up to her and she said, "Have you been in Switzerland?" I said "Yes," and then she said, "I was born there; I was born in Geneva," and I had a little conversation with her about Geneva which seemed to please her very much, but she had been in the school two years.

20,539. Was that a congenital case?—Yes, she had been born deaf.

20,540. What age was she?—I should think she would be about 13.

20,541. We have been told by Professor Gallaudet that the system adopted in that school is what is called the combined system, and therefore one would like particularly to know how the pupils were being taught in that class. You describe their being taught by articulation; were they also taught contemporaneously by signs during the first period of instruction?—They were being taught orally at the time I was there, but the teacher communicated with them by signs; she communicated with them both orally and by the manual language.

20,542. That is to say first of all she gave them a word by finger language and then pronounced it orally?—While I was there the communication was oral, but when a difficulty supervened the teacher communicated by the manual method. Then from this class I went into the other classes and saw all kinds of teaching going on, that is to say, primary teaching, and in every case the teacher was teaching by the manual method, and not orally. I was told that it was impossible to teach a class simultaneously by the oral method, but that the teachers communicated orally with the children as well.

20,543. The reason for teaching them by the manual method probably being that they could teach a larger number in a class by that method?—Yes, they said it was impossible to teach a considerable class orally, because the children could not follow the instruction; they said that oral teaching could only be followed when the children were in full view of the teacher, and conveniently only when one child was being addressed at the time. I spoke to the children in those classes, to one or more of them in each class, and I found that they could understand me if I spoke plainly and slowly.

20,544. Taking those pupils who could speak and understand speech best, what age would they be; would they have had four, five, or six years' instruction?—In this first class some of the children who were speaking had only had a few months' instruction—six months' instruction.

20,545. Then they most probably had been taught elsewhere?—Not orally. Of course their speech was imperfect, and in speaking to them the sentences had sometimes to be repeated to them; they could understand the mistress when they could not understand me; still, there was a certain amount of proficiency even after instruction of a few months. I was told that the proficiency of the child varied very much, independently of the time that it had been under instruction, according to the capacity of the child.

20,546. We have been told that you require at least eight years to teach speech on the oral system thoroughly; did you inquire how long in the highest class they had been under tuition—I mean in the primary school?—No, I do not know the number of years they had been under instruction.

20,547. Did pupils generally speak with facility?—I am not able to speak by comparison, because I have never seen any other school; they spoke with facility, but not rapidly; it could not be said that they approached to ordinary conversation. At the same time, it appeared to me that those children could undoubtedly make themselves understood in the street; if they wanted to ask their way, or anything of that kind, they could make themselves understood, and they could understand what was said to them.

20,548. Did their general education appear to be fair, considering their age?—Yes, their replies were exceedingly intelligent.

20,549. Those were written, I presume?—Yes.

20,550. The teacher, I understand you, put questions to the children by the finger alphabet; did the pupils answer by the finger alphabet or in writing?—I think most of them answered in writing; they had their slates and they were writing their lesson. One class, I remember, was an arithmetic class, and sums were given to them; they took them down as in an ordinary school, and they were working them out very well. Really the proficiency of the children in ordinary education seemed to me about equivalent to what it would have been in an ordinary primary school in this country.

20,551. Did they strike you as being remarkably intelligent?—There were some negroes and one or two Indians, as well as Americans and English; but, speaking generally, the intelligence seemed to me above the average; undoubtedly, the children looked to me much better than the corresponding class of children in one of our English primary schools.

20,552. A good deal would depend upon whether in taking in the pupils any selection is made?—I think they take anyone. I think they are obliged to; it is a national school.

20,553. The primary school, as well as the college, is for the whole of the States?—Yes, so I understood. I asked in some of the classes where the children came from, and I was told that they came from all parts; some of them came from very distant States.

20,554. (*Sir Tindal Robertson.*) There were others than Americans?—Yes, but of course they were resident in America, though born in other countries.

20,555. (*Chairman.*) After visiting the primary school did you then go to the college?—Yes; there, of course, I found the proficiency in speaking much greater; some of the pupils spoke extremely well. One spoke so well that I made special inquiries about him, and found that he had not been born deaf, which accounted for it. With regard to the others, there was this peculiarity of intonation—which we always find in the speech of deaf mutes—at the same time there was considerable freedom in conversation, and I found the pupils engaged in higher mathematics, chemistry, geology, and French and Latin. As regards French there was an incident which particularly struck me. They were writing on boards answers in French to French questions. I asked the teacher if they could pronounce French, and he said, "No, they had not been taught French orally." I said, "I wish "you would ask them to read a French passage, and "see what they make of it," and so he asked two of them to do so—they both deprecated it—one of them, in fact, refused, and said he could not possibly do it, but the other read, and read with what I should call a cockney French accent. Then I asked him how he had learnt this accent, and he said he had learnt it phonetically. "Parley vou frongsay," for instance, he would write on the slate for "Parlez vous Français," and in that way taught himself the French pronunciation, showing of course a very considerable facility in oral language. He not only was able to speak English, but he was able to speak French. Those youths were also extremely intelligent, and I heard a good deal of their success in after life. Two of the professors had been educated in the college. Then after going through the college I visited the dormitories and studies, which were exceedingly nicely arranged, very cleanly and airy, and all the arrangements were extremely good. Then Professor Gallaudet asked me if I would come to the large room, where the whole of the children and their teachers were gathered, and on reaching that room, to my surprise, one of the pupils got up and presented an address which he had drawn up himself. This address was read to me by Professor Gallaudet, while the pupil stood up and translated it with one hand to the whole of the meeting. I suppose there must have been at least 150 people there—children and their teachers. Then I asked Professor Gallaudet whether he would like me to say something in reply, and I made a little speech to them, which he, standing by my side, translated as I spoke. I spoke as I should have done at an ordinary public meeting, and the applause showed that there was a perfect appreciation of everything that was said; it came in at the right moment, and I could not distinguish that I was addressing deaf and dumb people, it was exactly the same thing as if I had been addressing an audience of hearing people. It was really a most interesting and touching sight. In going to this big hall I passed through a corridor where I was shown some tablets, which were in memory of some pupils who had died either there or after leaving, and I was told that the words inscribed on one of them were almost the last words spoken by a pupil on his death-bed; those words were, "It has taken away half the bitterness of death "to have been permitted to learn something."

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20,556. Those pupils in the college come as the others do from various parts of America?—Yes.

20,557. Having gone through a course of instruction in schools where either the oral system or the combined system had been taught?—Yes.

20,558. Did you get any information with regard to the previous instruction of those who spoke best; for instance, did you find out whether they had been taught on the oral system?—No, I attributed their proficiency to the greater length of time they had been there, as compared with the others.

20,559. I should like to know how they practised their speech in the college. According to the evidence we have received, they give instruction by the finger language, that is to say, lectures are given by the one-handed alphabet; in order to keep up their speech, what systematic instruction have they in language?—The teachers told me that they conversed orally with their pupils.

20,560. In ordinary conversation?—Yes, and in the classes too; I was told that the two things went on together. In every case in which I spoke to the pupil I found that he understood me. It did not strike me that any of them were unable to speak or to understand me when I spoke, except those exceptional cases where I was told that the faculty did not exist. I remember there was one youth in the college pointed out to me as being unable to speak.

20,561. We understand that among themselves they converse by the fingers?—Yes.

20,562. They do not speak much amongst themselves?—No, I do not think they do speak among themselves orally, and I do not see why they should, because it is perfectly certain that under any circumstances the oral method must be an imperfect method. It appears to me that the whole object of teaching them orally is to enable them to communicate with the outside world; but as between themselves the manual method is by far the best.

20,563. Of course the college recognises the importance of enabling them to mix with the world as far as possible?—Yes.

20,564. Though signs are more easy to them than language?—Yes.

20,565. And proceeding on those grounds, did it appear to you that the teaching at the college was successful?—Yes.

20,566. That is to say, the pupils, by the instruction that is given them, are able to speak sufficiently well to be able to communicate with the outside world, and at the same time instruction is given them in general subjects by the most convenient medium, the manual method?—Yes.

20,567. That was the impression produced on your mind?—Yes.

20,568. You would wish to say, with regard to the organisation of the college, or with regard to the higher education of the deaf and dumb, from what you saw on your visit to that college?—No; I may say that I was struck with the results. They seemed to me to be extremely satisfactory; those young men would be quite able to hold their own with young men outside.

20,569 I believe many of them go afterwards into public offices?—Yes, there were some very remarkable cases mentioned to me of distinguished success afterwards. One man, who was educated at this institution, is one of the greatest patent lawyers in the States.

20,570. (*Sir Tindal Robertson.*) Did you visit any other institution in America than the one at Washington?—No.

20,571. Have you visited any in this country?—None.

20,572. Was the impression that you formed from visiting that institution that the combined system was a good one for the deaf and dumb, and that it could be carried on with facility?—At the time my attention was not specially directed to the question which I think has been occupying you very much, but I have thought of it a good deal since. I was quite satisfied with the results I saw, and thinking over it since, I confess I cannot bring myself to believe that the oral system could possibly be satisfactory by itself. I am strongly in favour of the combined system.

20,573. Was it your impression from what you saw at the Washington College that if the pupils had been taught by the pure oral system, they in their intercourse with each other and with many of the outside world also, would still have recourse to signs?—I think it would be absolutely necessary for them to do so if they are to have any real enjoyment of life.

20,574. The Washington College is aided by the State?—Yes, it is supported chiefly by a direct grant from the Federal Congress.

20,575. Have you formed any opinion from your visit to that institution as to whether it would be advisable that the State should take any action with regard to this particular class in England?—Yes, a very strong one. I think it is a national duty.

20,576. May I ask you to state in what way you think that would best be done?—My impression is that the principle adopted in America will have to be followed here; that is to say, that it will be impossible to teach those children locally; the utmost you can do is to establish one or two centres to which such chil-

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dren must be brought; they cannot be taught with other children; and as their number is not very large they would be most conveniently dealt with in central institutions, to which I think the State should make an adequate grant.

20,577. You are probably aware that many of the board schools in this country have classes for the education of the deaf and dumb?—Yes.

20,578. Do you think that advisable or do you prefer the plan of having them in a separate institution?—I should prefer to have them in a separate institution; or at all events I would make it a separate branch of board school education. In great centres like Birmingham and Manchester deaf and dumb children from scattered places might be brought into the board schools, but I think it is impossible that every child should be taught in the locality to which it belongs.

20,579. In your opinion would there be any difficulty in having them taught in board schools in special classes, and having them boarded and maintained in some institution where their moral and general training would be carefully looked after?—I do not think there would be any difficulty in that at all.

20,580. We have been told by some of the witnesses who have given evidence before us that there is a great objection on the part of parents of deaf and dumb children to receiving money from the guardians in order to put those children into institutions. To meet that objection do you think that the power might be transferred to the school board to provide the means for the education of those children at those institutions instead of leaving it as at present to the board of guardians?—Yes, certainly, I strongly deprecate its being left to the board of guardians; whether the power ought to be given to the school board or to new county councils may be a question. I should prefer the county councils.

20,581. Do you mean that they should deal with cases arising in the whole of the county or that the district councils should deal with cases in their districts?—Probably there would not need to be more than one institution in a county.

20,582. (*Mr. Johnson.*) I suppose you are aware that in the board schools of London the system employed in teaching the deaf and dumb is the oral system?—So I am told.

20,583. Do you think, from your observation, it would be desirable to adopt the combined system in those board schools instead of the present system?—Yes, I do. At the same time if I were dealing with the matter by legislation I should not make a stereotyped rule, I should allow the different centres to find out experimentally which was the better system, and let them adopt that. My own opinion is very strong that the combined system is the one most calculated to be beneficial to the children.

20,584. We have been told by those who teach the oral system that it is an undesirable thing that the children who are being taught on that system should be taught signs or be permitted to use them. In the one system, viz., the oral system, isolation is recommended, and in the other system, the combined system, communications with one another, and with the outside world by means of signs is recommended; do you think it a desirable thing to isolate the children?—I do not think so.

20,585. (*Chairman.*) The isolation is in the institution itself?—I understand that, but as I understand the object is to drive children into the oral method by not allowing them to use the manual method.

20,586. (*Mr. Johnson.*) That is the view that the school board have taken?—I feel quite sure that it is a wrong view to take. The children will find it absolutely necessary for their own comfort and convenience to learn the manual method afterwards, and I do not see why they should be deprived of it during school life.

20,587. During your visit to America did you observe any deaf and dumb children speaking to one another?—No. I met one rather remarkable instance of a deaf mute in society.

20,588. I am speaking of the primary school and the college?—I did not observe any of them speaking to one another.

20,589. You had no opportunity of seeing whether they conversed with one another orally or by signs?—No. As far as I saw it was by signs. I should assume it would always be so as between two deaf mutes; the manual method is so much more convenient and so much more perfect that I cannot conceive why they should talk orally.

20,590. (*Mr. Woodall.*) You were going to mention a remarkable instance of a deaf mute whom you had met in society?—I met in society, at Washington, a person who was a deaf mute from birth, but who had been taught to speak, and who was mixing in society, and conversing with strangers with considerable facility.

20,591. But was there no embarrassment in holding a conversation with that person?—I would not say there was no embarrassment. It was possible to make oneself understood, but I should think it would have been impossible to have conducted, for instance, an argument upon some perfectly new and especially some complex subject.

20,592. We rather gather from what you have said, that the sole value of the oral system to any one is to enable them to communicate with people in the outer world rather better than they would by the use of the slate?—Yes.

20,593. That would be about the total value of the teaching?—In my opinion the sole advantage of it is to enable them to communicate with strangers who do not know the manual alphabet.

20,594. Then do you think that the accomplishment is worth the great cost that it entails?—I think so. It is almost impossible that a deaf and dumb person should be carrying a slate about perpetually; and practically, as we know, the deaf and dumb are isolated from all who have not learned to communicate with them by means of signs.

20,595. (*Rev. Mr. Owen.*) Did you consider from what you saw that the teaching of the sign and manual system *pari passu* with the oral system was any detriment to progress in the oral system?—No.

20,596. One question as regards State aid. Did I rightly understand you to say you would recommend State aid being given to institutions, and that the State should not dictate the method, but give a grant on the results produced by whatever method the individual committee should adopt?—Certainly.

20,597. (*Rev. Mr. Sleight.*) What number of children were being taught in a class?—They varied very much indeed; the largest number I should think would be under 20. In some of the classes there were only half a dozen.

20,598. When there were only half a dozen in a class was the instruction given orally?—No, in no case was the instruction given orally.

20,599. Were they classed according to their capabilities?—Yes; and according to subject no doubt. I think the total number of children in the lower school is only 60.

20,600. I think you said that boys and girls were being taught together?—Yes.

20,601. Were any of the teachers deaf mutes?—Yes.

20,602. Had they all received their instruction in the college?—I believe so. I think they had.

20,603. The instruction throughout the school was really given manually, but the oral instruction being additional to the manual instruction?—Yes, very much in the same way in which languages are taught in our schools. French for instance is taught as an additional subject, the ordinary work of the school being conducted in English.

20,604. From what you saw of the way in which the pupils communicated with one another, did you form the idea that the sign and manual method was virtually their language?—Yes, as between themselves; the oral system is their mode of communication with the outer world, but as between themselves they use the sign and manual language.

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20,605. Then I assume under no circumstances would you think it advisable to debar them from the use of signs?—No.

20,606. Do you think it at all likely that the children could have read that speech you delivered to them from the lip?—I think it would have been impossible; it was a very large room. I had to raise my voice as one does naturally on the assumption that people are listening to you, and from the distance they were off me it would be impossible for them to see the motion of my lips sufficiently to understand what I was saying.

20,607. Will you tell us a little more as to the manner in which the instruction at the college was given, were lectures ever given orally?—No; I asked the question and I was told not.

20,608. Was a lecture given to any of the young men whilst you were there?—No, there was a class being taught geology; the teacher had a book before him and he was reading the book to them and commenting upon it by the finger alphabet.

20,609. In communicating with the children orally did it strike you at all that they rather guessed at what you say?—No, I think not.

20,610. You think there was a decided attempt to read your lips?—Yes.

20,611. (*Dr. Campbell.*) You said that the Washington Institution is chiefly supported by funds provided by the Federal Government; are you aware that as regards the primary school the Federal Government only pays for children that come from the district of Columbia, and that if they come from elsewhere the money must be provided by their friends or it must come from other sources?—I was not aware of that.

20,612. Was your attention called in any way to the result of intermarriages between pupils in this school?—No.

20,612*a*. (*Mr. Van Oven*) You say that there are only 60 children in this lower school; how are they selected?—I do not think they are selected at all. I think they take in any children as far as the accommodation provides.

20,613. There must be a great many more than 60 deaf and dumb children to be educated; do they pass any examination?—I think not. I do not think they reject any except those they consider to be of weak intellect; those who they consider to be of weak intellect they do not take in; those are relegated to other institutions.

20,614. You say some of the young children who had been at school but a short period spoke words distinctly?—Yes.

20,615. Did you make any inquiry as to whether they had been born deaf or whether they had any partial hearing?—Yes, some of them certainly were born deaf; the majority of them were born deaf, but in one case in particular, where a youth spoke so well that I was particularly struck by it, I found that he had not been born deaf.

20,616. Did you get any statistics as to the number of those who failed to articulate?—No.

20,617. You say that in your opinion the oral system could not be so successfully taught as the combined system?—Not as a system for the general education of the deaf and dumb.

20,618. Why do you think so?—Because I think it is necessarily an extremely imperfect method; communication between the teacher and the pupil cannot be as perfect by that means as by the manual method, and that consequently the results will be proportionately imperfect.

20,619. Why should not communication between the teacher and the pupil be as perfect by the oral method as by the manual method?—My experience is of course extremely limited, but from what I saw I should have thought that it was impossible ever so to perfect the oral system as to make communication by that mode as free between the deaf and dumb as between persons who have not that defect.

20,620. The manual method can only be used by means of spelling, and communication by writing would be the same whether the deaf and dumb person knew the manual alphabet or not?—Communication by writing is a slow method of communication as contrasted with speech and signs.

20,621. You have never seen any good teaching on the oral system such as exists in Germany and Italy?—No, this is the only institution I have visited.

20,622. You say instruction is never given orally in the Washington Institution?—Not as far as I know, except when the teacher is addressing a single pupil, the class instruction is not given orally.

20,623. Do you not think that the power of reading the lips of others, which of course is what is aimed at by the oral system, must in a measure be weakened if another mode of communication is given to the children?—Yes, I think so to some extent. If the sole object is to teach the children this oral method, if everything is to give way to that, I have no doubt the object would be attained more rapidly and more completely by absolutely confining the instruction to that system.

20,624. Do you think it would be possible for you to acquire the power of lip reading?—Yes, I think so after what I saw. Just as I learnt French in an English school, it is the same thing. I have known parents send their children to a French school where they heard nothing but French with the view of teaching them French, and the result has generally been that their general education has suffered.

20,625. But do you not think that a deaf person who has no other means of communication than the oral method has his faculty of sight and observation in watching the movement of the mouth and the organs of speech so sharpened that he is able to acquire the power of lip reading and consequently the power of imitating the speech of others much better than a person who has some other channel of communication?—I have no doubt that in teaching a person by the pure oral system you give him a certain advantage, but then I think the corresponding loss would be more than sufficient to compensate for the advantage.

20,626. But you have no means of testing by your experience of oral schools of a high character whether there is a loss in that respect; it is merely imaginary on your part?—It is theoretical.

20,627. You are only giving your own opinion not based on any actual observation?—This is the only institution I have seen, and I have no means of comparing it with other institutions in which the oral system is alone employed.

20,628. (*Dr. Armitage.*) You said that the children came from all parts of the States; did you ascertain how they were selected, because of course 60 is a very small number?—I do not know that there is any selection.

20,629. Do you know whether the children pass from the primary school into the college as a regular thing?—They do not all pass in.

20,630. Do the best pass in?—I cannot answer positively, but my impression is that there is a matriculation examination.

20,631. Which they have to pass before they enter the college?—Yes.

20,632. About how many children were there in each class?—The number varied from six to something less than 20.

20,633. Did Professor Gallaudet say that a class could not be taught orally?—That a class of a considerable number of children could not be taught orally, and the teachers said the same thing.

20,634. (*Admiral Sotheby.*) Do you consider that the principal object at the college is to teach the oral system?—No, the principal object is to give a general education on the combined system, and the oral system is merely one branch of the general curriculum.

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20,635. With regard to the person whom you met in society, that talked very fluently with you, was that considered a remarkable case?—I do not think it was considered remarkable, because other deaf mutes speak as well—some of those children that I saw undoubtedly spoke better—with much better pronunciation.

20,636. And were they able to carry on as rapid a conversation?—Yes.

20,637. You mentioned that there was a lawyer of great eminence in America who was a deaf mute; do you know how he conducts an argument in court?—He does not go into court, he is a consulting lawyer.

20,638. Suppose there were two deaf mutes, one who could speak orally only, and the other who only carried on conversation by signs and the finger alphabet; which do you think would get on best in the world?—I would sooner be the one who could speak by signs.

20,639. (*Mr. Woodall.*) That is supposing you lived in a community of sign-speaking people?—No; what I should say is, that the one who spoke by signs would have a perfect communication with his intimate friends and relations, and that that was worth more than his imperfect communication with the outer world.

Mr. William Joseph Day examined.

Mr. W. J. Day.

20,640. (*Chairman.*) I believe you lost your sight when you were 29 years of age?—When I was 29 years of age, about 10 years ago.

20,641. What was your profession at the time when you lost you sight?—I was a shorthand writer and journalist.

20,642. How long have you been visitor to the Worcestershire Blind Visiting Society?—Eight years.

20,643. In what district have you been employed by the Worcestershire Blind Visiting Society?—Principally in the county of Worcester. I may say that the society was formed principally through the exertions of Mr. Forster and myself. I was seeking for employment, having become blind, and I came in connexion with Mr. Forster. It was felt that such a society would be an advantage for the blind poor of Worcestershire, and the society was started, and has been carried on ever since.

20,644. Have you any salary?—I have a salary which depends on the contributions which are obtained; my wife is the honorary collector of the society, and if sufficient subscriptions are obtained and the expenses are paid I receive a salary; it is an unguaranteed salary altogether, it depends on the thing being a success.

20,645. When you became blind I believe you learnt the various blind types?—Yes; I learnt the Moon, the Roman, and the Braille. I may say I learned the Moon in Australia, that was the first I learned, and it is the one I use the least now.

20,646. Which do you use most?—I prefer the Roman, but I am compelled, owing to the short supply of books in the Roman type, to make use of Braille. I find Braille very useful.

20,647. Over what area do your operations extend?—I make Worcester the centre, and I go as far as Moreton-in-the-Marsh towards the south, Gloucester in the west, and I go as far as Tipton in Staffordshire northwards, and as far as Redditch on the east, a radius of 30 miles.

20,648. Do you know every blind person in that area?—Yes, I think I can safely say I know every blind person in that area.

20,649. What number does that amount to?—There are at present 296 on the list.*

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* Note.—The following statistics relate to the blind visited by Mr. Day:—

1. *Abodes.*

Dwelling-houses	263
Almshouses	8
Workhouses	25

2. *Periods of Life at which Blindness occurred.*

Teachable, under 15	96
Industrial, between 15 and	36
Unteachable, over 40	164

3. *Previous occupations of those going Blind after 15 years of age.*

Agricultural labourers	21
Bargemen	1
Boiler makers	2
Bricklayers	3
Brickmakers	1
Butchers	1
Button-makers	1
Carpenters	1
Carpet weavers	2
Cellarmen	1
Chain makers	1
Carwomen	1
Coachmen	1
Coal miners	6
Domestic servants	2
Drapers	1
Dressmakers	1
Fish hawkers	1
Forgemen	1
Furnace builders	1
Game keepers	1
Gardeners	2
Gasfitters	1
Gipsies	1
Glovers	2
Grocers	2
Heraldic artists	1
Ironworkers	5
Leather dressers	1
Limestone workers	15
Malsters	1
Man servants	1
Marine store dealers	2
Married women	44
Milkmen	1
Nailers	4
Navvies	1
Needle finishers	3
Ostlers	1
Pit labourers	2
Plasterers	2
Prison warders	1
Publicans	1
Puddlers	4
Salt makers	1
Sawyers	1
Scuttlemakers	1
Scythe makers	1
Shoemakers	1
Smiths	1
Soldiers	3
Spinsters	1
Tailors	1
Tanners	1
Tarpaulin makers	1
Watchmakers	1
Wiredrawers	1
Without occupations	9
Information unobtained	37

4. *Causes of Blindness.*

Accident	42
Birth	33
Blight	3
Brain fever	1
Cataract	40
Decay	74
Epileptic fits	1
Inflammation	45
Lead poisoning	1
Measles	4
Paralysis	1
Scarlet fever	1
Small-pox	7
Sunstroke	1
Typhus fever	3
Water on the brain	3
Information unobtained	37

5. *Present Ages of the Blind.*

Under 15	20
Between 15 and 21	20
Between 21 and 40	54
Between 40 and 60	64
Over 60	104
Information unobtained	34

6. *Present Circumstances of the Blind.*

Independent	20
Self-supporting workers	16
Partially self-supporting workers	50
Dependent either on relatives, poor-law relief, or clubs	210

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20,650. How many males and how many females?—190 males and 106 females.

20,651. How many of that number are under 15 years of age?—20 under 15 years of age.

20,652. How many of these are there under five years of age?—Three.

20,653. How many between five and 10 years of age?—Five, and the remaining 12 are between 10 and 15 years of age.

20,654. Of the 17 children within school age how many are at school?—Only six, five at a blind school, and one at an ordinary elementary day school.

20,655. Where are the remaining 11?—At home.

20,656. And they receive no instruction except what you give them?—They receive no instruction except what I or what their parents or anybody about them may give them, but it is very difficult to get them to school at the present time, and unless there is some radical alteration it will always remain so.

20,657. You think compulsory power should be obtained?—Yes, I think so; the parents are very reluctant to send their children to school, and if they are kept at home their parents do not treat them properly. I do not mean to say they treat them unkindly, but it is false kindness altogether; instead of making them more helpful they coddle them up and make them worse than they otherwise would be.

20,658. Do you think the feeling of the parents is in favour of their children going to ordinary elementary schools, in which case they would live at home, or to institutions?—I should think the feeling of the parents is about equal in that respect, some are very reluctant to let their children leave their homes. I can give you several instances in which the parents have been most reluctant, and where the careers of the children have been altogether spoiled by the parents not allowing them to go to school.

20,659. Do you attach importance to technical instruction being begun early?—No; I think that the blind should be educated just in the same way that seeing people are educated. The mental education of seeing children, as a rule, is finished before any technical education is given them, and it should be the same with the blind. Their mental education should be practically finished first of all before technical education is imparted to them.

20,660. Seeing that the blind must depend more upon the sense of touch than ordinary children, should not their sense of touch be educated earlier than seeing children?—I do not see any reason why the blind should be put upon a different footing to the seeing

20,661. As touch is more essential to the blind than it is to the seeing, do not you think the sense of touch should be developed in the blind rather earlier than in the seeing?—The sense of touch would be developed by their mental training.

20,662. How can their sense of touch be developed by their mental training?—If they are constantly being taught reading and writing, which writing they have to read afterwards with their fingers, their sense of touch must of necessity be developed.

20,663. That will not enable them to learn any trade, ?—They are not physically capable of learning a trade till they arrive at a certain age; it would be only wasting time.

20,664. With regard to your mission, you found nobody covering the field you are now covering?—No. There had been two societies previously, one which dealt with the southern part of the county and another founded in connexion with the Home Teaching Society in London, which had covered Dudley and one or two places round. Both of those had collapsed, and nothing had been at work for four or five years previous to my going there.

20,665. (*Mr. Johnson.*) What was the name of the other society?—The other society was founded and carried on by a lady now dead, a Miss Breay. She was the foundress of the school that exists at Kilburn.

20,666. It was known as Miss Breay's Society, was it?—I do not know that there was any name given to it. She employed a visitor to go and visit.

20,667. (*Chairman.*) Taking the whole of England, to what extent is the ground covered by missions similar to yours?—I should think there was a large amount of ground uncovered. I was looking the other day at the list of societies published in Mr. Wilson's pamphlet, and I should say from what I found there that a very large portion of the United Kingdom is uncovered by any blind visitation society.

20,668. From your knowledge, would you say that Mr. Wilson's pamphlet contained an accurate representation of the facts?—It is accurate as far as I have any means of knowing. I know there is a society in Birmingham, which I believe is carried on in connexion with the school; it depends on funds that come from Edgbaston School. There is another visiting society at Bristol, and there are some workshops at Cheltenham, and they profess to visit. Those are the only societies that do any visiting near Worcester.

20,669. Do you go to Cheltenham?—No, I go to Gloucester. I do not go to Cheltenham, because I do not wish to interfere with the work of the existing society there.

20,670. Have you any funds to distribute literature or to do anything beyond visiting?—I lend books to people in whatever type they are able to read.

20,671. What proportion of the blind that you visit are able to read?—About one fourth are able to read.

20,672. Do you teach any children to read; those that are not attending school?—Yes, I have taught several children to read. The difficulty with my work is having to cover so large an area of ground, so that the people outside Worcester are not seen as often as they ought to be really, but still I have been able to teach several of the children to read myself.

20,673. What type have you taught them to read?—The Roman type, for various reasons; first of all because I think blind people should be taught the Roman type, because it places them on a level with the seeing, and secondly, because it enables their parents and relatives to take a share in the thing. To show the reluctance of parents to send their children to school, I may refer to a case where I had taught a child to read the Roman type and then it was sent to an elementary school; after remaining there some short time it was taken away, and I have been urging the parents some time to send it again to school; they raised difficulties about the funds, and when I told them how to get the funds they still objected to send the child to school.

20,674. You say that the child had been to an elementary school, you having previously taught it to read the Roman type?—Yes, and they carried that on at the school. There were great difficulties in getting it into an elementary school, the board school refused to receive it, and the Roman Catholic school at last took the child in.

20,675. Did the teacher know any blind type or only teach the child the Roman type?—The teacher only carried on the reading I had taught.

20,676. Of course if a child is to go into an elementary school and to be able to read when it gets there either the teacher ought to be acquainted with the type for the blind, or the child should have been taught somehow or other before going to the elementary school?—One or the other. There would be many blind children at the elementary schools if it were not for this difficulty. Managers and masters of elementary schools have objected to take in blind children, saying that it would cast a great burden upon them, which I do not agree with at all.

20,677. Would not it take more trouble to teach a blind child than to teach a seeing child?—No, not with the assistance of the Roman type. The masters cast a great amount of the elementary work on to the pupil teachers, and it would be just as easy for a

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child in the same standard to explain the letters of the alphabet to a child who could not see as it would be for the master to do it. It would cast no extra burden upon the masters.

20,678. It would cast an extra burden upon someone?—The blind children would go into a separate department; they would come to the school not knowing the alphabet, and someone would have to teach them the alphabet. If the Education Act was in force with regard to blind children all over the country they would come into the school at the age of five years, and would go into the infant department, and it would be just as easy to teach a blind infant the alphabet by the raised letters as it is to teach an ordinary child the ordinary letters. The managers and the teachers of elementary schools objected to take in these blind children. I brought the matter before the local association of church managers and teachers and gave them an address upon the subject, and one or two seemed to take my view of the matter, but difficulties were raised and the matter was referred to the Education Department. I had a certain amount of correspondence with the Education Department, and the result of that correspondence was that while they were very anxious that the managers and teachers should take my view of the matter, and that they should take the children in, they could not compel them to do it, and the matter has been dropped. All you can do is to teach children to read and to leave it to Providence almost, at present, whether they go to school or not.

20,679. Is there much blindness caused by accidents in your district?—A large amount in the northern part, but that will decrease from various causes. The amount of minerals got and the amount of limestone obtained is not so great and the means of getting the minerals and the stone are improved and much better precautions are taken.

20,680. Did you receive a circular from this Commission?—Yes.

20,681. Did you fill it up?—Yes, but I have come across a large number of blind people who have not received any such paper. At the same time I may say that there is a difficulty in getting the blind to fill up these returns; they will not fill them up unless they think they are going to get something by it. They have asked me what they were going to get by filling them up. They were very disappointed that it was not going to lead to any pecuniary result. I may mention that I have a case book in which I enter the name of everybody I visit, the age at which he or she became blind, the cause of blindness, previous occupation and present circumstances. I could tabulate those cases and send it to the Commissioners.

20,682. Do you go over the whole of your district without a guide?—Yes, I have done so from the very first; of course it involves a certain amount of risk; there have never been sufficient funds to enable me to have a guide in the first place even if I cared about having one. I have come up with my wife to-day simply to humour my relatives in London. I work without a guide, and have from the very first. A blind man is not worth much unless he is prepared to prove that he has courage equal, in fact superior to his work. Of course it involves risk and inconvenience, but I have not met with a single accident.

20,683. Do you travel mostly by rail or do you walk a good deal. You must walk in certain parts of your district?—I have to walk in certain parts where there is no railway; in certain parts of my district the blind would be passed over if walking was not done. Last week I travelled about half-way by railway and half-way on foot. I went from Worcester as far as Moreton-in-the-Marsh.

20,684. Is there anything else you wish to say to the Commission bearing on your mission work?—I think it would be a very great thing for the blind if they were visited all over the country, but as long as the thing depends on private subscriptions that cannot be expected. It is only with the greatest difficulty that we keep our society going in Worcester, and I am certain that it would be the same in other parts of the country.

20,685. You would not advocate State-aided missions to the blind, would you?—I would to a certain class of blind people, to those who I think ought to be aided by the State, those who are at work.

20,686. In what way would you give State aid?—I would say that all those people who had been to a blind school and have learned a trade, and who settled in a particular locality, should receive some assistance from the State in proportion to their character and to their earnings. The most critical time for the blind man is the first two or three years after he has left school; his relations as a rule are poor and he is poor himself, and it is then when assistance ought to be given, and I think if somebody were authorised by the State to visit those working blind and to report upon their condition that a great deal of good might be done. I think it is in the interests of the State that people should be made independent even if the State has to pay a portion of their earnings; it is better that the State should do that than that those blind persons should gradually drift into becoming paupers.

20,687. There are a great many societies in England which have got funds at their disposal. If the State were to relieve them to a certain extent of the work which they now undertake, would not they have more funds at their disposal to help their pupils after they left the institution?—Then I am afraid that the immediate wants of blind persons would not be adequately met. Take a school like St. George's—their past pupils scattered all over the country—if the thing was worked from London I am afraid some of their past pupils would be overlooked.

20,688. Why should not there be a travelling inspector from the great institutions in London to visit the blind if they knew where they were?—They ought to know where their past pupils are.

20,689. Do not you think an institution would do that much better than the Government?—I doubt it, because if the assistance had to come from the school, the school would feel itself bound to assist a man whether he deserved it or not, for the credit of the school. If a man leaves a blind school and goes home and he starts in work, it is to the credit of that school that he should be a success; and if the schools had the administration of the assistance, very often they would give the assistance simply for the credit of their own school, so that the man should not be said to be a failure, whether he deserved it or not.

20,690. You would say that they are not to be trusted with the administration of this assistance; who would you entrust it to? You ask that State aid should be given to the blind after they leave school; who is to see that it is properly administered?—The plan I would suggest would be this, that the State should appoint as inspector a man who knows something about the blind, their wants and necessities; that the names of the past pupils in the various schools should be supplied by all the schools; that it should be compulsory upon the schools to supply that list; that those people should be visited by this Government inspector on whose report the money should be sent through some authorised channel to the person who had been visited.

20,691. Through the guardians?—No, if it was sent through to the guardians it would be the first step in making the man lose his self-respect; I would suggest that an account should be opened in the man's name in the Post Office Savings' Bank, and he should never be allowed to draw it all out. I think the greatest good that could be done for the adult working blind would be to give them State aid, and that it is to the interest of the State to do so. If a person becomes afflicted an obligation is cast upon the State to help him to a certain extent as long as he is not unreasonable in his demands, and he should be helped on. In some cases within my own knowledge where such help has been given the man has become thoroughly independent and has not wanted any further assistance. It is to the interest of the State that

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there should be no festering canker amongst the community men who are afflicted and disappointed into the bargain are liable to become such. A man goes to school, and leaves it with high hopes that he is going to succeed; he soon tumbles down from that castle, and anything that would keep up the self-respect of a blind man, I think, would be in the interests of the State; that is my conviction.

20,692. You have spoken of the adult working blind; how would you deal with those who, from various causes, are incapable of earning their own livelihood; would you deal with them by pensions?—If there was this State aid to the adult working blind the funds of societies which now aid by pensions would be greatly relieved, and they would be able to help those people.

20,693. From your knowledge, do you think that pensions are well administered at the present time?—I had better be frank; I hardly like to answer that question, because I am in receipt of a pension myself from one of those funds—the Gardner bequest. The great difficulty as regards all these funds is that there is not enough money.

20,694. We want to know whether the money now available is properly administered?—I think it is, as far as the money goes.

20,695. Do you think there ought to be any alteration as to the limits of age which at present govern the distribution of certain pensions?—I think it would be undesirable to make any such alteration, unless there were a great increase in the amount of funds to be distributed. Even now, with the great restriction which is placed upon the administration of those pensions by the limits of age, there are not enough funds. Men and women have to wait a long number of years to get assistance, and during that time very many become disqualified who were not disqualified when they first applied. There is what they call the Blind Man's Friend Fund; you have to wait 12 months before your name is even registered, and then you get a printed statement that there are over 2,000 applicants. I am told by people who have received assistance from that fund that they have had to wait 15 or 16 years before they have received anything—it comes when they are worn out. I can give you cases where tremendous hardships have been submitted to. I know one case where a woman struggled hard to keep herself off the parish till she arrived at the age of 60; for 16 years she struggled at making guano bags, she would have been better off if she had gone into the workhouse, but she held on with the hope that she would get this pension, and fortunately she has got it. I think that pensions are a great help. I think that a pension that covers, as it does in a great many cases, the rent of a person's house, is a great assistance. I am afraid that there is great overlapping in the distribution of pensions in some cases.

20,696. (*Admiral Sotheby.*) You said that only one quarter of the people you visit can read, and that three-quarters of them cannot read?—I said one-fourth can read. I should be sorry to say that the other three-fourths were incapable of reading. There are a great many who might learn to read, if they took the trouble to learn.

20,697. There is one-fourth who are able to read?—Yes, there are 74 on the list who can read. Then there remain 222 who cannot read. About half of those are not capable of being taught to read.

20,698. (*Chairman.*) What age are those who cannot be taught to read, are they old people?—Yes, they would be over 60 years of age; all those who are incapable of learning to read would be that age.

20,699. I believe 130 of those you visit are above 60 years of age?—I made a return of the present ages of all the blind which was sent in to the Commission.

20,700. Do you mean that they do not read, or that they are incapable of reading at the present moment?—

20,701. (*Admiral Sotheby.*) You spoke of one child that no elementary school would take, until it was taken in by a Roman Catholic institution?—Yes.

20,702. Was that child a Roman Catholic?—No.

20,703. Do you know if that child has become a Roman Catholic?—No, I do not; it is not at school now; the parents have taken it away from school from some difference with the teacher. Now it is old enough to go to a blind school—it is 11 years old, but the parents do not seem to care about parting with it.

20,704. It is the fault of the parents that the child is not at school?—It is the fault of the parents in that case.

20,705. (*Dr. Armitage.*) You say that you teach the Roman system by preference?—By preference.

20,706. How do you begin teaching an adult blind man?—I teach whatever type I think he is capable of learning to read; if I think it is most likely that he will learn Moon I teach Moon, if Roman I teach Roman, if Braille I teach Braille type.

20,707. What induces you to suppose that one person before trying him will learn Roman, and another Moon, and another Braille?—I am guided by their previous occupation.

20,708. Take a person with soft hands, a clerk for instance, what system would you begin with?—The Roman.

20,709. Supposing they succeed in Roman would you teach them any other type?—Yes, I would if they wished to.

20,710. Would you suggest it?—Yes. In the case you put a man who was a clerk or an educated man I should suggest that he should learn Braille. I do not think a man's education is complete without.

20,711. In the case of such a person you would begin with the Roman, and then you suggest that he should learn Braille?—Yes.

20,712. Suppose he failed in the Roman type what would you do?—Then I should try to teach him some other type; if he failed in the Roman type I should say the only chance for him was the Moon. My idea would be always to try and keep a blind man on a level with a seeing man, and if I thought a man was capable of learning the Roman type I would teach him the Roman type. If a man was not able to learn the Roman type he would not be able to learn any smaller type, he would have to go to a bigger type.

20,713. Do you say that from actual experience or is it only a theory of yours?—I say that from actual experience; I have tried to teach several people the Roman type, and they got on very well so long as they only had the capital letters to master; then when they came to the small case letters they seemed to fail.

20,714. Then your experience is this, if I understand you rightly, that if a person's touch is not acute enough to learn the Roman type he is not likely to learn the Braille?—Yes.

20,715. Are you aware that that is entirely different from the ordinary opinion amongst the blind?—I have not heard such an opinion expressed. I think so far as the blind people with whom I have come in contact are concerned my opinion is the same as theirs.

20,716. (*Chairman.*) You are speaking of a class lower than the educated class?—Yes.

20,717. (*Dr. Armitage.*) Are there among the people you visit any men of tolerable intelligence?—Yes, there are some certainly who are very intelligent indeed.

20,718. Can they read the Roman type?—Yes, there are several who can read the Roman type.

20,719. Can they read the Braille type too?—A few can

20,720. But not all?—No, not all.

20,721. Can the few who can read the Roman type write it?—I should suppose they could, but I have never received any communications from them.

20,722. You do not teach them to write?—Yes, you must teach people to write Braille to enable them to read it.

20,723. Do you teach it?—Yes, I teach it whenever a person is willing to learn it. I may say I think that different types are necessary for different classes of people.

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20,724. How many of the pupils that you visit possess a Braille writing frame?—I only know of one at the present moment who possesses one. I may say several have parted with their Braille frame.

20,725. What do you mean by saying that you would try to keep a blind man on a level with the seeing by teaching him the Roman type?—If a blind man is reading a book in the Roman type a person who has his sight can look over his shoulder and read at the same time; the blind and the seeing are on a level in that respect, whereas if you have the Moon type or the Braille type there is only the blind man who can read it.

20,726. You do not think in fact that a blind man as a rule can read Braille or Moon much more fluently than the Roman?—It depends on the person's age; if the person is old and his occupation has been laborious so that his fingers have become hard then the Moon type is the best; the Roman type is the type for children, and Braille is the type for people who wish to follow a particular line of study.

20,727. How long were you learning Braille?—I learnt it very quickly; I think learnt it in one lesson from you.

20,728. How long was that lesson?—I think we were there together about an hour. I must say this; I should not have learnt it so quickly if I had not been a shorthand writer. My previous avocation helped me to master it quickly.

20,729. In teaching children what type do you begin with?—The Roman type.

20,730. Do you then go on to teach them Braille?—I do not get the opportunity. I do not consider that the children that I have to deal with are old enough to learn Braille with any advantage.

20,731. Do you not think that children who are able to write as well as to read have a better chance of getting on in ordinary day schools. If they are on an equality with the seeing with regard to writing as well as reading, are they likely to get on better?—The Braille type does not put them on an equality with the seeing with regard to writing; the only type that does that is what they call the Alston.

20,732. You expressed an opinion that the technical teaching of the blind should begin after they left school, or at any rate that it should begin at about the same age as special technical training generally does for the seeing?—I said that the mental education should be completed first.

20,733. Do you mean by that to say that you disapprove of kindergarten work, and carpentering, and all kinds of hand-training for blind children?—No; what I mean is this, that the length of time at which children remain at school should be greatly increased; that they should go school at seven and remain there until they were 21, that from 7 to 12 they should have simply mental instruction, that from 12 to 16 the education should be of a mixed character, technical and mental, and that from 16 to 21 it should be solely technical, and then I believe that a blind man would come out fairly perfect.

20,734. (*Mr. Johnson.*) With regard to types, do you think it is a desirable thing that all the types should be taught if the opportunity were afforded for teaching them?—Most decidedly.

20,735. Beginning with Roman, then going on to Moon, for those whose hands have become hardened, and then Braille for the purpose of communicating with one another?—Yes. I think all the three types are necessary. I do not come here to advocate any one particular type.

20,736. Do you think it is a desirable thing also to encourage blind people to acquire a knowledge of the letters used by the sighted?—Yes.

20,737. And to write with the pencil?—Yes, most decidedly. I can write in pencil well enough for anybody to read what I write.

20,738. The reason you like the Roman type, as I understand, is that it is the characters of the sighted?—Yes.

20,739. And the other characters are shorthand characters, as you may call them, requiring a key to enable them to be deciphered?—Yes.

20,740. The Roman type is character of the sighted as well as the blind, and the Braille is for the blind themselves?—Yes.

20,741. You say that you lend books; do you lend them in all the different types?—Yes, in Roman, Moon, and Braille.

20,742. Do you get Roman type books from Worcester?—Yes.

20,743. Do you get Braille books from the British and Foreign Society?—The Braille books that I have lent have been made up by myself.

20,744. With regard to the Moon books, does the Moon Society give you any books?—No, we have had to buy all our books hitherto in the Moon type.

20,745. I believe the funds for providing books for your lending library are supplied by subscription?—Yes.

20,746. Do you think it would be an advisable thing if the Government were to make grants to lending libraries for the purchase of books in all the types?—It would increase the number of books that you could lend.

20,747. You have told us that a large proportion of the cases of blindness in a certain part of your county were from accidents; what class of accidents?—They have principally arisen from explosions in blasting, the men being coal miners and limestone workers.

20,748. You also told us you would suggest that information should be got from the different blind schools as regards their past pupils?—Yes.

20,749. Have you any experience of the difficulties which schools have in getting information?—I know one or two schools which are communicating with their past pupils in my district, therefore I should not think there would be much difficulty.

20,750. You think there would be no difficulty in Worcestershire?—I should think not, if a proper register was kept in a school of the address of the pupil on leaving school.

20,751. You are not aware of the fact that there is such difficulty experienced in many schools?—No, I am not aware of it; I do not see why it should exist. I think the difficulty must arise from the fact that the schools do not look up the past pupils periodically. Certain schools do not look them up at all, unless the pupils communicate with them.

20,752. I suppose you are aware that there are a very large number of applicants for the pensions given by the different pension societies, and that there are very few pensions to give away?—I am quite aware of that.

20,753. And you are aware that in the City Companies, and other pension societies, the information is obtained as regards each case, and verified, before the pension is given?—Yes, I believe an attempt is made to verify the information.

20,754. And the reason so many are left in the cold is that the societies have not money to give them?—I suppose that must be the sole reason.

20,755. (*Sir Tindal Robertson.*) With regard to your opinion about State aid, which you thought should be given through the medium of the savings' banks. When we were at Hull, the opinion was expressed by some blind people not connected with the institution there, that such State aid might be administered by committees to be established in large centres, such committees to be constituted of some of the principal persons in the district, combined with gentlemen representing blind institutions and also people representing the blind people themselves; do you think that would be a means of meeting the difficulty?—It would only partly meet the difficulty, because they would only give aid to people who applied to them; it should be the duty of someone to look the people out.

20,756. Supposing there were an inspector appointed by such a committee, to look out the whole of the blind people in the district, would not that meet the case; would not such a committee, with the aid of their inspector, be more likely to find out those cases, and be better able to understand whether they were deserving or not, than a person who was simply appointed by the State, and who had to travel a large portion of the country?—They might be better able to deal with the particular circumstances of the people, but the assistance that would be given would not be of an uniform character.

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20,757. Why not?—Because people in one part of the country would take a different view of what aid should be to those in another part.

20,758. Suppose lines were laid down that there should be a certain amount given in each case?—I am afraid it would be impossible to lay down any hard and fast lines.

20,759. I mean elastic lines; still, with a certain maximum and minimum, your idea would involve a perfectly new condition of things; it would involve that a separate department should be created by the State for this particular purpose; do not you think the object could be accomplished by the means I have suggested?—I am afraid there would be a disparity in the assistance. I think if a body such as you suggest was constituted, that seeing people should not have much voice upon the matter, not because I think that seeing people have not sympathy with the blind, but because it is impossible for a man who has not had the misfortune of losing his sight to understand what are the difficulties, wants, and necessities of the blind.

20,760. If that principle were to hold good all institutions in the country managed by sighted people would have to be managed by blind people?—As a rule the people who are taught by blind people succeed the best.

20,761. There is one other question I would like to ask you. Do not you think if this sort of State aid were given in manner you speak of, that is to say, administered by the State itself, a great many of the voluntary contributions which are given at present for the blind in different parts of the country would be withheld?—No; because the aid I suggest would only affect about one-third of the blind; it would only affect the adult working portion of the blind. In the district I visit, which I think is a representative district, because agriculture, mining, and manufactures are carried on it, out of the 296 that I visit there are 66 blind people who are at work in some shape or form, and only 16 of those are self supporting, and therefore I think there is a very strong case made out for aid to the working blind.

20,762. I quite agree with you, but what I wanted to put to you is this, do not you think if that aid were to be administered by the State, and the working blind had a right to claim it, the blind institutions would lose a great amount of the voluntary contributions which they now receive? Do not you think that it would be better to have a committee such as I have indicated which would enable the working blind to get a certain amount from the State which might be supplemented very much by private contributions?—The best answer to that is, I think, that very little of the sort has been done in the country.

20,763. (*Dr. Campbell.*) Can you tell us the number of volumes that you have in your library in different types?—I could not say offhand; the Moon type is much in preponderance owing to the fact that the previous societies taught nothing else but Moon; the Roman is very much restricted owing to want of funds on the part of the Printing Society.

20,764. (*Dr. Armitage.*) I understand you have no printed Braille books. No, none that I lend; they have all been made up by myself; at present there are only a very few people in the district, and those who have just come back from school, that are readers of Braille.

20,765. Do you varnish your written Braille books?—Yes.

20,766. (*Chairman.*) Is the feeling among the blind one of satisfaction or dissatisfaction with regard to the institutions?—It is of a very mixed character.

20,767. What is the fault that they find with the institutions?—The two principal faults they find are that in the first place proper means are not taken to develop the pupils physically, and secondly that they have not the sort of instruction that they ought to have. There are a great many blind people who go to a blind school who are perfectly able to get about before they go there, and they come back having lost that physical power altogether. They almost unanimously complain as to the way they are fed in a great many schools; if the statements that the parents make as to the way the children are fed are to be believed, it is a wonder some of them come out alive.

20,768. Do they come back in an emaciated state?—Some come back in a weakly state. The majority are not allowed that amount of freedom and exercise which they got before they went to the school, and the result is that while they have gained a great deal by going to the school, they have lost that physical strength which they ought to have and which would help them to get a living.

20,769. We have had evidence as to the imperfect training of the blind in trades or technical pursuits in institutions; what is the feeling among the blind with regard to that?—The feeling among the blind as regards that, more especially amongst handicrafts, is that what they are taught at schools is for the benefit of the school more than for the benefit of themselves. Take a basket maker for instance; he is taught fancy and light work, the sale of which adds to the funds of the school, but when he comes away from the school he finds that sort of training has not been of very much use to him.

20,770. (*Mr. Johnson.*) Are you aware that it is not worth any blind basket-maker's while to do that fine work, and that it has therefore been discontinued in almost every institution that we visited?—I am simply stating what the blind have told me.

20,771. Is it your opinion that institutions where children and adults are collected together should be superseded by any other description of institution?—I think it is a great mistake to congregate together blind persons of different ages; and I think if there was a greater classification of scholars it would be much more to their permanent advantage.

20,772. (*Chairman.*) Are you in favour of establishing workshops for those who have become blind after the age of 20, when they are too old to go to school?—As to workshops, while they provide work for blind people, they destroy their self-reliance altogether. If a blind man has his work at home the anxiety of getting work is on his own shoulders, whereas if he goes to a workshop the anxiety is cast upon the people who keep that workshop going. I think if a blind man has the means of starting a shop of his own he should do so, and employ blind people.

20,773. Does a blind man, generally speaking, employ blind people?—I know several such cases. I know one case of a blind man at Malvern who employs two blind and one sighted person to carry on his work as a basket maker.

20,774. Do you know of many cases of blind persons who have left institutions or who have become blind after the age of 20, being able to earn their own livelihood entirely without any support, unless they have been persons of exceptional energy and ability?—I have just referred to one case. I think if there was a greater number of industrial schools the number of workers would be doubled.

20,775. What distinction do you draw between an industrial school and a workshop?—The distinction I should draw between an industrial school and a workshop is this: an industrial school would be a place where a man might be taught a trade without regard being had to what receipts the work might bring in; whereas a workshop is a place where a man who knows a trade already may bring in something for himself and something for the institution. What I mean by an industrial school is a place where a man who became blind between 20 and 40 might go and be taught a trade.

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20,776. A workshop, if it takes in those who have become blind by accident, necessarily becomes an industrial school, does it not?—The essential point of a workshop is that it should be made to pay.

20,777. You said that one of the faults that the blind find with the institutions is that they do not give the instruction which they ought to give?—I think a great many things are taught at a blind school which are never likely to be profitable. In the present state of things, the only two things profitable to the blind are music and basket making; and I think girls ought to be taught domestic work at the blind schools more than they are at present. I visit a woman who can do all sorts of domestic work, but she had not been taught it at a blind school.

20,778. (*Mr. Johnson.*) You think the only trades they should be taught are music and basket making?—Yes.

The witness withdrew.

Rev. WILLIAM STAINER further examined.

Rev. W. Stainer.

20,779. (*Chairman.*) When you gave us evidence before you did not go fully into the question of your homes, and, as I understood at the time, on the ground that they had nothing whatever to do with the school board of which you are an officer?—They are totally independent of the school board, the children of the homes attend school board classes, that is the only connexion.

20,780. Are those homes under any official inspection?—They are certified and are under Government inspection.

20,781. How often are they inspected, and by whom?—Mr. Hedley inspected them previously to the certificate being granted, and I think he has visited them twice since.

20,782. What was the date of his last inspection?—In July last year.

20,783. Are your homes the only homes in connexion with the school board?—There are no similar means of residence afforded to children attending board schools except that which I have provided.

20,784. Are the homes visited in any way by members of the school board in order to see whether the homes of the children who attend the board schools are well kept?—The school board has nothing whatever to do with the management. I do not remember any member of the school board visiting the homes.

20,785. Does any officer of the school board visit the homes from time to time?—The school board visitor visits the homes, the visitor of the school board has to ascertain the number and names of the children at their homes so as to verify their attendance at school, and he visits my homes in the same way and at the same time that he visits the homes of children whose names are on the school board books. The school board visitor's duty is to visit the homes of all the children to verify his lists with the attendance lists of the respective schools, and in doing that if he discovers any deaf and dumb children he reports them to me.

20,786. The school board undertake no responsibility with regard to these homes?—They have stated so—they were referred to, previous to the granting of a certificate to one of my homes, and the substance of the reply was that they had nothing to do with the homes.

20,787. I understand that children are sent to your homes from all parts of England?—I should not refuse a child that was sent to me from any part of the country.

20,788. What is the difference between the amount that guardians would have to pay if they sent a deaf and dumb child to an institution, and what they would have to pay if they sent a child to your homes?—The payments made to institutions throughout the country for what are commonly called intermediate pupils, whether they are sent by guardians or anybody else, varies from 12*l.* 10*s.* to double that amount. The institutions receive children free in many cases, but where charges are made, whether to guardians or others, the institution charges them, I believe in most cases, a sum equivalent to what the education and maintenance of the child costs the institution. I have one institution in my mind that takes them as low as 12*l.* 10*s.*, and I know another institution that charges 25*l.* to guardians and others.

20,789. You told us when you gave evidence before that 16*l.* a year is what you charged guardians; is that so now?—No; at that time it was so, but it is not so now; since that evidence was given the charge has been fixed by the Local Government Board at 18*l.* 5*s.* 0*d.*; though 18*l.* 5*s.* 0*d.* would appear to be an increase from 16*l.* it is not really so for this reason: The 16*l.* a year which I formerly charged did not include clothing, and I had to send in clothing bills which were found to be objectionable, not being uniform, and the 7*s.* a week which is fixed by the Local Government Board includes clothing.

20,790. Therefore there is not much difference between what guardians would have to pay if they sent a child to your homes, and what they would have to pay if they sent a child to one of the institutions in the country?—My charges are somewhat less, taking the average.

20,791. You are not at any cost for the education of the children?—I send the children to the school board classes, and they pay the ordinary fee.

20,792. How much is that?—The fee for all cases of deaf and dumb children is 2*d.* per week; that requires some explanation; it is to be borne in mind that I have not founded these homes for the purpose of getting these children educated by the School Board for London at 2*d.* a week, but these homes have grown out of the necessity of providing homes for the deaf and dumb children in the metropolis; it is not that the board schools are supplementary to the homes, the homes are supplementary to the board schools.

20,793. I want to compare your homes with other institutions in the country, and I want you to tell us whether you do not get practically a bonus over other institutions of the country by getting your school appliances, your teachers and your school buildings, found practically at the rate of 10*s.* a year for each child?—If the homes were established for the purpose of taking advantage of the school board education I think I might acknowledge that to be so.

20,794. You ought therefore to be able to provide as good board and lodging for these children as other institutions provide, because you have not to provide the education. You say that the cost in most institutions of the country varies between 16*l.* and 25*l.*, and those institutions have to find teachers, school buildings, and school appliances as well as food. You receive 18*l.* a year and have only to find food and clothing?—Yes.

20,795. Therefore with the money you receive from the guardians you ought to be able to feed and clothe the children as well as they do in those institutions?—Yes, certainly.

20,796. The object of my asking you these questions is this: the Commission have visited the homes at the request of the Home Secretary, and have inquired into the nature of the food given to the children; they have also seen the children in the board schools, and they would like to know from you how it is that the children in several cases were apparently imperfectly fed, and that in many cases they were prevented from going to school because they were suffering from

chilblains and skin eruptions?—As regards not being sufficiently fed the principal meal of the day which they have is an abundant one.

20,797. Last year we saw the children at their dinner, this year we had an opportunity of seeing them at lunch, and we certainly did not think the meals abundant?—They have nothing but bread and butter at lunch; that is objectionable I admit.

20,798. We should like to compare what the children get at your homes with what they get at other institutions. Will you be so good as to furnish us with your dietary?—I will do so.*

20,799. It appears that some of the children do not get anything to eat between 4 o'clock in the afternoon and eight o'clock the next morning?—That is so in some cases, and it has arisen in this way, notwithstanding my directions that the children should have food before they go to bed if they wish for it, I understand the matron has not given some of the younger children food on going to bed because they eat very much at the 4 o'clock meal and some of the children go to bed early, and if they are given food on going to bed it is found to disagree with them.

20,800. Instead of giving definite instructions to the matron that the children should have food between 4 o'clock in the afternoon and 8 o'clock the next morning you appear to have left it to the discretion of the matron to give it them or not?—I told the matron that they were to have food before going to bed if they required it.

20,801. That means nothing?—The prescribed meals are three in number, viz., breakfast, lunch, and dinner; they have not an additional meal after their dinner which sometimes lasts till half-past 4 and sometimes to 5 o'clock, but there is no stint of food.

20,802. When we visited the homes we found that there were a large number of children who were prevented from going to school; were they under medical treatment in any way or was any extra diet prescribed for them in consequence of the poor state of their blood as evidenced by the chilblains and skin eruptions that we found on them?—The children were under the medical treatment of Mr. May who lives next door to the home, and whose instructions were fully carried out, and as regards their diet they had additional milk whenever they required it during the day.

20,803. That does not correspond with what we were told on the spot?—You could refer to Mr. May. Perhaps now that the homes have been extended, and I have a larger number of children than I had formerly, I ought to have a regular medical attendant connected with the homes. When I had a small house with about 20 children it was a very different thing to what it is now with about 100 children in adjoining houses.

20,804. We understand from inquiries we have made that a boy named Richard Jones was not visited by a medical man recently before he was sent home?—I believe that is true.

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20,805. You said just now that all the children who had anything the matter with them were under medical treatment; this child had something the matter with it and was not visited?—He was subjected to the same treatment as the others suffering from the same complaint.

20,806. He was not visited?—Mr. May had been in the home very recently before that boy left.

20,807. How recently?—I could tell by referring to my diary.

20,808. We were informed on the spot that Jones had not been under the care of the surgeon since the beginning of the year?—I will refer to my diary and ascertain. The matron has full power to bring forward any child for medical treatment.

20,809. The matron is not the person responsible; you are responsible for the conduct of the home?—Yes.

20,810. You do not throw the responsibility on the matron?—No, I do not.

20,811. Comparing these deaf and dumb children with ordinary children, are they more liable to skin affections?—My experience is that they are much more liable to them.

20,812. They ought therefore to be medically treated more frequently than other children?—Yes.

20,813. There has been no systematic inspection of those children by a medical attendant?—There has been no systematic medical inspection because the medical man to whom I have referred resides near and has always been sent for if required.

20,814. As I understand you, you wish to carry on the homes exactly in the same way as a well-managed institution, and no question of cost enters into the matter, either as regards food or medical attendance?—Certainly not.

20,815. You wrote this morning saying that you had closed the class in Southampton Street, Pentonville?—Yes, yesterday.

20,816. And you say you found it necessary to do so in order to put the children under special medical treatment?—Yes.

20,817. We found 20 out of 43 were away from school when we visited it last week; why had not they been under proper medical treatment?—There are not 43 children in the home. The numbers given at the school apply to other children who were absent from other causes. The home children had been under proper medical treatment, but it has come to my knowledge that there is a contagious skin disease amongst the children which renders it necessary that they should be kept at home till it is cured,

* DIETARY SCALE.

CHILDREN AT AND ABOVE 9 YEARS.

Breakfast at 8.

Bread, 6 to 8 ozs., according to age, with butter or dripping. ½ pint of boiled milk, alternately with oatmeal, porridge, or cocoa.

Dinner at 1.

Sunday - 6 ozs. uncooked beef, 8 ozs. potatoes, 2 ozs. bread. In summer, the meat cold, with lettuce.
Monday - 6 ozs. uncooked mutton, 8 ozs. potatoes, 2 ozs. bread.
Tuesday - Soup made with fresh meat and vegetables. 4 ozs. bread.
Wednesday 6 ozs. uncooked mutton, 8 ozs. potatoes and other seasonable vegetables, 2 ozs. bread.
Thursday - 6 ozs. boiled beef, 8 ozs. potatoes, 2 ozs. bread.
Friday - Suet or other pudding, with jam or treacle.
Saturday - Irish stew, meat pies or puddings, 2 ozs. bread.

Tea at 5.30.

Bread, 6 ozs., butter, ½ oz., milk, ½ pint.

Supper at 8.

Bread, 3 ozs., with cheese, butter, or jam.

CHILDREN UNDER 9 YEARS.

Breakfast at 8.

Bread and milk; 4 ozs. of the former, and ½ pint of the latter, mixed and sweetened.
Lunch at 11. 2 ozs. seed bread, or bread and butter.

Dinner at 1.

Sunday - 4 ozs. meat minced, 6 ozs. potatoes, 2 ozs. bread. In summer, the meat cold, with lettuce.
Monday - Boiled rice, with sugar, and 6 ozs. potatoes, with broth.
Tuesday - 4 ozs. meat minced, 6 ozs. potatoes, and other seasonable vegetables, 2 ozs. bread.
Wednesday Boiled rice, with jam or sago pudding, and in summer stewed fruit; 2 ozs. bread.
Thursday - Same as Tuesday.
Friday - Suet pudding, with jam or treacle.
Saturday - Soup, made with fresh meat and vegetables; 3 ozs. bread.

Tea at 6.

Bread 4 ozs., butter ½ oz., milk ½ pint.

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which will take a few days, and as superintendent of the deaf and dumb instruction in board schools, I took upon myself to close the class and send the children home till they were in a proper state to attend school.

20,818. Those children had been in that state some time; why were not they medically examined before?—I think it is only very recently that they required medical treatment.

20,819. From inquiries we made upon the spot we found that those children were suffering from skin disease, from which they had been suffering for some time?—I understand from the medical attendant that he does not consider the cases very bad ones.

20,820. Does your medical attendant report to you the cases of those children who are unable to go to school?—Yes.

20,821. Will you show us any report of your medical attendant of the cases of those children who have been kept from school from time to time from chilblains?—I have special reports, not regular reports, from the medical attendant.

20,822. These children that I refer to were not attending school; have you any official report from the medical attendant giving the reasons why they were not fit to attend school?—The matron would call attention to the cases and a note of the cases would be made in the diary.

20,823. Upon receiving a statement from the matron that very nearly half of the children were unable to attend school, did you direct a medical report to be made upon those children?—Yes.

20,824. How soon?—Immediately.

20,825. At what date?—Mr. May's last report to me is the 9th of April. Immediateiy I was informed there was something requiring attention I gave notice to Mr. May to examine every child.

20,826. But these chilblains were not of recent standing and therefore either you were misinformed as to the state of the health of the children in the home, or you did not visit it yourself?—I visit the home regularly; I knew that two or three of the children had chilblains.

20,827. Will you tell us what number of your children are in the Children's Hospital at Paddington Green; how long have they been there, and with what diseases?—There is one in the hospital at Paddington Green now suffering from enlarged elbow joint arising from scrofula from which the child had been suffering previously to coming to the home. There is a girl who has now been received at King's Cross Hospital suffering from an affection of the bone of the leg. Occasionally I have sent children requiring special treatment from Pentonville to the Paddington Green Home so that they might receive proper attention at the Children's Hospital to which I subscribe. That hospital is a few doors off and the medical staff are very kind in giving every attention to the children in the home.

20,828. Have you any medical reports from them?—Not written reports.

20,829. With regard to the case of Richard Jones, you have seen the report of the surgeon when the boy was visited at Brighton?—Yes, it was a difficult case to deal with. I was rather perplexed to know why the child should have been sent to me from Brighton. When the first application came I was rather disinclined to take the child. When he was received in the home he was found to be a very delicate child. The child wanted a great deal more than ordinary attention. He was not removed from the home because any fault was found with the way in which he had been treated, but the father was unable to keep up the payments. He became a bankrupt, and left the quarterly payments in arrear; and in the end I let him off by paying half the last quarter. That was the reason of the child's removal. It was not on account of any complaints that had been made. Two days after the child arrived home I found that he was examined by a medical man, and then a complaint was made. If the child had been left in the home and treated there, I do not think that he could have been in the state in which he was reported to be in when he was examined at Brighton, but these things will happen after a day or two if neglected.

20,830. This is the statement that was made to us by the nurse and the matron in the presence of each other: "The boy Jones had not been under the care "of the surgeon since the beginning of the year, and "Jones had a sore in his head about as big as half-a-"crown when the nurse first came on the 22nd "February." Are you prepared to contradict that statement?—I will refer to my diary and see whether or not that statement is correct.

20,831. What is the whole number of children in your homes?—170.

20,832. How many are paid for by their parents or friends?—About 50.

20,833. Who pay for the rest?—The poor law guardians.

20,834. None are admitted free then?—No.

20,835. Are all the children treated alike, or is there any difference either in the diet or clothing?—They are all treated alike, the only difference is in the clothing. In the cases in which 16*l.* is paid the parents or friends provide the clothing.

20,836. Have you no cases where the friends pay at a higher rate than 16*l.* or 18*l.* 5*s.*?—There is one little boy at Paddington whose parents wish that extra attention should be given him; he is a very delicate boy, and his mother pays 5*l.*; that is an additional 1*l.* a quarter. There are no children the parents of whom pay more than the others with the exception of that one and another who is a big boy. I should like to explain that these 50 cases, which are sent to me by their parents or friends, are nearly all charitable cases. I have not half-a-dozen that are paid for actually by their parents.

20,837. Do you consider them to be an unusually weakly class of children?—Particularly so.

20,838. Exceptionally so?—Yes. It is a mistake to think that children who are deaf are simply deaf.

20,839. Ought they not to have a more generous diet than other children?—I endeavour to give them as generous a diet as they require. I have no wish to stint them. It is not a matter of money with me. Those I have taken to visit the homes when the children have been at dinner have said that they are given more meat than they ought to have.

20,840. (*Sir Tindal Robertson.*) In answer to a question by the Chairman, you said that you should not object to take children from any part of the country. Out of the whole number of 170, how many come from places outside London?—Thirty-eight.

20,841. The children in your home get the advantage of education from the London School Board?—They get that advantage by residing in the school board district; they claim education under the Act.

20,842. With regard to your dietary, when your homes were first established, did you take the advice of anyone upon it, or did you draw up the dietary yourself?—I have not taken any special advice on the subject further than consulting the medical man who attends the homes from time to time. I have had considerable experience myself in connexion with institutions, and I have acted on my own experience.

20,843. You drew up the dietary yourself?—Yes.

20,844. Has the medical man who has attended this particular home approved of this particular dietary given in the home?—Yes.

20,845. Is he aware of the fact that has been mentioned, that from 4 in the afternoon to 8 next morning many of the children get no food?—He has been made acquainted with that fact, and he has spoken to me on the subject, and I agree with him and with anyone else who says that the children ought to have their principal meal in the middle of the day, and a third meal after that. The difficulty in this case arises from children having to go a considerable distance to their school, and having to keep the school board hours as near as they can.

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20,846. My question is this, did this medical officer know, as a matter of fact, that these children of tender years and of this particularly feeble temperament were unable to get food between 4 o'clock in the afternoon and 8 next morning?—He is acquainted with the fact.

20,847. And did he sanction it?—He has not ordered any change.

20,848. Have you made any substantial gain or suffered any substantial loss by these homes?—At the present time my loss is considerably over 300*l.* a year. The whole loss on these homes since I established them 13 years ago is nearly 2,000*l.*

20,849. Has that been made up to you in any way by voluntary subscriptions or has the whole of that loss fallen upon yourself?—That is the deficiency; the whole loss has fallen entirely upon myself.

20,850. (*Mr. Johnson.*) As I understand, your homes are carried on at your own risk?—Entirely at my own risk.

20,851. Have you any list of subscribers to these homes?—I publish a list of the contributions I receive.

20,852. You are assisted by contributions?—To a very limited extent.

20,853. Have you any committee?—No.

20,854. You are sole dictator and manager of the establishment?—Yes.

20,855. Do you visit these homes yourself, and how often?—I visit the principal home twice and three times a week, and sometimes more frequently. I have been in daily attendance at the Pentonville homes since they have increased in size.

20,856. Then, as I understand you, you not only attend at the home but you go through the establishment and inspect the bedrooms and see to the cleanliness of the place?—I have done that from time time, but the last year or two I engaged a superintendent specially for that purpose, though I have not a superintendent at the present moment. The matron now finds she has so much to do in this enlarged home that she cannot visit the smaller homes, namely, that at Camberwell and that at Paddington, but those homes are under efficient management, and my visits occasionally I have deemed it a fair supervision.

20,857. Is it the fact, as were told, that the children only have meat three times a week?—That is in the case of the infants—that is according to my directions.

20,858. What do you give them on the days on which they do not have meat?—They have good puddings and soup and bread, the soup being made from good meat.

20,859. At any time when you made your inspections did you remark that there was a great prevalence of skin disease about the head?—I have always remarked it; all the cases are pointed out to me on each visit.

20,860. Are you aware that from your home at Pentonville some very suspicious looking cases went into the board school in Southampton Street?—I am quite aware of that.

20,861. Do you think it was an advisable thing to let those children go to the board school with their heads in that condition; did your doctor sanction it?—The doctor said he did not think it necessary for those children to be kept at home—those were his words.

20,862. Did he give a certificate to that effect in writing, or did he merely say that to you or to the superintendent?—He said that to the superintendent.

20,863. Is there any medical register kept in your homes?—No medical register is kept in the homes.

20,864. No book is kept in which the medical officer makes a note?—There is only a general diary kept.

20,865. You have no book in which the medical officer makes remarks with respect to anything which might strike him on his visit?—I have no regular medical attendant.

20,866. Do not you think it would be advisable to have one?—I think it most important, now that this Pentonville home receives the large number of children which it does, and which home I hope to be able very shortly to be put on an equal footing with any institution in the country. Hitherto we have had small houses in certain centres conducted by matrons, but the thing has increased so rapidly lately that it has almost grown beyond present control.

20,867. I think in justice to yourself you ought to know that some of the Commissioners were very much pleased with the laundry, and also with the workshop which have been started; and those departments being so perfect it seemed a pity that the medical supervision was so imperfect?—I hope to have more perfect arrangements hereafter.

20,868. (*Admiral Sotheby.*) You say that these children who on certain days of the week do not get meat at dinner have soup instead?—Soup made from good meat, or suet pudding made with beef suet, with which they have jam or sometimes golden syrup.

20,869. What time is your dinner over?—Four o'clock is the nominal hour for dinner.

20,870. They get nothing after that?—No.

20,871. What time is the dinner over?—It is often past 5 before it is over.

20,872. What time do the children go to bed?—The children begin to prepare to go to bed at half-past six; some of the young children who have to be washed.

20,873. Then there is no time for an extra meal between the four o'clock dinner and the time for going to bed?—No.

20,874. If they had an extra meal it would lie heavy on their stomachs?—Yes; it is considered undesirable that they should have anything after having had a full meal at the dinner hour. The deaf and dumb scarcely have any limit to their appetites; you put food before them, and they eat more than is good for them.

20,875. At what time do they have breakfast?—Before they go to school between 8 and half-past 8.

20,876. In the middle of the day have they bread and butter?—In the middle of the day they have bread and butter, which is objectionable.

20,877. Do they have as much as they like?—Yes.

20,878. How often does the medical attendant go round and examine the children?—As I have explained already, I have no regular medical attendant.

20,879. (*Rev. Mr. Owen.*) You said that since the homes were certified, Mr. Hedley, the inspector, had visited them twice?—Yes.

20,880. How long ago was it when he made his last visit?—Nearly 12 months.

20,881. In addition to the payments that you get in respect of each child from the parents or the guardians, you get subscriptions?—Yes, to a small extent.

20,882. In addition to that, the school board provides the education?—The school board provides the education; the children are sent to the school board classes.

20,883. After all, unfortunately, you are out of pocket; you have not enough to meet expenses?—That is so.

20,884. I imagine you started these homes because you found that the day-school system required to be supplemented?—Yes; the instruction of the deaf and dumb in board schools could hardly be carried on without supplementing it by homes.

20,885. By your own acknowledgment, the combination of the day-school system and your homes, which is practically the institution system, is more expensive than the ordinary institution system?—It ought not to be; I do not see that I acknowledge that.

20,886. Take first the expense of your homes, and then the expense of the day-schools, where rooms and teachers are provided, the combination of those two is practically the institution system; then I ask you, is not that a much more expensive system than what we call the ordinary institution system?—To answer your question it would be necessary for me to make myself acquainted with the average cost of children at all the

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institutions in the country, which I have not done. I know that the cost per child in the institutions in the country is certainly not less than 20*l.*, and it rises to 40*l.* in some institutions.

20,887. You say that the cost in institutions is not less than 20*l.* ?—I believe that the cost in no institution is less than 20*l.*, and I might say further that those institutions are in many cases endowed, and in the majority of cases well supported by contributions; they have their buildings, so that they have not 500*l.* or 600*l.* a year to pay for rent, amounting to a third or a fourth part of their income, which I have to pay for my houses in London.

20,888. Is not it your opinion that the institution system, as we generally understand the word, is on the whole a better system than the combination of your homes and the day school system?—I think it is.

20,889. I think I understood you to say that you hoped to put your homes on a footing with any in the country?—I wish to do so; if spared to accomplish what I desire, I should like to hand the whole thing over into the hands of the Government and forego any claim I may have for expenses incurred out of my own pocket.

20,890. May we say that the day school system of instruction of the deaf and dumb, as started by the London School Board 10 or 12 years ago, has practically broken down?—It would have done without my homes. I could not have expected that the classes for the instruction of the deaf and dumb in the board schools would be sufficiently attended to justify the expenditure required for buildings, apparatus, and teachers, unless I had taken the matter into my own hands personally and supplemented the school board work by establishing homes by my own voluntary efforts.

20,891. You are quite of opinion that the best interests of the deaf and dumb would be served by the domestic arrangements and the education arrangements practically being all under one roof?—Yes.

20,892. You said as far as you know your medical man has never taken any exception to your dietary; did you ever send him a copy of the dietary?—No.

20,893. So far as you know your dietary has never been submitted to your medical attendant?—I have taken it for granted that from my own experience in connexion with institutions I could prescribe a dietary without laying it before a medical officer. At present I have no medical officer, but when I have one the dietary as a matter of course will be submitted to him.

20,894. From your knowledge of the institution system you know perfectly well that the dietary is submitted to the medical attendant of the institution and signed by him, yet you never carried out that principle in your case?—I never had a medical officer attached to the institution.

20,895. You said you closed one school board class the other day?—Yes.

20,896. Should you have done that if it had not been for the visit of the Commissioners?—Yes.

20,897. On information received?—On information received from the medical attendant who visited the home in which the children having skin disease resided.

20,898. We were told by the teachers that when they saw children suffering from skin disease which they considered made them unfit to come to school they always reported the cases to you personally or in writing?—That is so.

20,899. And yet some of the children continued to attend the school?—Yes, as I found on inquiry, because Mr. May, the medical attendant, said he could see no reason why they should be kept at home.

20,900. You said you visited the homes as often as you could?—Yes.

20,901. The reason for your not visiting them more often being that they are a long distance apart?—Distance makes no difference to me.

20,902. You consider that you visit them enough?—That is another question. I visit them as often as I can, and special visits are always made in cases of emergency.

20,903. You have already said that you consider deaf and dumb children to be decidedly more delicate than ordinary hearing and speaking children, and yet from what you have stated it does not appear that you visit these homes as frequently as you ought as superintendent of the homes?—That may be your opinion.

20,904. You think you do?—Yes.

20,905. Would not some of these evils have been averted had you paid more frequent visits to the homes?—I think I may answer that question in this way. The homes being scattered, perhaps I may not visit them so frequently as I might if they were congregated together, although the distance does not make much difference in time in London, with the facility of communication, still it may be that if they were all together I could visit them more frequently as a whole and give more attention to them. That is one reason why, amongst others of a more important nature I have endeavoured to bring a number of the children together in one centre, that centre being in Pentonville.

20,906. That is an argument in favour of the institution system, because in institutions you have the children more easily under the supervision of the superintendent?—Yes.

20,907. (*Rev. Mr. Sleight.*) Why do the Local Government Board fix 18*l.* 5*s.* 0*d.* as the yearly payment for children sent by the guardians?—I have no means of knowing, I made no application that the amount should be fixed at 18*l.* 5*s.* Previous to that intimation being sent to me from the Local Government Board that the amount would be fixed at 18*l.* 5*s.*, my charge was 16*l.* (but that did not include clothing). On receiving that intimation from them that they considered 18*l.* 5*s.* a reasonable sum I made the charge, which I considered I was justified in doing, raising it from 16*l.* to 18*l.* 5*s.*, because that 18*l.* 5*s.* included clothing, which I understand in some cases barely covers what is paid for it.

20,908. What holidays have the children; do they leave from Friday to Monday?—Very few do. My first idea in establishing these homes was to meet the difficulty that arose in consequence of deaf and dumb children being but a small proportion of the population and being scattered over a large district, so that some of them would have long distances to come to the school. My idea was having homes in the vicinity of the school in which they could reside from Monday to Friday. The idea was taken up at first by a number of parents of deaf and dumb children who were delighted at the prospect of being able to send their children to school, and they willingly paid the amount I charged, which was 2*s.* from Monday to Friday, they having to pay the school fee, 2*d.*, in addition. The reason that that system of keeping the children in homes from Monday to Friday did not succeed was, that times got hard with many of those people, and the first expense they could save was by keeping of the children at home. Then bad weather would affect the children, and sometimes they would not come on Monday morning. Sickness was a very common excuse. The parents also found that they could have their children provided for entirely, which would be a great relief to them and an advantage to the children. Many inquiries were made of me by parents of deaf and dumb children as to what assistance they could get from boards of guardians so as to enable them to send their children into the home without having to pay for them themselves. I was acquainted with the fact that the guardians had the power of paying for deaf and dumb children under certain Acts, and I gave information to the parents that they could get such assistance. I never myself actually sent a case to the guardians with a recommendation, but I gave them information that they could gain such assistance by application to the boards of guardians. Such applications were made by numerous parents, and in most cases were refused. I

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can only account for that by the fact that I know in many cases the guardians and their advisers, their clerks and solicitors, were ignorant of the law on the subject; they refused on the ground that they could only pay for children in homes or institutions, where the children were paupers. The action of the guardians in this respect is not uniform; it is very irregular.

20,909. Can you mention any cases in which the application of the parents to the guardians to pay for the maintenance of their deaf and dumb children in your homes has been refused?—Perhaps I might have a difficulty in proving whether the application had been made in the proper form; but the Boards of Guardians of Shoreditch and Islington have refused to pay for such children, and those children are in consequence not receiving instruction.

20,910. Do you publish a yearly statement of the expenditure on your homes?—I have a yearly statement of the entire receipts and expenditure, for the accuracy of which I can personally vouch, from the commencement, an abstract of which you will find here (*handing in a book*). That gives the receipts and expenditure, and the deficiency in each year from 1875 to the end of 1886.

20,911. (*Dr. Campbell.*) Do you have your accounts audited and certified by an auditor?—Yes.

20,912. You said you were hoping to hand over these homes to the Government, but it may be a long time before the Government are prepared to take them over; would not it be more satisfactory to the public, and a great relief to you, to have a committee to control them?—I should be perfectly willing to have a committee. I took action in that direction some few years ago. I asked several friends if they would act as a committee, one of whom said: "Well, if you put "me on your committee, I shall not allow you to "spend your own money." I said: "In that case the "homes cannot go on developing," and therefore I did not pursue the idea.

20,913. If that gentleman had chosen to provide a part of the money and so saved your pocket, I suppose you would not have had any objection?—It is very difficult to find people willing to bear any proportion of the deficiency.

20,914. I understand that you are going to furnish us with your dietary, but I should like to ask you this question: Do you give the children any fish?—I have tried the plan of giving fish dinners in more than one of the homes, but they did not give satisfaction; the children did not seem to like fish as well as meat.

20,915. (*Mr. Van Oven.*) As regards medical supervision I understand that Mr. May has given some kind of medical advice from time to time, but he is not in any way, as far as I gather from you, the appointed medical inspector or medical attendant of your homes?—His name is on the reports as visitor; he is not the appointed medical officer.

20,916. Does he give his services gratuitously?—No, not gratuitously; he is paid for every visit.

20,917. Therefore, unless it is an important case, he is not sent for?—He is sent for if the case is considered sufficiently important.

20,918. Do you not think it would be advisable for the future to have some special medical attendant whose duty it would be to inspect the children in these homes, and to inspect the general arrangement of the homes, so that such mischief as has occurred may not occur again?—I do think so.

20,919. Do not you also think it would be advisable, in the absence of a committee, that you should endeavour to get a number of benevolent ladies to undertake to visit the home and inspect the domestic arrangements from time to time?—I have tried that. I got ladies to visit the homes and to make entries in a book kept for the purpose, and the entries that they made from time to time were, "Nothing to report, all satisfactory." I had a regular list of lady visitors. Three years ago the attendance fell off, and it amounted in the end to only a casual visit from one or two personal friends.

20,920. With regard to the case of Richard Jones, he had been some time at the home?—He had been there 12 months.

20,921. Had he visited his parents during that time?—No.

20,922. Had his parents visited him?—No.

20,923. Therefore there had been no communication except by letter between him and his friends?—There had been some friends to visit the child.

20,924. (*Chairman.*) Did you ever ask any medical man if he would inspect these homes from time to time, voluntarily?—I suggested it to Mr. May; he said he could not give up his time to do it. I got a reduction in his ordinary expenses.

29,925. Is there anyone in the children's hospital at Paddington Green who would be able to give a general supervision over your children?—Yes, one of the medical men attached to that hospital would do it, no doubt.

20,926. (*Dr. Campbell.*) How often do the children take baths?—The whole of the children in the homes are regularly bathed once a week, and the younger ones more frequently. For want of means I have not been able as yet to fit up such bathing appliances as I hope to do hereafter, but the Boys' Home I have furnished with two excellent baths with hot-water apparatus at a cost of 50*l.* recently, and I hope by means of funds which I expect to be able to raise to fit the other home in a similar manner, and then I think the regularity and efficacy of the bathing will not leave any room for remark.

Adjourned.

6, Old Palace Yard, S.W.

Tuesday, 12th June 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

SIR TINDAL ROBERTSON, M.P.
B. STJOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.

CHARLES E. D. BLACK, ESQ., *Secretary.*

The Right Hon. Sir PATRICK J. KEENAN, P.C., K.C.M.G., C.B., examined.

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20,927. (*Chairman.*) You are Resident Commissioner of National Education in Ireland?—I am.

20,928. (*Dr. McDonnell.*) As this Commission may have to consider some important questions as to the Irish national system of education in its possible relations to the education of the blind and the deaf and dumb, &c., would you kindly give some general idea of the system?—From the year 1733 to 1831 Parliamentary grants, which in the aggregate during that period amounted to upwards of 3,000,000*l.*, were made to various educational societies in Ireland. These societies were privately constituted and unrestricted and unchecked in their administration of the grants. Most of them were professedly proselytising in their character, but they proved to be all failures, failures in not attracting the masses of the people to their schools, and in not satisfying the popular demand for impartial education. Convinced at last that no private society deriving a part however small of their income from private sources, and only made the channel of the munificence of the Legislature without being subject to any direct responsibility, could adequately and satisfactorily administer a great national system of education, the Government, in the year 1831, in the Chief Secretaryship of the late Lord Derby, then Mr. Stanley, resolved to appoint an independent and responsible board of commissioners. To these commissioners, who were persons of distinguished position, was given absolute control over the funds annually voted by Parliament for the support of national education. They were to grant aid towards the erection of schools, to appoint inspectors and an administrative staff, to award payments to teachers, to establish a model and training school, and to edit and publish suitable school books. In point of fact, the Commissioners were to constitute the official, the Governmental Department of Irish national education. The board at present consists of 20 members,—10 Roman Catholics, and 10 Protestants. One member who is called the resident commissioner, receives a salary for his services. The Parliamentary grant dispensed by the board is moving fast upon 900,000*l.* this year. There are about 8,000 schools in active operation, and the daily average attendance of scholars is nearly 520,000. There are about 8,000 principal teachers and 3,200 assistants—all certificated; besides, there is a staff of about 6,000 paid monitors. Four-fifths of the income of the teachers come from the Parliamentary grant, awarded to them on a composite principle, about two-thirds in fixed class salaries, and the remaining third in results fees, determined by the ascertained proficiency of the pupils. Not to weary the Commission with a mass of details, I may briefly state that the national system embraces in its operations: (*a.*) The great central office in Dublin, in which the administrative work is carried on, including the quarterly payment of the salaries of the teachers and monitors and the making of grants for the erection of new schools, &c. (*b.*) A thoroughly efficient system of inspection. (*c.*) Colleges for the training of teachers, one of which is non-sectarian, and three of which are denominational. (*d.*) A set of model schools in different parts of the country, attended daily by about 8,000 children. (*e.*) A great depôt for the sale of books and school requisites at cost price and carriage free to the national schools. (*f.*) An agricultural department for the training of agricultural teachers and agriculturists and dairy-maids, and for the diffusion of agricultural knowledge generally. (*g.*) The industrial training of girls in needlework, &c. I suppose I need hardly add that the fundamental principle of the system is that a national school is open to children of all creeds and classes, and that its conscience clause is so rigid that a Catholic teacher cannot permit a Protestant child or a Protestant teacher permit a Catholic child to remain in the school at the time of religious instruction, unless by the express direction of the parents in writing, properly attested, and even investigated and countersigned by the inspector.

20,929. Are there any schools under the Board of National Education besides the ordinary national schools?—Yes, the workhouse schools are nearly all under the Board. We have also provided in our rules for the affiliation of schools attached to lunatic asylums. To these schools we simply give the advantages of inspection and cheap books. Formerly we gave the same advantages to schools attached to jails, but the prison authorities decided to discontinue the arrangement.

20,930. Are the certified industrial schools and the reformatory schools under the Board?—No; but as more than half of the certified industrial schools are held in buildings adjoining national schools, we permit the pupils of those industrial schools to receive their literary education in the national schools. Inasmuch, however, as payment for the education of the industrial pupils is made directly by the Industrial Schools Department, we do not grant salaries to their teachers. The pupils themselves are, however, eligible for the prizes of the national school, including the great prize of the paid monitorship.

20,931. Have the Commissioners of National Education in Ireland ever contemplated the admission of the blind and the deaf and dumb as pupils of national schools?—No.

20,932. (*Chairman.*) Nor imbeciles?—No; they have not made any provision in their rules in respect to those suffering classes. They have, however, never deliberately decreed their exclusion. So long as the managers and teachers are satisfied that a deaf mute or a blind child will not disturb the discipline or mar the instruction of a school, the Commissioners are not likely to forbid his attendance. From time to time accordingly, a stray blind or deaf and dumb child is met with in a national school. I caused a

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return to be recently made of the number of those afflicted children who were found in the national schools during the whole of last year. This return shows only seven deaf and dumb, five deaf but not dumb, and one blind—13 in all. A curious feature in the return is that in 11 cases the afflicted were poor solitaries in the schools. In each of 11 schools there was only one such child, and in a twelfth there were two.

20,933. (*Dr. McDonnell.*) Have you elicited the opinion of your inspectors as to the advisability or feasibility of engrafting the education of the blind and the deaf and dumb upon the national schools?—I have. Since it was intimated to me that I should have the honour of appearing before this Commission, I sent a circular letter to the inspectors, inviting their opinion upon the subject and asking for information. I made no inquiry of them with respect to imbeciles. With your permission I shall now read some extracts from their replies. Mr. E. Downing, district inspector, Galway, says: "During my 10 years' "experience of this district (that is the whole county "of Galway, including Connemara) only one case of "the kind occurred, that of a deaf and dumb boy. "Under my guidance the schoolmistress taught this "lad to write a splendid hand and to understand "writing. He was then sent to the Cabra Insti- "tution. The teacher used to say that the first flash "of intelligence that illumined his face when the "purpose of writing dawned upon him, was sufficient "to repay for the labour of a year." Mr. A. Purser, district inspector at Dublin, says: "I am under the "impression that teachers would consider the educa- "tion of such children as outside their sphere, and "believe themselves justified in not admitting them "as enrolled pupils." Mr. S. E. Strong, district "inspector at Waterford, says: "Parents do not "send such children to the national schools. I do "not think the teachers have time to pay attention "to such pupils. Much labour would be required "in the case of any one of them, and the hope of "earning a results fee would be infinitesimal." Mr. H. M. Beatty, district inspector at Bantry, says: "I believe that the teachers would not be at all "favourable to the admission of children of these "classes. With regard to their education I do not "know that the teachers have formed any views; but "I think they would be very unwilling to undertake "it." The superintendents of the Marlborough Street Training College and Model Schools say, "We have "conferred with the teachers on this matter. They "are not favourable to the admission of such children; "they believe that any attempt to teach them would "most seriously impede the general work of the "schools." Mr. D. J. Roantree, district inspector at Sligo, says: "I have consulted some of the best "teachers as to the admission of such pupils; they "think it would be useless to admit them, as the "carrying out of any special scheme for their educa- "tion would be incompatible with the working of "ordinary national schools." Mr. E. P. Dewar, district inspector at Dungannon, says: "The "teachers think it would be prejudicial to the "interests of their schools to admit the blind and the "deaf and dumb on the following grounds:—(*a.*) "Mode of communicating information to them and "to ordinary pupils so essentially different. (*b.*) "Time spent on these pupils would be taken from "ordinary pupils, so that latter class would suffer, "and proficiency of schools would deteriorate. (*c.*) "These pupils naturally slower than ordinary pupils, "hence time of latter would be wasted. (*d.*) They "are irritable and envious; these passions might be "inflamed by constant intercourse with brighter, "quicker children. (*e.*) They would materially "interfere with the discipline of the school. (*f.*) "The small progress which could be made would "be out of all proportion to the time and trouble "spent." Mr. W. Healy, district inspector at Down- patrick, says: "There was one deaf and dumb child. "The teacher had taught the child to spell and "articulate words, gutturally, of three letters, and "also to make a fair attempt at elementary writing "on slates. The child has since been sent to a "deaf and dumb institution. The teacher looked "upon what she had done in the light of an "interesting experiment, and believes, and I think "justly so, that the child benefitted by the in- "struction. It was by means of imitation of the "teacher's vocalisation that the child was taught "to spell and read." Mr. E. MacCreanor, district inspector at Newry, says: "I believe national teachers "generally do not consider deaf, dumb, or blind "pupils suitable for admission to or instruction in "ordinary national schools." Mr. J. O. O'Connell, district inspector at Ballina, says: "I believe I am "correct in stating that the teachers consider that "the admission of blind or of dumb children to "national schools would not be productive of much "benefit to the children themselves, and that it "would entail on the teachers duties which, from "want of experience and other causes, they would be "unable to discharge with success. Such children "must be rare in any master's experience, and he "could scarcely be expected to teach them as "effectively as persons in large institutions for the "blind and dumb, who have got special training and "a large acquaintance with such cases." Mr. A. J. McElwaine, district inspector at Roscommon, says: "There is one pupil deaf, but not dumb. I believe "the teacher approved of the admission of this pupil. "Considering the physical defect under which she "labours, she has made very satisfactory progress in "most of the subjects of the programme, and is now "a pupil in one of the senior classes." Mr. M. Sullivan, district inspector at Limerick, says: "I "believe the efforts made by the partially blind to "read, write, and work arithmetic prove seriously "injurious to their eyes, and I fear that in several "instances they ultimately become totally blind; but "before this happens they cease to attend school. "The partially blind pupils whom I met had not, as "a rule, consulted an oculist; nor did they use "spectacles. I believe that a great deal could be "done for the partially blind, and that much total "blindness could be prevented if the partially blind "were judiciously dealt with." Mr. J. W. Rodgers, district inspector at Armagh, says: "Whilst at the "national school the deaf and dumb boy included in "the return was taught chiefly by some of the pupils, "who had learnt the deaf and dumb alphabet from a "deaf mute who lived in the neighbourhood of the "school. The teacher says he had become expert "in transcribing from printed matter." Since I received the replies which I have just read I held a conference of the six head inspectors to discuss the subject carefully and minutely, especially as to the policy of permitting the deaf, dumb, and blind to attend the national schools in ones and twos (the most to be anywhere expected in country districts). I found the head inspectors, on the whole, not at all so hostile to such attendances as the district inspectors. They presumed that these waifs and strays were children who could not obtain admission to institutions, and who, even if they should fail to profit by the general teaching of the national school, might learn many useful things involuntarily,—the blind by hearing, and the deaf and dumb by seeing maps, charts, pictures, and models. Above all, such children, they felt, would gain the immense advantage of becoming subject to the influences of discipline.

20,934. What is your own opinion, and what are your conclusions, upon the subject submitted by you to the inspectors?—It is only as a *dernier ressort* that I would favour the engrafting of the education of the deaf, dumb, and blind upon the national school education. If driven to such a *dernier ressort*, I would have a few suggestions to offer. But if you permit me I will first describe the course I like best. I know something about the interesting system of "centres" for extern pupils which prevails in London. This system, however, would not be feasible in Ire-

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land. I have caused very careful inquiries to be made in the three largest cities, Dublin, Belfast, and Cork, and have ascertained that the elements to constitute a "centre" in any one of them are not found to exist. You have therefore nothing for it in Ireland, at all events, but to perpetuate the present utterly inadequate and defective system, even with a little modification, to which I shall refer, or to extend the resources and the numbers of the "institutions." The latter is the course I warmly advocate. The "institutions" at present existing, though nominally private, are yet largely aided by contributions from the poor law guardians. I have, however, heard from most reliable authority that sometimes the guardians are stingy in making these contributions. Whatever the system of the future may be, the requirement of some local contribution will not, I presume, be abandoned. I would, however, make the local contribution compulsory, or in other words I would require each board of guardians to send every deaf, dumb, and blind child, within certain limits of age, and whose parents belong to the poorer classes, to an institution. To minimise the tendency to stinginess I am inclined to think that the best course would be to levy the poor law contribution, as was done in the case of the cattle plague contributions, by a "national rate." This would, probably, be only a farthing or a halfpenny in the pound. Whilst I feel so strongly as to the duty of the guardians I feel quite as strongly as to the duty of the State. I think that as in Ireland, the State awards four-fifths of the cost of the primary schools and gives, as in England, Scotland, and Wales, three-fourths of the cost of the denominational colleges for the training of school-masters and school-mistresses, at least the latter proportion, three-fourths of the cost of each deaf and dumb or blind pupil at an institution should be derived from the Imperial Treasury. If the cost per child were, say 20*l.*, then 15*l.* of it should come from the parliamentary vote, and the other 5*l.* from the rates. To contribute to the maintenance of pauper lunatics is now an acknowledged obligation of the State. In the estimates of this year 104,460*l.* for this purpose is provided for Ireland. But to speak of education alone, every phase of Irish education but this of the education of the deaf, dumb, and blind, commands a share of the parliamentary funds. The pauper children in the workhouse are taught by teachers whose salaries come from Imperial funds; the orphan and the outcast in an industrial or reformatory school is supported and educated largely by the votes of Parliament; the 400 and odd children of soldiers who are pupils at the Royal Hibernian Military School are supported and educated entirely by Imperial funds; the half million of children in daily attendance at the national schools get four-fifths of the cost of their education from Parliament; the intermediate schools get the interest of a million of the Irish Church fund, practically a public grant; the students of art and science in Irish schools get parliamentary aid through South Kensington; students in archeology and Celtic literature are aided by the Imperial vote to the Royal Irish Academy; and, then, not to speak of the Queen's Colleges or the Royal University, or of any of the incidents of "professional" education, I think it may reasonably be asked why it is that the deaf, the dumb, and the blind, are apparently alone left out in the cold. I shall not venture to dwell upon the generous practice of foreign governments in relation to the class of institutions under consideration. If, as I think ought to be the case, at least three-fourths of the cost be borne by the State, it then becomes necessary to arrange for efficient inspection. As the Commissioners of National Education already inspect, as I have shown, many different classes of schools, I do not apprehend any unwillingness on their part were the Government to desire them to undertake the inspection and administration of the institutions. In the event of not carrying a complete system, under the auspices of the institutions, it has occurred to me that at the institutions there might be short courses of instruction to enable the blind, say, to learn the embossed type, so that their education in a common national school might, in elementary matters at all events, proceed *pari passu* with that of the seeing children; and, again, the deaf and dumb might be enabled to acquire a knowledge of the signs of the alphabet, so that any intelligent teacher mastering so much of the sign language might be of some service in working up the intelligence of such children. A special results fee for the instruction of such children might be an inducement to teachers to undertake, as an extra branch, this diversion from their ordinary duties. This plan, however, I appreciate only, as I have said, as a *dernier ressort*.

20,935. At Question 19,569 Mr. Patrick Cumin says: "Unless the Government are prepared to supply "education to the children of all deaf and dumb or "blind people who chose to apply, I think there "would be very great difficulty." Do you think that answer would equally apply to Ireland?—It would equally apply to Ireland, and I would impose, as I have said, the duty upon the guardians of sending deaf and dumb and blind children to institutions whether those children were previously inmates of workhouses or not.

20,936. With regard to compulsory education of deaf and dumb and blind children, in your opinion is Ireland a country in which that compulsory principle could very well be applied?—So far as relates to the question of compulsory attendance of deaf and dumb and blind children in schools and in institutions I think I have already practically given an answer to the question; but I must add that I have never heard any opinion expressed upon it except by officers of my own board who have been in consultation with me.

20,937. (*Chairman.*) You say that the guardians should be compelled to send deaf and dumb and blind children to institutions, I presume you mean that they should be compelled to send those children to such institutions whose parents applied to have the children educated. Would you go a step further, that is to say, supposing it were thought desirable to recommend that the guardians should be required to make such inquiries as to satisfy themselves that these unfortunate children were not left without any education, would you propose that, on its being found that the parents had not the means to send them to institutions for such education, the guardians should have the power to send them whether the parents liked or not?—Perhaps it would be better for me, in the first instance, to say a word about compulsory attendance in its bearings upon the subject of elementary education; that is a vexed question in Ireland. A few years ago the Government made every effort to ascertain the opinion of educationists upon it, and on the whole they thought they were justified in bringing a measure into the House of Commons requiring the compulsory attendance, of a limited character, of every child in the country. The regulation as to the limit of attendance was that a child should attend at least 150 days in the year. There were other little details which it is not necessary to trouble you with.

20,983. Was that measure carried?—No; the Government went out and it was dropped. That measure was very well received at the time, as we were given to understand by Cardinal McCabe, and the Catholic bishops generally; but very shortly after it was introduced into the House of Commons, there happened to be a meeting of the Irish Catholic bishops in Rome, who sent home from Rome to the Government a set of resolutions criticising the Bill which had been presented to the House of Commons, and amongst other points of their criticism decidedly condemning the principle of compulsory attendance. However, from my personal knowledge of individual bishops, and of clerics of all denominations, and of course I have an opportunity of meeting many of them, I would say that, on the whole, their feeling is in favour of compulsory attendance. Then, as regards the question of compulsory attendance of the deaf and dumb and the blind, that is a branch of the question which very likely has never entered into general consideration; but last week I happened to have an interview with the Roman Catholic Primate of all Ireland and the Bishop of Clogher, and when I told them that I was preparing to undertake a journey here to give evidence before the Commission on the Blind and the Deaf and Dumb, they said, "Oh, Sir "Patrick, above all things suggest that the guardians "may be required to send every deaf and dumb and "blind child to an institution."

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20,939. Do you think Ireland is a country where compulsory education for the deaf and dumb and the blind would not be required because the parents naturally would apply to the guardians to send their children to such institutions?—I would prefer to have it compulsory.

20,940. You would not leave the discretion to the parents?—I would not; I am of opinion that every poor deaf and dumb or blind child ought to be looked to by the State, and not left to the haphazard fortunes of an illiterate home. I have heard from a Roman Catholic authority of great eminence that these poor deaf and dumb children are often hid in corners of houses in the country like lepers.

20,941. (*Rev. Mr. Owen.*) If the State required that every deaf and dumb child should be educated, do you think the State ought either to dictate, or recommend the method of instruction, or would you leave it to the individual institutions to adopt the particular method they thought best?—I think it ought to be left to the individual institutions. I think systems of education are likely to be all the better if left to free trade.

20,942. Have you had any opportunity yourself of investigating the advantages of one system over the other?—I would not venture to say that I ever deliberately undertook any such investigation; one could not help, however, seeing that one system prevailed here and another prevailed there; but I cannot profess to give any opinion as to the comparative merits of them. If I were to add another word, I would say I like both.

20,943. I notice that in this return, which was asked for in the House of Commons, there are about six deaf and dumb children taught in workhouse schools; have you any idea how they are taught?—No; I apprehend they are not taught; I fancy they are simply present.

20,944. The instruction would be very elementary if any at all?—Yes; it would be practically no instruction at all. As an instrument of education, it would, I suppose, be confined to the involuntary learning which the children could not help compassing.

20,945. In England some of the school boards seem to be willing to send deaf and dumb children to institutions; but then comes in the difficulty that the school board has no right to pay for maintenance which would be part of the regime at the institution?—In one of my previous answers I suggested that the poor law guardians ought to contribute a portion of the cost of the maintenance and education of a child at an institution, the State, however, contributing the larger proportion.

20,946. (*Rev. Mr. Sleight.*) Would parents be likely to be unwilling to apply to the guardians for the payment of the education of their children from the feeling, whether well founded or not, that they would become pauperised thereby?—I do not know anything on the matter as a question of fact, but as a matter of opinion, I would say that there would be parents no doubt so proud that they would rather keep their children at home and hide them in corners than openly declare them to be subject to the aid or protection of the guardians. What I suggest, however, is that it should be compulsory upon the guardians to find out every blind and deaf and dumb child of school age and then to send it to an institution.

20,947. (*Mr. Johnson.*) You said that, taking the cost per child to be 20*l.*, you would suggest that 15*l.* of it should come from the State and 5*l.* from the poor rates, may I take it that you think that 20*l.* would be sufficient to provide education for these classes?—I only gave 20*l.* as a hypothetical figure, not meaning it to be inferred that 20*l.* had ever been, by me or anybody else, determined as the measure of the cost per child: perhaps instead of saying 20*l.* I ought to have said 40*l.*, or, as I know to be the case in America 50*l.* I merely gave 20*l.* as a hypothetical figure for an easy division into the proportions to be borne by the State and by the guardians.

20,948. Whatever figure you take you propose that three-fourths should be contributed by the State and one-fourth by the guardians?—Yes.

20,949. Supposing any system of compulsory education were introduced in Ireland, do you think it would be desirable to send deaf and dumb and blind children to district schools or to institutions?—I think it would be desirable to send them to institutions.

20,950. To institutions where they would not be educated with any other class?—From all that I have personally observed and all that I have heard they are infinitely better educated in institutions with children of their own class than they would be at home even under the best private tutors.

20,951. Then supposing such a system of compulsory education for the deaf and dumb and the blind in force, do you think there would be any difficulty with regard to the religious question?—There would be an enormous difficulty if you did not at once recognise the principle of denominationalism. The Catholics would only go to a Catholic institution and the Protestants would only go to a Protestant one.

20,952. There would have to be two sets of institutions established?—Yes.

20,953. If the State and the guardians were to contribute the necessary funds, you think both the Catholics and the Protestants would be glad to undertake the education of the Protestant and Catholic children so subsidised?—I am perfectly sure they would.

20,954. And they would carry out their system of education in any way the managers of the institution thought best?—Yes.

20,955. I understood you to say you were not of opinion that there should be any definite system of education prescribed by the Government either for the deaf and dumb or for the blind?—I should object very much to it. I think stereotyped systems are not salutary in education.

20,956. I understood you to say that from a return which you had made to you of the number of deaf and dumb and blind children in the national schools you found that there were 13 in all; seven of those being deaf and dumb, five deaf but not dumb, and one blind; are those all the blind and deaf and dumb cases that have come within the knowledge of the whole of your inspectors?—Yes; they were all the cases met with, in the 8,000 schools of the country in the year 1887.

20,957. That would be an infinitesimally small proportion of the whole of the deaf and dumb and blind children in Ireland, would it not?—An infinitesimally small proportion.

20,958. You read us the replies you had received from your sub-inspectors, and you also gave us the opinions of your six head inspectors; do you attach greater importance to the opinion of the head inspectors or to the opinion of the sub-inspectors?—I attach greater importance to the opinion of the six head inspectors; they are the crême de la crême of the inspection staff; they are men of great distinction and experience as educationists, and they are the chief advisers of the Commissioners of National Education upon all practical matters connected with educational administration.

20,959. I think you said that one advantage which the head inspectors looked to as likely to result from the education of deaf and dumb and blind children in ordinary schools would be that they would become subject to the influence of discipline?—That would be one of the advantages that they recognised if that

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mode of educating the deaf and dumb and the blind had to be resorted to.

20,960. But, as I understand, as far as you can judge, deaf and dumb and blind children do not get anything like education in the national schools, where they are in national schools?—As far as I could judge, none of the inspectors could tell a story of any genuine education except in one case; but I can myself testify to a case of genuine education of a blind child. I happened 33 years ago to have official relations with the county of Donegal. I was at that time head inspector of schools, and I had under my direction the schools of the province of Ulster. In an ordinary national school in a remote part of the county Donegal I found a little blind boy about 14 years of age, and except that he could not read a book or a newspaper, he was the best educated national school boy of his age I had ever met; yet he had never been in any school in his life but that national school in that wild part of Donegal. He could calculate a sum in his mind just as well as other children could on their slates. As to his singing, one could not help being quite enchanted with it; he had a thorough knowledge of geography and grammar, and everything that a child in a national school might be expected to know; and he was unquestionably the brightest and most intelligent of all the children in the school.

20,961. Am I right in supposing that you would be of opinion, from the result in that case, that it would be possible to educate blind children with the sighted in ordinary schools?—Certainly, if I were to make that boy my standard, I think an ordinary national school would be a very excellent refuge for a blind child. But he was an exception; he was a child of genius.

20,962. (*Mr. St. John Ackers.*) In answer to one of the previous questions, you stated that you were of opinion that it would be necessary to have denominational schools for the blind and the deaf and dumb; you would require to have Protestant and Catholic schools?—Yes. I said so on the hypothesis that it was to institutions that the children were to be sent; and in my opinion, and I believe the general opinion is in accordance with it, an institution must necessarily, like a home, recognise an identity of religious belief amongst its inmates.

20,963. The national schools in Ireland are at present open to the children of every denomination?—Yes.

20,964. Supposing it were found advisable or possible to establish day schools for deaf and dumb and blind children in Ireland, would you then consider it necessary that they should be denominational schools, or would you follow the present national system?—I think that unless you made these special schools to which deaf and dumb and blind children were sent denominational schools, you would not get those to whom you might naturally look to be concerned in the work of educating these afflicted children,—the clergy and the monks and nuns, and so on,—to take an interest in the thing. They should be established on the denominational principle.

20,965. Knowing as you do the wants and feelings of Ireland thoroughly upon this matter, you are of opinion that whether the education of these children is given in institutions or in schools, the institutions or schools must be denominational?—Yes, if they are exclusively for the deaf and dumb or the blind.

20,966. You stated in an early part of your evidence that there are no centres, even in the three large cities, where day classes could be formed?—Yes, I took the greatest pains about that, and I got our inspectors to inquire of the clergy of all denominations, and I went myself to some convents, to see if there existed any number of children of those classes in the three large cities not in institutions, and I found that, except a stray one here and there, there was nothing of the kind. If I had anticipated that I was to be examined upon this point, I could have brought an immense number of letters to show that there are hardly any such children in those large towns that are not in institutions. In country districts, of course, you will meet them, occasionally, in ones and twos.

20,967. In one of your previous answers you said that in your opinion the institution should be denominational, perhaps you will give your reasons?—Well, I think that I have, a few minutes ago, given a sufficient reason for my opinion, but in sustainment of it I may, perhaps, add that there is at present sitting in Ireland a commission under Parliamentary authority to prepare schemes for the future management of endowed schools, and that amongst the endowed schools that presented petitions to the Commissioners for a scheme was the Ulster Deaf and Dumb Institution. A great deal of the attention of the Commissioners was given to the question as to whether this institution was to be, for the future, strictly denominational or not, and finally the case came before the Judicial Committee of the Privy Council, which was unanimous in determining that into the Belfast Institution, that is the Ulster Institution, none but Protestants were to be admitted; and it will now be illegal on the part of the authorities of the institution to admit a Catholic. That is a forcible illustration of the tendency at all events in Ireland towards making such institutions denominational institutions.

20,968. Going back again to the question whether there are a sufficient number, or might be a sufficient number of these afflicted children in large centres, that is to say, in the large cities and towns, I understand that the reason why there are so few at present in those large towns is because they are all in institutions?—I think the answer that has been given to our inspectors almost universally is that the deaf and dumb and the blind in those large towns are already in institutions, and that those not in institutions are scattered in ones and twos and threes through the country. An eminent Roman Catholic priest, the very Rev. Dr. Macnamara, who is President of the Irish College in Paris, and who takes an enormous interest in this question, wrote me a letter last year, without reference to this Commission or my possible appearance before it, in which he said that he had the names of nearly 400 deaf and dumb children in rural districts who ought to be at institutions and who are not, and who are scattered about in ones and twos. His object in opening up a correspondence with me upon the subject was to induce me to get the Commissioners of National Education in Ireland to look to the matter.

20,969. (*Chairman.*) Has that figure been tested in any way?—I think not.

20,970. But you believe it to be correct?—I believe it to be correct, because Dr. Macnamara is a very reliable person.

20,971. (*Mr. St. John Ackers.*) Have you the number of blind and deaf and dumb children in Ireland between the ages of 5 and 15?—That I cannot give you.

20,972. Going back again to this question of centres; supposing public elementary day schools on the national system were to be started for the blind and deaf and dumb in the large centres of population, do you believe that the children would be sent to those schools, or is it your opinion if it were optional the parents would still prefer to send them to institutions?—They would infinitely rather send them to institutions. In one of the letters I received from an inspector who is intimately acquainted with Belfast, was enclosed a letter from a priest who knew only of one Catholic child in Belfast that was not either at school or at an institution, and who said he was making every effort to get him into an institution.

20,973. You spoke of 400 deaf and dumb children that were wholly uneducated, are any of those at the present time supported so far as you know either wholly or partially by the guardians?—I could not say.

20,974. You stated that in your opinion it should be compulsory on the guardians to send all deaf and dumb and blind children in their districts, whether pauper children or not, to some recognised institution for the deaf and dumb or the blind. I should like to know whether you would impose that duty on the guardians under the present condition of the law as to payment, or whether you would first make it compulsory upon the State to pay the three-fourths which you suggest they should pay?—I should certainly wait till the arrangement was made that the State should pay the three-fourths.

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20,975. That is to say, you would not make it obligatory upon the guardians to pay the whole of the cost?—I would not.

20,976. Therefore you would wait till the law was altered in the direction you desire, that is to say, till the State was required to contribute three-fourths, while the guardians contributed one-fourth, and then you would make it compulsory upon the guardians to send all deaf and dumb and blind children in their district to an institution?—Yes, I think there would be comparatively little difficulty in getting the guardians to contribute one-fourth, but there would be enormous difficulty in making it compulsory upon them to pay the whole cost.

20,977. None of those 13 of whom you spoke, who are in ordinary schools, are paid for by the guardians?—None.

20,978. You spoke of certificated teachers in all the ordinary schools throughout Ireland, is there anything to make it compulsory to have certificated teachers at the present time for the blind and the deaf and dumb?—No, they are not under Government inspection.

20,979. One question with regard to the means taken to prevent total blindness in the cases of children who have imperfect sight; we have been informed that directions have been prepared for the treatment for the prevention of blindness in such cases, are those directions hung up in ordinary elementary schools?—No, certainly not in the national schools.

20,980. (*Dr. Armitage.*) Was your opinion of the unsuitability of the ordinary national schools for the education of two or three blind children founded on any knowledge that you had of the present special system of educating the blind?—Only on the knowledge of an ordinary amateur visiting such institutions, no better knowledge.

20,981. Would your opinion be at all modified if you were told that children now can be very readily taught to read and write at home in the hours during which they are not in attendance at school?—Of the two alternative schemes I infinitely prefer, as I have repeatedly said, the institution system. At the same time, the more that blind children or deaf and dumb children can be taught, as you describe, the less objection there could possibly be entertained to the casual attendance of such children at ordinary national schools.

20,982. Do you think that if a blind child could attend the national school of its village for some three or four years, so as to learn reading, writing, and arithmetic, and the elements of geography, and so on, it would be in a better position to go to an institution than if it had not had the advantage of that training along with seeing children?—I think that such a child would go to an institution infinitely better prepared to derive the higher advantages of the institution than if he had not had the advantage of that training. I think if such preliminary education as you are pointing at could possibly be given to a blind child in an ordinary national school for a certain number of years, that child, when it went to an institution, would very likely master all that the institution would teach him in a much shorter time than if he had not had that preliminary training.

20,983. You say, from what you know, that the contact of a blind child with seeing children would be an advantage to it?—I do think it would; it would be a great advantage. But its general education, as I have already ventured to surmise, would proceed more satisfactorily in an institution with children of its own class.

20,984. (*Chairman.*) As I understand, to carry out your views the law would have to be altered in several important particulars?—I daresay.

20,985. And you think there would be no difficulty in getting the law altered in the direction you mention?—Your lordship would be a much better judge as to that than I can possibly be.

20,986. This is a question outside political questions, as I understand, and you think in dealing with the question no religious difficulty would be raised at all?—I think there would be no religious difficulty at all. On the contrary, I am quite sure that the Catholics would support the policy which I have suggested, and I know from a visit that I paid a few days ago to the Protestant institution for the deaf and dumb in my own village, Glasnevin, that the Protestants are most eager that the State should come to their help.

20,987. You have these private institutions now existing requiring the assistance of the State, and, as I understand, they would welcome any alteration of the law which would do two things, first, which would make it compulsory upon the guardians to send to institutions these afflicted children with or without the consent of the parents, and, secondly, which made the charge for such children not a union charge but a national charge?—I put that last proposition, the national rate, as an alternative for easing the burthen upon the guardians.

20,988. The other alternative being three-fourths national and one-fourth local?—Three-fourths Imperial and one-fourth local, and as I have just observed, I thought that the local contribution might be made a national rate, so as to minimise any difficulties that might have to be encountered owing to the stinginess of guardians in sending pupils forward to institutions; and I said that I thought that that national rate, as in the case of the cattle plague, might be very easily collected.

20,989. When we were in Ireland we were told that the existing rate was so high in some of these unions that they were unwilling to add to it by such a charge as this?—The remedy for that would be to make the rate a national rate, as was the case, as I have just said, at the time of the cattle plague.

20,990. Are these private institutions now inspected by your inspectors?—No.

20,991. Then the next step would be that these institutions receiving national aid would require to be inspected by national inspectors?—They should be under some Government authority, and I venture to suggest that they might possibly be placed under our board.

20,992. Then what power would you give to these inspectors, would you give them power to make certain requirements either as to the cost of education or as to the proper appliances to be used or as to carrying out proper sanitary arrangements?—I would give them plenary power as inspectors.

20,993. Of reporting and suggesting alterations?—Yes, of requiring, by representations in their reports to the board of National Education, everything necessary to be attended to, as is done in the case of all the schools which we have under our control.

20,994. When you were speaking of three-fourths being contributed by a national rate and one-fourth by the poor rate, were you speaking of the whole cost of maintenance or were you speaking of the proportion usually paid by the guardians to supplement what is given by voluntary subscriptions?—I was speaking of the total cost, precisely as is done in the case of a training college in England, Ireland, or Scotland. I would propose that three-fourths of the total cost of maintenance, education, housing, and everything should be borne by the Imperial Exchequer and one-fourth by the guardians. Then, of course, if any such legislation were attempted it would be very proper, as is the case in the training colleges, to fix a limit to the possible maximum to be spent.

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20,995. That leads me to this; you say you would have free trade in systems and you would give grants according to the expense of the maintenance and the education. The expense of education and maintenance on the oral system would probably be half as much again as on the sign and manual system; of course you would recommend that the grant should be half as much again on the one system as on the other?—I was not aware of that, but I would say that if a certain system commanded a large measure of undoubted public recognition its expensiveness ought not to bar its operation. As I observed before, a limit, however, should be placed on the expense; there should be some maximum of expense. In the case of the training colleges the three-fourths which the Education Department in England and the Commissioners of National Education in Ireland give to the training colleges for the year is not to exceed 50*l.* for a master and 35*l.* for a mistress.

20,996. I think you stated that there are a large number of these uneducated deaf and dumb children scattered over Ireland. We find that the institutions in Ireland are grouped in two centres, the Protestant in Belfast and the Roman Catholic, with some trifling exceptions in Dublin and Cork leaving a very large portion of Ireland a considerable distance from those institutions. Do you think that is a weak point in the institutions in Ireland?—I think not; railway communication is now universal, and the one trip that a child would have to make to go to the school, and then the trip going back, would not cost much. I do not think it any hindrance to the success of the system of institutions that they should be chiefly in Belfast, Cork, and Dublin; on the contrary, I think they are all the better for being placed in those towns inasmuch, as they can command better teachers, and better appliances, and better markets, and all that.

20,997. Do the guardians themselves inspect the pupils in the institutions for whom they pay?—I could not answer that question. I apprehend that they do not, for, as a rule, they do not inspect the schools within their own workhouses.

20,998. It has been contended in England that the institutions to which deaf and dumb and blind children might be sent by guardians should not be all in London; that they should be in different parts of England, because it is a long distance for the guardians to come up and inspect the children?—I do not think there would be any difficulty, because there is railway communication to all parts. The four training colleges of Ireland are all in Dublin.

20,999. (*Mr. Johnson.*) Are they under the same inspection as training colleges in England?—They are under the inspection of a head inspector and a district inspector.

21,000. (*Chairman.*) You said you were familiar with the education given in Ireland to imbeciles, though you were not prepared to make any special statement about it; there is only one institution for imbeciles, the one at Dublin?—There is only one that I know of. I am sorry to say I have never visited it, and I cannot give you any information about it.

21,001. In so far as imbeciles were capable of instruction you would apply the same principle as to compulsion to them that you would apply in the case of the other classes we have been talking about?—Certainly.

21,002. Are they under the same law as deaf and dumb and blind children; can the guardians send imbecile children in the same way to institutions?—I cannot say whether they can, supposing them not to be deaf and dumb or blind.

21,003. You would apply the same principle to them as you would in the case of the deaf and dumb and the blind?—Clearly so.

21,004. (*Sir Tindal Robertson.*) In the scheme which I understand you to advocate, you contemplate that three-fourths of the cost of the maintenance and education of the child should come from the Imperial revenue, and the other one-fourth from the guardians; would you exclude private contributions or contributions by the parents in your scheme?—I think I should exclude them. If the child is the child of a gentleman that gentleman can provide for it; if the child is the child of a person of the poor class, I think it a matter of national importance that for numerous cogent reasons, the State should take care of it and educate it, and I should therefore propose that three-fourths of the cost of its education and maintenance in an institution should come from the State, and one-fourth from the rates.

21,005. With regard to another point you said you thought it would be necessary to have denominational institutions, I did not catch what reason you gave for that?—I have already said that inasmuch as an institution is necessarily like a home where people live, eat, and drink, and mix together from morning to night, identity of religious belief must be recognised as a natural basis in the organisation of such an institution.

21,006. Would not the providing of separate institutions for Protestants and Catholics tend to accentuate religious differences?—I can only repeat that it seems to me a matter of necessity that where you have a domestic establishment you must have an identity of religion amongst its inmates.

The witness withdrew.

Dr. Francis Xavier Frederick MacCabe examined.

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21,007. (*Chairman.*) You are Medical Commissioner of the Local Government Board for Ireland?—I am.

21,008. And you were an inspector under the Irish Local Government Board for a considerable number of years, were you not?—For nine years.

21,009. You have also visited the imbeciles in Ireland under the Lunacy Acts?—I have not visited any of the institutions.

21,010. The only imbecile asylum is at Dublin, is it not?—There is only one that I am aware of in Ireland, and I have never seen that. My experience is of lunacy administration, and that asylum is not under the Lunacy Acts.

21,011. Under what administration is that institution?—It is not under the Local Government Board. It is a twofold institution. As to a small number of lunatics it is a private asylum, and is under the inspectors of lunatic asylums. As to the idiotic children I do not think it is subject to any inspection; it certainly is not under the Local Government Board.

21,012. So far as these imbecile children are capable of education and are educated there, you state that they are under no Government inspection whatever?—None.

21,013. Is it in your opinion a right state of things that the imbecile children should be under no inspection whatever?—I think it a very deplorable thing, so far as regards the immense number of imbecile children all through Ireland; but as regards that particular institution the number is very small, the average being about 70. It certainly is desirable that it should be inspected by some competent authority.

21,014. Have you, as the medical commissioner, visited the workhouses and the imbecile institutions, or inspected imbecile children, either in workhouses or elsewhere, officially?—I should explain that the medical commissioner of the Local Government Board does not visit institutions; but in my past experience as an inspector under that Board I did visit a very large number of the workhouses in Ireland; in fact I may say most of the principal workhouses; and there it

was part of my duty to see any imbecile children that happened to be contained in them.

21,015. What was their condition generally when you visited them?—There was no particular provision made for their training.

21,016. I presume that you are aware that imbecile children are trained in other countries, and in England?—Yes, I am aware of that.

21,017. But with the exception of the Stewart Asylum we found no provision for them in Ireland?—There is no other provision; there is no special training.

21,018. As an inspector under the Irish Local Government Board, did you ever bring that which you admit to be the want of such educational inspection to the notice of the Board?—It is a subject which has been spoken of, but I have not officially brought it under the notice of the Board, because the feeling of the Board and of the inspectors was pretty well known. The imbecile children are scattered through the 161 workhouses of Ireland. In each workhouse they are in such small numbers that the Board never felt warranted in calling upon the guardians to make any special provision for them in any one workhouse.

21,019. Would not that rather point to the advantage of assembling those children in some well-managed institution where they could be cared for and, if possible, improved?—That would be very desirable.

21,020. Of course, the imbeciles are closely connected with the blind, deaf, and dumb; as you are aware several of the blind, and deaf and dumb are imbeciles?—Yes.

21,021. Can you tell us what are the provisions of the Irish Poor Law bearing upon those two classes, the blind and the deaf and dumb?—The legal enactments bearing upon the subject of the deaf and dumb and the blind are in the first place the 14th section of the 6 and 7 Vict. c. 92, an Act entitled the Irish Poor Law Amendment Act, 1843. That Act provides that the guardians of any union may send any destitute poor deaf and dumb or blind child under the age of 18 to any institution for the maintenance of the deaf and dumb or blind, which may be approved of by the commissioners with the consent of the parents or guardians of such child, and may pay for the expense of its maintenance there out of the rates raised under the authority of the 1 and 2 Vict. c. 56. Next to that there is an enactment of the 39 and 40 Vict. c. 50, which is called the Poor Law Rating (Ireland) Act, 1876; and that Act by its 4th section provides that the expenses incurred in the relief of the deaf and dumb and blind, whether relieved in the workhouse or in an asylum shall be borne by and charged against the whole union. Next to that there is the 41 and 42 Vict. c. 60, which is entitled the Poor Afflicted Persons Relief (Ireland) Act, 1878. The 3rd section of that Act removes the restriction as to age prescribed in the first recited Act as regards the blind and the deaf and dumb, provided for by the guardians in any special institutions, and while giving the guardians power to pay for such persons it provides that the weekly payment in each case shall not exceed 5*s.* That Act makes a further provision which has been availed of to a very small extent. The 4th section of it provides, that the guardians of any union may, with the consent of the Local Government Board for Ireland, send any idiotic or imbecile pauper to the workhouse of any other union with the consent of the guardians of such last-mentioned union, or may with the consent of the Board contract for the reception, maintenance, and support of any idiotic or imbecile pauper in any public or licensed asylum or establishment for the reception and relief of idiots or imbeciles, and pay out of the rates the cost of maintenance, clothing, and lodging of such pauper, in such workhouse, asylum or establishment, as well as the cost of his conveyance thereto, or his removal therefrom, and the expenses of his burial when necessary, provided that the amount to be paid by the guardians of such union for the maintenance of every such idiotic or imbecile pauper shall not exceed the sum of 5*s.* weekly.' That provision practically gives power to guardians, either to arrange that some one workhouse shall receive the idotic and imbecile children of a county, or several counties, or of a province, or that they shall send them to a special establishment. But with regard to the sending of them to a special establishment the proviso that the cost shall not exceed 5*s.* weekly practically makes it impossible to get any institution to take them. The Commission I am sure are aware that imbecile children constitute a class that require a great deal of care and trouble, and attention; it involves an expensive staff and a great deal of outlay if they are to be properly looked after, and if they are to be educated in such ordinary matters as personal cleanliness, tidy habits and neatness; and it could not be undertaken at a cost of 5*s.* per head weekly. The one institution that we have in Ireland for those children is the Stewart Institution for imbecile children, to which your Lordship has just referred. In a return up to the 31st of March which I obtained from the secretary, he states, that although their average number is about 70, on the day that I happened to ask for the return, the 31st of March, they only had 59 inmates; and of those 59 inmates there were only nine imbecile children from the whole of the workhouses in Ireland.

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21,022. Therefore, practically, that provision is almost a dead letter?—Quite. The restriction of the payment to 5*s.* per head, which is 13*l.* a year, puts it quite out of the question for any institution to be established for the reception of those children.

21,023. With regard first of all to the deaf and dumb and blind, do you think that there should be any alteration of the law which would alter the word "may" into "shall"?—The alteration of the word "may" into "shall" would really be a very important change. It would do away with all the option on the part of the guardians. It would render the exercise of the powers vested in them by the first Act which I quoted compulsory, as I understand it.

21,024. It would make it compulsory, but it would not be compulsory in the sense in which it is compulsory in England unless the words were further altered "with" or without the consent of the parents?—I think that is one of the three questions that the Royal Commissioner addressed to the Local Government Board.

21,025. We wish to know what their opinion is; first of all whether the word "shall" should be substituted for the word "may," and also whether the consent of the parents and guardians should not be required which would make it as compulsory as the law for general education in England?—In answering that question I should wish it to be understood that I am not speaking for the Board of which I am a member, because the Board as a Board has not considered the question. The Local Government Board for Ireland consists of five members. The Chief Secretary for the time being is the President; next to him is the Vice-President, Sir Henry Robinson; next in official rank is the Under-Secretary to the Lord Lieutenant for the time being. There is further a Commissioner in Dublin, Mr. Morris; and there is the Medical Commissioner.

21,026. Since the appointment of this Commission two years ago the Board has never taken the matter into consideration?—The Board has not considered it as a board; but I am prepared to give my own view, and I think I may venture to add that it is concurred in by those members of the Board whom I have had an opportunity of consulting. The view is this: I am of opinion that to render compulsory the payment by guardians for the maintenance of children in special institutions is not necessary or advisable. I do not consider it necessary, because boards of guardians as a rule have not shown any disinclination to take advantage of the provisions of the existing enactments upon the subject.

21,027. Is that so; because we have had evidence to the contrary?—That certainly is borne out in the

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strongest possible manner by my own personal experience. I have acted as inspector in some of the largest unions, and I have found the guardians not only willing, but anxious to strain the law so as to admit cases to the workhouse with a view of transferring them to special institutions, which if they had been actuated by an illiberal feeling they certainly need not have taken in. To continue my answer, there are at present about 750 blind and deaf mutes supported in special institutions at the cost of the poor rates. You will find that number in these returns.

21,028. What is the whole number of deaf and dumb and blind of educable age, that is from 5 to 15 years of age?—I am dealing with the deaf and dumb and blind from the Poor Law Ireland administration point of view. I think I can give you the number according to the census, but I can only answer for my own number. What I have stated to the Commission is that there are at present about 750 blind and deaf mutes supported in special institutions at the cost of the poor rate; and although a considerable number of persons so afflicted remain in workhouses the majority do not appear to be fit subjects for special institutions, either by reason of some additional mental or bodily defects, or from being apparently incapable of deriving any benefit from the special instruction or treatment afforded in such institutions. If special asylums existed for the reception and treatment of imbecile children it is probable that a large proportion of the children coming under the description of blind and deaf mutes, not considered fit for blind or deaf and dumb institutions, would be found proper subjects for idiot asylums.

21,029. But there are no such institutions in Ireland?—There are not.

21,030. That is a want, is it not?—That is a very grievous want, which I shall be prepared to give further evidence upon presently.

21,031. You say that you look upon the deaf and dumb and blind entirely from the Local Government point of view; that is to say, so far as they would come under the view of the guardians from applications made by the parents for assistance to them as paupers or as poor?—Yes, I am giving the facts precisely on those points, but I give my opinion upon others.

21,032. Is it the case as was stated by the last witness, that there is a large number of deaf and and dumb children of whom the board of guardians take no notice whatever and who receive no education whatever?—There undoubtedly must be a very large number of deaf and dumb persons who are at large as it were.

21,033. I mean of educable age and not being educated?—So far as I am aware, according to the census returns of 1881, there are in Ireland, 3,845 deaf mutes, and of those 771 are between the ages of 5 and 15.

21,034. (*The Rev. Mr. Owen.*) Is it not 1,200?—I think that is a mistake; I think that in taking the figures you take those who are mute, but not deaf. They are bracketed, but I think those would come under the head of imbeciles. Under the census returns you will find that the number of true deaf mutes from 5 to 15 years of age is 771. Out of that number I can account, under the Poor Law administration, for 613; that is to say, if you would like the precise figures, there are relieved in workhouses 169, in special institutions 401, and at their own houses receiving outdoor relief 43. I will put in, for the use of the Commissioners, these figures when I have dealt with some other points connected with them.

21,035. (*Chairman.*) Then do you think that there is only a limited number of deaf and dumb of whatever class who are not educated in Ireland?—There are I am afraid a very large number.

21,036. Then there must be more than 771 altogether?—Yes, that is only between the ages of 5 and 15. That is what you might consider an age when they would be susceptible of some training. But beyond that age there must be over 3,000 of them. It is right that the Commission should understand that into some of the large institutions in Ireland, like Cabra, where they receive deaf and dumb children from the guardians, there is a constant inflowing stream of untrained children sent by the guardians, and every year there is an outflowing stream of those who have been trained by them, and who go back to their families. In the census returns the enumerators count the trained and the untrained, and they do not give us any distinction under the head of deaf and dumb as between the educated and the uneducated, although I do find that distinction made under the head of blind. I know from my own personal experience, occasionally meeting with young women deaf mutes, of adult age, and asking why they have not been sent to an institution and regretting that they had not, that the number must be large.

21,037. I do not quite see how there can be a very large number uneducated, if you count these 613 out of 771; and besides that, of course there must be a certain number in institutions whom you cannot count as being assisted by the Poor Law, and therefore of course they would be in addition to the 613 under Poor Law administration?—When I give the number in workhouses and institutions, and assisted by outdoor relief, of course those are received through the Poor Law.

21,038. But you cannot tell us the number between those ages who are not in an institution, and who are not receiving any instruction?—I cannot; I have not got the data for that.

21,039. Of course, if anybody ought to have it the Local Government Board in Ireland ought to have it. It is desirable, is it not, that the Local Government Board should be in possession of those facts?—That is a question for the enumerators under the census.

21,040. But who conducts the census?—That is under the Registrar General for Ireland; we have nothing to say to that; we only take cognizance of statistics so far as they affect the poor rate.

21,041. But has there been no communication between the Local Government Board and the Registrar General for Ireland, as to the desirability of ascertaining these facts, because this has been going on for decade after decade?—It does not come within our province.

21,042. You say that, in your opinion, and in the opinion of your Board, there is no necessity for making it compulsory upon the guardians to send those deaf and dumb or blind children to institutions, and pay for their maintenance. We have had evidence at the institutions themselves, that many of these guardians do not pay anything, and that in cases where they did pay, they have of late years withdrawn their support from the institutions, as the guardians said they could not afford to go on paying; has that never been brought to your notice?—No, that has never come officially before me.

21,043. And the ground was to a very great extent that the rates were so high that they could not afford to continue paying for the children at the institutions?—I think that return that we made to the Commissioners shows after all that the guardians have not been wanting in their duty with regard to either blind or deaf mutes at an educable age. We can account for almost every one of these children that are returned as either deaf mutes or blind between the ages of 5 and 15; and I think that if the numbers are looked at, it will be found that the guardians do send a large proportion of them to special institutions.

21,044. It was stated before us at Merrion that two girls sent by the Castleblaney Union were withdrawn by the union from this very institution, as the guardians could not afford to go on paying. The Scariff Union for five years never paid anything for four cases sent by them. Those are two specimen cases, and we have several other cases in which the guardians have paid for a time and have then refused to pay?—Those returns with which we furnished the Commission were made up to the 13th of November last. In the Castleblaney Union I find that there were one male and two female deaf mutes between the ages of 5 and 15, and that all three of those were in special institutions.

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21,045. But those that I have mentioned to you at Scariff and at Castleblaney were blind children?—In Castleblaney there were one male and two female blind children between the ages of 5 and 15, all three supported in special schools, by the guardians. Scariff I know is a very poor union; it has been in very great financial difficulties.

21,046. This statement is for five years, and it does not say in what year it was, but that is the statement that was made to us. It is quite possible that if the Scariff Union sent these cases to an institution they would put them down as having sent them there, whether they paid for them or not?—Yes, they have returned them to us at all events as being in special institutions, and it is to be presumed that they paid for them, they ought to have paid for them, but that I cannot answer for. That is a matter that the managers of Merrion would be competent to speak about. That only points to what I was mentioning to the Commission as the result of my own experience; that certainly I find no unwillingness on the part of the guardians to send either deaf and dumb or blind children to the special institutions. It has been quite the opposite; I have known them strain a point in order to get them in for the purpose of transferring them.

21,047. Supposing that from the pressure of the rates they have been unable of late years to send them to such special institutions, do you think it would be desirable that the grant from the State should be larger, and that a larger proportion should be paid by the State than by the local authority, or that there should be any revision of the terms?—I should very cordially go with the Commission in that. I think the deaf and dumb, the blind and the imbecile, possess the strongest possible claim to some State aid, and there I should go the whole way. The only thing is that I think it would be right and an immense advantage that any State aid that is given should be given, not to the special institutions, but to the guardians.

21,048. How would that work?—It would work just the same. The deaf and dumb, the blind and the imbecile, are set apart by nature, and exceptionally handicapped in the race of life, and I think it would be quite fair to extend to them a principle which has already been recognised and acted upon in respect of the lunatic poor, and the sick poor, and I do not see why those who suffer from a permanent disability should not also be assisted. The reason why I would rather have it done through the guardians is this: that deaf-mutism, blindness, imbecility, and epilepsy, are all very frequently congenitally associated, and it is very difficult to say with regard to a deaf and dumb child whether it is suitable for an institution until it is sent there. If you give the grant to the guardians and the child is sent back as being unteachable, or as being subject to epileptic seizures, and unfit to be kept at the institution, if the rate were given into the guardians' hands, I think the Local Government Board then might take some steps to move guardians to set apart some one institution among the workhouses of Ireland where a good training staff might be established, and to which all these little children might be drafted, and even if you do not do that, by giving the grant to the guardians, you would enable the guardians to make better provision in their own workhouses for this class, if they found that they were returned on their hands from institutions. But if you give it to the managers the managers will pick the most teachable and improvable, and those are not the most to be pitied: it is often the least improvable that are the most to be pitied and taken care of. If you give the grant to the guardians it will be better spent, and I think that it would be a great blessing to those classes, and that the guardians, so far as I know them, would be worthy of the trust and would do their best.

21,049. But over and above that, do you not want something more to enable the guardians to seek out those cases of the deaf and dumb and blind who are not receiving any education, from the neglect of their parents?—I think so. If the State made a grant towards the education, the training, or the better treatment as circumstances might require of those children, then the relieving officers in the different unions would make a return to the guardians of all the cases. That is a matter that could be very easily arranged.

21,050. But unless there were some definite power or understanding that the money should be devoted to the improvement of the condition of those classes, supposing that they were not able to get into institutions, the object aimed at would not be attained, would it, and that could only be done by a proper system of inspection?—Certainly.

21,051. It is your opinion that the guardians, supposing that they get a grant, must be moved to do that which is right and proper for these classes under Government inspection?—Certainly, and we have the machinery for that inspection.

21,052. And that would be under the Local Government Board?—It would be under the Local Government Board, unquestionably.

21,053. Do you think it desirable that these classes, both the deaf and dumb and blind, should be kept longer at school than the ordinary school age, for the purpose of giving them such industrial or technical training as may enable them to be better prepared to earn their own livelihood in after-life?—That is my opinion; and you will have observed that the restriction as to age has been removed, and that the age has been raised to 18.

21,054. Has that relaxation been acted upon to any extent?—It has, but the restriction as to the payment ought to be removed from that Act, 5*s.* is the maximum; it is most important that that restriction should be removed, because practically, at the present time, I hope the Commission quite clearly understand that as regards Ireland up to the age of 18 the guardians can pay anything they like; it is only when a child comes to the age of 18 that they cannot exceed 5*s.* So that it appears to have been an oversight to have removed the restriction as to age, and to have left the restriction as to payment. The restriction as to payment ought to be swept away, because the payment ought to be proportioned to whatever is the amount that the Government will allow per head. If the Government allow so much per head let the guardians allow something more.

21,055. Would you say that there should be any rule that the guardians should find one proportion, and that the State by grant, or in any other way, should find the other proportion in the case of these poor children?—I am not prepared to say what is the best proportion. I think that is a detail which might be left till afterwards for consideration and consultation with the Local Government Board, because it is a difficult matter, and there are a good many considerations involved. I could only say as a sort of guide that in Ireland a capitation allowance is made by the State of 4*s.* per head per week for every pauper lunatic.

21,056. That would not go far, would it, towards the maintenance and education of this class?—No, for this special class who require training that would not, I think, be enough.

21,057. At present the Local Government Board does not inspect these private institutions?—No.

21,058. But does it license them?—The Local Government Board in Ireland have nothing at all to say to lunatic asylums.

21,059. I am talking of those institutions for the deaf and dumb and the blind?—We have nothing to say to them. They are not supported out of the poor rate, although children are sent in by the guardians and paid for out of the rates; and they are not inspected by any public officer.

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21,060. Are the houses certified?—No, they are not certified or inspected in any way.

21,061. There are a considerable number of adult deaf and dumb and blind in workhouses; can you tell us how they are treated; are they treated any better in consideration of their affliction than an ordinary pauper, or relatively worse, because they require more and are given less?—They are placed on exactly the same footing as to dietary, clothing, and lodging as any ordinary pauper. In practice I know there are some little indulgences that they are allowed, but it is contrary to the regulations.

21,062. Do they get better fare?—They do not. With regard to the food, if they are able-bodied they are on exactly the same footing as the other paupers. The only thing is that in the wards which there are for the blind they are allowed a little tobacco, or a little snuff, or something of that kind; the medical officer generally sanctions some little thing of that kind. Of course, if the medical officer thought that their infirmity required any improvement in the dietary, he has absolute power to order anything he likes; but, in practice, I find that they are treated exactly the same as the ordinary able-bodied inmates.

21,063. Do you think that the blind, especially who after a certain time of life are not able to do much for themselves, should be treated in a more liberal way by the poor law than they are at present?—I have always thought that the blind should be treated with very great liberality, on account of the terrible misfortune under which they suffer; and I think it is a deplorable thing that when young they are not trained in some industrial pursuit, because nothing would add so much to their happiness as giving them an occupation.

21,064. Then the blind in workhouses are not at all classified, but are just put into the ordinary wards with the other inmates?—That is so, except that they are always classed with the infirm. Our classification is able-bodied, infirm, sick, and then under a certain age. I understand you to speak now of the adult blind. They are always put in with the infirm, and not classed with the able-bodied, amongst whom they might be knocked about or badly treated.

21,065. The deaf and dumb, if they are infirm, of course are treated in the same way?—The deaf and dumb are generally treated with rather more indulgence, I find, because my experience is that in all the workhouses where I have met with a few adult deaf and dumb they were generally employed in the sick wards as nurses. They make very good nurses; they are very quiet, and they can see what they are doing, and they get the extra allowance, what is called a ward allowance, so that they are slightly better off.

21,066. They would be employed also, I suppose, for house work?—Always; they are employed principally in cleaning the wards and in looking after the sick wards.

21,067. Is the out-door relief of the blind and of the deaf and dumb liberal in Ireland?—It is liberal, because although we have no law of settlement at all in Ireland, we have a law of electoral division chargeability; and, inasmuch as the blind are made a union-at-large charge, no guardian ever objects to them getting liberal out-door relief, because it is a charge upon the whole union. Therefore, no guardian of an electoral division feels that he has any personal reason for opposing it.

24,068. Do you think that that system works well?—I think it is a very good system, and it is a recognition of the fact that, although they are a charge, they are an unavoidable charge.

21,068. What is the usual out-door relief that is given to the blind?—It varies very much in different parts of the country and according to the circumstances of the recipient; but it is anything between 1*s.* (confining myself to classes such as the blind) and 3*s.* per week per head. Of course, the guardians often allow more in the way of out-door relief in cases of acute illness or accident; but I am speaking now of what they would treat as a permanent charge.

21,070. Have you now much granular ophthalmia in workhouses in Ireland?—During the nine years that I was an inspector I never saw any ophthalmia amongst the children in workhouses.

21,071. I am speaking of adults?—Very little; that belonged to a past condition altogether.

21,072. We heard a good deal about it at Cork, and saw it to a certain extent?—I was going to mention that I had charge of the Cork district for some years, and the only case that I know of an outbreak of ophthalmia in an Irish workhouse is the very case which has just been referred to at Cork within the last two years. That was manifestly due to overcrowding in the wards, and to some other conditions that were of a temporary character. Dr. O'Farrell wrote a very able report upon that.

21,073. We were told, and I suppose you are able to confirm it, that it rises very much from a low state of health and unsanitary conditions in the house?—Certainly; principally from over crowding and want of care about the lavatory arrangements. Dr. O'Farrell points out that the contagious form of ophthalmia was brought into the workhouse by the children coming in. His report is altogether upon an outbreak amongst the children; it was confined to children in that case.

21,074. It was not so at Cork when we were there; there were some grown up people who had it?—I have seen no ophthalmia in the workhouses, although I have visited a great number of public institutions in Ireland. The workhouses are not now crowded as they were soon after the famine year when all the wards were overcrowded, and the conditions do not exist in the workhouses that would be favourable to the extension of that contagious form of ophthalmia. I should look upon it as so serious a matter that if there was an outbreak of contagious ophthalmia in a workhouse the Local Government Board would at once send an inspector down to make a special report upon the subject.

21,075. Have they had any special report with regard to Cork?—Yes, in consequence of the instructions of the Local Government Board a report was made by Dr. O'Farrell, who was the medical inspector in charge of that province. The Local Government Board for Ireland have certainly taken a great deal of trouble with regard to all kinds of infectious disease, such as ophthalmia. The Commission are no doubt well aware that a great number of infants are placed in conditions at all events which lead to the loss of their sight owing to the want of care at birth.

21,076. You are speaking now of the purulent ophthalmia of infants?—Yes, upon that subject I was asked a question, and I can assure the Commission that we issue circulars to every medical officer in Ireland, and to every midwife in Ireland.

21,077. Are the midwives certified in Ireland?—We have midwives, but they are not necessarily certified, though as a rule they are. It is quite an exception for us to have midwives who do not hold a certificate from a lying-in institution; but in a few cases where they are not certified, they are specially examined by a medical officer, and he has to certify to us in writing that he considers the woman fit to discharge the duties. I should like to put in the circulars which are issued to the medical officers.

21,078. Have those instructions been in practice for some time so as to have had an effect in Ireland already?—I think that circular is dated 1884, and I do not think there was any formal printed circular issued to midwives before that time.

21,079. I suppose it has hardly been long enough in operation to have had a sensible effect in diminishing blindness?—So far as my general knowledge goes, I do not myself think that much of the blindness amongst our poor is to be attributed to that cause. I do not think the ophthalmia is often of so grave a character as to cause blindness. There must be a specific discharge of a peculiar character to bring about the destruction of vision in these cases of new-born children, and these forms of disease are not at all common amongst our poor people.

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21,080. Is there a tendency in Ireland for the blind to prefer to receive outdoor relief, and to object to going into the workhouse, as a rule?—They always prefer outdoor relief.

21,081. Are the blind in any way forced into the workhouses by the action of the guardians, or is outdoor relief always given to them where they wish it?—Where the blind have got any decent home, and are well conducted, the guardians are willing to give them outdoor relief; but (I think very properly) they do not give outdoor relief if the blind people are doing what is a very common thing in Ireland, going about the country begging; then the guardians try to force them into the workhouse, and I think quite rightly.

21,082. There is no power to several unions to combine together to establish anything like a home for the blind?—That has never been done, and it is rather doubtful whether the present state of the law would admit of it.

21,083. Is there no power for unions to combine together for any purpose?—They can combine for educational purposes, for instance.

21,084. Can they not combine for lunacy purposes?—They cannot; at least they have not done so. But one of the recent Lunacy Acts gave power to the guardians of a union to come to an arrangement with the governors of a county asylum to take from them harmless and incurable lunatics, with a view of saving the counties from increasing the size of the district asylums for the mere retention of incurables. There is such a power as that between guardians and governors of asylums, and it has been exercised in two cases; but there is no power that I am aware of to combine for the other purposes, although it is very questionable whether under the 7th section of the Irish Poor Relief Further Amendment Act of 1862, it might not be done. That is the section that gives power to guardians to send any inmates for special treatment to extern hospitals. I think it might be possible under that section for the guardians of a particular workhouse to make special arrangements, for instance, for the training and treatment of blind and imbecile children, or for the matter of that even of deaf mutes, and that then the guardians of other unions might send their cases of that kind to that particular workhouse as to a special institution. The only doubt that one has is whether the guardians of the institution so chosen would have a legal power to receive those cases; but I do not think that is a difficulty that need be insurmountable. The key to the whole position with regard to that would be to give those classes some State aid. That would be a great encouragement to the guardians to combine, in order to make arrangements for them. Both with regard to the deaf mutes and the blind, and particularly with regard to the unfortunate imbecile children, they are scattered all through these unions in such small numbers that it would not pay to make arrangements for them. If they were collected in one house it would pay; you could provide a staff then, and the staff could devote itself to all of them.

21,085. Of course, as long as the institutions could take the children in there would be no difficulty; but I am contemplating the possibility of certain children from various parts of Ireland not being able to be admitted owing to the institutions being full; ought there not to be some alternative power on the part of the guardians to set up for themselves what private institutions do not do for them?—I think that would be most important, because if all the institutions for the blind for instance in Ireland were filled they could only take 900, and there are over 6,000 blind in Ireland, and of those 6,000, 2,894 are uneducated, so that we have only special institution accommodation for 900, and it would be absolutely necessary, if justice were to be done to the blind, to have some special institutions for them that would be supported in that way by capitation grants, and by the contributions of the various unions who would send blind subjects to them.

21,086. We found that everything in Ireland centred round Dublin, Belfast and, to a limited degree, Cork; do you think that if the guardians had that power they would still build their new institutions in the large towns, or would it be likely that they would bring the institutions more to the people, say in the west of Ireland?—I think that the west of Ireland is the place where the greatest advantage would be felt from having a workhouse set apart for this class. Of course, in the large centres of population, they will always give the preference to nicely equipped institutions like those which the Commission have seen in Dublin and Belfast; but in the west of Ireland I think if there was a workhouse set apart and there were proper appliances for industrial training and for technical teaching it would be an advantage.

21,087. You think there is a want for some institutions for training those classes, say in the west of Ireland?—I think there is a very great want.

21,088. But you say that the law is not quite clear as to the power of the guardians on that point?—It is not perfectly clear, and I think it would require to be made quite clear that the guardians could set apart one workhouse, and that the other guardians could send to it and pay. It would be very simple, because it would only require a clause to be inserted in any Bill for dealing with this subject, saying that, for the purpose of technically training and educating the deaf-mutes and the blind, any workhouse provided with such staff and appliances as the Local Government Board may approve shall be deemed to be a special institution within the meaning of the 7th section of that Act. You could provide for it in that way.

21,089. (*Mr. St. John Ackers.*) Are there any other points in which you would desire the law altered other than those which you have already mentioned to Lord Egerton?—Yes, there is one matter that I should be very anxious to see an alteration in, and that is with regard to the imbecile children. Some of them may be deaf; some of them may be dumb, or deaf and dumb; some of them may be blind. But the principal characteristic of their congenital infirmity is deficient intellectual development; and I think that with regard to those children it is very important that they should be treated as *non compos mentis*, and that they should be looked after. I think that the provision that was contained in a Bill that was drafted some years ago called the Lunatic Poor (Ireland) Bill, and was read a first time in the House of Lords, ought to be embodied in any enactment with regard to these helpless classes.

21,090. Would you read the special provision to which you refer?—This was a Bill to amend the law affecting lunacy in Ireland. I am under the impression that in Scotland imbecile children are registered as lunatics, and that they are looked after, inspected and classified, and that those that are found to be teachable are sent to institutions for their training, and that those that are found not to be susceptible of education are looked after periodically by the overseers of the poor in Scotland. This Bill contemplated something of the same kind with regard to Ireland. It placed upon relieving officers in their districts the duties of looking after any imbecile, or reputed idiots, and reporting to the guardians whether they were well treated at home, and where they were not well treated it gave the guardians the power to take them into the workhouse. I think that is a very important matter; it would lead to all the imbeciles being registered, and I think they ought to be periodically visited and classified.

21,091. Would you extend that same power of the relieving officer to the blind and the deaf, who are wholly uneducated at the present time?—Yes, I should be disposed to do so.

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21,092. By that means you think you would be able to get an accurate return of all the defective classes?—Quite so.

21,093. Is there any other point that you would desire to press upon the Commission with regard to the alteration of the law?—I am particularly anxious that the restriction as to the sum to be paid by the guardians should be removed. That I have already mentioned.

21,094. Are you in favour of the amount which would, either under present law, or under any alterations of the law, such as you have proposed be paid by the guardians, being paid out of a union rate, or out of a national rate, over the whole of Ireland for the defective classes?—I think that a union rate would be better.

21,095. Why would you prefer the union rate to the general rate?—At one time I was rather disposed to be in favour of a national rate; but those who had much longer experience than I are very averse to seeing that principle ever again introduced. They tell me that it was very much abused when rates in aid, which were really national rates, were in use, and they think it better to retain the union as the area for rating purposes.

21,096. With regard to the causes and the prevention of infantile ophthalmia, what steps does the Local Government Board take to bring to the notice of those who are responsible for the management, those different circulars which are sent out?—The circular giving instructions as to the simple steps to be taken to prevent ophthalmia is sent to every midwife and to every medical officer practising in Ireland under the Poor Law.

21,097. And you think that is sufficient; would you desire that it should be circulated in schools, or in any other way made public for the parents to see?—I think the more that information could be diffused the better for all concerned.

21,098. In fact, if the Local Government Board for Ireland and the Board of National Education would work together in the matter, you would advise that these circulars should be made a wider use of?—Certainly.

21,099. What power has the Local Government Board over midwives and Poor Law doctors who neglect these instructions?—The Local Government Board for Ireland has the power for sufficient reason under the Medical Charities to remove any medical officer. Of course, with regard to a thing of that kind, it is an almost impossible supposition, because every medical officer would cordially co-operate in carrying it out.

21,100. The evidence that was given to us in Ireland was, that not only in the centres of population, but in out-of the-way country places, both the doctors and the midwives did very greatly neglect the regulations laid down by the Local Government Board, and that a very considerable amount of infantile ophthalmia was the consequence?—I should accept that with great hesitation; it is quite opposed to my experience, and I think I can speak with more than usual authority upon that point, because I have been a dispensary medical officer myself, and I know the feeling of the profession in that grade.

21,101. Perhaps you are able to tell the Commission what is the proportionate decrease in infantile ophthalmia in the four years since these circulars were sent out; is there a perceptible decrease?—We have no returns of infantile ophthalmia.

21,102. Then there is nothing to prove at present that these circulars have been operative at all?—The statement has been made that infantile ophthalmia has contributed towards blindness, and therefore we have taken every means to prevent such a factor as that coming into operation; but we have no evidence, and we have no returns upon the matter.

21,103. (*Dr. M'Donnell.*) Could you find out about it?—That would be an impossible thing to do, because the Commission may not be aware of it, but there is a very great practical difference in Ireland in that branch of professional practice. In England it is a common thing for a medical officer under the Poor Law to have to attend women of the humbler class in their confinements. In Ireland, unless there is some difficulty, unless the circumstances are not of a perfectly natural character, the medical officer is never called in; it is the midwife, practically. So that I should hesitate very much to accept the statement that any of our medical officers had ever neglected a case. They are very rarely called in in rural practice to women in their confinements, unless operative interference is necessary, or deemed to be necessary by the midwife. It is the midwife who practically has it in her hands, and it is more important to instruct the midwife than anybody else in Ireland. It is not so in England.

21,104. (*Mr. St. John Ackers.*) What control has the Local Government Board over the midwife?—We remove her from the office by sealed order, if her conduct is unsatisfactory.

21,105. Who is to determine whether her conduct has been satisfactory or not?—If there is a complaint against her, the Local Government Board would direct one of their own inspectors to go down and hold an inquiry (upon oath) into her conduct.

21,106. But who makes the complaint in the first instance?—The medical officer, or perhaps more likely one of the clergymen of the district would complain to the Local Government Board; and then as the officer would be directly responsible, in the first instance, to the Dispensary Committee, we should send down a communication to the Dispensary Committee requesting their observations. They probably would return it to us saying that they had a bad opinion of the woman, or that they believed the charge to be well founded, and requesting us to hold an inquiry. If not they would say that they had great confidence in that particular officer. If the circumstances appeared *primâ facie* to demand it, we should send down an inspector who would hold an inquiry on oath; and, if he reported unfavourably, the report would come before the medical commissioner of the Local Government Board, and he would make a minute upon the papers directing an order to issue under seal to remove the woman from her office. Of course no order under seal is issued without consultation with his colleagues, because it would prevent that person from holding office again under the Poor Law.

21,107. (*Dr. M'Donnell.*) In order that the Commission may understand one or two points of some difference between England and Ireland, I wish to ask a few questions first of all. At present in Ireland the Lunacy Department, as I may call it, is not under your Board?—It is not in any way connected with it.

21,108. There are two inspectors of lunacy who are in fact free agents as regards the management of their own department, and who are not connected in any way directly with your Board?—That is so.

21,109. They are both no longer young?—That is so.

21,110. And it was contemplated, I believe, in this report which we have been alluding to, which is known as Major Trench's Report, and which was published in the year 1879, a very elaborate and full report, that in course of time the Lunacy Department and your Local Government Department should in fact be merged in one, and that the Lunacy Department should be made a branch of Local Government management in Ireland?—Yes, that was so.

21,111. I suppose there is no reasonable doubt that if a vacancy occurred now in the office of Inspector of Lunacy, any Government would probably undertake something of that kind?—It is desirable; I cannot say whether it is probable. We have the anomaly of two different authorities dealing with the same classes of people, and therefore it is very desirable that the two authorities should be merged in one.

21,112. However, it is probable and it is desirable, that if the opportunity occurred in the way I speak of, a change would be made merging the Lunacy Department in the Local Government Board of Ireland?—I think it very desirable.

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21,113. Arising out of this Report there was a Bill actually introduced in the year 1883, to which you have already alluded; and the machinery which this Bill proposed to use for discovering the lunatics and imbeciles throughout Ireland, was the Royal Irish Constabulary, or the Dublin Metropolitan Police Force, or the relieving officers throughout Ireland?—Yes.

21,114. It was recommended in this report that there should be in Ireland a modification; in fact I may say an amalgamation of the asylums of different kinds; and in general terms what they thought of having was district hospitals for the insane, intended for the more curable class of insane cases; lunatic asylums for the less curable or chronic class of cases; and auxiliaries to be attached to workhouses in certain parts of Ireland for the treatment of what we may call harmless lunatics, imbeciles, and so on?—That was the scheme.

21,115. Are you familiar with this report?—Perfectly familiar.

21,116. Do you think on the whole that the recommendations embodied in this Bill were well considered and favourably received by the people interested in the subject in Ireland?—I think that they were well considered, and that they would have supplied a very manifest want.

21,117. We have nothing to say directly to the lunatics, but I find that in this Bill the explanation of the word "lunatic" in Ireland was intended, in the same way as it does in Scotland, to include idiots and persons of unsound mind?—Yes.

21,118. Therefore, the educable class of idiots would have come under that Bill if it had passed?—Yes.

21,119. You are acquainted with the general contents of this report?—Yes, I know them.

21,120. If the recommendations of this Commission were adopted as regards the part that we have something to say to, some arrangement might be made for the better provision for educable imbecile children in some one or several of these institutions set apart for that purpose?—Yes.

21,121. Do you think that if a recommendation were made, simply adding to this report that a certain number of institutions should be set apart for the educable class of idiots, that would meet the requirements of the case?—It would meet the requirements of the case, and I think that one institution would meet the requirements.

21,122. Have you any idea of the number in Ireland of educable idiots for such an institution as I am now speaking of?—I think the term "idiots" in the census is intended to include lunatics also. I can give you some information upon that point, because we have been preparing a return upon the subject of idiots in workhouses that we send out every year to the inspectors of lunatic asylums for their information, and these are the figures simply in the case of idiots under 14 years of age. These are probably idiots who are capable of education, because I am keeping them strictly apart from the epileptics. In Ulster there are 24; in Munster 26; in Leinster 12; and in Connaught 4, making a total of 66.

21,123. Have you any means whatever, or could you suggest to us any means of getting information with regard to these unfortunate idiots who are often living at home and are very badly taken care of?—I think I can tell the Commission something on that subject. In 1883 at the time when that Bill to which you have just alluded was introduced, or was about to be introduced, the Lord Lieutenant was very anxious to ascertain what was the condition in Ireland of the unregistered lunatics at large; that includes lunatics and idiot children. In Ireland nobody looks after them. So little are they looked after that no Department has even taken the trouble to have them enumerated since the census of 1881, and the latest specific Returns that we have about them were made for that very Commission. It was found that there were then 6,700 of these persons all over the country, a large proportion of them being children. The Lord Lieutenant was anxious to know what was their condition, and I was asked whether I would undertake to visit them at their own homes. I said that to undertake to visit them all would be impossible unless I were to lay aside my own duties; but that if he would permit me to take two unions as typical of their condition, one an urban union and the other a rural union, I would visit all in those two unions. I accordingly took the South Dublin Union as a type of an urban population, and the Carlow Union, which includes the whole county of Carlow, as a type of a rural population; and I visited all the unregistered lunatics at large. Nothing could be more deplorable than the state of the idiot children. I should like very much to put in—with a request to the Commission, that if they publish it, they will substitute initials for full names, because it might hurt the feelings of these people—a short Report upon the condition of these unhappy persons, and I think that nothing could more eloquently show the necessity for the little idiotic children being looked after than the appendix attached to my Report. Here is an educable child, J. D. I found that little boy, 14 years of age, an idiot, and he was perfectly naked, lying in a filthy bed, wretchedly neglected, unable from confinement to bear the light, and who ought to have been in an institution. That was a child that was lapsing into blindness from neglect. The next on the list is J. B., aged 16, another pitiable case—a congenital epileptic idiot lying on straw in a wretched room. He was whining and sobbing when I went in to see him. He was alone in the house, and the neighbours all stated that he ought to be looked after. He was lying naked, his limbs were contracted, his body filthy, and chilblains on his feet. That gives an idea of the condition of these unregistered idiots at large. I think it would strengthen the hands of the Commission if they would allow me to put this paper in with regard to these imbecile children and the Report which accompanied it. The Report is already a public document, but the Appendix is not published.

21,124. You think that, so far as Ireland is concerned, the carrying out of this Report, and adding to it a provision for this unhappy class which you describe, would make upon the whole a great improvement and a good working system in Ireland?—I think it would be an immense improvement.

21,125. The ordinary idiot who is not educable might be provided for in what are called here the auxiliaries, and the educable idiots might judiciously be provided for in a certain number of educational institutions?—Exactly, and in the first instance all these little idiots should be sent there.

21,126. Could you give us any idea of how many such educational institutions for the idiot class would be sufficient for Ireland, bearing in mind that probably there must be one for the Roman Catholic imbeciles, and one for the Protestant imbeciles?—I think that one each for the north and one each for the south would be sufficient.

21,127. You think that that would meet the requirements of the case?—Yes.

21,128. From the evidence which you have already given, you seem to think that there is not sufficient accommodation in Ireland for the education of the deaf, dumb, and blind, probably through the Local Government Board a corresponding arrangement might be made for those classes?—That is what I hope.

21,129. That there might be for the poor classes of the blind something similar to what we are now speaking of for the idiots?—Quite so.

21,130. You do not appear to have any very strong opinion yourself as to the desirability of the union rather than the sea being made the limit of the area for the local part of the State aid; do you think that it is a matter of much importance?—From what I

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hear, I think it is very important not again to introduce the larger area.

21,131. You think that there are advantages in the local area?—Yes.

21,132. At all events you think that some of the provision for this class should come from Imperial, and some from Irish sources?—Quite so.

21,133. Although you think that the part coming from Irish sources might be advantageously taken from the unions?—From the unions.

21,134. With regard to the outdoor relief for the blind, let us suppose that recommendations were made as to having certain institutions for the pauper blind (who from my own inspections of workhouses I am bound to say seem to be in a very wretched condition, though in some of the workhouses better than in others), do you think that if something similar were done with regard to the blind to what I now suggest with regard to educable idiots, that is to say, if there were one or two workhouses made into blind asylums for the poor, they might be given their choice of going there or of having a certain amount of outdoor relief given to them if they chose to remain in their own homes? Would you make it optional, or would you only allow it to be done, as at present, under the guidance of the guardians?—Your question involves very important considerations, and I hesitate to reply to it at once. The answer would very much depend upon the circumstances of each individual blind person, as to personal character, and as to the members of the family that they might have about them to take care of them,—in other words upon local circumstances,—that I would prefer leaving it to the guardians to exercise a certain discretion; because there is no use in disguising the fact, that a great number of the blind in Ireland are people of anything but good character; they go about, and some of them are a very bad lot; and therefore I would rather leave it to the guardians. Some of these wandering blind people do a good deal of harm, and it is very desirable to get them into the institutions, whereas others who are well and kindly attended to by their own family and properly looked after, one would not like to take away from their homes and associations if they were of a desirable kind, because they have so little in life to console them. I should like to leave a good deal of discretion to the guardians.

21,135. At the present moment what becomes of the bulk of the children of the poorer classes who happen to be imbeciles?—There is absolutely nothing done for them. I have found cases in my visitations in those two places where parents when they were obliged to go out to do their day's work, simply locked the imbecile children in. I have found them sometimes in a cabin in company with a pig, or a cat, or sitting over a fireplace without a fire in it in the middle of winter. And if they are able to go outside they are only too often made the object of ridicule by others, by the children about. The result is, that the worst parts of their characters are developed and brought into prominence, and all their gentler attributes are kept in abeyance. Then when you come to girls, who have just passed the age of puberty, even worse results sometimes follow. Imbeciles are not in a position to protect themselves, and instances are known where they have come into the workhouse when they were about to become mothers; and very often the mental defect is hereditary, and the offspring is imbecile also. So that imbeciles more than any other class, I think, want to be looked after.

21,136. You need not answer this question if you have any private reason for not answering it, but I should like to ask you this: In the year 1879, a most admirable report was made upon the subject that we are now speaking of, containing a great deal of evidence and going into the subject with the very greatest care. Not many years afterwards a Bill is drawn embodying very simply and pointedly the principal advantages which would arise from carrying out this report. There is nothing in it of a political kind that I can see; there is nothing that rouses the hostility of any particular section of persons in Ireland against it. What may be the reason that a simple Act of this kind doing an enormous amount of good upon a subject, upon which most people are perfectly unanimous, was obstructed and not allowed to pass?—I really cannot tell you. I have always thought that it was a result very much to be deplored, that that Bill which was brought in in 1883 did not become an Act.

21,137. The report was made in 1879, and the Bill was brought in in 1883?—Yes, I think there was an erroneous impression at the time when that Bill was brought in, that it would lead to expense, the fact being that it would have been a source of the greatest economy.

21,138. Was there, to your knowledge, any opposition to it upon the part of the local people in the unions throughout Ireland?—I never heard of any opposition. I think that nothing could be better than the lines of that Bill.

21,139. (*Rev. Mr. Owen.*) You are in favour, you said, of the attendance of deaf and dumb children at school being made compulsory; have you any suggestions to make as to the time they ought to remain; do you think that as they are specially handicapped they ought to be compelled to remain longer?—I was not in favour of depriving the guardians of the discretion which in Ireland I think they have exercised very well.

21,140. Have you gone into the matter, as to the time deaf and dumb children should be kept at school?—I have always thought that that should be left to the conductors of the institution to advise the guardians upon; I think the guardians should be enabled to pay without any restriction as to age, at all events up to the age of 21.

21,141. So as to allow for them a longer period at school in consideration of their infirmities?—Precisely so.

21,142. (*Chairman.*) As I understand, in your opinion the probability would be that if a larger share came direct from the State rather than from the local funds, the guardians would be more likely to keep the children on longer than if they had to pay the whole of the expense themselves?—Certainly.

21,143. Therefore the direction that you are going in would be to offer every inducement to the guardians, by giving larger Government aid passing through their hands to keep the children in the institution for a proper time rather than to clothe the guardians with compulsory powers to keep the children there, the State paying them when they are at school?—Yes, I would rather that the State would assist the guardians, and I feel confident that the guardians would not be found wanting.

21,144. (*Rev. Mr. Sleight.*) You stated that there were 169 cases of deaf and dumb alone in workhouses; what is being done for their education?—There are some workhouses where it appeared to us that they had an undue number of deaf and dumb returned as being in the workhouses. We asked an inspector in each case to go and visit these workhouses, and to find out from the medical officer what proportion of those who were retained were capable of deriving improvement from being sent to institutions, and what proportion were not; and I find that a very small number indeed were returned as being fit cases for asylums. Out of the total number of deaf and dumb in the workhouses, amounting to 336, there were only 32 who would be improved by being sent to asylums, and in that case the inspectors would press the guardians to send them, but the remaining 304 were, in the opinion of the medical officers of the workhouses, unfit to be sent to asylums, or some of them had actually been sent and returned upon the hands of the guardians as not being capable of improvement. I will put in that return, and then the Commission will have an opportunity of seeing the grounds alleged in each workhouse for having them there. The grounds are set forth, for example thus: at Cork there were seven deaf and dumb in the workhouse and 17 in institutions. We asked with regard to these seven

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in the workhouse: "Why are those seven in the workhouse?" and the report is: "Two might, in the "opinion of the medical officer, be benefited by "removal to an asylum, though mentally afflicted. "Two others were sent to an asylum, but were "returned as unfit. The others they retained in the "workhouse partly because they have no desire to "leave it, and partly because the cost of their "maintenance would be greater in an asylum than in "a workhouse. Most of them have for many years "been in the workhouse, and are aged and incapable "of improvement." That gives you all the different cases that are in the workhouses, and an explanation with regard to them, and I think it would be a useful addition to the other papers that are put in. That has also attached to it a list of blind and deaf and dumb institutions approved of by the Local Government Board. The Commission may have noticed that the words of the Act are: "Such institutions as may be "approved by the Poor Law Commisssoners." The Local Government Board succeeded the Poor Law Commissioners in their statutory powers and obligations.

21,145. What is the average cost per child in the workhouses?—It varies a little in the different provinces. In Ulster it is 2*s.* 3*d.* per head per week: in Munster 2*s.* 7¾*d.* per head per week; in Leinster 2*s.* 10¾*d.* per head per week; and in Connaught 2*s.* 6½*d.* per head per week. That is exclusive of the clothing.

21,146. I see from the return that has been put in that as a general rule 15*l.* is the sum given for a child who is either blind or deaf and dumb, in special schools; how has this amount been fixed?—That is by agreement with the managers; we have nothing to say to that.

21,147. Does the 15*l.* practically include the whole of the cost of the child in the institution, clothing and all?—Yes, the whole cost; and if you would like to have it by the week, in the case of the deaf and dumb it is for adults 5*s.* 7*d.* per week in institutions, and for children 5*s.* 8*d.*

21,148. That is about double the cost in the workhouse?—Yes, very nearly; so that you can see why it is that the guardians do not care to pay a large sum towards their maintenance when the children are not improvable, and no good is derived from it.

21,149. (*Chairman.*) Who is the judge as to whether they would be improved or not?—In the cases that I have referred to, it has been in every instance the responsible authorities of the particular asylum, who, in point of fact, have sent the children back upon the guardian's hands, and have said, "We will not keep so and so; that is not an improvable case." That is why I am so anxious that the capitation grant, if any, that is made towards these unfortunate classes should be made to the guardians. Very often the authorities of public institutions decline to keep the children in the institutions because their habits are filthy; that is one of the great difficulties that one has to contend with, and it is in that respect that a special training is required, even in the workhouses. There is no doubt that with a little pains, in most cases that can be improved considerably.

21,150. That would rather lead you to desire to have a special building where those cases which are rejected by the institutions should be specially cared for, such place being supported jointly by the different localities in a combined centre?—Quite so.

21,151. (*Dr. M'Donnell.*) That is exactly what is proposed in this report to which I have referred, is it not?—Yes.

21,152. (*Rev. Mr. Sleight.*) Are any of the children in the institutions paid for partly by the guardians and partly by the parents?—The guardians sometimes enter into a voluntary arrangement with the parents that they shall contribute something towards the sum paid out of poor rate.

21,153. But do the guardians make any part of the cost chargeable upon the parents?—They have no power to do that, except under such a mutual arrangement as has just been referred to.

21,154. Do you find any reluctance on the part of parents to apply to the guardians for assistance?—On the contrary, so far as my experience goes, the parents who might be considered on the border land between independence and very small means indeed have always applied to the guardians through the relieving officer to get their children into these special institutions; and the guardians, in order to make it as little painful to their feelings as possible, admit the child in the morning and send it forward to the institution on the same day, so that it is only a colourable admission to the workhouse. With regard to deaf mutes, speaking from recollection of the terms of the Act, I believe that they have not to be admitted to the workhouse. With regard to the blind who are to be sent for treatment to a hospital, they must be admitted to the workhouse; but with regard to the blind to be sent to special institutions, my recollection is that they need not be sent to the workhouse.

21,155. (*Chairman.*) Have you any other information that you wish to lay before us?—No, nothing else.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

6, Old Palace Yard, Westminster.

Wednesday, 13th June 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

T. J. CAMPBELL, ESQ., LL.D.
E. C. JOHNSON, ESQ.
ROBERT MCDONNELL, ESQ., M.D., F.R.S.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. E. H. WODEHOUSE examined.

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21,156. (*Chairman.*) You are the Local Government Board's chief general inspector?—Yes, and assistant secretary.

21,157. You have had as part of your duties to inspect workhouses all over the country?—Workhouses in the two districts I have had charge of at different times.

21,158. And do you also inspect the workhouses in London?—No.

21,159. Who inspects them?—The workhouses in London are inspected by one lay inspector, one medical inspector, and an assistant inspector. Their names are Mr. Hedley, Dr. Bridges, and Major Jordan.

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21,160. Do they send in reports as the result of their inspection?—They send in reports as the result of their inspection.

21,161–9. Are the whole of those reports published and laid before Parliament?—No; the ordinary reports, I should say, are made by the assistant inspector, but those reports go before the general inspector and the medical inspector for any observations they have to make.

21,170. Do they not come up to you?—Yes, they come up to me.

21,171. Have you any confidential reports as to the condition of the blind in the workhouses in London or the country?—No reports specially dealing with the condition of the blind.

21,172. Do the Board, or do you, consider that the condition of the blind in workhouses is entirely satisfactory?—I am afraid I could not say what their opinion is on the subject.

21,173. What is your opinion?—I have never inspected workhouses in London.

21,174. Then I will say in workhouses in the country?—I think it is not altogether satisfactory.

21,175. You have never had any confidential reports respecting the condition, first of the aged blind, and secondly of those adults who have become blind as adults, and who are sent to the workhouse because they are unable to follow any trade and unable to earn their living. Do you consider their condition satisfactory?—We have had no generalreports dealing with that subject as a whole; but from time to time if an inspector visiting the workhouse found a blind person there who, he thought, should be sent to an institution, he would note it in his report.

21,176–7. We have had complaints made to us as to the state of the blind in the workhouses. You say you do not consider it entirely satisfactory, and yet you have had no reports from your inspectors about it?—I do not consider it more unsatisfactory than that of people disabled in other ways, such as persons who have lost a leg.

21,178. Is it not the opinion of the Board that the blind deserve some greater consideration than those who, perhaps by their own fault, have brought themselves into a state of pauperism?—Certainly greater than those who have brought themselves by their own fault into pauperism.

21,179. There are necessarily a great number of those in the workhouses. people who have brought themselves in a state of pauperism by their own fault?—Yes.

21,180. But the general rule of the workhouse, with reference to the blind, is founded on their general treatment, the treatment they ought to have, without taking into consideration the special condition of the blind and the special claims they have to a better treatment?—I should say that the guardians have ample power to allow exceptional treatment.

21,181. But do they?—I should think that in many cases they do, but I think it would be difficult to give a general answer to that question.

21,182. You have no reports at all in the office with regard to the general condition of the blind?—No, none whatever.

21,183. Have you seen the evidence of the Rev. Charles Henry Andras, contained in the notes after question 19,135?—I have seen that; it was sent to me by the secretary of this Commission for confidential use, and was marked "Confidential."

21,184. On seeing it, did you make any inquiry as to the state of the blind in the workhouse at Woolwich, to which that evidence refers?—It had never been before me officially, only confidentially.

21,185. We sent for you to give evidence in order that you might state the opinion of the Local Government Board upon the facts which we laid before them in the evidence which we have received?—That was never placed before the Local Government Board. I was absent from England at the time, and it was sent to me when I returned. On any complaint being made, what we should naturally do would be to instruct our inspector to go down and make inquiries. If the intention of the Commission had been known to the Local Government Board, Mr. Hedley would have been sent to inquire into the facts and to give evidence, not I.

21,186. We have had evidence that the workhouse at Greenwich is radically unfitted for the reception of the blind, that accidents to the blind happen from their running against the iron gates, that they are constantly running against them, and tumbling down the stone steps, and that there have been a variety of accidents in the last four years. These are points we have called your attention to?—My attention was called to them confidentially, and I did not know that special inquiry was intended to be made into the statements contained in that evidence. We could only do that by sending the inspector to the workhouse to ascertain whether it is true.

21,187. But I thought you would be prepared to tell the Commission the opinion of the Board on the subject?—I can undertake that Mr. Hedley shall go there in a very few days, and ascertain those facts.

21,188. The statement has been made to us that, as a rule, or certainly very often, the blind are a better class of paupers than the ordinary paupers, and that they should be treated with greater consideration, and greater comforts allowed them, is that the view of the Local Government Board?—I do not think that they have any evidence before them that they are a better class.

21,189. Are they worse. They are not so well treated, because there are many things that the blind require that they do not get there, for instance, prevention from accidents and so forth. Does not the treatment of the blind demand special notice?—Whenever it was brought to our notice that an accident had occurred to a blind person in a workhouse, we should make a searching inquiry.

21,190. This gentlemen, Mr. Andras, who is chaplain of the Woolwich workhouse, made certain statements which we sent to you that you might be able after inquiry, to state the opinion of the Board upon the subject?—If the Commission wish that inquiry to be made I will endertake that it shall be made now.

21,191. Most distinctly; and we should like reports from your inspector as to the way in which the blind are treated all over England?—I think I can answer the questions, speaking generally for the counties where I have inspected the workhouses, and that there is no special treatment of the blind as apart from other persons who are in an unfortunate condition, such as epileptic persons, persons who have lost a limb, or are a subject of some bodily infirmity, except this, that I think that the guardians and the officers and the inmates are all more kind to persons of that character than they would be to persons not in that unfortunate condition.

21,192. I suppose they are all placed on the infirm list?—Not always. If a blind man is able bodied, I think he is happier with his own companions.

21,193. But it has also been told us that there are a great number of young men in the workhouses, who are blind and who are unable to get teaching there. I will take a case in the evidence of the clerk of the guardians of St. George's-in-the-East. This is a case of a young man, who in consequence of an accident has been deprived of sight. He comes into the workhouse, he has no means of earning his livelihood outside, because he cannot carry on the trade that the blind require to be taught to carry on, basket making, and the result is that he of course goes into the workhouse. Has it ever occurred to the Local Government Board that that was an unsatisfactory state of things, that these men, who might perfectly well be taught some trade, are kept in the workhouse doing nothing, spending their lives in the most unprofitable and useless way, because the guardians have no power, or do not exercise their power, of getting those men into an institution?—

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The guardians have full power to send a person into an institution for the blind.

21,194. There are no institutions of that kind for them, the guardians could only do it by combining together and having some institution suitable to that class?—I think the Local Government Board would consider it desirable that further facilities should be afforded for the instruction of blind persons who are capable of being taught something which will enable them, wholly or in part, to maintain themselves.

21,195. The Local Government Board have never had any report, then, from their inspectors as to this unsatisfactory state of things?—No.

21,196. Nor have the Local Government Board taken any steps to remedy this state of things?—No. We get numberless letters throughout the year complaining of the conduct of the guardians in various respects, and we certainly have had very few letters complaining with regard to the condition of the blind or the deaf and dumb in workhouses.

21,197. But the blind are not quite in the same position as the others; because they cannot write for themselves?—I am speaking not so much of inmates, but of persons outside who are interested in them.

21,198. We have had evidence of complaints before us here, and we have not gone very fully into the subject because we thought we should be able to go to the Local Government Board and get the information from them. We find we are mistaken in that expectation?—It is a great pity that I was not informed precisely what was the nature of the information which the Commission wished to be given.

21,199. As long back as April or May you were communicated with?—But not as distinctly as that. With regard to those specific allegations of the chaplain and the clerk, we have received no written communication whatever, except that those were forwarded by the secretary to me. I did not know that I was at liberty to send an inspector down and tell the guardians that these allegations had been made. We should have had to tell the guardians and their officers there that they would, to some extent, be put upon their trial.

21,200. It would not have been communicated to you if you had not been intended to act upon it?—Would it be the desire of the Commission that the Board's inspector, Mr. Hedley, should be instructed to visit and make inquiry as to the allegations at the Greenwich workhouse?

21,201. Yes, and as there has been no inquiry made, a similar inquiry all over England; we should be glad to get reports from certain districts to know how the aged blind are treated, and how many there are of the adult blind who might work, but cannot work because they are not taught any trade, and the guardians do not send them to an institution; we should like to know how many there are of that class between 21 and 45, that is, the class that might be fairly expected to do some work; and again between 15 and 21, who are those who may have just left an institution and failed to get work, and are thus brought into the house?—With regard to the children, it strikes me that the return is extremely favourable. Out of a total of 336 children, rate-supported blind children, no less than 286 are at special schools for the blind.

21,202. As far as the institutions for the young blind go, they are fairly well provided for; but what we have found is that there is no provision made for the adult blind. We want to find out whether the Local Government Board can tell us how many there are of this class, and whether in their opinion that is a desirable state of things?—Perhaps you would let me call attention to this, that it is entirely optional with the guardians whether or not they will send these blind children to special institutions, and the Local Government Board have no power to compel them to do so; and when it is found that out of 336 rate-supported blind children under 15 years of age no less than 286 have, by the spontaneous action of the guardians, been provided with instruction in special schools, I think it is very strong evidence that the guardians are fully alive to their duties and fully ready to assist these poor persons in the way that is desired.

21,203. The evidence that we have had has not been entirely so favourable to the guardians. What you have just said only shows that they are sent to school; but we have had very great complaints made that the guardians give very insufficient support to these children in the institutions; we have had great complaints from institutions, and from the parents. We should like to know why they are not all sent, and whether it is not desirable that all should be sent, who are capable of instruction, that is to say, who are not prevented by epileptic fits or any other infirmity which would prevent their being sent into institutions?—I think it would be impossible to answer that question without knowing the circumstances of the individual case.

21,204. Has the department ever considered that question with regard to the desirability of making the action of the guardians compulsory, in all cases where there is no physical or medical reason for the children not being sent into an institution?—I think I could only answer that question in this way. With regard to these blind and deaf and dumb children, their claim to being assisted out of the rates arises not out of the fact that they are blind or deaf and dumb, but out of the fact that they are destitute; and by destitute I mean, not only that they cannot support themselves, which is obvious in this case, but that they have no relations liable by law to maintain them, or no relations such as a brother or a sister who, though not legally liable to maintain them, ought, if they are in fairly good circumstances, to take the charge of these children upon themselves rather than allow them to be a burden upon the ratepayers.

21,205. But would it not, from an economical point of view, be right that every child who has no friends to educate it, should be educated by the guardians compulsorily; supposing he was blind or deaf and dumb, would not that make an additional claim?—I think it would not be desirable that they should be educated at the expense of the State if they have relations in affluent circumstances.

21,206. I am not putting my question on that hypothesis, that they have relations in affluent circumstances?—I think these figures to which I have referred, show that there is no reason, with regard to the children, for thinking that the guardians are not willing to avail themselves of their power.

21,207. We have had evidence that in the case of many of them they are not willing to send them, that the sums they grant are very often insufficient. We have been making this inquiry; the Local Government Board appear to make no inquiry as to the condition of the blind in the workhouse, and therefore they do not appear to be in possession of the facts. Although the Local Government Board have brought these facts out with regard to a certain number of the children being sent to institutions, they seem to have taken no steps to find out why the remainder are not?—We had nothing before us except the evidence of the clerk of a board of guardians in London and a chaplain to a workhouse, which evidence was marked confidential, and which I should not consider myself at liberty to institute an inquiry upon.

21,208. We are asking how it was that the Local Government Board, knowing that this state of things existed, took no steps to remedy it?—What state of things?

21,209. That these children are not sent to school?—But we have no evidence of that kind before us.

21,210–11. We have a great many cases; we waited till we got this return, before we examined you, with these facts before us, hoping that the Local Government Board would be able to tell us something about them. They know absolutely nothing,

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it seems?—I should be very glad if these cases were sent to us for investigation.

21,212. We did not visit many workhouses, but we visited, for instance, Wolverhampton workhouse. We found that the women there were doing nothing at all; we were told that they were not allowed to earn anything by any work they do, consequently they will not do it; there was not the slightest encouragement given to them to do anything. Now we think that a very unsatisfactory state of things; we think it a point which any inspector who had gone over that workhouse ought to have called attention to; and in other cases we found that there were young men doing nothing at all, and no steps taken to teach them any trade?—I think it would be extremely difficult to make provision for anything being earned in a workhouse. It is part of the regulations of a workhouse that no pauper should receive any remuneration for his labour.

21,213. Do you consider the state of the blind satisfactory; you say not?—No.

21,214. Are they in their proper place at all in the workhouse?—I think it would be very desirable that more of them should be removed from the workhouse into separate institutions. I think I have stated that as my opinion already.

21,215. Has that been ever recommended by your inspectors?—I should think that in the course of the reports, some remarks in that direction could be found; but I cannot produce any special report that has been made with the recommendation.

21,216. No steps have been taken by the Local Government Board to remedy what you admit is a defect in the treatment of the blind?—A defect which the Local Government Board could not remedy without legislation; it would require legislation.

21,217. Would it require legislation for the guardians to teach these blind persons any trade in the workhouse?—There are so few workhouses in which the number would be sufficient.

21,218. Is there no power of combining to send them to any central place?—No, practically no power. We have certified these institutions for the reception of the blind and do all we can to encourage the guardians to send them there.

21,219. Will you tell me how many of these institutions meet the wants of the particular class of adult blind who become blind between 20 and 40, and who, if they are not taught a trade, have no means of earning their livelihood?—There is a considerable difficulty in regard to that class of cases, which I thought I stated at the outset. I thought your Lordship was asking me questions as to alleged ill-treatment of the blind.

21,220. No; I am asking you upon the question of the unsatisfactory condition of the blind in the workhouses?—That I quite admit.

21,221. Have you had any representations made from the boards of guardians in London with regard to the treatment of the blind in workhouses?—Not since I have been assistant secretary.

21,222. Do you know the rules, with regard to blind inmates, of the workhouse of St. George's-in-the-East; if so, I should like to ask you whether there is any reason why the others should not do as the St. George's-in-the-East guardians have done, namely, give a more liberal treatment to them than to the ordinary paupers?—There is no reason whatever why that should not be done; the guardians have it within their power, and the medical officer can prescribe what diet he thinks fit for the blind.

21,223. In that workhouse, permission is given for them to be visited by visitors from the Indigent Blind Visiting Society and the Home Teaching Society, who may teach them to read and lend books to them; and they are also allowed to attend classes outside the house, which would enable them to get instruction; and also entertainments at all reasonable times, on application to the board, and also mission room services; dinners are provided for the men on their return from the classes, and guides for the above purposes are provided by the master. In fact various rules are laid down for the more generous treatment of the blind, which seem to us to be only reasonable, and an example to be followed by others?—I should like to have the whole of the rules before me, before I gave any opinion. (*A copy of the rules was handed to the witness.*)

21,224. We want to know whether you think it desirable that all the other London guardians should follow that example, and whether the Local Government Board would take any steps to bring it to the notice of the other guardians. Are those rules passed by the Local Government Board?—No; the management of the workhouse is a matter for the discretion of the guardians.

21,225. Has the Local Government Board inspector any discretion at all as to what he recommends?—Certainly; our inspector is constantly attending meetings.

21,226. Would it not be possible for the inspector to suggest a more generous treatment of the blind in all cases, and to enable them to visit classes outside, and to get some sort of instruction, either as an amusement for them or to enable them after a time to earn their livelihood outside?—Certainly, if it is not done already; but we have had no evidence of that.

21,227. We have had evidence that it is an exceptional case?—If that evidence is sent to us we will make inquiries into the circumstances; we should like to investigate, through our inspector at the workhouse, whether this really is so.

21,228. We thought that your inspector would have made the remark. "In this workhouse I find a much "more generous treatment than in others." I do not see the object of the inspector if he does not make a report of that kind?—But have the Commission any report before them of the way in which the blind are treated in other metropolitan workhouses?

21,229. We have?—If that were sent to us we would make inquiry. I think Mr. Browne cannot have much knowledge of what is done in other workhouses in London than that of St. George's-in-the-East, in which he is clerk to the guardians.

21,230. It seems to me rather extraordinary that the Local Government Board should not know what has been done with regard to the blind in the workhouses. If they do not know, what public body should know?—My answer is that no exceptional treatment is given to the blind any more than to other unfortunate persons.

21,231. I say we have had evidence before us of exceptional treatment in St. George's-in-the-East, you are not aware of that?—I am quite sure that many boards of guardians (I am speaking not of London) would treat the blind as liberally as the guardians of St. George's-in-the-East.

21,232. Where do you think that is the case?—That could only be ascertained by a report upon every individual workhouse for this purpose.

21,233–34. We want to know all the points which we thought that the Local Government Board would naturally have known with regard to the treatment of the blind at the present time in the workhouses?—All I can say is, that we have not had officially before us complaints as to the neglect of the blind or of the deaf and dumb in workhouses.

21,235. I am speaking now, not of the deaf and dumb, but of the blind?—Yes, I understand, of the blind in workhouses. Nothing could be more various than the treatment of the blind in the various unions I have been acquainted with. In some places, where there are sufficient of them, they have a ward to themselves, in other places, where there are few of them, they mix with other inmates. In some places they are with the sick, in other places the doctor thinks that when they are free from disease they are more happy with their own natural companions. The result is that there is great variety of treatment.

21,236. The Commission would like to know something more than you are able to tell us about it, we did not go into the subject at all, because we imagined that a public department having all the workhouses under it would be able to give us the information?—If your Lordship asks me for any facts inquiry will be made on those points.

21,237. We want to know in each workhouse how the blind are treated, whether in the same way as others, or whether any indulgencies are allowed to them, whether the blind are left without any one to care for them, or any amusements or any means of recreation, which others have who are able to read and to take exercise. They cannot take exercise without assistance, they cannot read unless some one reads to them, or teaches them to read in many cases. Surely the condition of the blind in workhouses is worthy the attention of the Board?—I think there are many other cases of persons suffering from some affliction.

21,238. We have nothing to do with the cases of persons suffering from other afflictions, but we have to do with the blind?—The Local Government Board, I think, would say: We strongly advocate the formation of separate institutions for that purpose, but there is great difficulty in affording exceptional treatment to a few inmates in a workhouse because it makes the others discontented.

21,239. But in order to have something on which to found some paragraph in our report embodying that view, we must know exactly what the present state of things is. We cannot visit all the workhouses. We consider that the Local Government Board have inspectors whose duty it is to visit the workhouses, and we ask them to give us a special report with regard to each workhouse, or each group of workhouses, as to what is the treatment of the blind?—I can only say that we have no special information of that sort. We get reports upon every workhouse in the kingdom every year, but no special report upon the treatment of the blind.

21,240. However, we shall be glad if you can give to the Commission some information on that point?—If the secretary of the Commission will state precisely what the information required is, I will see that it is furnished. May I ask that that may be put as specifically as possible? And with regard to any specific complaints that have been made before the Commission, perhaps the secretary will be good enough to transmit those, so that wherever a specific allegation is made, we may at once institute an inquiry. And I may say that our attention was called to a home for the deaf and dumb children under the management of Mr. Stainer, and we had an inquiry instituted by our inspector, Dr. Bridges, who has made an exhaustive report on the subject, and we have communicated with Mr. Stainer with regard to it.

21,241. You have not sent us that report?—It is sent to the Home Office.

21,242. It is desirable that we should have that; we have had Mr. Stainer before us, and we should like to have a copy of the report, not necessarily for publication, but to see how far the Commission are supported by the inspector?—If I had had the smallest notion that the Commission desired it, I would have had these inquiries made. With regard to Wolverhampton, I strongly suspected what took place at Wolverhampton, and I was anxious to send down our inspector to inquire into it; but I did not like to send an inspector down to make an inquiry when the complaint had only been communicated to me confidentially.

21,243. You see "the guardians there have refused "to make sufficient allowance for workers to main-"tain themselves while learning a trade at the institu-"tion," the result of which would be that they would be able to earn to a great extent their own livelihood and be independent of the rates; whereas they would be more or less dependent on the rates if they cannot earn their livelihood. "There are five men and "three women in the union; two of these women can "knit, but the Commissioners were informed that they "are not allowed to do so or to come to the institution "for that purpose;" that is the institution of the Wolverhampton Home Teaching Society and Workshops for the Blind; that is to say a relaxation of the ordinary rules would enable these wretched people to come and learn something outside?—Yes; but as far as I understand the allegation, they are not allowed to knit in the workhouse. I very much wish that statement to be investigated. I have inspected a vast number of workhouses and have never known that happen. The result was, you see, that these women would not knit because they were not allowed to make use of their knitting; but still this was an allegation against a responsible body, the board of guardians, as to the management of their workhouse.

21,245. It substantially comes to that; if the guardians prescribe such rules as will prevent those who are willing to knit from earning anything, that will practically put a stop to it?—I should like the guardians to tell their story; that is all.

21,246. (*Mr. Johnson.*) If the people have to find the materials, where are they to get the materials to knit with?—I see no reason why the guardians should not find the materials.

21,247. I fancy that is really at the bottom of the objection, that they will not find the materials for these people to work, and that they do not allow them to dispose of what they do?—I thought on that statement which was sent to us that it required further investigation before we could form any conclusion upon it.

21,248. (*Chairman.*) It is quite right that that should be inquired into, and it is quite possible that if the Local Government Board had recommended the guardians to make any relaxation of their rules so as to enable or induce women to knit, they would have been willing to relax their rules. Surely that is desirable?—If a blind person is allowed to earn something, and an epileptic person, for instance, is not, and all are mixed together within the same ward, it raises the great difficulty of exceptional treatment.

21,249. In the view of the Local Government Board, are not the blind in a different position from others in the workhouse who are sent there from causes which it is in their power to prevent?—They are in a different position from those persons, but not from other persons suffering from other misfortunes.

21,250. Not from people suffering from epileptic fits, perhaps, but they are in a worse position in this respect that they cannot see?—In my idea, the true policy is to take them out of the workhouse, and not to give them an exceptional position in it.

21,251. (*Mr. Johnson.*) In your idea, the true policy is to take them out of the workhouse and to put them in special institutions?—Yes.

21,252. (*Chairman.*) It would be difficult, no doubt, to disturb the economy of the workhouse; but would there be any difficulty in having, without any alteration in the law, a central institution for the blind in London, under the Metropolitan Asylums Board?—I am unable to say, without reference to the statute, whether any amendment would be necessary, but it would be a very simple one at all events.

21,253. (*Mr. Johnson.*) The persons would be paid for by the guardians, of course?—Paid for by the guardians of the respective districts.

21,254. (*Dr. Campbell.*) And I suppose they would have the power of taking them out of London, so that they might have the advantage of country air and surroundings?—Yes.

21,255. (*Chairman.*) Then I gather that it is quite your opinion that the example of Darenth should be followed with regard to the blind, and that has been done with regard to the imbeciles, they should have a separate institution outside London for the pauper blind in London?—Yes.

21,256. How often are the workhouses inspected by your inspectors?—We only get a report now once a year; we used to have a report once in six months; but I should say that the inspectors practically visit the workhouses oftener than that; those are visits paid

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unexpectedly and on a day other than that on which they meet the guardians.

21,257. Are they instructed to make any recommendations to the guardians on any points they think deficient?—Certainly; the Board's inspectors have a statutory authority to attend the meetings of the boards of guardians; they are ex officio members except that they cannot vote; they have the right to attend every meeting and speak and take part in their proceedings, but not to vote.

21,258. Would it be possible for a circular to be issued by the Local Government Board calling the attention of their inspectors to the position of the blind in the workhouses, and urging them to recommend to the guardians to treat the blind in as favourable a way as possible, could they order such a circular as that to be issued?—I see no objection whatever to that, but the natural preliminary would be that we should get from your report when it is published (unless it is communicated to us beforehand) what the Commission would consider to have been established by evidence before them as to the condition of the blind in workhouses. I think it would be probable then that we should ask our inspectors to investigate for themselves some of these statements that have been made before you, and if we found that the statements were borne out by the evidence it would be the proper course, no doubt, to issue a circular to the inspectors directing them to call the attention of the guardians to the subject.

21,259. I think probably what this Commission would like to be done would be to get the Local Government Board to let us have the reports from the inspectors. Now would it be possible within the next six months to have reports from the inspectors as to the present condition of the blind. We have tested it in certain places sufficiently to make us wish for more information: we could not possibly visit every workhouse in the kingdom?—In the course of the next six months it would be perfectly possible to do this, if the Commission would state in some little detail the points relating to the treatment of the blind in workhouses upon which they wish for information, we would instruct our inspector to make a report to us on those points. They would in the course of the next six months probably not be able themselves to visit every workhouse, but they would obtain from the clerks of the guardians such information as, coupled with visits to workhouses where there were any large number of blind, would enable them to give good information on the subject.

21,260. We should like to have information of that kind?—Certainly, that would be practicable within six months.

21,261. There have been several points raised by witnesses we have had before us, and by the notes of our visits, the power of going out, learning trades outside, reading, and visits of visitors, and so forth?—Perhaps I may instance this as a difficulty the inspectors would have, that I think you will find in many country workhouses there are no blind at all, and it would be no use their going to those workhouses; we have no return of that.

21,262. We have this return now before us?—That only relates to a particular day.

21,263. We should be quite satisfied if we got a certain number of typical workhouses, particularly in large towns?—Yes, that could be done. If you would specify any workhouse in particular which you would desire a report of, I would direct a special report to be made of that workhouse.

21,264. On page 10 of the notes of our visits under the head of the Catholic Blind Asylum, Liverpool, we find that a girl was sent there by the Newcastle guardians at 19 years of age, who had been nine years in the workhouse school, "but was taught nothing "there, she knitted while the others did their lessons." She was eventually sent to this institution in consequence of a kind lady who visited her once a month, and taught her the Braille type. That is a case we think ought not to have occurred, that a child should be left in the workhouse school for nine years, and there are many cases of that kind?—Supposing the facts are perfectly true, there is this additional matter to be considered, whether this girl had a brother or sister who was really in affluent circumstances, but was perfectly willing that that child should be a burden on the rates at a central institution at a distance, but the guardians thought they would not be willing to have the child in the workhouse near. I think that the guardians in such a case would be perfectly justified in leaving that child in the workhouse. The Commission must remember that the claim of these persons by the law of England arises solely out of their destitution. However much we may pity them for being blind or deaf and dumb there is only one consideration which gives them an absolute legal right. If they show themselves to be destitute, they can come and claim as of right to be relieved.

21,265. But being in the workhouse, from whatever cause, we consider that these children have as much right to receive an education there as any other child outside?—But what I understood in this case was that in the opinion of the Commission the guardians ought to have sent those children to an institution. I will give you a reason why it may not be right to send them to an institution.

21,266. (*Mr. Johnson.*) It is not a question of sending them to an institution, but of a child remaining there nine years uninstructed and uncared for except in regard to food and clothing?—I do not defend that, but I think you have not the whole facts of the case before you, the guardians are absolutely bound to investigate to the bottom the means of all the relations of these persons before they admit them.

21,267. (*Mr. McDonnell.*) Naturally we look on blindness as the thing which gives the claim, you look at it that destitution gives the claim, that is the view taken by the law at present, and you are correctly stating that view, but you must remember that we think that the mere fact of blindness constitutes in itself a claim?—But I wish to guard myself as not simply stating my view; it is not for me to criticise the law; I am merely stating what the law is.

21,268. (*Chairman.*) Our point is that the child being in the workhouse the blindness ought not to have been a bar to her education. If she had not been blind she would have been educated. I only mention that as an illustration; there is no use in discussing it?—Certainly they ought to have educated the child in the workhouse; but it was first suggested that it was their duty to send her to an institution.

21,269. I hope the department will not justify the conduct of the guardians in that case?—What I was asked was whether they were justified in not sending her to an institution.

21,270. No; I said, were they justified in allowing the child to remain uneducated?—I think that was only put to me afterwards.

21,271. That was my point; then another point is whether you think it desirable that the guardians should be compelled to send such a case to an institution?—I have never said that I thought they were justified leaving the child uneducated in the workhouse. A very important point arises as regards sending children to institutions.

21,272. Now we find that there is a great variety of sums allowed by the Local Government Board for the maintenance; can you tell us at all what are the principles of the Local Government Board in allowing sums for maintenance in institutions?—When an application is made to us to certify a home for the reception of pauper children, whether deaf and dumb or otherwise, we instruct our inspector to visit and report, and he makes a report and among other things he recommends what sum shall be allowed; and in that he is guided by various considerations, but sometimes by the application of the persons themselves who manage the institutions. I myself, when I was an inspector, have certified homes, but purposely placed the sum low because the managers (this was in the case of an orphanage) thought the guardians would be more likely to send children if he did not claim the total amount.

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21,273. I want to know this: whereas Dr. Stainer was previously charging 16*l.* the Local Government Board allowed him to charge 18*l.* 5*s.*, to which he immediately raised his charge; he quite justified the rise; but I want to know upon what grounds the Board allowed that particular charge?—It is not 18*l.* 5*s.* it is 18*l.* 4*s.*, and that is 7*s.* a week exactly; that is probably the reason.

21,274. As soon as he got this permission to charge 18*l.* 5*s.* he charged 18*l.* 5*s.*, having previously charged 16*l.*, but he put the 2*l.* 5*s.* as against the clothing; I only want to know on what grounds that particular sum was selected?—I think it was selected as it is 7*s.* shillings a week, which is the common sum that we allow.

21,275. (*Mr. Johnson.*) Did it come to 7*s.* a week including or excluding the clothes?—Including the clothes.

21,276. (*Chairman.*) From the returns we have got from various institutions for the deaf and dumb, in 20 institutions the guardians paid for a total of 912 sums varying from 5*l.* to 25*l.*?—All that we have to do with it is to fix the maximum they may pay; and with regard to the deaf and dumb we have only certified four institutions, and have fixed 20*l.* in the case of three of them, and I have no information as to the fourth. It frequently happens that they do not pay the maximum that we certify they may pay; that is a matter of arrangement between themselves and the managers; if they are willing to take children from a particular workhouse for less than the maximum, the guardians of course will not pay the maximum. If it would be any assistance to the Commission that statement would give you information as to the actual sums we certify (*handing a statement to the Chairman. See Appendix* 40).

21,277. I see at Norwood you certify for 30*l.*?—Yes; that is a very exceptional case.

21,278. I thought the maximum was 25*l.* by law?—No; it is entirely optional.

21,279. It is a self-imposed limit of 25*l.*?—No.

21,280. Why is Norwood the only one that is 30*l.*?—I think very likely the others did not ask for more than 20*l.*

21,281. How many cases get 30*l.* at Norwood?—I am unable to say; all that we have to do is to say what is the maximum sum that the guardians may pay, and within that maximum the guardians may make such arrangements as they are able to with the management.

21,282. Then, I suppose, if it be shown that the deaf and dumb schools on the oral system are more expensive than the others they will get a larger grant. As you have allowed 30*l.* as the maximum in Norwood I presume that is on account of education there being more expensive. If it was shown that the expense of the education is greater (as no doubt it is) that would be a ground for raising the amount allowed?—Yes, if the Commission recommended that form of instruction.

21,283. Applying the same principle to the deaf and dumb as to the blind?—Yes.

21,284. If it costs half as much again to teach on the oral system that would be a ground for raising the amount allowed?—If the Commission considered it was a good system of instruction, and considered that it was more expensive, we should not hesitate to increase the maximum; but it would rest with the guardians whether they would pay it or not; and with regard to orphanages, I always think managers exercise a wise discretion if they fix a low sum, because they thereby get the guardians to send more children.

21,285. Do you see any practical objection to transferring the power of sending children to institutions from the poor law guardians to the school authority, whatever it may be, whether it is the county authority or the school board authority?—Yes; upon my view of the law of course there would be great objection to that.

21,286. Would there be any objection to the law being altered to enable that to be done?—Yes; in my view there would be.

21,287. Would you state the objection which the Local Government Board might be supposed to have to the power of sending these children to special institutions being transferred from the guardians to the school authority.

21,288. As the law stands at present, the claim of these children arises, as I have stated, from their destitution; and boards of guardians have had long training in judging whether a particular case is or is not one of destitution; and also they have a staff of officers by means of which they may test the applications that they receive and ascertain the facts of each individual case. The school board has no such machinery and no such experience.

21,289. But is there not a natural reluctance on the part of many parents to apply to guardians, to apply to the poor law authorities that is to say, for the admission of their children into these institutions, parents, I mean, who themselves may not be actually paupers but who are not able to bear the expense themselves of sending a child to an expensive school like that?—I think there is a reluctance on the part of parents to apply for relief of that description, and I think that reluctance is proper.

21,290. But in the case of those parents, who are not of the pauper class but yet are too poor to send a child to such an expensive school, would it not be likely to be more acceptable to them to apply to the school authority?—I think it would be more acceptable to them, but I should not myself approve of it.

21,291. We have had some evidence before us that purulent ophthalmia may be easily prevented if proper medical precautions are taken after the birth of the child, and it has been suggested to us that the Local Government Board might issue circulars of instructions as matters of precaution in some way or other?—To whom?

21,292. To the guardians, or in any other way, through the medical officers?—The secretary of this Commission forwarded to me a copy of circulars issued by the Irish Local Government Board. Those were addressed to the medical officers and midwives. That would be quite contrary to our practice; if we issued that circular, we should address it to the guardians suggesting that they should call the attention of medical officers to it. The position of the Irish Local Government Board is quite different from that of the English Board.

21,293. But now your attention is called to it, you admit, do you not, that something should be done in that direction?—I think we should probably first make further inquiry whether the facts of the case in England justify it. May I ask if the Commission have had any evidence with regard to the number of children who are born blind, or who become blind immediately after birth, in London workhouses? I am told that it is extremely small.

21,294. We have not had such evidence as regards the London workhouses, but the medical evidence we have had is to the effect that a considerable number of the cases coming to the hospitals have been caused by that?—I may state that just before I came here I spoke to our medical inspector, Dr. Bridges, upon this very point of purulent ophthalmia arising from negligence at the time of child-birth, and he was aware of the report of the Ophthalmological Society alluded to, and I asked him with regard to London workhouses (which he is very familiar with), and he stated to me that so far as his knowledge went the number of the children who became blind from that cause in London workhouses was extremely small.

21,295. It would be only reasonable to suppose that in the workhouses they would take those precautions which are necessary, whereas in the great mass of cases outside the workhouses they would not?—Yes;

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that is a matter we should consider before we issued any circular.

21,296. The test of the necessity must not be taken by the state of things in the workhouses, but by the state of things outside. We are asking you with regard to outside the workhouses?—That would only mean, so far as we are concerned, out-door paupers; we have nothing to do with the other matter.

21,297. Still the information so circulated would permeate through many of the lower orders?—If it were thought that such a circular would be likely to be productive of good, I can see no objection to its being issued.

21,298. (*Mr. Johnson.*) Are the outside paupers attended by the midwives of the parish?—In some cases, but more often by the doctors, I am speaking generally of England, except in a few towns midwives attend very little.

21,299. (*Chairman.*) We have had evidence that very nearly one-third of the blindness in asylums is caused by purulent ophthalmia?—But I understand that the circulars issued by the Local Government Board in Ireland referred to purulent ophthalmia arising from a particular cause, namely, from injury to the child within a short time after birth.

21,300. (*Mr. Johnson.*) Do you think that your Board is aware that a Bill was before Parliament with this provision in it—"that from and after the passing "of this Act it shall be lawful for the commissioners "for administering the laws for relief of the poor to "establish an asylum or asylums for the maintenance "and instruction of such blind inmates of workhouses "as the boards of guardians of the unions may think "proper." This was in 1860?—No doubt it would be recorded in the legal department of our office.

21,301. But from what I understood from your observations you are quite in favour of such asylums being established?—I am quite in favour of such asylums being established, provided that the admission to them is not taken out of the hands of the guardians, the individual boards of guardians.

21,302. That is to say the individual boards of guardians would have the power of sending the cases to your own asylum just as they would send imbecile cases now to Darenth?—I think that would be very desirable, and I think it still more desirable in the case of idiot children, which is a great want in the country.

21,303. I am speaking of the blind, do you not think that an infirmary for the treatment of the diseases of the eye, in connexion with that, would be very advantageous. You see they get no treatment now, a blind person comes into the workhouse and remains there. We have done with the question of education and we know that he is not educated, but is he thoroughly supervised, ophthalmically I would say?—I am not aware of any objection to that, but it is strictly a medical question.

21,304. I mean an infirmary where they are inspected opthalmologically. I will tell you why I ask the question. A man came into an institution which I am connected with, blind, an operation was performed upon him and he became a sighted man, and he is now porter of an institution?—We should consider that the medical officer of any workhouse would be guilty of great neglect if he did not give any blind person in the workhouse the full advantage of his medical skill.

21,305. He would be merely an ordinary medical man in any workhouse?—He would be a fully qualified medical practitioner.

21,306. Do you not think that a school in connexion with such an asylum, for the training and educating of children, would be a good thing; do you not think that if such an asylum, a Local Government Board asylum I will call it, was established, it would be a very good thing to have a school in connexion with it for the young people, a school for the teaching and instruction of the blind?—Yes, I think so.

21,307. And also a means of teaching them a trade?—Yes; certainly.

21,308. And do you not think you might use profitably the labour of blind people, when instructed, to pay a portion of their maintenance?—Certainly.

21,309. Of course an infirmary already exists in every workhouse?—Yes; not a separate infirmary in the very small workhouses.

21,310. I made use of the term "ophthalmically," as covering the question whether they were specially looked after?—In some cases they have a special ward for themselves. I remember a workhouse in Kent, which was under my inspection formerly, where they were grouped separately.

21,311. That is to say, they were only grouped together for the sake of being together?—Yes.

21,312. Not with regard to any educational or medical treatment?—No; the doctor, for instance, found all the blind people together.

21,313. You do not think that a desirable thing, do you?—No; I think they are happier for mixing with the sighted.

21,314. I think it was shadowed forth in that Bill, which was lost, that the board of management should consist of the chairman, the vice-chairman, and deputy vice-chairman of the union in which such asylum should be situated, together with the chairman, vice-chairman, and deputy vice-chairman of the unions immediately adjoining; that is to say, it would be entirely under the administration of the boards of guardians, and that would forward the view which my Lord enunciated just now of the possibility of having one larger pauper asylum, as it were, for the blind in London?—Quite so.

21,315. (*Rev. W. Blomefield Sleight.*) Would you state to the Commission why you would disapprove of parents applying to the school board instead of the guardians for payment with regard to the education of their afflicted children?—Because I think that the school boards are not so competent by experience, or by machinery ready to their hands, for sifting the actual destitution in each case.

21,316. Are parents legally pauperised if guardians give them relief for the education of their children?—Certainly, if they give them relief for the education of their children, except in the case of the payment of school fees of children attending a public elementary school under section 10 of the Education Act of 1876, and in the case of the deaf and dumb and the blind, which is specially provided for in section 56 of the Poor Law Amendment Act of 1834.

21,317. I mean in the case of blind children?—In the case of the deaf and dumb and the blind there is a special provision, which the Board have called the attention of the Commission to. If it was for the medical treatment of the child there would not be a disqualification, in consequence of the recent Act of Parliament; but there are two things to be considered, what is a pauper, and what results from being a pauper? Any person is a pauper who is supported wholly or partly at the cost of the rates; but it does not follow that they become civilly disabled.

21,318. If children are admitted into workhouses cannot you surcharge relations for the payment of their costs?—You can obtain an order from the magistrates directing them to contribute if they have sufficient means; but that only applies to certain relations; it does not apply to a brother or a sister.

21,319. (*Mr. Van Oven*). As regards the transference of the aid for the education of the deaf and dumb or the blind from the guardians to the school board, at the present time by the agency of the school board the rates are charged for the education of ordinary children, and the parent receiving that benefit is not thereby pauperised?—No.

21,320. And then again I believe it is the law that the school board officers can demand from the guardians the payment of the school fees in cases where the parents declare themselves incapable of paying?—It is for the guardians to determine whether they are incapable of paying or not.

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21,321. Therefore in that point there is a kind of joint action between the school board authorities and the guardians as regards the payment for those children?—Yes; to this extent, that school boards can remit fees in a board school under their management, and that boards of guardians can pay school fees at any public elementary school.

21,322. Now in the same way could not a sort of joint action be taken to prevent the abuse of this transference of the maintenance of children in asylums, or sending them to special schools for the deaf and dumb, by the guardians and the school board; thereby preventing parents who are in a decent position, but still are unable to pay for the special education of these afflicted children, from coming under the stigma, or the imagined stigma, of their being pauperised by applying to the guardians?—But in the present case the guardians have to be applied to; the school board cannot pay the fees, but can only remit them in their own schools.

21,323. That is true, but I mean there is a joint action there between the school board and the board of guardians in the investigation of the condition of the parents; could not something of the nature of that arrangement be made as regards the payment of the special fees for the education of the afflicted classes?—I do not understand that there is any joint action now between the school board and the guardians; the parent or the person having the custody of the child must apply to the guardians for the payment of the school fees.

21,324. (*Chairman.*) I have not asked you about the imbecile children, but we have found that to a certain extent there is a difficulty in getting them sent to institutions. Does that come under your Board?—In the country there is great difficulty. It comes under the knowledge of our inspector.

21,325. Does your Board inspect the imbecile asylums like Darenth and the others?—Yes.

21,326. And also those in the country, such as the Lancaster one?—Those that are certified.

21,327. That is to say, certified as places where the guardians can send children?—Yes. The Lancaster one is not certified, I think.

21,328. They do get some from the guardians?—Yes, but the Act under which the certificate can be given is the 25th and 26th Victoria.

21,329. Is Lancaster not certified?—I think not, but the guardians sent a good many there.

21,330. I do not understand why it is not certified; is it because the certificate has not been applied for?—Probably there has been no application.

21,331. Of course it is to a considerable extent a paying hospital; not like that of Darenth, which is one wholly for pauper cases?—That one at Lancaster is, I understand, confined to the six northern counties. London is tolerably well provided for by the Metropolitan Asylums Board, but for the rest of the country there is nothing.

21,332. Would you think it desirable that some alteration in the law should be made, if the law is not quite clear (as we have had evidence), as to the possibility under the present law of counties joining together to form an institution similar to that of Darenth for pauper cases?—There is a power by which unions could join together, but it is practically a dead letter.

21,333. And you advocate an alteration of the law as regards that point?—Yes.

21,334. And do you also advocate the guardians being compelled to send children to these institutions under a medical certificate?—Certainly not by legislation. I think it might be possible that the Local Government Board should have power to issue an order, where they were satisfied that the person in question was a fit and proper person to be sent to such an asylum and the guardians refused to send him.

21,335. But I mean whether you would go so far as to say that they might compel the parents to send the child so afflicted to some institution instead of keeping it at home, uncared for and getting worse and worse?—I should be very reluctant to be driven to the conclusion that it is desirable to do that.

21,336. But the ordinary law is that they are compelled to send their children to school unless there is a valid reason to the contrary, do you think that imbecility is a valid reason?—I thought the question of expense came in.

21,337. No: that of course could be met by the guardians in all cases where the persons could not afford the expense of an education at a special institution?—That would amount to compelling a person to apply to the guardians to send his or her child to a rate-supported institution.

21,338. Yes?—I should be very reluctant to impose that as an obligation upon any parent.

21,339. What is the alternative? The alternative is that many of these children who might certainly be improved are left, according to the evidence we have had, in a neglected state, an unimproved state, in consequence—Because they have bad parents?

21,340. Because their parents are too fond of them in many cases; not because they have bad parents?—Because they have unwise parents. I think it is a very serious thing to interfere with parental responsibility and I should require very strong evidence to induce me to support a proposition which amounts practically to compelling a person to send his child to a pauper institution.

21,341. Could there be no way of meeting those cases where parents neglect to send a child to school?—If it could be shown that a parent was neglecting a child I see no reason why proceedings might not be taken before a magistrate.

21,342. But that would not meet the cases where the child is not neglected by his parent; cases where it is cared for at home but is not properly treated; because it cannot be properly treated in a private home in the same way as in an institution as far as curative treatment is concerned; is not that so?—That is so. I only say that any such provision should be fenced round with the most serious provisions for magisterial investigation into the circumstances of the case before such an order is issued; but the real difficulty, I may say, which has been always brought to my notice when I was an inspector, was the extreme difficulty that the guardians have in providing for these idiot children. It is not, I venture to say, that the guardians neglect, or are unwilling to perform, their duties, but that they really have no means of doing it.

21,343. Do you think that if these asylums were made more numerous in England, and situated at more convenient centres, there would be less objection to sending the children to a neighbouring place than there would be to sending them to one of two or three large asylums at a considerable distance from the parents' home; would not that be so?—I think so; but with regard to pauper children who are idiots, I know no institution except the Royal Albert Institution at Lancaster (which is confined to the six northern counties), and the Starcross Asylum in Devonshire, not at all a large institution. I am not aware myself of any other which takes in pauper children.

21,344. Then you think that is a very inadequate provision for the imbecile class?—Very inadequate.

21,345. Have you any reports from your inspectors, of those two asylums?—We have of the Starcross Asylum.

21,346. No official report of the Lancaster one?—No, because it is not under our inspection. We are not entitled to inspect it; it is not certified.

21,347. Do you not think it is desirable that any institution to which the guardians have power to send children, should be liable to public inspection?—That would require legislation.

21,348. Do you think is undesirable that it should remain uninspected?—I am not prepared to state precisely what the law is with regard to the power of the Commissioners of Lunacy over such an institution as that.

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21,349. They visit it?—I am not sure that such an institution against its wish should be subjected to double inspection. Inspectors are not very popular, and if they have a commissioner of lunacy one day, and a Local Government Board inspector the next, they say that there are more inspectors in England than there are people to be inspected.

21,350. (*Dr. McDonnell.*) A very large number of the persons suffering from such calamities as blindness and imbecility belong to the humbler and poorer classes; but yet they are not technically paupers; would you allow such persons as that to be received into such asylums as we have now been speaking of; blind persons or imbeciles who do not belong to the absolutely pauper class, but to the poorer and humbler classes not technically paupers?—I think every case of that sort must be decided on its own merits, and that a person should not be relieved at the cost of the State unless he is destitute; and that he has prior claims upon his relations to those that he has upon the rate-payers.

21,351. Then a very large number of persons belonging to the humbler class of the people in this country are to be left to the precarious chances of what their own relatives in affluent circumstances can do for them?—I can hardly answer that without having explained to me what is meant by saying that they are "left." They have a full right to be maintained, and if their relations do not maintain them the guardians are bound to step in and do it, taking such proceedings against the relations as they may be able to do.

21,352. Do you not think that the State might do something for them without carrying them at once into the pauper class, an idea from which they shrink?—They only shrink from it from an insufficient consideration of what the shame of it really consists in. My view is that every person who is destitute has a legal right to have that destitution relieved; that there may or may not be a cause of shame in being so relieved; if it is from some unadvoidable misfortune there is no shame whatever in it, and the law gives it to him as an absolutely legal right and not as a matter of charity; but if he is brought to destitution from his own fault, from not having made provision for himself which he might have made, then the shame is precisely the same whether he is brought up in a workhouse, whether he is given outdoor relief, or whether he is brought up in an institution in the middle of the county entirely disassociated from all idea of pauperism, or in whatever other form the relief is given. Whereas in the minds of people there is great reluctance to receive relief in a workhouse close to their own friends, there is very little to receive it in a large institution in the county which has been carefully protected from all outward show of being connected with the poor law; and yet the cause of shame, if there be cause of shame at all, is precisely the same in the one case as in the other.

21,353. Do you think that it would be possible with regard to institutions of this kind to draw the line between the two classes that you have very well described, those who are pauperised by their own vices and follies and those who are pauperised by unavoidable calamities coming upon them without their personal fault?—I am quite unable to suggest any way in which that can be done.

21,354. Do you think it would be desirable if it could be done; in other words would you draw a line between a person who had been pauperised by vice and a person who had been pauperised by adversity?—I should draw the line in the shape of giving the person pauperised by adversity greater comfort, treating him with greater humanity, doing everything I could to alleviate his lot, but not by pretending that he was any less a pauper in the proper sense of the word than the man who had been brought to that condition by his own fault; because I think it is an unreal distinction, and pretending to be what it is not.

The witness withdrew.

Adjourned to to-morrow at 12 o'clock.

6, Old Palace Yard, S.W., London.

Thursday, 14th June 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

SIR TINDAL ROBERTSON, M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
EDMUND C. JOHNSON, ESQ.
ROBERT McDONNELL, ESQ., M.D., F.R.S.
WILLIAM WOODALL, ESQ., M.P.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.
CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. A. GRAHAM BELL (Washington) examined.

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21,355. (*Chairman.*) You are well known to have taken a great interest in the education and general condition of the deaf. I think you have before you President Gallaudet's evidence before this Commission with regard to the education of the deaf and dumb in the United States. Is there anything in what he says with regard to the education of the deaf and dumb in America that you would like to supplement or to make any remark on?—There are a few points which I should like to enlarge upon a little, in which I think Dr. Gallaudet has been misled, in relation to the statistics of the deaf and dumb as given in the census of 1880: which is the best census we have had taken in the United States. It was well known to Dr. Gallaudet, and to the other superintendents and principals of American institutions, that many deaf mutes were reported twice, once from the institution where they were receiving instruction, and once from their homes. Then there were numerous cases of persons who were reported as deaf mutes who became deaf at 80 years of age and 40 years of age, and so a good many of the principals and superintendents may have formed an idea that the census of 1880 is unreliable, and that the numbers of deaf mutes are as much overstated in that census as they were understated in the former census; they have a right to have that belief, but I am in a position to show that they are wrong and that the census of 1880 is very reliable.

21,356. You are now referring to Dr. Gallaudet's answer to question 13,105, in which he says: "It

"may be taken that the ratio before 1880 was too "small, and it may be presumed that one in 1,800 "would represent accurately the proportion?"—Yes.

21,357. You wish to make some remarks with reference to that statement?—Yes; of course it is not improbable that there may be duplicates in the returns obtained in 1880, but to my personal knowledge very great efforts were made by the census commission to eliminate all those duplicates, and to eliminate all cases where the persons reported had become deaf in adult life; certainly there could be no such error as would change the proportion of the deaf and dumb from one in 1,480 of the population to one in 1,800. According to Dr. Gallaudet's assumption the number of deaf mutes in the country on the 1st of June 1880, would be 27,864, that is one in 1,800 of the population, instead of 33,878, as given in the last census, the difference being 6,014 duplicates—that is to say, between one-fifth and one-sixth of the whole number. The actual number given in the census is 33,878, that is one deaf mute in 1,480 of the population. Dr. Gallaudet assumes that there is one deaf mute in 1,800 of the population, and if you make the calculation on the whole population of the country, which is 50,155,783, you will find that that yields a resultant of 27,864, which is a difference of 6,014 cases that are attributed to duplicates. That is a very serious charge against our census, and on seeing this statement I immediately telegraphed to the Rev. Frederick Wines, who had charge of this department of the census, telling him that the accuracy of the United States census had been attacked before the Commission on account of duplicates, and asking from him a reply to present to the Commission. I received the reply just before starting, and it is as follows:—"Spring- "field, May 28th, 1888. My dear Sir,—I thank you "most sincerely for your kindness in informing me "by telegraph that the accuracy of the last census "relating to deaf mutes has been attacked before the "Royal Commission. It is the first that I have heard "of it, and it is rather difficult to know how to "answer an attack which one has not seen. No "census that has been taken, in any country since the "world began, can claim to be free from inaccuracy; "and no one knows this so well as the census taker. "But every census before that of 1880 has erred in "the matter of the enumeration of the deaf, on the "side of omissions rather than duplication of names. "There are two ways in which duplications may "occur. First, a deaf mute may be enumerated in "the institution of which he is a pupil and an inmate, "and he may also be enumerated at the place where "his family resides. Second, it is possible that some "physician, in reporting to me the names of lunatics "and idiots within the sphere of his personal and "professional knowledge, may have reported a deaf "mute also. But the greatest possible pains were "taken to purge the list of all duplicates; and, if any "have remained undetected, it has probably been "owing to the mis-spelling of names in cases where "two different spellings were possible. But the "number of such duplications can in no event have "been considerable. A liberal estimate would not, I "think, place it above 100 in all, which, as you know, "is scarcely worthy of notice in an investigation of "such magnitude. And the duplications, granting "that they exist (which I do not admit without proof, "of which none has been laid before me) are much "more than counterbalanced by the known omissions. "If you will look at the enumeration by age, you "will perceive that the number of deaf mutes returned "under the age of five years is much less than it "must actually have been, as is especially evident "when attention is directed to the number of con- "genital deaf mutes. I have no doubt that, whatever "may have been said to the Royal Commission by "some person unknown to me, the number of "deaf mutes in the United States exceeds rather than "falls below the number reported in the census. "If there is any subject which I should like to urge, "had I the opportunity to do so, before the Commission, "it would be the necessity of more liberal provision "for the training of the idiotic and feeble-minded, "who are less likely to be fully represented before it, "than either the deaf or the blind." I am in a position to support Mr. Wines in a remarkable manner. It so happens that I have had access to the original schedules of the census returns, and I have noticed the pains and the care with which deaf mutes have been hunted up, hundreds and thousands of letters have been written to ascertain the accuracy of the returns; and for purposes of my own I have made a card catalogue of the deaf mutes in the United States; the undertaking was enormous, and is not completed yet; but for some months I have had in my possession, arranged in alphabetical order, the names of 23,969 deaf mutes from the census—that is nearly 24,000—these have been copied on cards from the census returns, and then I have had them arranged in alphabetical order, so as to bring all the surnames together, and so as to examine cases where a large number of deaf mutes would appear of the same surname, so that if any considerable duplication existed—if between one-fifth and one-sixth of the total number were duplicates—I must have observed it. But there is a method of testing the figures by which you may judge for yourselves. I happen to have in my possession an official copy of the Returns of the deaf mutes of the six New England States, numbering 2,581. Now, if you come to look over those you will find, if Dr. Gallaudet is right, no less than 461 duplications of names. I should be happy to place this before the Commission for their examination (*handing it in*). It will, perhaps, be interesting also to you to examine the kind of material that has been collected; but I must say that my study of the census returns has given me great confidence in the accuracy of the 1880 census, and has led me to the conclusion that a great deal of pains has been taken to eliminate duplicates and ascertain the truth. Mr. Wines, as you see in his letter, is of opinion that instead of the numbers of the deaf and dumb being over estimated in the 1880 census they were under estimated.

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21,358. That would generally be likely to be the case?—Yes. He estimated that there were, in 1880, probably 35,000 deaf mutes in the United States instead of the actual number shown. Of course that is a matter of opinion.

21,359. Have you any remarks to make on any other statement of Dr. Gallaudet?—Of course there are many points on which I differ from Dr. Gallaudet, but those are chiefly differences of opinion. I should like to supplement Dr. Gallaudet's historical sketch of the schools and the organisation of schools, given in answer to questions 13,111 and 13,112. I think his statements are very accurate, but I should like to say a few words on the policy of the States in dealing with their deaf and dumb, from the time when the instruction of that class began to be taken up by the Government. In 1815, when the first school was established, the number of deaf and dumb was not known; they were supposed to be few in number and widely scattered through an enormous extent of country, and a policy was adopted, which I shall term a policy of centralisation—a policy to reach the deaf and dumb by taking them away from their homes and bringing them together into some central institution. The Federal Government made a grant of land to the American Asylum in order that this school might be a school for all the deaf and dumb of the United States, and there were many who seriously doubted whether there would be enough pupils to support a school. The plan of centralisation soon failed. The National School at Hartford could not accommodate a fraction of the number of the pupils who made their appearance. The State Governments then took action, and the plan that was then first adopted was the plan of centralisation in each State, and the attempt was made to bring into one school the deaf mutes of the State. But, as statistics regarding the deaf became more accurate, these State institutions

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were found to be insufficient to accommodate the deaf mutes, and a gradual splitting up of the larger institutions has taken place. The central institution in New York has been split up into seven or eight distinct institutions, scattered in different parts of the State We have now over 50 State institutions.

21,360. We were told that there are 67 ?—I cannot tell you the exact number without consulting my notes. I am speaking of the centralised institutions, but it was found that they were not enough to accommodate the deaf children who required instruction, and another move towards decentralisation took place in the establishment of day schools in the large cities. We have now 69 institutions, including day schools and private schools. The Census returns of the United States of 1880, show that there were 15,059 deaf children of school age (that is to say, "from five years old to twenty") and 5,393 in all the institutions put together. I find on examining the census, that the day schools are not taken into account, but the total number in the day schools is comparatively small. At all events, whatever the actual number of deaf children growing up without instruction may be, it is evident that whatever allowance we may make, certainly we have as many deaf children of school age growing up without instruction, as there are in all the schools and institutions in the United States put together. This, I think, has arisen largely from the policy adopted by the States, the policy of centralisation. Mothers will not part with their children, except upon compulsion. In a country like ours, the value of physical labour is so great as to prevent many children from being sent to school, especially in country districts. The whole plan of centralisation has failed to bring under instruction one half of the deaf children of school age. When I came to examine the statistics of each State, I found a similar condition of affairs in every State, showing that the fault is in the system, and is not remediable by any increase in the number of institutions. A certain per-centage of pupils will escape instruction. I have therefore urged the adoption of the policy of decentralisation to bring schools as near to the homes of the children as possible; to extend the day school plan, to supplement our institution plan by an enlarged development of day schools, acting upon the principle that the nearer the school can be brought to the home of the pupil, the less likelihood is there that he will escape instruction. Other reasons also urged me some years ago to advocate the policy of decentralisation, and I would supplement Dr. Gallaudet's testimony by pointing out to you how far that policy has been adopted in one particular State. It may be within the knowledge of the members of this Commission that a conference of teachers of the deaf met in the Senate Chamber at Madison, Wisconsin, to confer with the teachers of the hearing, at a meeting of the National Educational Association. At that meeting I advocated the policy of decentralisation. Great interest was excited in Wisconsin, as a Bill had been brought forward before the Wisconsin Legislature advocating the same thing. It was the first attempt to embody in a law the policy of decentralisation, whether it will be successful or not I do not know. I am not a law maker, but I can see very clearly the principle involved, and when the Committee of the Legislature invited me to visit Wisconsin and speak upon the subject of this Bill I did so, and embodied the substance of my remarks in an open letter, which was addressed to the members of the Legislature and Senate of Wisconsin, a copy of which I beg leave to present to the Commission, which will show you my views upon that subject (*handing it in*).

21,361. (*Mr. St. John Ackers.*) What was the date of that meeting at Wisconsin? — The meeting in Madison was July 16th, 1884; the date of the letter is February 1885; the Bill passed on April 15th, 1885, and it was amended on March 12th, 1887. I have printed copies of this Bill which I will hand in; the printer, however, has placed the amendments before the Bill itself.

21,362. (*Chairman.*) Is there any attendance officer in the United States to see that every child goes to school?—Yes, in some cities.

21,363. Not in the rural districts?—I cannot speak with authority; in Boston there are what are called truant officers. I have urged that there should be no law of compulsion, unless you can offer a choice between a day school and an institution. I recognise the right of the community to see that deaf children are educated, for uneducated they may be a danger to the community in which they live; but I do not recognise the right of the community to take a child away from his own parents without their consent; unless it can be clearly shown that his education necessitates removal from home; but if the State could offer to the parent of a deaf child either an institution or a day school, then I could advocate compulsory education. In this Bill, to which I have directed your attention, the object has been to facilitate the giving of State aid to day schools. Hitherto the State has recognised only the central institution, and if parents want their children educated at home, or if they start a school and provide a teacher they do it out of their own pockets, and get no State aid. This Bill is to encourage the growth of these little schools, so that if there should be one parent of one deaf and dumb child he can have State aid to get a teacher; such teacher being approved by the State superintendent of public instruction. He will get 100 dollars from the State Treasury through the machinery that has been provided. If he applies to the nearest school board and asks for a school for his deaf child the teacher will say yours is the only child, or there are only two or three, well the parent will say, if you can get this State aid of 300 dollars for these three children, I and the other parents will meet the balance required to pay the salary of a teacher. That is the idea. It is only an experiment; it is a new departure, but I think it is an important departure. Immediately on the passing of the Bill a worthy private school that had been struggling along without recognition by the State, the Phonological Institute at Milwaukee, at once received State aid, and became a public school under the public school system of Milwaukee. Two years ago another little school with six pupils started at Lacrosse in Wisconsin, under the provisions of this Bill, and I hope by degrees, as parents find the advantages that may be derived from these little schools, that the whole of the State of Wisconsin may be dotted over with little day schools around the central institution which will then be enough to accommodate all the children who cannot attend a day school.

21,364. Are these schools conducted on the oral or the combined system?—The oral system.

21,365. Those established in that State?—Those established in that State under the provisions of the Bill. The Central Institution is on the combined plan. The teachers in those new schools much prefer the teaching of articulation, but in the Bill there are no provisions with regard to the method of instruction. I do not advocate any restriction in regard to methods of instruction, nor did the promoters of the Bill. We are very much inclined to believe in America, with my friend Dr. Gallaudet, that diversity in methods is favourable to progress, but what we want is some superior power over the institutions and schools to collect statistics and test the results of instruction; we have no such machinery. In Wisconsin we have a general superintendent, but generally throughout the States there is no general system of State inspection.

21,366. That you advocate?—Yes. I would not impose my own ideas, upon any school. I would not have one method of instruction if I could. I think that honest men differ, and that the proper way to test methods is by results, and there are no statistics extant by which we can test results. I go to the conventions of teachers of the deaf in America and listen to the discussions between the sign and manual and the oral teachers, and then I study historically

what happened a hundred years ago. The same arguments and the same things are reproduced. The same arguments have been brought forward for a hundred years, and the questions raised have not been settled. The reason is we have no mechanism for testing methods of instruction by results. I would urge upon this Commission the importance of devising and bringing into operation some practical method of testing by results, and getting statistics relating to adult deaf and dumb to show the influence of methods of education on their after life. I would not have you put any restriction on methods, diversity is favourable, but I would have you avoid centralisation. We have found another evil to spring from centralisation in America, a centralised institution in a great State becomes oppressive; an established method of instruction, like an established religion, becomes intolerant, it crushes out the little schools that appear round about it. And, by-the-bye, in that connexion I would like to direct your attention to what Dr. Gallaudet says in answer to question 13,131. He says "For all practical purposes the private schools are "hardly worth considering," I say they are. There is a great lesson to be learnt from private schools. The existence of private schools in a country like ours, where the States are munificent in their benefactions to the deaf and dumb is an anomaly. Why do these private schools exist? They express the existence of grave dissatisfaction with the institutions—that is their significance —and when you come to examine the statistics of those private schools you will find that they are of two classes, one purely religious and the other purely oral.

21,367. You mean the dissatisfaction is partly on religious grounds and partly with regard to not teaching speech?—Yes, and the day schools also are expressive of dissatisfaction with the life in the institution. As you examine the statistics of these private schools another thing becomes significant, they keep changing. A little school starts up and then it will go out of the list of private schools and become a State institution. It struggles along for a short period in adversity, because it cannot get the recognition of the State; it cannot at first get State aid, and then when it gets State aid it goes out of the list of private schools, so they always seem to be small in number. There are several States in which day schools have been established in the large centres of population, supported partly by the State and partly by the cities in which they are established; but the effect of this Bill that was passed in the Wisconsin Legislature will be to push the day school system into the rural districts, and into the smaller districts of the country, where only a few children can be brought together. The expense of the education of a deaf child at an institution is so great as to render it a matter of economy to the State to send a teacher wherever you can have four or five deaf children brought together rather than take them to an institution.

21,368. (*Mr. Woodall.*) There is nothing to prevent any municipality under the public school system establishing a day school for the deaf and dumb?—Nothing except the expense, and that does prevent the establishment of such schools except in the large cities.

21,369. (*Chairman.*) In answer to question 13,115, Dr. Gallaudet says, "There are day schools in about six "or seven cities, and the next question is have they any "endowments?" To which his answer is, "Some of "them have endowments, two or three." Therefore, it is a very small number which have endowments. Practically, with the exception of Wisconsin and these two or three day schools, they are not generally recognised or subsidised by the State?—I do not know; these private schools, as I say, are significant; the policy of centralisation has rendered it necessary for the institutions to give religious instruction to their pupils. It is true this is done in a very guarded and a very proper way, but still that has led to dissatisfaction and the establishment of denominational schools, chiefly Roman Catholic, these are chiefly, I think, upon the sign system.

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21,370. In answer to question 13,128, Dr. Gallaudet says: "It is the rule to give religious instruction to "a very slight extent, hardly more than the reading "of the Bible and a prayer, and in some schools not "even that is given." Does that apply generally to schools in which the deaf and dumb are taught?—I think it does. There are some parents that object to that, and others say it is not enough.

21,371. Some parents object to any religious instruction being given at all?—Some object to any religious instruction being given at all, and others wish it to be given according to their own creed or denomination, and so we have a number of denominational schools that appear among the private schools, for those are generally not recognised by the State, excepting in the State of New York. The private schools (other than denominational) are exclusively oral, and the meaning of that is that there are certain parents and persons dissatisfied with the instruction given in the institutions, and they would rather pay for the instruction of their children by the oral method than send them free of charge where their speech is not attended to—that is the significance of it. So I do not agree with Dr. Gallaudet in thinking that these schools are hardly worth considering. In fact these private schools have effected a great reformation in the United States. They represent a germ of life, a very little thing in itself, but it keeps pushing and growing Every now and then one of the little schools will become an institution. The teachers in these oral schools, who are nearly all ladies, who hardly ever venture to express an opinion in public, have worked quietly and silently and the establishment of those schools has effected a great reformation. They have forced the institutions to give attention to speech.

21,372. From Dr. Gallaudet's evidence generally I think we should form the impression that combined schools are in the majority in America—your evidence rather tends to show that there is a wish for more instruction in speech such as is given in the pure oral schools?—Yes, that is my reasoning on the subject. I may be wrong.

21,373. There is dissatisfaction with the State schools and that shows itself by the formation of these private schools?—Yes.

21,374. Dr. Gallaudet says that the present feeling is in favour of adding the oral system to the sign system, which means the combined system. You say that the establishment of these private oral schools shows that there is an inclination to go still further, and to give more instruction in speech than is given in the combined schools?—Yes; and as these private oral schools increase in size and show successful results, the institutions become alarmed and immediately commence to teach speech to a portion of their pupils, so I look upon these private oral schools as a lever which is enforcing greater and greater attention to the teaching of speech and speech reading in our institutions, but I cannot follow Dr. Gallaudet in his classification of methods. I do not recognise any combined method or system, and I notice that the very institution that he brings forward as a typical combined institution—the Pennsylvania Institution—discards the idea; this shows the vagueness with which the term is used. In answer to question 13,141, speaking of the Pennsylvania Institution, which is undoubtedly one of the finest of our institutions, and is doing real good honest work in all branches of education, oral and otherwise, he says:—"The system "of which we speak in America as the 'combined "system,' is one which allows of the bringing to-"gether of all methods under varying conditions. "For example, the Philadelphia Institution has a "separate oral branch in which pupils who are "found to succeed well in speech are taught on what "would be termed here in England the pure oral "method. This, which was started as a manual "school, is now conducted under what is called the

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"combined system." In a note which the principal of this institution has sent to me occurs this statement: "The combined system has no place in our "school at present." I have no doubt it is a combined system in the mind of Dr. Gallaudet, but it shows the vagueness with which the term is used, that the principal of that very institution uses that language. I think it is very important that we should consider the proper classification not only of the methods of instruction, but of the deaf. I agree with Dr. Gallaudet that the Philadelphia Institution is a model institution; there is no dispute as to what is done, but one terms it an institution on the combined system and the other does not. I may as well say here that before I left America I was anxious to present before the Royal Commission a picture of the condition of the education of the deaf and dumb in America, and to give to you the views of the principals and superintendents themselves upon the questions in which you are interested. I therefore directed a circular letter to the principals and superintendents of all the institutions and day schools and private schools in America, including Canada, and I have received replies from 58, and the mass of material collected is very valuable. I was in hopes to have been able to present to you this testimony in printed form at least a day before my own examination. On account of the shortness of time I have been unable to do so, but by the kindness of Messrs. Spottiswoode I have been able to get the greater portion of it in print in the shape of proof. Messrs. Spottiswoode have set their whole establishment to work upon it, and I am able to hand to you the answers to some of the questions (*handing in the same*). This is what Principal Crouter says of his own institution: "The combined system has no "place in our school at present. Our pupils are "taught either orally or manually." And then, in answer to another question, he says: "I believe "in oral instruction (separate oral) for all deaf "children who can be successfully instructed by "that method, and in sign instruction for those who "cannot." There is one other point of fact in Dr. Gallaudet's testimony to which I should like to refer. In answer to question 13,139 he states:—"A very "large majority of the leading schools are carrying "on the combined system. That means that in a "large majority of the public schools speech is taught "to as great a number of pupils as it is found pos-"sible to teach with success; that is the policy in "these combined system schools." I know that this is not done, whatever the policy may be.

21,375. (*Dr. Campbell.*) When he says "public schools," does he refer to ordinary public schools?—I think he is referring to all the institutions and schools that are supported by the State or the city.

21,376. Probably when Dr. Gallaudet was speaking of the combined system being taught at the Philadelphia Institution he meant that the pupils there were taught by either system, not that each pupil was taught both orally and by the sign system, that may be so?—Yes, it is either one or the other that is taught at that institution, but not both combined. I have here a tabular statement showing the amount of teaching of articulation in the United States in May 1883. Out of 6,232 pupils in the United States, 1,991, or 31·9 per cent., were taught articulation, and 4,241, or 68·1 per cent., had no instruction whatever in speech.

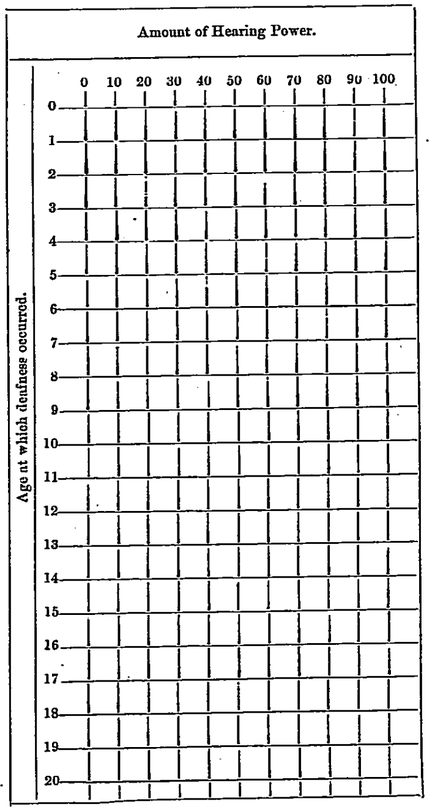
21,377. Upon that I would ask you this: Do you think that 68 per cent. of the deaf and dumb in America could not be taught articulation?—Undoubtedly not; they could all be taught articulation. I do not think they could all be taught to read from the mouth.

21,378. Are those 6,232 under instruction at the present time?—No, this refers to May 1883.

21,379. There was an increase between 1880 and 1883 from 5,393 to 6,232?—Yes; those were not all; this information was obtained through a circular letter of inquiry directed to the principals of the institutions by the principal of the Clarke Institution at Northampton. Here are the full results of that inquiry (*handing in the table.*) In looking at the totals you will find that 6,232 was the total number and 1,991 was the number taught articulation. Then discriminating those who were taught orally from those who used articulation simply as an accomplishment, who had instruction for an hour or half an hour a day, we find that the number orally taught was 886, or 14 per cent.; 1,105, or 18 per cent., were taught speech as an accomplishment, making no use of it in the schoolroom; and 4,241, or 68 per cent. received no instruction whatever in articulation; that is in 1883. The total number of pupils under instruction in 1883 was 7,169, and of these 6,232 were reported to the Clarke Institution.

21,380. Since that time have you reason to believe that the number of pupils receiving oral instruction had increased?—In 1884 out of 6,228 pupils, 2,041 or 32·8 per cent. were taught articulation, which is an increase, and 4,187 or 67·2 per cent. were not. In 1885 out of 6,780 pupils, 2,618 or 38·6 per cent. were taught articulation; that is an increase again; and 4,162 or 61·4 per cent. were not. In 1886 out of 6,596 pupils, 2,484 or 35·7 per cent. were taught articulation, that is a decrease, and 4,472 or 64·3 per cent. were not. In 1887, this is the year that Dr. Gallaudet speaks to, out of 6,862 pupils, 2,556 or 37·2 per cent. were taught articulation, and 4,306 or 62·8 per cent. were not taught speech at all.*

NATURAL CLASSIFICATION OF THE DEAF.



* For amended reply *see* queries 21,496 and 21,497.

CLASSIFICATION INTO EIGHT GROUPS.

Period of Life when Deafness occurred.	The Deaf.	
	Totally Deaf.	Semi Deaf.
From birth or infancy (*i.e.*, less than 2 years of age).	1	2
From early childhood (*i.e.*, 2 years and less than 5).	3	4
From late childhood (*i.e.*, 5 years and less than 14).	5	6
From youth (*i.e.*, 14 years and less than 21).	7	8

21,381. (*Dr. Campbell.*) In regard to that year when there was a falling off, do you know what the cause of it was?—I do not know the cause. We might analyse the statistics and discover the cause, but I have not gone sufficiently into them to do so.

21,382. (*Chairman.*) Your opinion is, that all those that could be taught to speak at all could be taught to speak orally, even if they could not be taught to lip read?—Undoubtedly. I am too familiar with the mechanical nature of speech to doubt it for a moment.

21,383. With regard to the classification of the deaf, have you any suggestions to make?—I am very much dissatisfied with all the classifications I have seen. They seem to me to be based upon an inconstant quantity, the character of the speech (which can be modified by instruction). We classify the deaf according to the amount of muteness, and that amount of muteness can be remedied by instruction. It leads to a false classification, as false as if we were to classify them by the amount of ignorance, which is also remediable. I would suggest a natural classification of the deaf. It is now universally recognised that those whom we term deaf mutes are simply persons who are deaf from childhood; that the natural defect is a single defect and not a double one, and muteness or dumbness is the result of the natural defect and not a defect in itself. I would classify pupils by the natural defect alone, and there are only two elements to be determined which would completely define, as it were by means of lines of latitude and longitude, the position of a deaf child in the whole mass of the deaf. These two elements to be determined are (1) the age or period of life at which the deafness occurred, and (2) the amount of the defect. If we say that a child became totally deaf at five it is understood what that means. We do not require to say that he is a semi-mute—that is the resultant—and if we say a child was born deaf we know that the mental condition must be entirely different. In America we measure the amount of hearing power of a child, so that we can say that a child has a hearing power of 10, 20, 30, 40, 50, or 60. Let us represent that by vertical lines, the lines of longitude of our map, and represent the age at which the deafness occurred by horizontal lines or lines of latitude upon the map, then we completely define on that map the position of any deaf person. If you do not measure precisely the amount of hearing power you may measure it roughly. You may divide the deaf into two great classes, which you may term the totally deaf and the semi-deaf—those who have not a sufficient amount of hearing to perceive the difference of vocal sounds and those who have. Then, again, if you did not know the precise age at which a child became deaf you could classify roughly by periods. For instance, you might put in one class all those who had been deaf from birth or infancy, *i.e.*, those who had become deaf under the age of two years. Then those who had become deaf between two and five might constitute the "deaf from early childhood," and those who became deaf from five to the age of puberty the "deaf from late childhood," and above that the "deaf from youth," and if you followed that classification you would divide the deaf into eight groups, each group having marked characteristics of its own. I would recommend to the serious attention of the Commissioners some natural classification of the deaf under those two heads, the amount of the defect and the age or period at which the deafness occurred. Another point is important, how is it that we fail to discover so many of the little deaf children we desire to bring under instruction? Their parents will not call them deaf mutes. For instance, a child becomes deaf from scarlet fever, at the age of 4½. The census taker comes along and says, "Are there any deaf "mutes in this house?" The parent says "No." But suppose the census taker asked if there were any persons in the house who were deaf or hard of hearing, the answer would be "Yes, my child can-"not hear since he had scarlet fever." Then if the census taker said "At what age did the deafness "occur?" The answer would be "4½ years." I would recommend that such questions as those should be asked by your census takers when they take the next census. I am now urging upon the census authorities in the United States the advisability of asking the questions, "Are there any deaf or hard of "hearing persons in this house, and if so at what age "did the deafness occur?" and if you cannot get at the age, at what period of life did it occur. The census takers might get at that as nearly as they could; then after that the census taker could ask about deaf mutes; if you get these particulars you can completely determine the case; we can get at those who belong to the class called "deaf and dumb" without hurting the feelings of the parents of those children, and it is those little children we want to reach.

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21,384. (*Sir Tindal Robertson.*) Would you recommend that the census takers should inquire into the cause of the deafness?—Certainly, all the information which could be got should be got in the census return, but the recording of the fact of the deafness and the age at which it occurred would enable us to find out the deaf children of school age in time to bring them under instruction.

21,385. (*Chairman.*) With regard to classification of methods of instruction have you any remarks to make?—It seems to me that we want to think very carefully over the methods of instruction, and find some suitable and natural classification of them. I cannot say that I have hit upon such a classification, but I have some ideas upon the subject to offer to you which perhaps you may think worthy of consideration. In this classification I cannot see any place for the combined system, it is neither one thing nor the other. When we come to consider that the possibility of instructing a deaf child is based upon the possibility of teaching it a language of communication whereby ideas may be imparted and the mind cultivated, I think in that language of communication we have a basis of classification. You cannot very well have a combination. It is difficult for a person to think in two languages. There is some one language in which a child thinks: the question is, what is that? Whatever your method of instruction may be the child thinks in some form of expression. When we think we think in words—or rather *with words*, for I presume no one really does think in words, although we have a consciousness of what we mean by "thinking in a language." We think in the English language, and when we come to learn French or German we are still English, and we translate. What is the language a deaf child thinks in? It is that language which is habitually used by the people around to impart ideas to the child. That is the basis of classification to my mind, and you may divide that broadly into two classes, one the ordinary language of the people and the other a special language. I do not care whether it is sign language, or German or French. It is a

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language special to the child if it is not the language of the people. You have those cases in which the language of communication is the ordinary language of the people, and you have those cases in which the language of communication and thought is a special language different from the language of the people.

CLASSIFICATION OF METHODS OF INSTRUCTION.

Basis of Classification.	Class to which the Method belongs.	Sub-group.	Specific Methods of Instruction.
The language employed to impart ideas.	Ordinary Language Methods.	(1.) Manual Methods.	(*a.*) The Manual Alphabet Method.
			(*b.*) The Speech-reading Method.
		(2.) Oral Methods.	(*c.*) The Auricular Method.
	Special Language Methods.	(3.) Sign Methods.	(*d.*) The Sign-language Method.

21,386. Before a deaf and dumb child has had any instruction at all his mind is the same as that of a speaking child or a hearing child; why should there be a special language for a deaf and dumb child differing from that for a speaking child?—We all start in life without a language, and we all acquire a language by instruction.

21,387. By imitation?—By imitating the language spoken by those round about us; any language that a deaf and dumb child can imitate, that is clearly perceived by his senses, that is used by the people round about him he will learn by imitation. If people round about him do not use any language that he can acquire by imitation he goes to work to invent one, and the moment a child commences to invent a language of his own he has got to the age when he should be taught a language. He wants to express ideas. It seems to me that the classification of methods of instruction should be based upon whether the language of the people is used as the language of communication, or a special language not the language of the people. Now we may divide the "ordinary language of the people" into two sub-classifications, viz.: (1) Its written (or "manual") form, and (2) its spoken (or "oral") form; and among the sub-divisions of "special language" would come (3) a language in the form of gestures (or "signs").

"Manual," "oral," and "sign" methods may be still further sub-divided according to the mode in which the language is presented to the pupil so as to designate specific methods of instruction.

1. Under "manual methods" would come (*a*) "*the "manual alphabet method*," which rejects the sign-language and relies upon writing and a finger alphabet.

2. Under "oral methods" would come (*b*) "*the "speech-reading method*" (pure oral), and (*c*) "*the "auricular method*," the spoken language of the people being presented in the one case to the eye, and in the other to the ear; and

3. Under "sign methods" would come (*d*) "*the "sign-language method*" used in America where the "combined system" is employed.

There we get a distinct basis on which to build, broad enough to include other possible methods.

21,388. Is not the old classification more simple, namely, (1) language, and (2) signs; the one appealing to the eye and the other to the ear?—I only submit this, without very much confidence, to the Commission as a basis upon which we might perhaps arrive at some reasonable classification of methods.

31,389. (*Mr. Johnson.*) What you call a special language would be sign language?—The language of signs is a special language; it is immaterial whether it is sign language, or French, or German, or Hottentot; it is not the ordinary language of the people, and when a deaf and dumb child is taught in sign language he thinks in that sign language, and he has to go through the mental process of translation when he comes to use English, and it is that difficulty which separates the deaf who are so taught from the hearing world in adult life, and leads the deaf to keep together and not mix with hearing people, and to intermarry and have deaf children.

21,390. That is on the hypothesis that he is taught signs?—On the hypothesis that he is taught a language that is not the language of the people.

21,391. What is your definition of special language?—I mean by the term any language that is special to the deaf and not used by the people among whom they live.

51,392. (*Chairman.*) Do you think much can be done in the way of improving the hearing of the deaf?—When we realise the truth of the fact that there is no other defect in those that we term deaf mutes than the simple defect of deafness, we may also realise that there may be degrees in the amount of that deafness, and we have been startled in America by the discovery that large numbers of those who are congenitally deaf are only very slightly hard of hearing; they suffer from such a slight disability of hearing that, had the defect occurred after they had learned to speak, they never would have appeared in an institution for the deaf and dumb. Now, the difficulty is to ascertain the amount of hearing possessed by an apparently deaf child. Experiments have been made with hearing tubes and various appliances for a great number of years past. The first case on record in which an attempt was made to ascertain to what extent a deaf person could be made to hear occurred before 1867, when Mr. Whipple, in Connecticut, who had a deaf mute son, tried to teach him to speak. Mr. Whipple, who was a man of little culture and education, was dissatisfied with the instruction given in the institution at Hartford, and he set his son up in front of him and shouted at him, and mouthed at him, and the boy learned to speak. Mr. Whipple thereupon formed the erroneous idea that all deaf children could be taught to speak in that way. He produced his son to the Principal of the American Asylum in Hartford, and the principal of that institution went behind the boy, about a foot behind his ear, and spoke to him, and the boy answered him. The principal unfortunately came to the conclusion that it was a case of fraud or self-delusion, and that the boy was not a deaf mute at all. He failed to see in this case the beginning of a great discovery, that the hearing power could be educated and utilised.*

21,393. We have had evidence of the fact that instruction in speech does develop a certain amount of hearing?—Then I will not trouble you by going into the history of the development of that mode of treatment of the deaf, but I will proceed to give the per-centage of those that are capable of receiving auricular instruction.

21,394. When a child first comes into school are any means taken to ascertain the amount of hearing that the child possesses and how far any of these auricular appliances would be a benefit to him?—It is very difficult to ascertain the amount of hearing a child possesses. In the first instance in the case of young children, they almost always appear to hear.

21,395. You mean they always say they hear?—Yes; it is well known that in our institutions for the deaf the pupils are summoned in from the school ground by ringing a dinner bell, that indicates that a good number of them can hear, and I suggested the experiment of counting the number of pupils who could hear the ringing of a bell, and so determine the per-centage, but Dr. Gillett of the Illinois institution replies, "I "find all my children can hear the ringing of the "dinner bell, but only five per cent. can hear the "school bell." Mr. S. T. Walker, the Superintendent of the Kansas Institution, says, that out of 161 pupils tested "88 said they could hear, but 48 of these also "said they heard when the bell was not rung." Still, some very interesting statistics have resulted from the experiments that have been made within the last month in America upon that question, and I have been able to get a per-centage of cases where there is partial hearing. I find that out of 1,475 pupils tested 304, or 20·6 per cent., can hear the ringing of a bell.

21,396. How was that tested?—Mr. Walker (Superintendent of the Kansas Institution), describes the method as follows:—"I had them turn their backs to "me each trial, and at a signal face me and tell "who heard. These trials were repeated several times "and one or two of them were false trials, when the "bell was not touched. Notwithstanding 48 of the "161 tried answered that they heard the bell *every "time*, even when it was not touched. Knowing "that to make statistics of real effect (or rather the "conclusions drawn from them) they should be as "nearly correct as possible, I was careful to have "these tests correct."

21,397. (*Dr. Campbell.*) It would make a great difference whether the children stood on a wooden floor or a stone floor; have you any information as to what sort of floor they stood on?—No. In the proof I handed to you you will find some remarkable testimony regarding auricular instruction. Those are reports from the institutions which have pursued auricular instruction as a distinct method, giving details of the instruction, and the method of instruction, and giving full statistics.

21,398. (*Chairman.*) Would the system of auricular instruction, if it were systematically and constantly pursued, tend to develop the general hearing?—The apparent hearing power is enormously developed by it.

21,399. (*Mr. Van Oven.*) In such a case as you referred to just now, do you think the continuous shouting in a boy's ear would tend to develop the power of hearing?—Yes. It is extremely doubtful whether it produces any real improvement in the hearing proper, but there is a marvellous improvement in the power of discriminating sounds, but that comes, I think (and it seems to be the prevailing impression in America), from an increased knowledge of language and increased attention, but certainly it is the case that pupils who at first exhibit very little power of imitation when you speak into a hearing tube, after being taught orally and auricularly for a few months, come to understand through that hearing tube, and to discriminate sounds, which they could not discriminate before, and it is a great problem whether there is any improvement in the hearing or not. I am inclined to think there may be some slight improvement, due to that cause, because when we perform the act of listening we use a muscle, in the action of listening there is a contraction of a muscle adjusting the tension of the membrane, and why should not that muscle grow by use, like other muscles of the body. I must say, however, that this opinion is contrary to the opinion of all the aurists to whom I have spoken. Take a congenitally deaf child, he has no language, that lack of language is an element in making his deafness appear greater than it really is. Suppose a Chinaman were to test your hearing by asking you to imitate some Chinese word or phrase, it would be rather hard on you if he attributed your inability to repeat that word or phrase to lack of hearing. A deaf child has to contend against the difficulty of the want of familiarity with the language. The English language is Chinese to that child, and as he advances in knowledge of language he also advances in power of perception. I may refer to a remarkable instance of what can be done in the way of auricular instruction: there is a young man, a teacher in the New York Institution, Mr. Jones, who was a congenital deaf mute, or became deaf very early in life. He passed through the whole curriculum of that institution as a deaf mute, he graduated from that institution and went through the course in the National College at Washington as a deaf mute; he then married a hearing lady and became a teacher in the New York Institution. Just about this time experiments, which attracted a great deal of attention in America, were being made in the Nebraska Institution, where it was shown that 16 per cent. of the pupils could be taught auricularly, and that of those the majority could be turned out of school as simply "hard of hearing speaking persons," and not as deaf mutes. The wife of this gentleman knowing he had some hearing, thought she would like to try some experiments with him, and she set to work to teach him to speak; and he has learnt to speak and learnt to hear. When I was at the New York Institution, I placed him at the end of the schoolroom, and I talked with him, and he answered me, then I went out of the room backwards into the passage a considerable distance away, and I could carry on a conversation with him by shouting to him.

21,400. Is any special instrument other than the ear trumpet used?—The tendency seems to be to discard instrumental aids, but the majority of teachers prefer to use, temporarily at least, what is known as the Currier "Conico-cylindrical conversation tubes, with duplex ear-piece. This (*producing it*) is a photograph of a class at the New York Institution for the Deaf and Dumb which will show the nature of the apparatus. Each child has a duplex tube (two speaking tubes connected to a single ear-piece). The teacher speaks into one of the speaking tubes, and the child itself into the other, the idea being that he may hear his own voice and compare the intonation of his voice with that which proceeds from the teacher. In class instruction the teacher takes a whole bunch of these speaking tubes in his hand at once, and speaks into them all at the same time. This operation is shown in the photograph. I may say that this auricular instruction is carried on as a separate method of instruction in four schools in America. The endeavour was first to test the hearing of all the pupils, and then to form an auricular class.

21,401. Are those schools oral exclusively?—No. Three of them are what Dr. Gallaudet would call combined schools. The other is a private oral school.

21,402. Are they leading schools in America?—Three of them are State institutions. Each one is a leading school in its own State, and I presume no principal would like me to discriminate between one institution and another. I have statistics from Nebraska if you would care to have them. At Nebraska they started a class to test whether the audiphone was of any value, each child placed one against the teeth, and all the children who seemed to perceive any sound were placed in a class by themselves, and attempts were made to get them to imitate the sounds uttered by the teacher; it was found that a certain proportion did so, and then it was found that the audiphone was of no use, and that they could do just as well without it. That was the origin of this auricular class, and Mr. Gillespie, the Principal, states that his belief is that 16 per cent. of all the pupils in our institutions are capable of auricular instruction. In New York experiments were made by myself in conjunction with Mr. Currier and Mr. Clarke, and in Washington by Professor Gordon. We had been appointed a committee to investigate this subject of hearing power, and we devised an apparatus which we have called an audiometer, for measuring the power of hearing, and I have brought one of these instruments with me which I shall have great pleasure in presenting to the Commission. The hearing power of several hundred deaf mutes has been tested by an apparatus like this. It consists essentially of two coils of wire and a magneto generator which generates an intermittent current of electricity in one of the coils, the other coil being connected with

* Mr. Whipple attempted to put his ideas into operation by opening a private school, "The Whipple Home School," at Mystic, Conn. He succeeded in teaching all his pupils to speak though not to hear. After his death the school was carried on by one of his sons ("Zeno," I think), who proved to be a successful and ingenious teacher, and who invented a very interesting form of alphabet (known as "Whipple's Natural Alphabet"), for the purpose of teaching articulation. The characters were pictorial of the positions of the vocal organs in uttering sounds, thus having the same basal idea as my father's system of "visible speech," but it was devised, I believe, quite independently of my father. Mr. Zeno Whipple (the inventor of the alphabet) died a few years ago, but the school still exists among the private schools.

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a telephone, and currents are induced in the secondary coil by the action of the first, but the intensity of the induced current depends on the distance between the two coils, so that if you get the two coils in close proximity you get a tremendous noise; but as you draw one coil away from the other the sound becomes less and less till at a certain distance no sound can be perceived. Then the distance between the two coils we take as the measure of the hearing power.

21,403. (*Rev. Mr. Owen.*) Is that audiometer your invention?—Partly my invention and partly Mr. Clarke's. We got it up among us, and it has served a very useful purpose. We do not know how far it may be of value; it is of value in giving numerical estimates of hearing, but it takes a great length of time to test hearing. We tested the hearing of the pupils in the New York Institution by that instrument, and also by the ringing of a bell and also by shouting, and I came to the conclusion that if a child can hear the ringing of a bell there is some hope for him by auricular instruction. A curious point in connexion with this auricular instruction was this, that some of those who would not be termed semi deaf developed into hard of hearing persons by instruction in the institution. I think 16 or 17 per cent. of the whole number of pupils in our schools will prove fit subjects for auricular instruction. In Nebraska the principal has stated it to be 16 per cent., and in Arkansas the principal has also stated it to be 16 per cent., and in the New York Institution the auricular teacher has stated it to be 17 per cent. In the private school, "The Voice and Hearing School," the per-centage is greater. The per-centage of those known to be semi-deaf by the principals of institutions I find to be this. Of 5,060 pupils, 462, or 9·1 per cent., are known to be semi-deaf, that is the minimum per-centage, and we know now from the experiments which have been made in auricular instruction that a large number who are not known to be semi-deaf turn out to be semi-deaf. From the bell experiments the per-centage was 20·6, which I take to be the maximum per-centage, so that probably 16 or 17 per cent. would turn out to be the true average per-centage. It will be unnecessary for me to speak about methods of instruction or apparatus used, for those are fully entered into in the reports which I have placed in your hands from those who have had most experience in that class of work. I may say here that in experiments with this audiometer I tested the hearing power of over 700 children in the public schools in Washington in order to arrive at an idea of what the normal hearing was, and I found that there are children in our public schools who hear worse than the best cases of deaf mutes in our institutions, and if we could classify the deafness of the whole population we would find a complete gradation from perfect hearing down to no hearing at all.

21,404. (*Rev. Mr. Sleight.*) Has any one perfect hearing?—Probably not, for there is generally a difference between the hearing power of the two ears. There is one other apparatus I have brought here (which is an improvement, perhaps, upon that which I have just shown you) which has not been tested yet; but it tests hearing with more facility than the other instrument.

21,405. (*Chairman.*) Must you have electricity for that too?—Yes; this takes advantage of the principle of the induction balance. There are two coils here, if they are kept in this position no human ear can perceive any sound, but if this is moved a hair's breadth the normal ear will perceive a sound, so that you can at once select those who have got normal hearing from those who have not.

21,406. (*Mr. Van Oven.*) Is that your invention?—Yes.

21,407. (*Chairman.*) Would you now give us your opinion as to the causes of deafness; you have gone into that matter very fully, I believe?—I do not know that I am capable or competent to give much detailed information on the causes of deafness. I can allude to some of the principal causes in the United States.

21,408. Are there any statistics for that purpose?—Every institution report records the causes of deafness of the pupils admitted. I may say here that I have brought over a large collection of institution reports in case the members of the Commission would like to look over them. In each of these reports you will find the causes of deafness of the pupils admitted. I would, perhaps, rather speak of the causes of deafness of the whole deaf mute population.

21,409. Can you present it to us in a classified form?—Yes. I can present some light on the causes of deafness. The full returns of the census with regard to the causes of deafness has not yet been published; it is the very last thing to be published; but I have, in my "Memoir upon the formation of a deaf variety of the human race," a copy of which I would like you to consult, given on page 35 (*See* Diagram No. 1) the results of an investigation of 22,472 cases of deaf mutes reported in the census, dividing these into two classes: those who are reported deaf from birth, and those who are reported deaf from disease or accident. You will observe that the curves are very remarkable. I may say further on the point, that these cases are also classified according to the period when deafness occurred. The vertical height of the curve indicates the number of deaf mutes who became deaf at a certain period, which is indicated by the horizontal distance.

21,410. What does the dark line at the top indicate, where it gets to 3,400?—That indicates that there were about 3,400 congenital deaf mutes who became deaf in the period from 1861 to 1870, in that decade. (The actual number was 3,390.) If you refer down you will see that. The vertical height indicates the number of cases that became deaf, and the horizontal extension indicates the decade in which that deafness occurred. In the case of the congenital deaf mutes it indicates the period of birth also. In the case of non-congenital deaf mutes it does not indicate the period of birth.

21,411. Then the dotted line seems to go back to 2,000 in the decade from 1871 to 1880?—Yes; but it is to be observed that these are the younger deaf mutes, of whom probably many were not enumerated. You will find on page 36 these words, "Mr. "Wines says that in proportion to the degree of "their youth, the younger deaf mutes are not enumerated. Fewer deaf mutes who are babes in arms are "enumerated than at the age of three years, and fewer "at three years than at seven. The apparent maximum "at seven is not the actual maximum; the actual maximum is at some younger age not yet ascertained." In fact you can see from Diagram No. 1 that the census of 1880 shows a proportionately less number of deaf-mutes who lost hearing in the decade 1871–80, than in the previous decade. Owing to this apparent deficiency the line for that decade has been dotted to call attention to it. It appears as though the younger deaf-mutes were not fully returned. That led Mr. Wines to suppose that the total number of deaf-mutes in the United States, if it could be ascertained, would amount to 35,000 instead of 33,878.

21,412. What is the next line below that?—The light line is a graphical representation on the same plan of the deaf mutes who become deaf from disease.

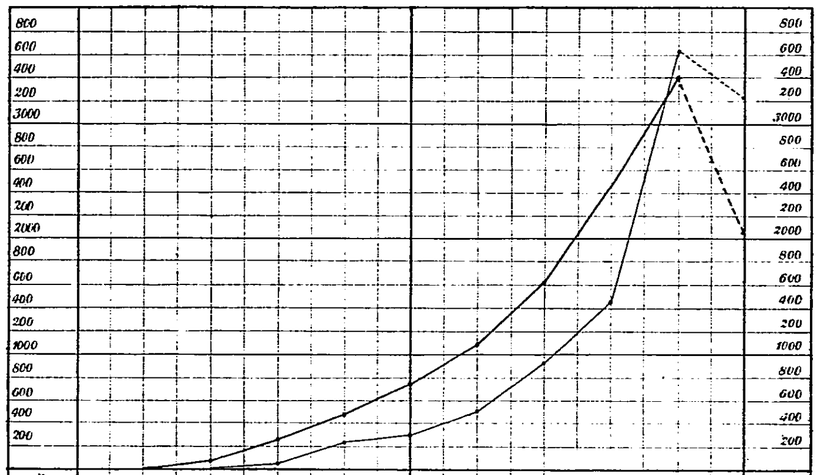
21,413. This table begins at eight years old?—Yes, at any age; but the period there refers not to the period of birth, but to the period when deafness occurred. Now you will observe one general result that you may obtain by a glance at the tables, viz., that there has been an enormous increase in the last few years in the numbers of the non-congenitally deaf, so great as to reverse the whole relation between the two classes. You see the curves cross one another. In the case of the younger deaf mutes, the majority are non-congenitally deaf; in the case of the older deaf mutes, the majority were born deaf. It will also be seen that this result is not due to a diminution in the number of the congenitally deaf. The curve formed by the congenitally deaf is a perfectly

To face question N° 21,409.

DIAGRAM N° 1.

ANALYSIS OF 22472 CASES OF DEAF MUTES LIVING ON 1ST JUNE 1880.

FROM THE CENSUS RETURNS FOR THE UNITED STATES.



Decade when deafness occurred.	1781–1790	1791–1800	1801–1810	1811–1820	1821–1830	1831–1840	1841–1850	1851–1860	1861–1870	1871–1880	Period.
Congenital deaf-mutes.	9	63	241	472	731	1078	1614	2400	3390	2069	Congenital deaf-mutes.
Non-Congenital deaf-mutes.	–	8	53	227	307	519	893	1454	3630	3240	Non-Congenital deaf-mutes.

Relation between the congenital and non-congenital deaf-mutes of the country, according to the Rev. Fred. H. Wines.
The congenital deaf-mutes are indicated by the dark line; the non-congenital, by the light line. These deaf-mutes are arranged according to the period when deafness occurred.

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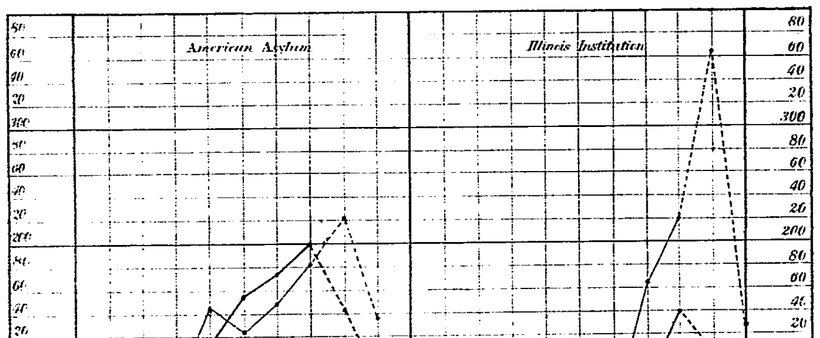
DIAGRAM N° 2.

COMPARISON OF THE CONGENITALLY AND NON-CONGENITALLY DEAF ADMITTED TO THE AMERICAN ASYLUM AND ILLINOIS INSTITUTION.



Period of birth.	Congenital deaf-mutes.	Non-congenital deaf-mutes.	Period of birth.	Congenital deaf-mutes.	Non-congenital deaf-mutes.
1780–1789	6	1	1780–1789	—	...
1790–1799	27	12	1790–1799	—	...
1800–1809	73	70	1800–1809	—	...
1810–1819	104	147	1810–1819	1	2
1820–1829	153	132	1820–1829	13	11
1830–1839	173	100	1830–1839	32	58
1840–1849	198	182	1840–1849	77	101
1850–1859	191	276	1850–1859	140	217
1860–1869	93	123	1860–1869	105	364
1870–1879			1870–1879	29	129

The dark lines indicate those pupils who were born deaf, and the light lines those who became deaf from disease or accident. The pupils are arranged according to period of birth.

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symmetrical curve; there is a regular increase at a regular rate, and a mathematician could project it where it is deficient.

21,414. I do not quite know why one of these lines begins at the third line, and the other begins at the fifth line apparently; has it anything to do with the ages?—If you take the extreme left corner of the diagram at the lower point as your starting point, that is the origin for the axes of co-ordinates; that is the lower left-hand corner, where the vertical and horizontal lines cross one another. That point is on the vertical line indicating the decade 1771 to 1780, but no deaf mutes were living in 1880 who were born in that decade, so that neither of the curves extend as far as that. Now, if you go two lines to your right, where the actual curve commences, that indicates the period from 1781 to 1790. It is the dark line that commences there. This shows that some of the congenital deaf mutes who were living in 1880 were born in that decade. By reference to the figures you will find that nine were born in that period.

21,415. (*Mr. Woodall.*) I thought you expected us, in this diagram, to see the average ages of the children at which certain results were obtained?—No, except in the case of the congenitally deaf, because there the period of birth coincides with the period when deafness occurred. This enormous rise of the light line indicates a period when there was an enormous increase in the number of persons who became deaf from disease.

21,416. (*Chairman.*) Will you call attention to the general results, apart from the diagram?—The general result is this, that the numbers of the non-congenitally deaf are subject to great and sudden fluctuations on account of epidemic diseases which cause deafness; whereas the numbers of the congenitally deaf are not subject to these sudden changes. In the second diagram you will observe a comparison of the congenitally and non-congenitally deaf admitted to the American Asylum and the Illinois Institution. In the American Asylum you will see that there were two periods when there was an abnormal increase in the number of persons who became deaf from disease. In the Illinois Institution the increase in the number of persons who became deaf from disease has been so great within the last few years that I call special attention to it. I will read from my paper what I say: "In regard to the Illinois pupils (Diagram No. 2) "it will be observed that the increase in the numbers of "the non-congenitally deaf is so enormous that, of "the pupils who were born in the decade 1860–69, "there were more than three times as many non-con- "genitally deaf as there were congenitally deaf, and "of those born in 1870–79 more than four times, "whereas the census returns show that more than "half of all the deaf mutes living in this country "(1880) were born deaf." There is, therefore, evidence that, taking the deaf mutes as a whole, there has been of recent years a great epidemic; and on examining the statistics of the various institutions I find that it is due to an epidemic of cerebro-spinal meningitis, which now takes the first rank as the deafness-producing disease of America.

21,417. (*Chairman.*) Is that consequent upon some particular conditions of life?—I am not able to say.

21,418. (*Dr. McDonnell.*) "Spotted fever," I see in the note, is another name for it?—Yes, so it is stated. These cases often become deaf suddenly, in half an hour.

21,419. (*Chairman.*) Is that an inherited disease, or is it caused by some affection of the patient concerned?—I am not competent to decide that; I think it is not inherited. There are evidences of two great epidemics of cerebro-spinal meningitis in America which caused deafness, one occurring in the decade from 1810 to 1819, and that is the cause, by-the-bye, of that sudden sharp curve about that period in the American Asylum diagram (Diagram 2), and also probably the cause of the irregularity in the noncongenital curve for the deaf-mutes of the country (Diagram 1), occurring at that same period (1811–1820). If this is so, it indicates that the earlier epidemic extended over the whole country sufficiently to affect the relation between the congenital and non-congenital classes. That died away, and about 1840 scarlet fever assumed the first rank as the deafness-producing disease. Since the period of the Civil War scarlet fever has gradually taken second rank, and cerebro-spinal meningitis is now the prevailing cause. Few, if any, deaf-mutes have appeared in our institutions who became deaf from cerebro-spinal meningitis in the period from 1820 to 1860.

21,420. (*Mr. Woodall.*) Perhaps you will explain whether the epidemic was more felt in Illinois than in the other States?—I do not know; but there is evidence that it has been felt all over the country; all the institution reports show it, and it affects, as you see, the relation of the non-congenital to the congenital cases in the whole country; it has reversed the whole relation.

21,421. (*Rev. Mr. Sleight.*) Why is the line in diagram 2 (Illinois Institution) dotted from 1860 to 1869?—Because there we know the curves are incomplete; they are inaccurate because all the pupils who became deaf in that decade, who would ultimately be sent to that school, had not been admitted into the institution at the period when the report was made, from which these diagrams were made.

21,422. (*Sir Tindal Robertson.*) What is the average age at which deafness occurs?—I have no idea of that.

21,423. With regard to this particular epidemic that would be a most interesting point?—You will see these reports, and if the question is one of importance to the Commission I shall be glad to examine the point and see what we can determine. We cannot determine it from the census returns, because the ages and causes of deafness have not been fully published.

21,424. Could it be ascertained whether at the same time there was any corresponding disease with the same results with regard to adults?—Not from the institution reports.

21,425. From any other sources?—Yes; we have sources of information from which much information could be obtained. We could certainly obtain statistics relating to deaths, but I do not know whether the fact of deafness in adults could be obtained. Dr. Billings, of the Army and Navy Medical Library (Washington, D.C.), could give you information upon this point.

21,426. (*Mr. Woodall.*) You have probably explained just now what can be said with regard to the extraordinary increase of congenital deafness over this period traversed by your diagram?—I have not touched the question of the congenitally deaf yet; we are now on the non-congenitally deaf.

21,427. But I observe that the increase in non-congenital deafness shown in the diagram of Illinois is corroborated by the general increase over the States generally?—Yes.

21,428. But the relative amount of congenital deafness in the two institutions on the second diagram does not exactly correspond with the first diagram. Congenital deafness over the United States generally appears to have reached a higher figure, does it not, in the period of 1870, than it has done in the separate institution?—That is very simply explained. The report from which the American asylum diagram was made, was issued in 1877, and so it is unreliable, say, for two decades before that, because pupils are rarely admitted till they are 10 or 12 years old, and some do not appear until they are adults. It is not reliable for the decade 1850 to 1859. The reports from the American Asylum show that there was a decrease, not that there was any real decrease, there for that period, but simply that all the pupils who were born in that decade (1850–1859), (who would ultimately be sent to school) had not appeared in the institution at the date when the report was made (1877). The Illinois institution report again is a later report, 1882; and it only starts from 1846; whereas the American asylum report starts from 1815. That explains at once the difference. Put the two diagrams

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together in the mind. The American Asylum for the earlier period and the Illinois Institution for the later, and the composite approximates more closely to the curve from the census returns.

21,429. But looking at Diagram No. 1 only, it might almost have been assumed that there was neither congenital nor non-congenital deafness at all preceding the period of 1780–1790?—But we do not know that. And in the census there were very few, because they were not living in 1880. The census returns are only for deaf mutes who were alive in 1880.

21,430. That I take it must be always borne in mind, that you have been steadily decade by decade making stricter scrutiny into the existence of those causes whose existence was previously ignored?—Yes.

21,431. (*Rev. Mr. Sleight.*) That is to say that the more accurate returns you give, the higher it goes?—Yes. There is one important point of difference between the institution returns and the census returns. The institution returns give all the deaf who were admitted, their dates of birth, &c., irrespective of whether they were alive or not when the reports were made. The census returns only gave those deaf who were living on 1st June 1880. And let me direct your attention to a very important point. I may be wrong in my deductions; but I think it is an important point that we can determine from such curves as these, and throw some light upon the growth of the deaf mute population, without reference to the earlier defective censuses, and I have attempted to do so on the large diagram shown facing page 40 in my Memoir (see Diagram No. 3). I think it is very important that the Commission should form an opinion as to whether my line of reasoning is correct or not; because we cannot rely upon the earlier censuses. My idea is this: that if we compare the relative numbers of congenital deaf mutes and hearing persons *of the same age*, that should give us the relation between the whole congenital deaf population and the hearing population at the period when they were born, on the assumption that the death rates are equal, that they are cut down equally; that is the assumption on which I go. If we assume that the numerical relation that now exists between congenital deaf mutes and hearing persons *of the same age*, approximately represents the proportion of the congenitally deaf to the whole population born at the period when they were born, we have the means of comparing the growth of the congenitally deaf population with that of the population at large. The indications are that the congenital deaf mutes of the country are increasing at a greater rate than the population at large; that is evident from the curve which shows it.

21,432. (*Mr. Woodall.*) In the earlier diagrams these are gross figures, are they not; they are not relative figures to the population?—No.

21,433. In the diagram which you have presented, showing the relative proportion of congenital and non-congenital cases of deaf mutism in the United States, the ascending scale indicates the actual gross numbers and not the per-centage to the general population at all?—Yes, that is true for the first diagram presented.

21,434. Would not a table showing the general population of the United States during that period, and its wonderful increase, have something like the same appearance as this diagram presents?—I have shown that.

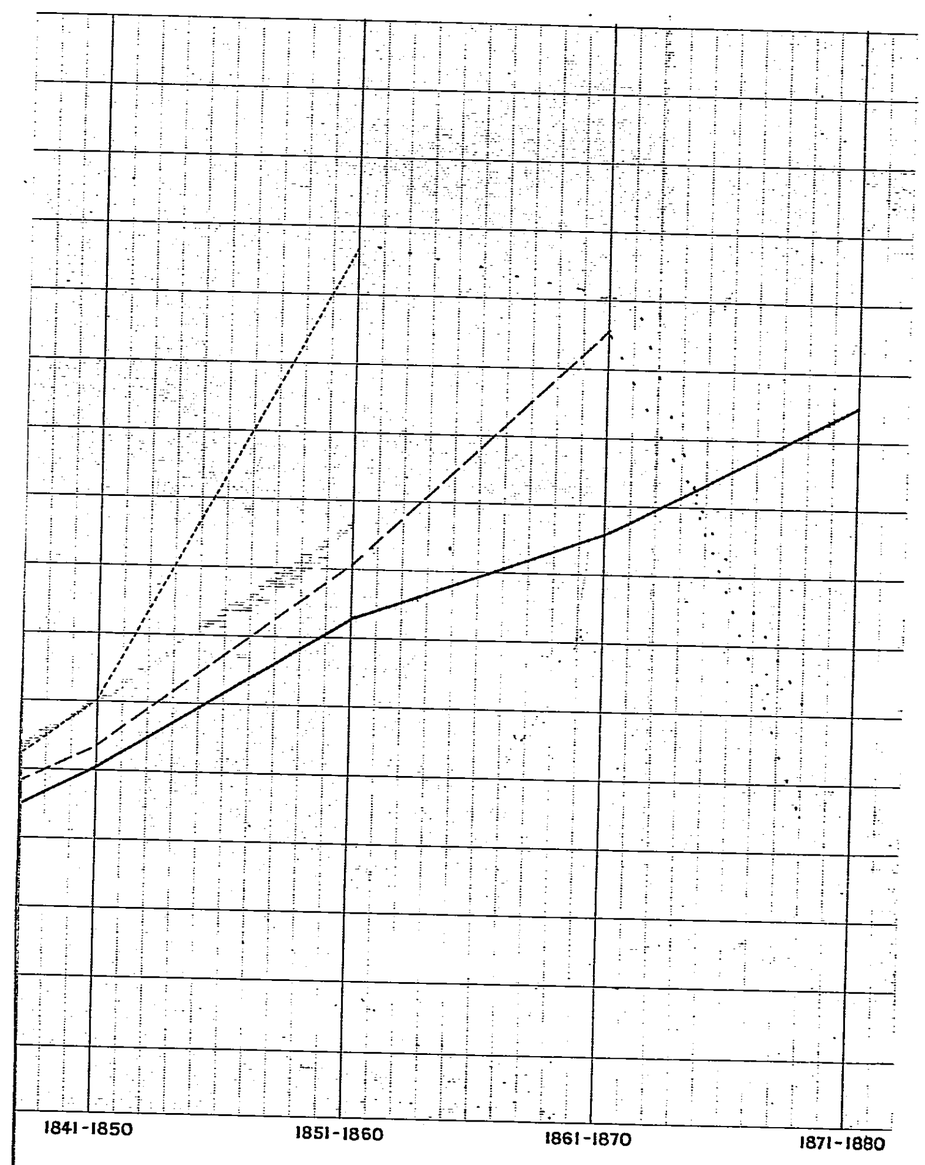
21,435. For the entire population?—Yes, for the entire population of the United States; it is shown on the diagram No. 3. But it would be difficult to represent on the same scale, the absolute number of the whole population and the absolute number of the deaf population; and I have therefore taken per-centages so as to give them on the same scale; the lower dark line indicates the distribution according to age of the whole population of 50,155,783. Then the second line indicates the distribution according to age of the congenitally deaf population; and if you look in the Appendix to my Memoir, you will find the table and all the figures given from which that table is made. I would like very much that the Commission should realise that this demonstration (because it seems to my mind to be a demonstration) that the congenitally deaf mute population is increasing at a greater rate than the population at large, is independent of the errors of the earlier census reports. All the material is taken from the 1880 census alone. The table to which I refer is Table U in the Appendix, on page 77. It is as follows:—

Deaf-mute population of the United States compared with the population at large.

Period of birth.	Population of the United States (1880), classified according to period of birth, and the number of persons born in each period reduced to a percentage of the whole.		12,154 congenital deaf-mutes living June 1, 1880, classified according to period of birth, and the number of deaf-mutes born in each period reduced to a percentage of the whole.		Deaf-mutes both of whose parents were deaf-mutes, classified according to period of birth, and the number of deaf-mutes born in each period reduced to a percentage of the whole.	
	Number of persons.	Percentage.	Congenital deaf-mutes.	Percentage.	Deaf-mutes both of whose parents were deaf and dumb.	Percentage.
1871–1880	13,394,176	26·7051	2,068	17·015	19	14·3
1861–1870	10,726,601	21·3866	3,398	27·958	41	30·8
1851–1860	9,168,393	18·2798	2,460	20·240	42	31·6
1841–1850	6,369,362	12·6992	1,614	13·280	20	15·0
1831–1840	4,558,256	9·0882	1,078	8·870	11	8·3
1821–1830	3,111,317	6·2033	751	6·179	—	—
1811–1820	1,830,095	3·6488	472	3·883	—	—
1801–1810	776,507	1·5482	241	1·983	—	—
1791–1800	196,197	0·3912	63	0·518	—	—
1781–1790	20,863	0·0416	9	0·074	—	—
—— 1780	4,016	0·0080	—	—	—	—
Total	50,155,783	100·0000	12,154	100·000	133	100·0

21,436. In effect there has been a very remarkable growth of the general population of the United States, a still greater growth of the congenitally deaf, and in a much greater ratio—especially from 1840 to 1860—of deaf mutes born of deaf mutes?—Yes.

21,437. (*Mr. Van Oven.*) But there is an immense falling off from 1871 to 1880?—These are the deaf children of deaf mutes. The apparent falling off does not necessarily mean a real falling off. These deaf children were returned to me as having been at some time pupils of institutions. Few pupils make their appearance at school before they are 10 or 12 years of age, so that many of the younger deaf children had not appeared in school at the time the returns were



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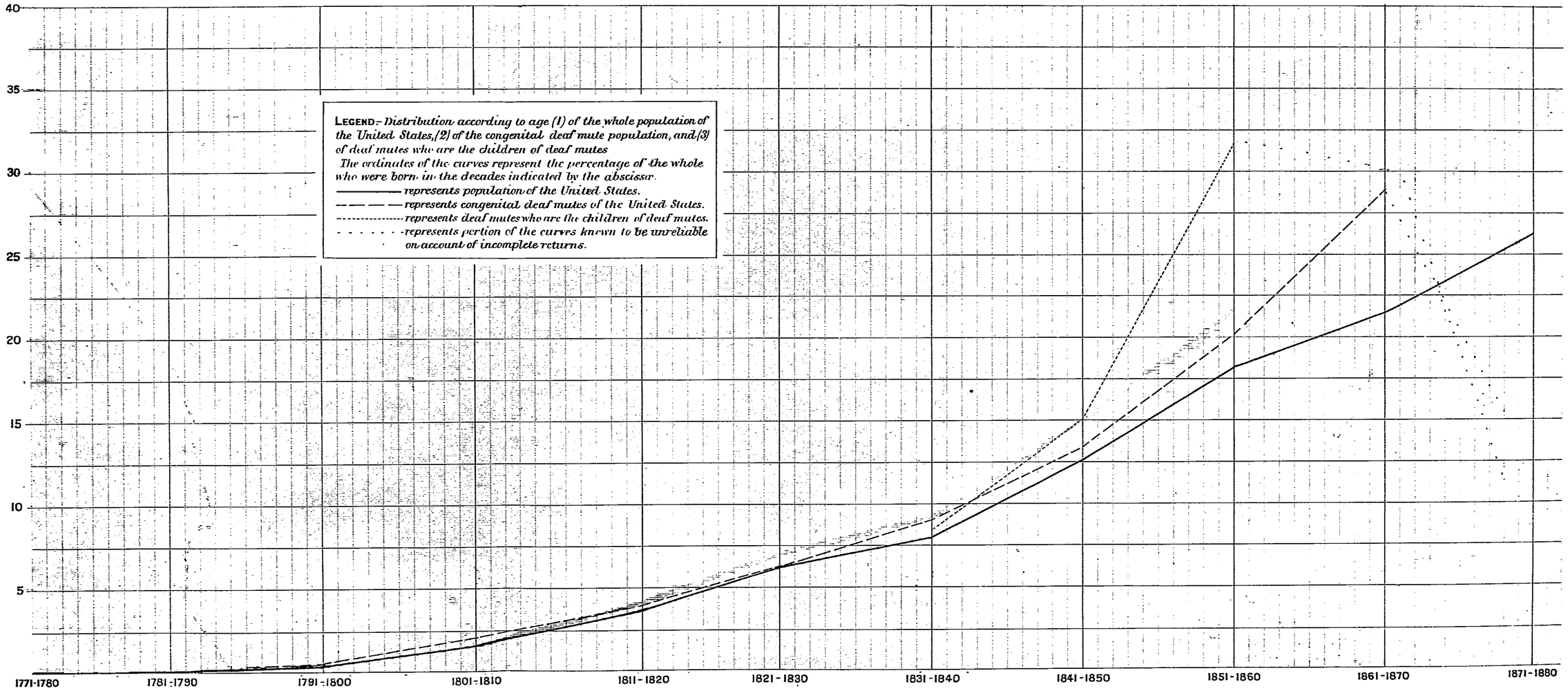
To face question No. 21.431.

DIAGRAM No. 3.

Comparison of the congenitally deaf population with population at large, in the United States.



Dangerfield Lith 22, Bedford St Covent Garden 16566 (F. 48)

made to me. But there is another point. The line forming the line for deaf mute children born of deaf mutes commences suddenly. There are none at all before the decade 1831–1840.

21,438. (*Chairman.*) Is that an absolute fact, or is it only unrecorded?—I think it is an absolute fact, but that is simply my opinion. When I come to enter upon that subject (which I would rather not do just now) I will deal more fully with it. There are cases of deaf mutes who have one parent deaf, who were born earlier. But even with the fuller information now in my possession, the only case I have found of a deaf child with both parents deaf before that decade was a female born in 1829, but this case requires verification. Then there was no other case until 1833 that I have found; there may be others, of course. But the important point is that the line starts suddenly. It does not extend back to the beginning of the century like the others.

21,439. I think you said that you would give us a classified return of the causes of deafness, so far as you can?—If the Commission would like it, I should be glad if they would put any definite questions, and I shall be glad to see what I can do in the way of solving them between now and the next meeting.

21,440. The classification of the causes of deafness in the United States we have not got in a tabular form?—I shall be happy to do what I can to arrive at that.*

21,441. Are there any other causes of deafness to which you wish to draw particular attention on which you have made any particular remarks; you have told us of scarlet fever and cerebro spinal meningitis?—The causes of congenital deafness are very obscure. There is a very prevalent impression among the parents of congenital deaf mutes that mental impressions upon the mother during the period of pregnancy have an influence on the child. I must say that I am not inclined to believe that; but I must say that in my examination and inquiries among parents I found that belief very prevalent. It is evident that one of the chief causes of congenital deafness is a hereditary pre-disposition. That is manifested by the fact that of the 2,262 congenital deaf mutes, mentioned on page 13 of my memoir, more than one half, or 54·5 per cent., had other members of their family deaf and dumb.

21,442. Is arrested development the cause of deafness? Sir William Dalby says that in the first class of causes he would place deafness as due to arrested development before birth, which is quite unpreventable?—I am very much inclined to think that there is a great deal in that.

21,443. (*Sir Tindal Robertson.*) Can you tell us whether that idea of mental impressions is shared by experienced medical men, specialists, in America, or is only a sort of popular idea?—It is a sort of popular idea.

21,444. Have you any particular book upon the question written by a recognised medical authority which throws any light upon this particular question of causes of deafness?—I believe not. I am now engaged in a very elaborate investigation by which I hope to arrive at some light. It is based on this fact: that 54·5 per cent. have deaf mute relatives. From that fact I deduce this consequence that heredity plays a part in the production of congenital deafness. If there is no deafness in the ancestry, it is something else in the family which is not specially indicated. If it is not deafness, how are we going to find it out? I have formulated a plan of research, from which I expect to obtain important results. It is to examine the ancestry of families containing three or more deaf children. If one child in a family is born deaf, it may be accidental; if two children in a family are born deaf, it is a little less likely to be accidental; but if there are three or more children born deaf, I think we may confidently assume that there is something to be discovered in the ancestry. Therefore I have started a genealogical inquiry which has now assumed enormous proportions. I felt that one man could hope to do very little, and that it would be better to take a limited area of country and examine all the cases in that area in which three or more children had been born deaf. I have taken as the base of my operations the New England States, and I have experts, genealogists, at work who have been engaged for nearly four years in tracing the ancestry of all the families that I have any record of in the New England States, that have three or four deaf children. My plan is this: I trace the ancestry up in every branch. I do not know what it is we are going to look for except that it is probably something abnormal. Therefore we search for any peculiarities or abnormalities among the ancestors, or the brothers and sisters of the ancestors. My idea is that, where we have got a good number of cases of distinct families having no deafness in the ancestry, but where three or more deaf children have appeared, we should take and put together these genealogies, make a sort of composite photograph, and see what sort of abnormalities appear in common in the ancestry; and that will have something to do with the deafness.

21,445. (*Sir Tindal Robertson.*) Taking into consideration blood relationships?—Yes.

21,446. (*Chairman.*) We have had evidence before us that consanguinity has a very important bearing?—Without taking up the time of the Commission, I should like them to look at these papers. Those will give you an idea of the mass of material which I am collecting. This is the index to the genealogical material I am collecting with regard to the ancestry of deaf mutes in the New England States.

21,447. With us in 35 institutions, there have been 56 cases resulting from the marriages of first cousins, 11 of second cousins, of other relatives, two; and 28 cases which were children of deaf and dumb parents. Therefore the deaf and dumb marriages of first cousins appear to be double the number of those of children of deaf and dumb parents. And that is not quite a disposing cause, because a great many more first cousins have married of course than are the parents of deaf and dumb children?—I presume that the Commission is familiar with the researches of Dr. George Darwin, of Cambridge, who has investigated that very point of consanguineous marriages. If I remember rightly he examined the institutions for the deaf and dumb in this country, and found the per-centage of deaf mutes who are the children of first cousins; so, too, he took the blind and the idiotic, and so forth, but he did not stop there as others have done, he took the per-centage of children with no defects at all in the schools, and found the per-centage the same. And so far as my researches have gone, I have given considerable attention to this subject, and I can see no proof; at least we have no statistics that undeniably prove that a consanguineous marriage is a cause of deafness: but I do see abundant proof that a consanguineous marriage occurring in a family in which there is already deafness increases the deafness in the offspring; it is simply a case of selection; the family peculiarities, whatever they are, are increased. However, I must refer you to one source of information which seems to me to give the most plausible proof that consanguineous marriages may be a cause of deafness, that is the report of the Halifax Institution for 1877; it is out of print. The principal of that institution has only one copy. He had two, and he presented me with one. If the Commission have not got it at hand I have it here; and I think the statistics that are in that report are very striking with regard to consanguineous marriages. But again with regard to this subject, if the Commission desire me to search the reports of the American institutions, and make tabular statements, I shall only be too glad to do so.

21,448. (*Mr. Woodall.*) In stating Dr. Darwin's view, I understand you to concur in it?—Yes, so far as my researches go. In regard to the question of arrested development in the nervous system, I may

* *See* reply to Query 21,487.

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direct the attention of the Commission to a very curious phenomenon. White cats that have blue eyes are always deaf; it is a very curious thing. Darwin (the father) explains this peculiarity upon the hypothesis of arrested development of the nervous system. He says that all kittens when they are born are deaf. Not only are their eyes closed, but their ears are closed also, and if you avoid making a current of air, and simply make a loud noise by clanging together a poker and shovel, you cannot awake kittens if they are asleep. Now when the eyes are first opened they are always blue; they change afterwards, and Darwin says that supposing an arrest of development to occur in the nervous system at the period of closed eyelids, the eyes will be permanently blue, and the kitten permanently deaf. In proof of that I may say that there was a French doctor, whose name I forget for the moment, who observed a white kitten with blue eyes, and tested its hearing as well as he could, and studied it, and when this cat grew to be about one year of age, he found that the eyes began to change colour, and then the cat began to hear. In the case of deaf mutes, I have sought to see whether we have anything similar in the blue eyes. I counted the blue eyes in one institution, and I found a very abnormal proportion of blue eyes in the New York institution, but I do not hold that as conclusive at all, because in New York State the Roman Catholic children go to a separate school, and they belong largely to the dark eyed races. I wish, however, to direct the attention of the Commission to one very curious thing. I cannot assert it as a fact, but I think it is of importance. I have found a few cases of deaf mutes who have eyes and hair that do not match, and every one of those was partially blind.

21,449. (*Chairman.*) More or less albinos?—No, light blue eyes and black hair. And on examining a school for the idiotic in Elwin, Pennsylvania, my attention was immediately struck with the fact that about 50 per cent. of the children in the primary school there had eyes and hair that did not match. Some had very light blue eyes and black hair, and others had very dark eyes and light flaxen hair. It is a subject that should be kept in mind. Now with regard to correlation there is an undoubted correlation between blindness and deafness and idiocy. I will not take up the time of the Commission by going into details, but will refer you to an article upon that subject I published in "Science" of February the 13th, 1885, in a paper entitled "Is "there a Correlation between Defects of the "Senses?" I will just refer to a few of the general remarks. There are 14½ times as many blind persons among the deaf and dumb in proportion to the population as there are in the community at large, and 46 times as many idiotic; there are 14 times as many deaf mutes among the blind as there are in the population at large, and 19 times as many idiots.

21,450. Then you think that there would be a peculiar fitness in this Royal Commission inquiring into the education of the idiotic, so far as they can be educated together, with the education of the blind and the deaf and dumb?—No;* I bring this forward as bearing on the causes of deafness. I say that these three things probably have some common cause. I would say that there does not seem to be any great correlation between deafness and insanity, so far as the census returns show. My genealogical researches, on the other hand, indicate that while comparatively few deaf-mutes are insane, insanity has appeared not infrequently among the brothers and sisters of ancestors of deaf-mutes. I would recommend this paper to the Commission. I present them with a copy of "Science" containing it. I suggest there that it may be possible, in a certain proportion of cases of blindness, deafness, and idiocy, that they may spring from a common cause, probably from arrested development of the nervous system. I find that it is not uncommon for deaf mutes, especially where they belong to a family having a number of deaf mutes to have cousins, not brothers and sisters, who are idiots; as if the defect had struck down in one branch as deafness, and in the other as idiocy. In concluding this subject of the causes of congenital deafness, I think we must undoubtedly assume that in the majority of cases some ancestral cause operates, whatever it may be; and I am very much inclined to the belief that there is an arrest in the development of the nervous system. I find all round the points, where deaf mutes appear in large numbers, evidences of other disturbances in the nervous system, paralysis, chorea (St. Vitus's Dance), and epilepsy; and it is probable that in regard to congenital deafness in families, there is some cause in the nervous system that is inherited—it may not be deafness—but heredity plays a part. There is one other point associated with congenital deafness, and that is, variability. You will find abnormalities all round the points where you find numerous deaf mutes. I am specially struck with one point that may turn out to be nothing more than a coincidence when I come to take the per-centage, I allude to the presence of twins and sometimes triplets in the families of the ancestors of large families of deaf mutes. I do not know what the association is, but it occurs so frequently in the families that I have been investigating as to have attracted the special attention of my correspondent, Mrs. Pratt, who first pointed it out to me. In that connexion, I may say that one of the Siamese Twins had deaf and dumb children. The Siamese Twins, in America, married two sisters, and one had deaf and dumb children. And in Martha's Vineyard, in Chilmark, where one person in every 25 of the population is a deaf mute, you have evidences of variability—various sex peculiarities which cannot very well be spoken of in the Commission; and you have dwarfs, and you have six-fingered persons.

21,451. (*Dr. Campbell.*) Can you form any idea of how soon you will be able to publish the results of this investigation?—I cannot say. I have no idea. I have been at work upon it four years. I expect to publish one part of it this autumn. That is the part which refers to the deaf mutes in Martha's Vineyard. That has proved to be an interesting field, being an island where consanguineous marriages have occurred, and I have been able to trace the ancestry. As you will observe by my reports, the ancestry is traced in every branch. That has been very difficult work, but I have got the ancestry traced up through 10 or 12 generations. The rest of the work may take years.

21,452. (*Mr. Woodall.*) Where is Martha's Vineyard?—In the southern part of Massachusetts; it is one of our largest islands, between 50 and 60 miles from Boston.

21,453. (*Chairman.*) What is the population, about?—The population of this little hamlet (Chilmark), where deafness occurs is only 500, and there are 20 deaf mutes. I have a list of 72 deaf mutes born in that place, or whose ancestors came from there. But on the 1st of June 1880, there were 20 deaf mutes there to a population of 500, which is one in 25 of the population.

21,454. (*Mr. Woodall.*) Without pursuing in anything like detail, what you refer to with regard to the peculiarities of sex, were they monstrosities?—Yes, what are called hermaphrodites. And then there are other curious sex peculiarities. I will tell you one. In the Brown family of Henniker, New Hampshire, in which deafness has gone down through four generations there is a very remarkable sex peculiarity.

* I do not wish my reply to this query to go upon record in the negative. Reflection convinces me that the education of the feeble-minded should be inquired into by the British Government. I know from what I have seen in America that much can be done for the idiotic, and many that would otherwise be a burden upon the public can be taught to be self-supporting. The causes of idiocy are so inter-related to the causes of deafness and blindness that I think there would be a peculiar fitness in this Royal Commission inquiring into the condition of the idiotic.

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The first deaf mute in this family is one of nine children, and they are all girls except the deaf mute, and he is a boy. In his mother's family they are all boys except one girl, and in her mother's family they are all girls except one boy. And in all these three cases the families are large. I will show you another case with regard to twins and triplets. That is the Allen family. That is a very curious case. In this case the deafness has gone down through three generations, and the third generation is very young. In the family containing the first deaf mute there were 12 brothers and sisters, including a case of twins.

21,455. (*Sir Tindal Robertson.*) Was the deaf mute a twin?—No. Go up to the father of the family and you have among his brothers and sisters a pair of twins and a case of triplets. I am constantly struck with the appearance of twins. Whether they have any significance or not I do not know; one is apt to be misled. It may be that twins and triplets are as common in the community at large; but it is a point which is attracting my attention. In this same family you have correlation with idiocy. The first deaf mute has a brother who is insane; then he has another brother who has one child insane and one child who is all right. That child has a child who is feeble-minded. Go up on the mother's side here. The mother had a brother and one of his children was feeble-minded. You find here is insanity again. All round the point where the deafness occurs you find evidences of something generally affecting the nervous system in connexion with the brain. In such families you sometimes find consanguineous marriage taking place. There is a case I have in which seven children are deaf mutes. There was no deafness in the ancestors that was known, and no consanguineous marriage.

21,456. That does not stop pro-creation?—I do not think so. But in this case one of these seven deaf mutes married his first cousin and had a number of children who could all hear and speak, but three of them were feeble-minded. There again is something to indicate that the thing intensified might be in the brain and not in the ears at all.

21,457. (*Chairman.*) With regard to the education of the deaf and dumb in America, are there any special points on which you wish to dwell; what are the main points that influence you in regard to your being in favour of the day school system rather than the special institution system of education; what are the dangers to which you think the institution system open?—There are a number of distinct lines of reasoning that all point as a conclusion to the advisability of increasing the number of day schools and making them as small as possible.* In theory the best school for a deaf child is a school with only one in it; but of course it is impracticable, it is too expensive. I believe the best way to arrive at the solution of such a problem as the character of the best school is to formulate your ideal school, recognising that it is impracticable, but coming up as near to it as you can. In my "Memoir upon "the formation of a deaf variety of the human race," I have formulated one of the principal reasons for the advisability in my opinion of extending the day school system on page 45. I say "I think all will agree "that the evidence shows a tendency to the formation "of a deaf variety of the human race in America. "What remedial measures can be taken to lessen or "check this tendency? We shall consider the subject under two heads: (1) repressive; (2) preventive measures." Repressive measures I abandon. On page 46 I take up the question of preventive measures, and I would request the very close attention of the Commission to this point, for it really forms the central point of my idea of the day schools with regard to preventive measures (that is in regard to preventing the inter-marriages of the deaf and dumb). I say:—"The most promising method of lessening "the evil appears to lie in the adoption of preventive "measures. In our search for such measures we "should be guided by the following principle: (1) "Determine the causes that promote inter-marriages "among the deaf and dumb; and (2) remove them. "The immediate cause is undoubtedly the preference "that adult deaf mutes exhibit for the companionship "of deaf mutes rather than that of hearing persons. "Among the causes that contribute to bring about "this preference we may note: (1) segregation for "the purposes of education; and (2) the use, as a "means of communication, of a language which is "different from that of the people. These, then, are "two of the points that should be avoided in the "adoption of preventive measures. Nearly all the "other causes I have investigated are ultimately "referable to these. Segregation really lies at the "root of the whole matter; for from this the other "causes have themselves been evolved by the "operation of the natural law of adaptation to the "environment. We commence our efforts on behalf "of the deaf-mute by changing his social environ-"ment. The tendency is, then, towards accommo-"dation to the new conditions. In process of time "the adaptation becomes complete; and when, at "last, we restore him to the world as an adult, he finds "that the social conditions to which he has become "accustomed do not exist outside of his school-life. "His efforts are then directed to the restoration of "these conditions, with the result of inter-marriage "and a tendency to the formation of a deaf-mute "community."

21,458. (*Mr. Woodall.*) Is that so?—Yes. "The "grand central principle that should guide us then in "our search for preventive measures should be *the "retention of the normal environment during the "period of education.* The natural tendency to-"wards adaptation would then co-operate with in-"struction to produce accommodation to *the permanent "conditions of life.* The direction of change should, "therefore, be towards the establishment of small "schools and the extension of the day school plan. "The practicability of any great development of day "schools will depend upon the possibility of con-"ducting very small schools of this kind economically "to the State; for the scattered condition of the deaf "and dumb in the community precludes the idea of "large day schools, excepting in the great centres of "population. The principle referred to above in-"dicates that such schools should be of the minimum "size possible; for the school that would most "perfectly fulfil the condition required would contain "only one deaf child. It also points to the advis-"ability of co-education with hearing children; but "this is not practicable to any great extent. No "instruction can be given through the ear, and "complete co-education would only therefore be "possible by a change in the methods of teaching "hearing children. It is useless to expect that such "a change would be made for the benefit of the deaf "and dumb on account of their limited number. "Partial co-education is, however, possible, for some "studies are pursued in the common schools in "which information is gained through the eye. For "instance, deaf mutes could profitably enter the same "classes with hearing children for practice in "writing, drawing, map drawing, arithmetic on the "black-board, sewing, &c. For other subjects "special methods of instruction would be necessary, "and these demand the employment of special "teachers. They do not, however, necessitate special "schools or buildings, and a small room in a public "school building would accommodate as many deaf "children as one teacher could successfully instruct. "Considerations of economy render advisable the "appropriation of a room of this kind, as the "appliances of a large school might thus be obtained "without special outlay. The average *per capita* "cost of the education of a deaf child in an American "institution is $223·28 c. per annum. Very small day "schools could be maintained at no greater cost."

21,459. Is that over the whole of the States?—That is the average arrived at from the average of

* See replies to Queries 21,457; 21,464; 21,468; 21,469.

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34 institutions; they are not my figures; I quote them from the principal of the Illinois institution in 1882. Perhaps Dr. Gallaudet's testimony will be more reliable.

21,460. 250 and 260 dollars I find was paid by the States generally *per capita*?—You will find the table from which the *per capita* is calculated in the Appendix, Table X.

21,461. (*Chairman.*) I wanted to ask you this question. In Germany they have a large number of institutions, and they have a certain number of every day schools; but where the oral system is taught there is no inter-marriage practically by the deaf and dumb; and therefore while you are advocating, in order to prevent the inter-marriage of the deaf and dumb, day schools instead of institutions, would it not be far more simple to follow the example of Germany, and would you not consider that if you give them speech, you take away the great inducement to inter-marriage. Or is it practicable to do that. If it is not impracticable it is more simple, but is it practicable?—We do not find the facts in America the same as you state. The pupils of our oral schools do marry deaf mutes.

21,462. But do they do so exclusively, or do they not also after they leave school mix with those on the sign system?—A larger per-centage of the pupils on the oral system marry hearing persons than of those on the sign system.

21,463. I assume that you wish to prevent this calamity happening of the formation of a deaf variety of the human race; the question is whether you can arrive at that in the best way by your system, that is to say, by doing away with institutions, and having day schools, so as to prevent the possibility of the deaf and dumb being thrown together so much when young. Would you not attain your object better by assisting their learning speech as far as possible?—I do not advocate the abolishment of institutions. I am only on the line of researches. I propose to keep our institutions.

21,464. It is a very serious question you raised of doing away with institutions altogether?—We could not do that; that is a step backwards. It may be done by the process of natural selection. I do not propose to do that; I propose to supplement the institutions by a large development of small day schools, and leave in each state at least one institution which shall accommodate the children who cannot attend day schools; and, where it is practicable in any State, let the day schools be affiliated with the public schools so that the children shall be in the public school buildings, in a special room under a special teacher, but thrown in contact with the hearing children in every possible way. One of the lines of argument that lead to the same result is my desire that all deaf children should be taught to use their vocal organs, and to speak. The conditions in an institution are unfavourable to this, because there are few people there who can hear them speak; so that if they are placed in an institution the English language is of little use to them; and if you want a child to make a rapid advance in the English language you must make the language of use.

21,465. Do you think it would be an advantage to the deaf and dumb children to be brought in contact with speaking children in play hours?—Undoubtedly; I am very strongly of that opinion.

21,466. In London, besides our institutions, we have a certain number of school board schools, in which the deaf and dumb children are in many cases in a part of the same building where the ordinary hearing children are taught, and to a certain extent they mix with them. If that were to be carried out as it could be carried out in large towns, and is being carried out in England in large towns, it would obviate your suggestion for the deaf and dumb being kept together in a separate class?—Yes.

21,467. Do you see any objection to that system?—No; I do not believe you can carry on co-education with hearing children. I do not think that that is a practicable thing for a large number; there are individual cases where it may be done. But I think that partial co-education is not only possible but practicable; and it would be an advantage to the deaf to have a special teacher in a special room in the same building with a large number of ordinary children.

21,468. Do you think it advisable, after deaf and dumb have had a sufficient education (I am assuming that they are being educated in speech) to enable them to go out into the world, after they had had eight or ten years in a private school or with separate education, which you admit they must have, that they should if possible go to some technical school where they can be taught in common with other children the rudiments of practical mechanics and drawing, and other elements of industrial trades, say from 14 to 16 or 16 to 18. Do you think that that is a step in the right direction?—I think it is. In the day schools in Boston no industrial training is provided by the city, and the principal, through a private fund, has sent a number of her boys to the Institute of Technology, where the Russian workshop system is introduced, where the pupils are not taught a specific trade, but are taught the elements, the use of tools and the elements of a trade; and these boys have found no difficulty in getting good employment. There are two other points that occur to me with regard to day schools. A boy who is brought up in close association with a large number of hearing children will derive a great advantage in adult life from his knowledge of these hearing children, even though he never communicates with them. They will be the men and women among whom his lot in life is cast, and they will help him in getting on in life; they will remember that he was a schoolfellow and will help him.

21,469. That must be on the oral system, otherwise there would be no means of communication between them?—Let there be any means of communication that they can get, or if they do not communicate at all it will still be an advantage. Boys are not always rough. When these children grow up to be men and women they will remember the deaf children, even if they never spoke a word to them; and these deaf children will have friends in the hearing community who will help them to business and places; whereas if they are kept away from hearing persons and go out into the world without knowing any, they find it much harder to get employment. The other point is still more important; it is this, that the institution plan does not bring half the deaf children under instruction. You can get the children into day school at a younger age, and make the institutions places of higher learning. You can reach the children at an age when they cannot go from home; you can carry the school to the door of the home. The institution system of America has not brought under instruction one half the deaf children, and teachers tell me the same elsewhere. The reason is the same; that the parents will not part with their children. I should propose to supplement the institution plan therefore by these little feeders which will reach those pupils at a younger age. They will occupy a field that the institutions cannot touch and will prove of advantage to the institutions by bringing the pupils into the institutions at a much further state of advancement than if they had had no previous instruction at all.

21,470. I see that in your American schools the industrial department is introduced into most of them. I see from the evidence that out of the whole number only about 14 have no industrial departments; eight of these are day schools, so that only six have no industrial departments in connexion with them; I suppose that is so?—I believe so.

21,471. How late do the majority of your pupils remain in the institutions; how long do you keep them?—I do not think that I am competent to give an opinion as to that. But I may say in regard to the pursuits of the deaf and dumb in adult life, that it is very obvious that they do not follow the trades

which they are taught in institutions. And yet, as a class, they are self-supporting. How did they acquire the trades by which they earn their livelihood and which were not taught them in school? In ordinary shops, by simple observation and experience. That is a very important point as to how far it is advantageous to teach specific trades in institutions; because the institution is necessarily limited to the choice of very few trades. A boy, whatever his abilities may be, is obliged to become a boot maker or a cabinet maker; whereas he might prefer something else. And all these deaf children go into competition with one another where they are not wanted. I think that the tendency should be to scatter the deaf and dumb in different employments rather than to bring them all into two or three trades; and that it would be better to teach the elements of trades in institutions rather than specific trades. I would commend to the attention of the Commission on that subject a paper by the Rev. Edward Everett Hale, of Boston, as to what occupations and trades should be taught to the orphans in our orphan asylums. It should have a practical bearing on the education of the deaf. It is reprinted in the American Annals of the Deaf. I can say, in one word, that Mr. Hale advocates giving the highest training.

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21,472. Secondary training?—Yes, to orphans or public charities, because they will come into less competition with the outside world than if they are taught lower occupations, and the same thing applies to the deaf and dumb. Art training is of great importance with regard to them. I would recommend the Commission to look at that article, and I will furnish the reference to it. [See Annals for January 1887, Vol. XXXII., pp. 16 to 20. "What kind of Trades shall be taught?" By the Rev. Edward Everett Hale, D.D., of Boston, Mass.]

The witness withdrew.

Adjourned to Thursday next at 12 o'clock.

6, Old Palace Yard, S.W.

Thursday, 21st June 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.P.
B. ST. JOHN ACKERS, ESQ.
T. R. ARMITAGE, ESQ., M.D.
F. J. CAMPBELL, ESQ., LL.D.
WILLIAM WOODALL, ESQ., M.P.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. A. GRAHAM BELL further examined.

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21,473. (*Chairman.*) I believe you desire to amplify some of the answers which you gave in the course of your examination before the Commission last week?—Referring first of all to my answer to question 21,383 in regard to the classification of the deaf, where I propose to classify the deaf by two elements only, the age at which the deafness occurred, and the degree of the defect, that classification is sufficient for all purposes of education, but it is insufficient for investigations relating to inheritance; and I would propose that you should again divide the deaf into two broad classes according as they have deaf relatives or not. That is for the purpose of studying the inheritance of deafness, and guiding our deaf pupils in their choice of partners in life. No one desires to bring misfortune upon his offspring, and if the deaf were so classified as to distinguish those who would be likely to transmit their defect, from those who would not, many of the more intelligent of our pupils might avoid forming unions that would increase the chances of their having deaf-children. (*See* foot-note.)

21,474. That of course is merely a special view of it for a special purpose?—Yes. The other classification is sufficient for educational purposes.

21,475. Would you have any objection to our putting a copy of your diagram into our report?—I shall be only too delighted for the Committee to make any use they may desire of my material. Proceeding with what I was saying I would propose to divide the deaf into two great classes, the sporadic and the non-sporadic. That is better than the distinction of congenital and non-congenital. We cannot decide who were and who were not born deaf; it is very indefinite.

21,476. Not absolutely definitely?—No, it is not possible.

21,477. Do you mean to say that a surgeon cannot tell that?—I cannot presume to say that.

21,478. I want to know from what point of view it is impossible; do you mean that it is impossible to do

CLASSIFICATION of the DEAF into FOUR GROUPS as a GUIDE to MARRIAGE.

Period of Life when the Deafness Occurred.	Character of the Deafness.	
	Sporadic Deafness.	Family Deafness.*
Before birth (congenital)	2	4
After birth (non-congenital)	1	3

* For want of a better term I characterise non-sporadic deafness as "Family Deafness"—that is deafness that seems to run in families—deafness that affects more than one member of the family. The hereditary tendency is most marked in persons who belong to familes containing more than one deaf-mute. The greater the number of deaf relatives a child has, the greater is the danger of his handing down his defect to his offspring.

Persons belonging to Class 1 do not manifest a tendency to transmit the defect to their children.

Persons belonging to Class 2 do manifest such a tendency, but not so strongly as persons belonging to Classes 3 and 4.

Persons belonging to Classes 3 and 4 (especially Class 4) manifest a very decided tendency to propagate the defect.

Persons belonging to Classes 2, 3, and 4 (and their hearing brothers and sisters) increase their liability to produce deaf offspring by marrying persons belonging to Classes 2, 3, and 4 (or their hearing brothers and sisters); and diminish it by marrying persons belonging to Class 1 (or their hearing brothers and sisters), or by marrying hearing persons who have no deaf relatives. Persons belonging to Classes 2, 3, and 4, increase their liability to produce deaf offspring by marrying blood relations—especially if these relatives are on the deaf side of the family.

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so with any degree of certainty, or that it is impossible from a medical point of view, by a medical man?—Medical men would be better able to answer that question than I am. But the difficulty here is that we cannot test the hearing of an infant; we cannot ascertain that a child is deaf for a long time after its birth, therefore in studying the inheritance of deafness, the proper classification would be that of sporadic and non-sporadic. As a general rule sporadic cases do not tend to have the deafness inherited; that is to say, cases in which a single member of the family is deaf, whether reported congenitally deaf or not, have a much less tendency to transmit the defect than cases where three or four members of a family are deaf and dumb, even where the latter were not born deaf.

21,479. There is another question bearing upon that point which I should like to ask you, and which is alluded to in your paper in "Science," that is to say with regard to a large number of deaf mutes who have been classed as idiots; and you say that that fact rather disturbs some of the returns; does the fact of their being classified as idiots, instead of being classified as deaf mutes, to any extent disturb the classification?—I think not to any great extent; but that subject has been very fully investigated by the officers of the census. At the same time I think that a large number of deaf mutes are returned as idiotic who are not idiotic. On the other hand, it is probable that many idiots are reported as deaf who are not deaf. The number of doubly afflicted persons may therefore be decidedly less than it appears in the census. We cannot safely assume that the returns of any isolated fact are complete.

21,480. That leads me to ask the question whether there are not many children who are simply deaf sent to idiot schools?—No doubt.

21,481. Are there not more than several?—I am inclined to think so.

21,482. And then again, on the other hand, idiotic children are sometimes sent to deaf and dumb institutions?—Yes, but they are generally rejected. The difficulty of ascertaining the correctness of the returns relating to the idiotic deaf and dumb, is the difficulty of ascertaining whether the observers are competent or not to decide upon the mental condition of a deaf and dumb child. There is very considerable doubt as to the number; but the number is so enormous as compared with the whole of the deaf and dumb population, as to show that the feeble-minded must be very much more common among the deaf and dumb than among the hearing.

21,483. You spoke of the correlation between the deaf mutes, the blind, and the idiotic; and you think that those defects may possibly all arise from a common cause?—That is my feeling. I feel that by a study of the causes of these forms of defects we shall find some common cause involving the production of congenital deafness. Then there is one further point which I wish to refer to in my answer to question 21,402, which is a question I rather avoided answering. It has reference to the schools where auricular instruction is practised as a separate department. I am asked whether they are leading schools in America, and I say that I do not like to discriminate between one institution and another.

21,484. That was not my object in asking the question; I merely wanted to know whether they were schools of great calibre, size, and so forth?—I had a feeling that this answer of mine rather cast reflections upon these schools by implication, and as I think the members of this Commission are entitled to have my honest views upon all questions, I should like to speak for one moment of those four schools which adopt auricular instruction. (1.) The Nebraska Institution is one of our leading institutions, and that is where auricular instruction was first introduced as a distinct method.

21,485. That is the view I meant to convey in speaking of the leading schools, in the sense in which you are using the term now, that is to say, one of the principal schools?—The principal of that school is a man whose opinions are always treated with respect by all members of the profession. He is a man who states his views in moderate terms, and he is very careful and guarded in his utterances, so that whatever he says regarding auricular instruction you may believe.

21,486. Has he said anything in his pamphlet bearing upon this point?—Yes, all these four schools have made reports which are printed here. (2.) Miss McCowen, who was one of the teachers in the first auricular class in the Nebraska Institution became dissatisfied with the results of the auricular system in a combined institution, and thought that the system would be more successful in an oral school. She therefore started in Chicago a voice and hearing school, a private school. She makes a report also upon auricular teaching. In regard to Miss McCowen, I may say that she is an enthusiast. Her heart is full to overflowing with her work, and this should be borne in mind in weighing accurately whatever she may have to say. Her report seems to be very carefully worded, and I am sure it may be thoroughly relied upon.

21,487. What is the name of the principal of the Nebraska Institution?—Mr. Gillespie. I may state that a committee was appointed by the last conference of articulation teachers to investigate the whole of the grounds of this method of teaching.* I was chairman of that committee, and upon it were also Professor Gordon, of the National College for Deaf-Mutes, and Mr. Clarke, of the New York Institution. (3.) Experiments were made in the New York Institution by Mr. Clarke and Mr. Currier, the special teacher of articulation in that institution, and those experiments resulted in the formation of an auricular department in the New York Institution. Mr. Currier sends a report. I do not know much about Mr. Currier; he seems to be a good teacher of articulation. I do not know anything about his public writings, but I think from personal conversation with him, that his statements may be fully relied upon. (4.) Then Mr. Clarke, who was on the committee, and who was one of the teachers of the New York Institution, has recently become the principal of the Arkansas Institution, and an auricular department has been conducted in that school, and Mr. Clarke sends us a report. Before Mr. Clarke went to the Arkansas Institution it was in an unsatisfactory condition. It has yet a reputation to make. Mr. Clarke has made an honourable record as a teacher, and from my personal knowledge of him I can fully commend his report to the Commission. Referring now to what appears at question 21,439, I am happy to be able to present the Commission with a very full classification of the causes of deafness. In fact I have here a short analysis of the chief points relating to the deaf and dumb, which, if the Commission desire it, I will incorporate in my evidence. This is an analysis of the tenth census of the United States relating to the deaf and dumb results, compiled from published statements of Rev. Fred. H. Wines, expert and special agent of the tenth census for the defective, dependent, and delinquent classes:—

DEAF and DUMB of the UNITED STATES (1880).

Where found.

At home or in private families	27,867
In schools (excluding day schools)	5,393
In almshouses	511
In benevolent institutions	79
In hospitals or asylums for the insane	24
In prisons	4
	33,878

* For Report of this Committee, written by Professor Gordon, see Annals, Vol. xxx. p. 59.

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Sexes.	
Males	18,567
Females	15,311
	33,878
Ages.	
Under 6 years of age	1,437
6 to 16 years of age	10,046
Over 16 and under 21	5,013
21 years of age and over	17,382
Total	33,878
Age when deafness occurred:—	
Born deaf	12,155
Under 5 years of age	7,289
5 to 9 years of age	2,235
10 to 14 years of age	694
15 years of age	100
Unknown	11,405
Total	33,878
Causes of deafness:—	
Congenital	12,155
Adventitious	10,318
Not stated	11,405
Total	33,878
Causes of adventitious deafness:—	
Causes assigned accepted and tabulated	9,209
Causes assigned, rejected as too vague or improbable to be counted or classified	978
No cause assigned	131
Total	10,318

Causes of adventitious deafness assigned with more or less definitiveness and probability in the following cases:—

Accident	593
Diseases of ear	366
Other diseases	8,250
Total	9,209

21,488. What would be the other diseases that would generally be reckoned as causes?—I have here an analysis of all the causes of adventitious deafness that have been accepted in the United States, which have been accepted and tallied by the officers of the 1880 census. They are as follows:—

Meningitis	2,856
Scarlet fever	2,695
Malaria and typhoid fevers	571
Measles	448
Fevers (non-malarial)	381
Catarrh and catarrhal fevers	324
Other inflammations of air-passages	142
Falls	323
Abscesses	281
Whooping-cough	195
Nervous affections	170
Scrofula	131
Quinine	78
Blows and contusions	74
Inflammations of the ear	72
Diphtheria	70
Hydrocephalus	63
Teething	54
Mumps	51
Small-pox and variola	47
Erysipelas	36
Fright	32
Water in the ear	25
Sunstroke	21
Noises and concussions	21
Tumours	11
Chicken-pox	10
Struck by lightning	10
Foreign bodies in the ear	9
Salt rheum	3
Malformation of the ear	2
Syphilis	2
Consumption	1
Total	9,209

21,489. You spoke of making one of your divisions as between those who are deaf at certain ages as giving you a clue to those who would be able to use speech to begin with. As I gather all those after five would be those who have remains of speech to begin with?—Yes.

21,490. It is important to know the number of those who have remains of speech left, in order to know the number of those who would be suitable for oral schools; I suppose you may say that all those above three years of age would be suitable?—In my opinion those who become deaf in early childhood (two and less than five years) constitute a doubtful class. They have all spoken, but the habit of speech has not been fully formed, so that they readily forget how to articulate unless constantly encouraged to speak at home. Many of them easily regain the power of speech by instruction in school. Whether or not, however, they retain remnants of speech when admitted to school, their minds are in a much more mature condition than those who became deaf in infancy (under two years) and they should not therefore be classed with them. Those who become deaf in late childhood (five or more years of age) certainly retain some recollection of speech, even though they may have been neglected at home. Their speech is very readily preserved and improved, and they speedily acquire the power of speech-reading by eye.

21,491. What you have given us now will be sufficiently near for our purposes; you have got those at five years old?—Yes.

21,492. You have already told us that it is difficult to say whether they are actually congenitally deaf, or whether they have become deaf before they speak?—You have simply to accept the returns. It may be that a large number of those who became deaf in infancy were congenitally deaf; but we cannot ascertain it certainly. I think that members of the Commission may rely upon this analysis of causes of adventitious deafness, these causes having been analysed by experts. As a general rule the causes assigned cannot be relied upon in all our institution reports. The causes are very vague and improbable in a large proportion of cases, and as you see even in the census returns, there are a very large number, nearly a thousand, rejected as improbable. The others were submitted to competent medical inspection and classified in this way. I have here another table which I have prepared, and which I think the Commission might like to have. It is a table of comparison showing the growth of American schools for the deaf from 1857 to 1887—statistics compiled from the American annals of the deaf, and it is as follows:—

Date.	Total Number of Schools.	Total Number of Pupils.	Number of Pupils taught Articulation.	Total Number of Teachers.	Number of Deaf Teachers.	Number of Articulation Teachers.
1857	20	1,721	—	95	—	—
1863	22	2,012	—	—	—	—
1866	24	2,469	—	119	—	—
1867	24	2,576	—	120	—	—
1868	27	2,898	—	170	71	—
1869	30	3,246	—	187	77	—
1870	34	3,784	—	222	94	—
1871	38	4,068	—	260	110	—
1872	36	4,253	—	271	107	—
1873	38	4,252	—	274	104	—
1874	44	4,892	—	290	98	—
1875	48	5,309	—	321	111	—
1876	49	5,010	—	304	104	—
1877	49	5,711	—	356	111	—
1878	49	6,166	—	375	126	—
1879	51	6,431	—	388	113	—
1880	55	6,798	—	425	132	—
1881	55	7,019	—	444	147	—
1882	55	7,155	—	481	154	—
1883	58	7,169	—	497	151	—
1884	61	7,485	2,041	508	155	—
1885	64	7,801	2,618	540	156	—
1886	65	8,050	2,484	566	158	134
1887	69	7,978	2,556	577	155	171

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21,493. Are you at all aware how far the tables in the American annals of the deaf and dumb in deaf and dumb institutions throughout the world are accurate; have you ever made it your business to test in any way the accuracy of those tables?—Yes, they are considered by the profession to be thoroughly reliable for America. The American annals of the deaf is the official organ of communication, and is supported by the institutions. Its information is collected every year by a circular letter of inquiry addressed to the institutions, and the institutions recognise the importance of correct statements; and I think that these statistics may be considered as being thoroughly reliable for America.

21,494. I see that the number of articulation teachers increases in a much larger ratio than the number of sign teachers; do you draw any deductions from that; is there any proportionate increase in the number of articulation pupils, or has it been found necessary to have a larger number of teachers so as to have smaller classes?—I have not analysed these returns, but I think it is undoubtedly the case that articulation teachers have a smaller number of pupils.

21,495. There is a proportionately larger increase in the number of articulation teachers as compared with the number of articulation pupils. I want to know whether it was for the causes that I asked you about you do not draw any deduction from that?—No; I do not draw any deduction, because the number of articulation teachers has only been noted in the Annals for two years past. Of course, articulation teachers were employed before, but we do not know their number. We cannot safely generalise from only two observations. The institutions have devoted a great deal more attention to speech recently, but where you find one articulation teacher for 60 or more pupils, the articulation cannot be very perfect. In such cases the pupils come to the articulation teacher for only a short period of time every day.

21,496. (*Dr. Campbell.*) As a rule, how many do they have at once?—In the oral schools I think the number ten is supposed to be about the limit that can be satisfactorily handled. I should like here to refer to my answer 21,380 in regard to the growth of articulation teaching in the United States. I find that the totals from which I calculated the percentages are the total number of pupils who were present on the 1st of December in the year, instead of the total number present during the year, which is a larger number and affects the percentage. The number taught articulation is correct, but the effect of the error is to increase the percentage of those who are taught articulation, and to reduce the percentage of those who are not taught articulation.

21,497. (*Chairman.*) Have you any table to put in with regard to this point?—I have a table showing the growth of articulation teaching in the United States, which is as follows:—

Year.	Total.	Taught Articulation.	Not taught Articulation.	Percentage taught Articulation.	Percentage not taught.
1883*	6,232	1,991	4,241	31·9	68·1
1884	7,482	2,041	5,444	27·3	72·7
1885	7,801	2,618	5,183	33·5	66·5
1886	8,050	2,484	5,566	30·8	69·2
1887	7,978	2,556	5,422	32·0	68·0
1888*	4,944	2,213	2,731	44·8	55·2

* The totals for 1883 and 1888 are not complete, but the number of cases is so large as probably to yield a correct per-centage. It may be possible, however, that the institutions which failed to make returns were those which paid least attention to articulation, in which case the per-centage taught articulation may be excessive.

I have corrected the totals. I give you now the total for 1888 from my returns. You will find the full returns for articulation teaching in the pamphlet that I have handed to you commencing on page 176, and going on to page 177; but as many of the returns were imperfect, it was impossible to arrive at a sum total. I have therefore added together only those that made returns from which we could have the total number of pupils, and the total number taught articulation. The total number of pupils that I have included in my table is 4,944, and of these 2,213 were taught speech. I have here the percentage; it is over 44.

21,498. (*Dr. Campbell.*) They are taught speech; but not the pure oral system?—It includes all who are represented as having been taught articulation. I have not been able, on account of the labour involved in analysing the returns, to find out any further detail than that it is 44·8 per cent. The percentages returned for 1883 and 1888 are very much larger than they are in the intervening period. These two periods were ascertained by circular letters of inquiry from private parties. The 1883 percentage was deduced from the replies to a circular letter from the principal of the Clarke Institution. My 1888 percentage was deduced from the answers to my circular letter of inquiry, the intervening numbers come from the totals shown in the annals.

21,499. (*Mr. St. John Ackers.*) Does not that show that the returns in the annals are under the mark?—Or that the others are over the mark.

21,500. Which is it, in your opinion?—I am inclined to think that if any are incorrect the others are over the mark.

21,501. (*Mr. Woodall.*) Can you express an opinion as to whether at any time there has been a sudden growth in the matter of oral teaching, and at another time a diminution; have there been anything like waves of popularity up and down?—It may be possible. My opinion is that the increase in oral teaching in our sign institutions (the combined institutions), has been due very largely to outward pressure, to the pressure of public opinion applied from without, and there have been periods when there has been a greater amount of popular attention directed to the subject of oral teaching, than at others; and it may possibly be that the number has fluctuated in the way shown.

21,502. (*Chairman.*) With regard to the results of intermarriage with the deaf, I gather from these returns which you have handed to us, that there is a considerable variety of opinion as to the results of such marriages, and in the case of some of the scientific witnesses while admitting the perfect possibility of such a result, do they not contend that it would be only after a succession of marriages of that character through a great number of generations, and under circumstances which would hardly be likely to recur in every generation? I want you to say with regard to those points how far you agree and how far you disagree with the views expressed in some of these answers not as to the possibility, but as to the practical probability of such a thing occurring; because that is what as practical men we have to see, whether it is practically likely to happen, not so much whether it is theoretically possible. I am with you on that point, but I want rather to test your view as to the practical probability of it?—Upon this question of the intermarriages of the deaf, and the production of deaf offspring, I would like to deal with facts and not with opinions. I have in this little pamphlet presented to the attention of the Commission the evidence of scientific experts on the subject of heredity for you to ascertain the conditions that will certainly result in the production of a deaf race if they are carried out; and then I want to direct your attention to the facts to ascertain whether they are carried out or not. There are certain conditions which all these scientific experts unite in declaring will certainly establish a deaf race,—it being only a question of time.

21,503. But time is an important element?—Yes, time is an important element. It requires a number of generations. The conditions are these; that large numbers of the congenitally deaf shall marry one another, and that their congenitally deaf children if they have any, shall again marry congenitally deaf; and that their congenitally deaf children, if they have any, shall again marry congenitally deaf and so on; that that alone will result in an increasing proportion of deaf offspring in each succeeding generation, and

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ultimately after a certain length of time which we cannot calculate at the present time, a true breed or race will be formed. It is a very important question to find out whether that condition is being fulfilled and it is being fulfilled.

21,504. But does not that suppose that in each generation in order to come to an absolute variety of the human race, the deaf mutes must intermarry?—Yes, or marry hearing persons belonging to families in which deafness is hereditary.

21,505. Because directly the line is broken you start afresh again, and the chances are by so much more diminished of the eventual creation of a deaf variety of the human race; you admit that I suppose?—Yes, no doubt, the chances are diminished, but you do not have to start entirely afresh again. You have simply diminished the hereditary tendency which may still exist in a much stronger degree than in normal families.

21,506. Is not that a disturbing element in the calculation. The chances are of their marrying a person who is not deaf and dumb?—Yes, if that element entered largely into the calculation. But I would like to call your attention to the facts.

21,507. What we want to know is what has happened; to what extent that constant intermarriage from one generation to another of the deaf and dumb has occurred and how far the results have issued from those marriages?—The percentage of the deaf and dumb who marry hearing persons is entirely insignificant now; they nearly all marry deaf mutes.

21,508. Is that so?—It is so. I deal with facts and not with theory. I have taken a great deal of trouble to investigate the subject, and if you will allow me I will bring forward my facts. That is the point. The deaf children of deaf mutes are not marrying hearing persons, they are marrying deaf mutes.

21,509. Shall we be able to understand this part of your evidence without tables?—Entirely, and it will not take up much of your time.

21,510. We want the conclusions founded upon facts?—I want to give you facts exclusively, and nothing else. In my memoir on page 16 I give an analysis in Table XX. of 1,089 deaf mutes who have married. These deaf mutes are taken from the New England States, from New York State, from Ohio State, from Indiana State, and from Illinois State. Of these 1,089 deaf-mutes, 856, or 78·6 per cent., were recorded to have married deaf-mutes, and 233, or 21·4 per cent., married hearing persons. Then in Table XXI. I range them according to the period of birth. Of those who were born before 1810, 129 are recorded to have married. Of these 72 married deaf mutes, that is 55·8 per cent. Of those born between 1810 and 1839, 80·7 per cent. married deaf mutes. Of those born between 1840 and 1859, 84·1 per cent. married deaf mutes. Of those born after 1860 (and that does not bring it down to very recent times) 91·7 per cent. married deaf mutes. In my memoir I queried that percentage because it was based upon only 12 cases. But now let us examine the volume of evidence from America of the Illinois Institution, which gives us a larger number of cases of intermarriages of the deaf. The paragraph that I refer to is on page 57, and it is in these words: "Of "the deaf mutes who have been connected with the "institution as pupils and have left it, 272 have "married deaf mutes, and 21 have married hearing "persons." That is about 93 per cent. married deaf mutes.

21,511. (*Chairman.*) Further down I see it says: "It is interesting to know that among all these only "16 have deaf mute children"?—I should like you to calculate the percentage. The absolute number is not so important as the relative number. Supposing that you take an equal number of marriages of hearing persons, how many deaf children should there be? There should not be one.

21,512. (*Dr. Campbell.*) Does the percentage which you have just given, 93 per cent. or whatever it is, mean so many persons, or so many marriages; is it man and wife inclusive?—It is the percentage of the pupils who have married, that is to say, of all the pupils who have married, about 93 per cent. married deaf mutes. If they married pupils in the same institution it would reduce the number of families; and if they married deaf mutes in other institutions the number of persons coincides with the number of families.

21,513. If they married each other there would only be about 136 marriages?—Yes; I cannot ascertain that there.

21,514. (*Mr. Van Oven.*) It is an important point, is it not?—Perhaps so. For, as I understand the report, there are 16 families in which there are deaf-mute children. Now, if there are only 136 families, instead of 272, the proportionate number of deaf children will be still larger than at first sight appears.

21,515. (*Chairman.*) How many are married in the institution he does not say?—No.

21,516. (*Mr. Van Oven.*) One thing is very certain, that if 272 married deaf mutes, a large number must remain in the institution, because the institution is in the State; and they would not have married from other States?—They chiefly marry in the same institution.

21,517. Therefore that would be 136, and the 21 would be those who married outside entirely?—Yes; I have for more than a year past been gathering statistics relating to this subject; it is very difficult to obtain them; I have found one means of doing so which I should very much like to bring to your attention. The deaf mutes of America have newspapers of their own, gossipy papers, speaking of their marriages, their families, and their children. I have succeeded in making complete files of some of the earlier of these deaf-mute journals for preservation; I then took these deaf-mute journals and had copied out on cards, which I submit for the inspection of the Commission, all the records of marriages, giving the names of both parties who were married. Generally the journals did not state whether the deaf mutes were born deaf or not, but I have taken these cards and as far as I have been able I have hunted up the deaf mutes that have been married in the institution reports; and now I have a collection of marriages from which we can deduce a percentage.

21,518. (*Mr. Woodall.*) When you speak of the deaf mute journals, are they published for general circulation, or are they merely printed in the institutions?—Most of them are printed in the institutions with the object of giving the pupils practice in the art of printing; they are also circulated by the institution among the former pupils. I have brought with me, in order that you may see the nature of them, a journal published in the New York Institution, and this is a volume of it (*producing the same*); and I would direct your attention very specially to one feature which is a very important element in promoting clanship in the deaf and dumb; there is a column entitled The Itemizer. I will read the heading of this column and you will see its importance and significance. "Facts relating to deaf mutes "from all parts of the world, news from every State "in the Union. The idea is to gather into this "column items that relate to deaf mutes personally "or to associations of deaf mutes or to institutions "for the benefit of deaf mutes. We hope our friends "and readers will keep us supplied with items for "this column. Mark items to be sent 'The Itemizer.'" You can imagine the fascination which such papers as that have for deaf mutes; they can hunt up and find the movements of their deaf friends recorded; if a deaf mute cuts his finger it is here. These papers are very valuable from a genealogical point of view, and I have been making great efforts to preserve complete files.

21,519. There is a similar paper published at Philadelphia is there not, called "The Silent World"?—Yes, there are quite a number of such papers.

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21,520. (*Chairman.*) You think these papers are objectionable because they tend to bring the deaf and dumb more together and tend to their intermarriages?—Undoubtedly. The institutions should not publish papers of that kind. Of course you cannot prevent the deaf and dumb publishing independent papers.

21,521. (*Mr. Woodall.*) But would you not say that they served certain other very useful purposes?—Yes.

21,522. (*Chairman.*) There may be other reasons why the deaf and dumb should have their own journals?—Perhaps so. The object is a very worthy one, namely, the teaching of the art of printing, but I do not think the public money should be expended in promoting clanship among the deaf and dumb. Papers of that character should, I think, if printed at all, be printed at the expense of the adult deaf mutes themselves. The institutions should encourage their pupils to read ordinary newspapers, and if printing is taught by the publication of a periodical, the aim should be, in my opinion, to give the pupils of the institution (not the adults) information, in simple language, of what is going on in the great world outside, the items of news that interest hearing persons. I have somewhere in my book a table giving the results of the examination of 757 marriages reported in deaf-mute news papers, which I have been able to use for the purposes of statistics, and the percentage of those who marry deaf mutes which comes out of this examination is 95 per cent.; that is to say, 95 per cent. of those who have married have married deaf mutes,* so that it is absolutely certain—it is no question for argument or opinion—that of the deaf who have married there has been a constantly increasing number who marry deaf mutes, until now they nearly all marry deaf mutes, and of those who marry hearing persons, in the majority of cases the hearing persons are the brothers and sisters of deaf mute friends. I beg to present the Commission with the facts referred to in Queries 21,510 to 21,522 arranged in tabular form.† (*See* "Statistics of Intermarriage.")

21,523. (*Mr. Woodall.*) May we not take it that the perfecting of education has made them far more independent of a hearing and speaking mate than was the case before. I take it that formerly where they were taught the means of communication by signs only it was a great advantage to a man or woman to have a hearing and speaking husband or wife to be a medium of communication with the outer world; but as we have perfected a system by which they can themselves directly communicate with the ordinary population, there is less necessity for them to have an interpreter associated with them. Is that at all likely do you think to be one of the influences at work that tend to their intermarrying?—It may be one of the influences at work; and it certainly is a curious fact that there are no intermarriages of deaf mutes on record in the United States before the establishment of institutions. There are very few cases of marriage of deaf mutes at all before the establishment of institutions and those were exclusively with hearing persons; I have examined a few of these early cases and there are indications that even in these cases there were difficulties in the way of permission being granted to marry. For instance, I find a delay of two years between the record of an intention to marry and the actual marriage (which seems to have been solemnised to legitimatize a birth).

21,524. (*Chairman.*) Were there any State prohibitions or restrictions as to marriage?—No, not that I know of, and you will find in the appendix at the end of the small pamphlet a letter from the librarian of the Law Library of Congress which fully investigates the subject of the marriage laws in relation to the deaf and dumb from which it seems that there could not have been any restriction.

21,525. (*Mr. Woodall.*) Does it not follow that when these young people of both sexes are taught together in the same institution as they commonly are, that in itself would naturally lead to amorous relationships, and ultimately to marriage?—Undoubtedly that is the prime cause of the whole thing, namely segregation. Sign language is undoubtedly a most powerful element operating in adult life, but that again has been evolved from segregation.

21,526. (*Chairman.*) I do not quite see how the fact of institutions in themselves can be said to produce intermarriage of the deaf and dumb, if it is not so in Germany where they have a larger number of the deaf brought up in institutions, I believe, as far as we gather by the enquiries that we have made, certainly in large towns, and where they are all taught on the oral system. As the result of the enquiries which we have made in Germany, we have satisfied ourselves that there was no great intermarriage of the deaf and dumb?—The oral schools in America have been too recently established to enable us to get reliable and accurate returns; but still we find that the pupils of these schools do to a large extent marry deaf mutes, but the proportion who marry hearing persons seems to be much greater than in the case of sign-pupils. For instance, in the Clarke Institution, there are 17 pupils married, of whom 12 have married deaf mutes educated in other schools, and five have married hearing persons. Then there is a very curious point which is worthy of investigation. When you look at the 12 who have married deaf mutes, 10 of them are girls; it is the sought that are married more than the seekers. I see also that in the Horace Mann School, which is an oral school, (only it is a day school, and the teachers have no control over the pupils after the school hours), there are three cases of intermarriage of pupils.

21,527. But supposing that these institutions were day institutions, the pupils would be thrown together just as much as if they lived in the same house, or very nearly so, would they not?—Yes, while they were in school.

21,528. Would your objection be equally strong to large day institutions?—Equally, if the pupils were brought exclusively together. We want to mingle the deaf with hearing children in every possible way. We want to have the deaf mutes brought together in as small numbers as possible, and we want them to be in close proximity with hearing children in as large numbers as possible. I wish now to speak

* For analysis, *see* answer to Query 21,848.

† STATISTICS of INTERMARRIAGE.

1. Analysis of 1,089 cases of marriage of deaf-mutes from the following States:—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Ohio, Indiana, and Illinois. For sources of information *see* Memoir "Upon the Formation of a deaf variety of the Human Race," foot-note to Table XII. *See also* Tables XX. and XXI. In the following Table the married deaf-mutes are classified according to period of birth.‡

Period of Birth.	Total recorded to have Married.	Total recorded to have married Deaf-Mutes.	Per-centage.
Before 1810 -	129	72	55·8
1810 to 1839 -	715	577	80·7
1840 to 1859 -	223	196	84·1
1860 and after -	12	11	91·7

2. Analysis of 293 cases of marriage of pupils of the Illinois Institution. *See* "Facts and Opinions," page 57.

Total recorded to have married before 1888.	Total recorded to have married Deaf-Mutes.	Per-centage.
293	272	92·8

3. Analysis of 1,443 cases of marriage of deaf mutes from all parts of the United States—collated from records in deaf-mute newspapers. 71 of these married hearing persons, and the remainder married among themselves, the whole constituting 757 families. For full analysis, *see* reply to Query 21,848.

Total Deaf-Mutes reported to have married.	Total recorded to have married Deaf-Mutes.	Per-centage.
1,443	1,372	95·03

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of the deaf offspring, that is to say, of the results of intermarriage, because that is a most important point; and I want you to examine this question not from the point of view which interests me so much, which is the scientific point of view, namely, the formation of a deaf variety of the human race, that is not the practical point for you; the practical point for you to consider is how far you are increasing the burden on the people by the education of the deaf offspring of deaf people; and looking at it from a merely money point of view (which I hold to be a lower point of view than the scientific one which interests me) it is a very serious and important question. The most accurate statistics on this question are those that are given by the Rev. W. W. Turner, and published on page 20 of my memoir. The general result is simply this, that with one parent who is a congenital deaf mute one tenth of the children are deaf, and with both parents congenital deaf mutes, about one third are born deaf.

21,529. Out of a smaller number of families?—Yes, about one third of the children are born deaf. Now, the only principal who has given me complete statistics of the marriages from his institution is the principal of the Georgia Institution; and I would recommend your attention specially to his table on pages 60 and 61 of the pamphlet, in which he finds that 16 marriages of congenital deaf mutes produced 59 children, 19 of whom, or 32¼ per cent. were deaf mutes; that is nearly a third. While that percentage is important from a scientific point of view, you are more interested, of course, in the absolute numbers. I refer you to my memoir, pages, 78. 79, 80, and 81 which contains a list of deaf mutes introduced to our institutions who have one or both parents deaf. These names were returned to me by the principals and superintendents of our institutions in reply to a circular letter of enquiry. There are 207 of them. It is only an imperfect list. If you turn to pages 28 and 29 and onwards of my memoir, where I allude to families of deaf mutes, you will see a number of large families of deaf mutes, and I find that these are not included in the table at the end. In my researches I have incidentally come across altogether 124 cases, which are not included in the table at the end.

21,530. Are you speaking of the table of the Brown family?—Yes, look at the Hoagland family on page 30 where there is a Hoagland with seven deaf and dumb children. On page 32 you have another case of Sayles Works, who married a female deaf mute who had six brothers and sisters deaf and dumb, and they have six children deaf and dumb. There again these children are not included in the table at the end. Adding all these we obtain a list of 331 deaf mutes who are children of deaf mutes, but that still is very incomplete. My conclusions have been criticised by the principals and superintendents as you will observe, on account of the incompleteness of the returns. But will you consider for one moment what that incompleteness means? It means that the results are worse than those that I have given—that there are more deaf children of deaf-mutes than those I have specified. One month before I left America, a new method of ascertaining the number of deaf children occurred to me independent of the principals. I thought I would see what could be done by reference to the census returns. Suppose, for instance, we find a number of deaf-mutes of the same surname living in the same house. Now look at their ages: May you not then be able to find out whether they are the children of deaf mutes? I will show you the sort of information I get from the census return. Here is a case. Here is a family all of the surname of Runck, all living in the same house, here is Daniel, aged 40; Annie, aged 38; Elias, aged 17; Eddy, aged 12; and Mary, aged 3, all deaf mutes living in the same house with the same surname. Here is another case: a family of the name of Holtman. There is Richard, aged 40; Ruth, aged 30; George, aged 4; and Levy, aged 2. Now in such cases it is surely reasonable to assume that we have deaf-mute parents with deaf-mute children. I have gone over the United States Return of the Deaf and Dumb, and picked out all such cases as that. I am astonished, I am alarmed at the number that I found. These are capable of complete verification because in the population returns, the relationships are given to the head of the family, so that all we have to do is to take the numbers and hunt them up in the population returns, and find out exactly the relationship of those deaf mutes to one another. Unfortunately I have not been able to verify the list here for the Commission, for this reason, that the manuscript returns of the population are now in the hands of the binder, and are not accessible; it would take some time to bind them, but in the autumn I hope to verify everyone of these cases. I have put into the shape of a card catalogue all the cases which appear to me conclusively to be children of deaf mute parents. The indications are that we have at least 607 deaf mute children of deaf mutes in the United States living before 1880.

21,531. (*Mr Woodall.*) One or both parents being deaf mutes?—Yes. As I say these are all capable of verification, and I shall make it my duty to verify them the moment I can get at the population returns. In the meantime in order that you may examine them and see whether my judgment is reliable or not, I have had a duplicate made of my card catalogue, which I present to the Commission (*handing in the same*). It contains the names of 607 deaf mutes who are believed to be the children of deaf mutes. In every case the authority is given. Where the authority is given as A. G. B.'s memoir, the result is reliable, because I have ascertained it directly from the superintendents and principals. Where the authority is given as the census it is a matter of judgment, and your judgment is of course as good as mine. I desire to say here that quite independently of the scientific aspect of the case I should like you to take and calculate upon the basis of the average *per capita* cost what it must cost the United States to educate those children, and then I would like you to see my analyses of these children according to their ages; and to see the rate at which they are increasing; it is something tremendous. If you will allow me I will just read the figures according to the ages of birth, so that you can see quite independently of the formation of a deaf variety of the human race that we are paying in dollars and cents, an increasing and increasing amount for the education of such children. That alone makes it a very serious question for statesmen to examine. Here is the analysis by ages. I have four tables which I will submit to the Commission; but I will read these by ages as it shows the increase. Of these 607 cases, 3 were born in the decade 1800 to 1809 (I take each decade). In the next decade 3 were born; in the next decade 13; in the next decade 36; in the next decade 57; in the next decade 102; in the next decade 128; in the next decade 178; that is all that I have ascertained, making a total of 520. Of those not ascertained there were 87. Dividing these according to whether the deafness was congenital or not, the following are the figures. There are 239 with regard to whom we cannot determine whether the deafness was congenital or not. That leaves 368 cases which we can divide into congenital and adventitious. Of these 368 cases, 328, or 89·1 per cent., were born deaf, and only 40, or 10·9 per cent., were not born deaf; from which we may deduce that 89 per cent. of these 607 cases are congenital deaf mutes; and if you examine whether they constitute any considerable percentage of the whole congenitally deaf mute population, you will be startled by the result. If these figures are to be relied upon (and I ask the judgment of the Commission upon that point), *one deaf mute in every 34 among the congenital deaf mutes is the child of deaf mute persons.*

21,532. (*Mr. Woodall.*) Is that a larger proportion than you would have expected to find?—Yes. My figures have hitherto been based upon 207 cases, and all the scientific testimony that I have read from my book is based on only 207 cases. I knew that my

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returns were imperfect, but I had no conception of that number, which shows that the matter is one of very much greater immediate importance than I had any idea of, and I do not know what scientific gentlemen would say as to the length of time which would be required to form a deaf race with so many. The number materially alters the question.

21,533. (*Chairman.*) I presume from some of the answers to the questions which you have received, that it does not always follow that the marriage of deaf mutes produces deaf mute children in the first generation; but it often skips a generation?—That is the popular idea; I do not know of any cases to justify it; I mean that I do not know of any considerable number of cases. It is a very common idea, but I have not found any proof of it.

21,534. Certainly some of the answers to the questions distinctly state the opposite view?—Yes, but if you examine the institution reports that contain deaf relatives, you will find that a remarkably small proportion of the children have grandparents who are deaf, or great uncles or aunts who are deaf, which would be the case if the peculiarity skipped a generation.

21,535. In the Halifax Institution, out of 30 marriages 20 have been to deaf mutes and 10 to hearing persons, and the principal says:—"So far there are "probably between 30 and 40 children in these "families, and only in one case do the offspring of "these unions share the infirmity of the parents; but "that case is sadly noteworthy, all the children, five "in number, being deaf mutes. In this instance, "however, the children were, so to speak, doubly "stamped, there being several deaf mutes in the "family on both sides, as well as deafness in one of "them three generations back." There is a case certainly, in which all the children were deaf mutes in consequence of that double stamp; but on the other hand there were a great number who were not so affected?—The majority of children of deaf mutes can hear, but the proportion of deaf offspring of deaf mutes is enormously greater than the proportion of deaf offspring in the community at large, and that is the point. Now these deaf children are going to have a larger proportion of deaf offspring than their parents had if they marry deaf mutes, and 95 per cent. of all those who marry are going to marry deaf mutes. That is again the point; it is the continuous selection from generation to generation.

21,536. Is it the fact that deaf mutes in the United States have less instruction than the ordinary children. It is stated, I see, in the pamphlet that the common law undertakes the education of all children from 6 to 21, but in the mute State schools the pupils formerly only got five years' education; is that so?—It is the case that they get a very much less number of years instruction than the hearing children, the reason I suppose is the expense that the State is put to to board them.

21,537. They are in boarding schools are they?—Yes; I believe it would be better for the State and more economical for the State, as well as better for the children, to let their parents board them wherever it is possible, and to lengthen their time of instruction.

21,538. (*Dr. Campbell.*) Is not that state of things partly brought about because they are often drafted off to practical employment; is it not the theory that as soon as they are prepared so that they can enter into ordinary society, it is better for them to do so. A great many people have a theory, have they not, that if these children are going into practical life in some employment, they ought not to remain in one of these boarding schools too long. Many of them have eight years have they not?—Yes; but hearing children have from the age of 6 to 21.

21,539. I know that, and I agree with you that it would be better if these children were partially prepared before they went there, so that they would not begin so early; but I think that most educators of the deaf and dumb would themselves hold that they should not stay too many years in a boarding school for the deaf and dumb, but that it is better for them to get out into the world; I should like to get your opinion upon this point, I think that previously to the time of education the religious opinion of the community had something to do with the prevention of marriages between the deaf and dumb in the same way which it had amongst the blind. But what I want to ask you is this; do you not believe that the great preponderance of this evil might be removed if the State would have entirely separate institutions for girls and boys; and that if one State could not afford to have more than one institution, different States should combine, so as to have separate institutions for boys and girls; that is my theory with respect to the blind, and I want to know whether you share the same opinion with respect to the deaf and dumb?—I do not think that that would make much difference, so long as the language that is used by deaf mutes is different from the language of the community.

21,540. Do you not think that where girls and boys are seeing each other every day, and come into contact through meeting in class and society, they form the very feeling which leads to after marriage with a great majority of them?—Undoubtedly the collection of the two sexes into one institution does of itself promote intimacies and affections among the pupils. But quite independently of that, the fact of the possession of a language different from that of the community, would bring the deaf together in large cities, just as the English-speaking people come together in the cities of Europe, because they have a common language. So far as I can find historically (and I have examined the subject) the first case of intermarriage of deaf mutes seems to have been the marriage (in 1819) of Laurent Clere, the teacher whom the elder Gallaudet brought from France to America; and as I look through the literature of the subject, I see evidences that the results of that marriage were watched with very great interest and eagerness by the deaf mutes of the country. There undoubtedly was a feeling before that time that it was wrong for a deaf mute to marry a deaf mute.

21,541. (*Chairman.*) They had a feeling that it aggravated the evil?—Yes, and some of the earlier teachers of the deaf and dumb had an idea that intermarriage would lead to a deaf mute race. I was not the first to start that idea. Dr. Turner, of Hartford, was the first who produced that theory; and it was founded upon facts within his knowledge. I have simply amplified his facts.

21,542. You stated that the result of that marriage was looked upon with great interest by all the deaf and dumb at the time; what was the result?—The children all heard.

21,543. If they had not heard, the old system would have prevailed?—That is my opinion.

21,544. (*Mr. Van Oven.*) Is there any record as to whether the husband and wife,—this lady who was imported from France, and the person whom she married,—were congenital deaf mutes or became deaf in after life?—In regard to the husband we do not know. He came from France and was supposed to be congenitally deaf but we do not know it for certain. There is one thing which may indicate that he was not. It seems that his sign-name in Paris, translated, meant the false deaf mute; so it may be that he was not born deaf. His wife, who was one of the early pupils of the American asylum, was not born deaf, but Laurent Clerc himself was thought to be congenitally deaf, and that was what gave special interest to the case.

21,545. (*Admiral Sir E. Sotheby.*) Do you know what is the result of their children marrying?—All their children were hearing and speaking children, and all the descendants can hear.

21,546. (*Mr. Van Oven.*) But there is no proof that either of them were congenitally deaf.—No. After that time the deaf and dumb commenced to intermarry.

21,547. (*Chairman.*) Assuming then that you have proved the case (which certainly is a very strong case from the statistics) that the present system is leading to a serious increase of deaf mutes in America which should be prevented, what is your remedy for it in the way of suggesting other methods of instruction; would you formulate any distinct plan for avoiding that which would be applicable to this country as well as America. I want you to sum up generally what you said before into any plans which you have had before your mind?—I think that I can give the Commission some general principles which will be valuable in forming a conclusion. My plan for preventing the intermarriages of deaf mutes is to examine carefully the artificial causes, whatever they may be, which have led to intermarriage and to eliminate them from our methods. If I may sum it up in my own way I would say this: I want you carefully to formulate from the scientific testimony in this little pamphlet, the breeders way to produce a deaf variety, and then to look at the methods which have been adopted by philanthropists, and to see whether you agree with me in the conclusion that these are the ways in which the breeder would go to work. How would the breeder go to work, supposing that he wanted to make a deaf race? The first thing that he would do would be to collect all the deaf mute children at as young an age as possible, take them away from their homes and hearing people, bring them all together and make them live together from early childhood up to adult life. Is not that just what we do?

21,548. (*Admiral Sir E. Sotheby.*) How long would you keep them there?—As long as possible if you want to make a deaf race. That makes them more likely to marry one another than to marry hearing people. That is just what philanthropists have done. But that is not enough. You have certainly promoted acquaintances among the deaf; you have certainly prevented them from making acquaintances among the hearing. But still you send them out into the world, equipped, it is supposed, to mingle with the world and to take their place in society; and inasmuch as there is only one deaf mute for 1,480 of the population, it would seem rather difficult to formulate a plan that would make a deaf mute in adult life go and marry only a deaf mute. But supposing that we were to get a very ingenious breeder, supposing that we were to find a man who could formulate a plan which should compel the deaf to marry the deaf, to choose the one out of the 1,480, what plan would he adopt? Now I conceive that about the only practicable plan, but it would be efficacious, would be this: *do not let your deaf mutes think in English language;* make them think in a different language from the language of the people, and then you have got the conditions. Now then, send them out into the world, and they not only know one another and do not know hearing persons, but they think in a language of their own distinct from the language of the people. That will compel them to keep together. And is not that what we do in America? These are the two chief elements that produce deaf children in America. First segregation which itself evolved the sign language; and secondly, the sign language which prevents the acquisition of English as the vernacular which brings the deaf children together in adult life, and forces them to marry one another. The hopeful feature about the whole case is that these are artificial conditions. You want to eliminate these conditions. The first error made by philanthropists was to take the deaf from their homes and from hearing children. We want to reverse the whole policy of centralisation. We want to adopt the policy of decentralisation to the greatest possible practicable extent. We want to bring the deaf together in as small numbers as possible, and we want to separate the deaf from hearing children as little as possible. We want them to be among their friends and in their own homes; we want to strengthen, not to weaken, the ties that unite them to home. Institution life severs the home ties of the children.

21,549. (*Chairman.*) Do you think that the principals of these institutions, knowing these facts which you have brought before us, make any attempt to discourage or prevent the marriage of deaf and dumb; because given those facts a great deal might be done if they were brought together under these circumstances; is anything done by those who have control of them when young to instil into their minds the dangers and disadvantages which they are entailing upon their offspring and those to succeed them by intermarriage?—My best answer to that is to quote the words of the principal of the Illinois Institution, who is a representative man among our teachers. At page 53 of the pamphlet, Dr. P. G. Gillett says: "I "do not discourage the intermarriage of the deaf as "they are usually more happily mated thus than "where one of the parties only is deaf. The deaf "need the companionship of married life more than "those who hear, and it is a gross wrong to dis-"courage it."

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21,550. It is not surprising when a man of so much influence as that in America advocates their intermarriage that his advice is followed by other teachers?—Certainly not.

21,551. (*Dr. Campbell.*) Is it not quite evident also that the majority of the principals of the deaf and dumb institutions throughout the States hold the same opinions?—I think so.

21,552. (*Chairman.*) Supposing that you had another system of teaching the deaf and dumb, as long as you have got a language which separates them from the rest of the world, even if they are brought up in their own homes, will not those who have been brought up under the separate system gravitate together when they are grown up, and again just at the time when marriage would take place be brought into contact with each other after they left their own homes?—Yes, if there is a separate language that result must follow.

21,553. So that it is not enough to do away with institutions?—No, but it is not practicable to do away with institutions.

21,554. But even if you could do away with institutions, that of itself would not be enough?—No; in fact the chief cause of the intermarriage I hold to be that special language, but then that language was evolved from segregation which was the first cause; it never would have been evolved but for that.

21,555. (*Mr. Woodall.*) Among the deaf mutes themselves is there not a preference for those who are similarly circumstanced, rather than for marriage with a hearing and speaking person?—That is the immediate cause of the marriages; but then they do not know other people; they have been brought up together and have had no chance of forming acquaintances among other people.

21,556. Do you think that there is any general prejudice on the part of those who possess their faculties to the disadvantage of those who are deprived of the one or the other?—When they have not the opportunity of seeing deaf children, there is a prejudice; but when they have the opportunity there is no prejudice at all.

21,557. You have had so happy an experience as we know that I hardly know in what way to put my question; but do you think that marriages generally between those who are so similarly circumstanced and those who are differently placed in this respect, are happier in the one case than in the other?—The opinions of the principals seem to be that they are happier when both are deaf mutes. But I know of no data myself from which we can form conclusions.

21,558. (*Mr. St. John Ackers.*) Is it not a fact that a very fair number of hearing teachers in institutions in America have married deaf and dumb ex-pupils?—I am not prepared to generalise; but I know a good many who have done so.

21,559. (*Chairman.*) Following your remarks upon the questions which affect the increase of the deaf and dumb, will you now tell us what your views are with regard to the methods of instruction, first of all in

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relation to what we call the special language which we have been in the habit of calling the sign language, and next with regard to the teaching of language which is known in this country as the oral system; will you give us your views as to how far the education of the deaf and dumb is affected and governed by those two systems?—In trying to educate the deaf child the first thing that we have to decide is through the medium of what language shall we educate him? Now I think the important principle that should guide us should be that we must teach our child to think in the language of the people among whom he lives; that is to say, that whatever method of instruction we adopt in this country, English in some form should be the language of communication and thought. The moment you use a special language that is not the language of the people, it comes between the deaf child's mind and the English language which he then acquires as a foreign language, and then certainly in adult life he will seek those who use that special language. The whole question of the education o the deaf is the question of language teaching.

21,560. How far is that special language necessary, or is it necessary at all?—That special language is not necessary at all; it is in the way because it interferes with the acquisition of the vernacular. For that purpose I should like to give you my views of the special language that we use in America, and which is known as the sign language. The same results I hold would follow if we used German or any language which is not the language of the people. I think that half the misunderstandings that arise between the teachers of the various systems of instruction arise from mutual misunderstandings of the meaning of the word "signs." There are signs and signs; and I think that it would be a matter of great importance to this Commission to classify the signs in order to have a proper and suitable classification by which we might see what class of signs are harmful and what class of signs are not. I would divide signs into four broad classes: (1) Signs of the emotions, facial expressions, and so forth; (2) Dramatic signs, signs used by orators and others to emphasize the meanings of their words; (3) Imitative signs, natural pantomime by which people imitate; and (4) Symbolic signs or conventional signs; these are generally imitative in their nature but are symbolical of something else.* As an illustration of what I mean by a conventional sign, if you attach the idea of "good" to holding up the thumb, that is conventional. Or again, suppose you adopt the sign for a cap string, drawing the thumb down the cheek, for a woman; that is a conventional sign. In America the sign for the cap string now means "female." It would be applied to an animal as well as to a human being. Or if you use a shirt front with the meaning, not of a shirt front, but "white," that is a symbolical sign. The first three classes constitute natural signs. That is—signs that are naturally used and naturally understood by all mankind. The use of a symbolical or conventional sign constitutes the basis of a real sign language. I may say in regard to that sign language that when I first became interested in the subject of the education of the deaf, I came to the conclusion that it was the duty of any man who desired to benefit the deaf to study all the methods of communication that were known. I, therefore, in 1872 or 1873 began to make a study of the sign language and took lessons in it for one year. I mingled with the adult deaf mutes of Boston to get familiarity with the language and I know the language as you know French or German, or Russian, or some language that you do not think in but translate. I may not care to use it, but I know enough about it to admire it and be fascinated by it as a scientific study, and as a philological study. To see the way in which this language has arisen by a process of evolution from natural pantomime has fascinated me; and in 1878 I brought forward the subject before the Philological Society of England in London, when I advocated the study of this language by men of science. I say this in order that you may know that I do not approach this language with the bias of an oral teacher. I admire it as much as any teacher of signs can do; I think it worthy of study, and worthy of preservation; and yet I think it a mistake to use it in the education of the deaf. Now, in order that you may get clearly the distinction between the third and fourth classification, natural pantomime and sign language, (that is symbolical signs) I would draw your attention to an exactly similar parallel between pictures (which correspond to pantomime) and a picture language like the Egyptian hieroglyphics (which corresponds to the sign language). In the one case you have natural signs and symbolical signs just as in the other case you have natural pictures and symbolical pictures. I think the whole difficulty with our teachers, and probably with yours, in knowing what to do with signs arises from not clearly formulating the radical differences between these kinds of signs. There is no teacher who does not use signs of the nature of Class 1 and 2, they all use expressions of face and they all use dramatic gestures. There is no teacher that objects to Class 3 in moderation being used as pictures are used; there is no teacher that would not allow his children to illustrate the meaning of a sentence or story by acting it out. Natural pantomime is a great thing to interest a child in language, but it should be used as pictures are used, as mere illustrations. *The proper use of signs is to illustrate language, not to take its place.* It is the conventional language corresponding to hieroglyphics to which objection is made. It is an arbitrary language, a conventional language, a symbolical language, exactly analogous to the Egyptian hieroglyphics, and it takes the place in the mind of the deaf child that the English language should take. I think it important that we should teach our children to think in the language of the people. Now how does that language appear? It appears under two forms, the spoken and the written form. Where the spoken and written forms coincide, as in Germany and Italy, there is really one language to be learnt, and I would advocate there as in all countries similarly circumstanced the pure oral method alone. But I do not think that that plan is quite suitable for all deaf children in our country because the spoken and written languages are different.

21,561. Why are the spoken and written languages different in England, and not in Germany and Italy?—I suppose we are more conservative, I do not know; but since the introduction of printing, the written form of the language has remained comparatively fixed, whereas the spoken form of the language has shifted, so that now the pronunciation and spelling do not coincide.

21,562. That renders it more difficult of course than Italian or German?—Yes, that renders the introduction of the oral system more difficult.

21,563. I did not know to what you were alluding, I quite understand it?—We want to teach our children the English language. Now how are we going to teach any children a language? I think there is only one royal road to the learning of a language, and that is to use it for the communication of thought without translating it into any other language. The moment you teach one language through another the pupil thinks in the one language and translates into the other. You must use the language without translation, and I hold that any language that is used in the presence of deaf children will be acquired by them by imitation if the language is clearly presented to their senses. And in regard to teaching language, if you have not had the evidence of one man, a fellow countryman of your own, I recommend you to bring him before this Commission; a Scotchman (a good old Scotchman) a Scotch tutor in Oxford, who wrote upon the education

* Classification of Signs.

Signs	Natural signs	1. Emotional signs.
		2. Dramatic signs.
		3. Imitative signs.
	Conventional signs	4. Symbolic signs.

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of the deaf and dumb an admirable treatise, and who died and was buried and was forgotten. A hundred and fifty years afterwards his remains were discovered by Dugald Stewart on the dusty shelves of an old library, and the works of George Dalgarno were reprinted by the Maitland Club of Glasgow; and if this Commission has not looked at that little work of Dalgarno's entitled "Didascalocophus" you will find that is a work containing many of the ideas of the nineteenth century. This was a man of gigantic intellect in his day, and when you consider that this was written about the year 1680 before the deaf were educated at all, you will be surprised at the clear ideas that he has. If I have any ideas of value about language teaching I give the credit to Dalgarno. You will find a reprint of his work in the Annals for January 1857, Vol. IX., pp. 14–64.

21,564. At that time they were taught language and not sign, I suppose? They were taught nothing; the deaf were not taught at all; there was nothing in the year 1680 for the education of the deaf. His ruling principle in the way of teaching a language is, use it, and use it, and use it; he says that it is the frequency with which words come that impresses them upon the memory so that the more frequently you can present words to the eyes of the deaf child the better; all that you have to do is to present words to the eyes of the deaf child as we present words to the ears of the hearing child.

21,565. Written words?—Yes; then the child will come to understand them, and afterwards will come to use them.

21,566. But then as you have to present it only to the eyes in the first instance, how do you first begin to teach language; would your system be to write down a word and then speak it orally?—My plan would be simply to write or spell to a deaf child what I would say to a hearing child. After a time he would come to understand it—then he would imitate it and use it.

21,567. In each case you would write down a word and then speak it orally or *vice versâ*; which would you begin with?—It depends entirely upon the class of the deaf I am dealing with. Take those who are born deaf, those who have no knowledge of language; I hold that the basis of their education should be written language, the written language of the people. The spoken language presented by word of mouth, what we term speech reading in America, reading from the mouth, every child who has a knowledge of language can acquire; but I think that with the congenitally deaf to commence their education by speech reading, to commence to have the child read words from the mouth, *before he knows the language*, interferes with his mental development, retards progress in the acquisition of language, and thus defeats its own end, and retards the acquisition of speech-reading itself. I will illustrate in a moment what I mean. When you come to look at the mouth of a person so as to read from the mouth, you find that the elementary signs or positions are not clearly differentiated to the eye.

21,568. In English it is so, certainly?—Yes. For instance, take the difference between P and B and M. Here the lips are closed and accordingly the differences must be interior. All those three letters involve the closing of the lips, and the differences, whatever they may be, are interior. Whatever differences of adjustment differentiate to the ear the three sounds P, B, and M, there is nothing that can be seen by the eye, because the lips are shut, so that to a deaf child the letters P, B, and M are alike. So with T, D, and N; so with K, G, and NG; so with F and V, and so with S and Z. In fact when you come to consider the visibility of the elementary sounds of the language they are very ambiguous. Take the case of P, B, and M again. A child cannot tell whether you say P, B, or M, but what he can tell is this—that the sound you utter is one of those three letters; he can differentiate groups, but not individual letters. He can know that whenever he sees the lips shut, it must be one of those three letters, for there are no other elements in the English language that involve the closing of the lips. So again if he sees the under lip against the upper teeth he knows that it must be either F or V, but he cannot tell which; so that so far as the elementary positions are concerned all that a deaf child can do is to determine groups of sounds. It follows from that ambiguity to the eye when you deal with words that there are many words that have the same appearance to the eye. Take such a word as "man"; there are no less than 13 words that look just alike to the eye of a deaf child; so that if you were to say the word "man" to a deaf child, he could not tell from sight alone which one of those 13 words is the word you intend. They are all homophenous with one another. Let me take the case of the words which look like the word "man"; there are, for instance, pat, bat, mat, pad, bad, mad, pan, ban, man, pant, panned, band, and manned; those are all alike to the eye of the deaf child. If you say the words singly he cannot tell one from the other. But supposing you put them into a sentence; supposing that the child knows that the word is one of the group that I have given and I say "I met a (?) in the street" it could not be pat or mat, and it could not be bad or mad; it is *man*. Then, again, supposing that I say "I wiped my feet upon the (?)"; it must be one of those words, and it can only be *mat*. *Context differentiates the ambiguous words one from the other.* It follows from this that those who have a sufficient knowledge of the English language to be able to judge by context become good speech-readers, but those who have not do not, and speech-reading alone will not give them the knowledge. Those who could speak before they became deaf have that knowledge naturally. The congenitally deaf must first be given it artificially. If you were to take a pair of scissors and cut a line of writing right in half, so that you could only see the upper half or the lower half, it is evident if you show it to a man who knows the language perfectly he can read. It is ambiguous, but the context tells the meaning. But if he does *not* know the language will such a presentation of it teach it to him? I think not. So I think that if we present the English language in its spoken form to the eyes of those deaf children who know the language, we get good speech reading; but if we present it to those who do not it will not teach the language, and we only retard mental development by presenting a language to them prematurely in an ambiguous form. In order to teach the language it should be presented in a clear and unambiguous form. Writing and a manual alphabet will do that. I do not think that there is any difference of opinion among practical teachers, either here or elsewhere, that in the case of children who have natural speech, and who therefore know the language, the pure oral system should certainly be adopted with them. But in regard to the congenitally deaf where they do not know language, there diversity of opinion occurs. I am inclined to think that those children should be taught the English language in a written form before being required to rely upon the mouth alone.

21,569. With signs?—All the natural signs you like.

21,570. Would you use the finger language then; where would that come in; that maintains the language, does it not?—That maintains the English language, and I see no objection to it from a mental point of view. The objection is that it interferes with speech reading; that is the true objection. But its use in the school-room, in the oral department, is a matter entirely within the control of the teacher. Do not mix the manual alphabet and speech-reading together, for then one will interfere with the other. Writing also interferes with speech-reading, if it is used to explain ambiguities of speech. Would you therefore deny a child a knowledge of written language? Certainly not. But how does a manual alphabet differ from writing? It is simply another form of alphabet—it is not a language by itself, only

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another kind of character or letter that can be made when writing materials are not at hand—and that has the advantage of writing in being more expeditious. But when we come to consider the deaf, I think we have more to look at than speech reading. Take the case of a congenitally deaf child; there are three misfortunes that result from his deafness; it is quite a different case altogether from a child who speaks naturally. In the first place he knows no words, so that his thoughts are carried on without words; there is a mental condition that is extraordinary, an ignorance that we cannot realise. Secondly, resulting from that, he knows no speech; he does not know spoken words, because they are addressed to his ear. And thirdly, although he has perfect eyesight and the printed page appeals to him as it does to us, he derives no ideas from written language. So we have these three necessities which are very obvious in the case of congenitally deaf children: lack of speech; lack of knowledge of written language; and lack of mental development which comes from intercourse with other minds. Now the three broad varieties of methods of instruction, the oral, the manual, and the sign methods, aim for one of those three things, *but not for them all.* A sign language teacher says, it is the mental development that is most important and we will reach the mind any way, no matter about language; so he develops the mind through that language which it is easiest for the deaf child to learn, irrespective of written language and irrespective of speech. The oral teacher says the child does not speak; let us remedy that; and it is speech that is made the one object. and written language is secondary, mental development is secondary, and everything must go through speech. The manual teacher, on the other hand, thinks that written language is the only thing of value and neglects speech. So that each method aims at one of these three defects instead of all of them. I think that undoubtedly there is a great deal of truth in all the points that are made by all the teachers of all the schools. I think that if we have the mental condition of the child alone in view without reference to language, no language will reach the mind like the language of signs; it is the quickest method of reaching the mind of a deaf child. If you want a child to learn written language there is no method like using written language and spelling it and writing it on the board and on paper, and spelling it with the fingers. Use the written language all the time. Then in the case of speech, there is nothing that will develop speech like using the mouth. But if you try to send a billiard ball in three different directions at the same time, the billiard ball takes a resultant path, and I believe that the broad-minded man who looks at the whole condition of the deaf will not aim at one of these things; he will not adopt that method which is best calculated to attain one of these results at the expense of the others; *he will take the resultant path.* My own ideas upon that subject as regards the congenitally deaf are these: that those signs which are natural are really, or should be really, common to all the languages that you teach a deaf child, whether speech or otherwise. It is only the fourth class of signs that is objectionable. While I admit that the use of a sign language might *start* the mind of a deaf child more quickly than the other methods—the mental improvement is not continued but retarded as time goes on; for the printed literature, through which alone much advancement can be gained, is in another language (the English language), and he cannot profit fully by this until he has *unlearned the language he first acquired,* so as to be able to think in English. The sign language is in the way of his learning the English language, so that though his initial velocity may be very great, he soon runs against an obstacle which checks his further advance. I believe that for the congenitally deaf written language should form the basis, because it is clearly differential to the eyes; it is perfectly distinct and perfectly clear, and I think that it should be supplemented by the use of the manual alphabet, for we want that method, whatever it is, that will give us the readiest and quickest means of bringing English words to the eyes of the deaf, and I know of no more expeditious means than a manual alphabet. Then I think that every deaf child should be taught to use his vocal organs. For those little deaf children who are taught by writing and the manual alphabet, I should advocate also the teaching of speech.

21,571. Simultaneously, not as an accomplishment?—Not as an accomplishment. but simultaneously. I would have a deaf child speak in the schoolroom all the time, and have the teacher write or spell to him. Of course I speak still of the congenital deaf. Their difficulty is a one-sided difficulty; deafness interferes with their comprehension of language *addressed to them.* There is no defect of the vocal organs to prevent them from using speech in addressing their teacher.

21,572. What would you have the teacher do, write or use speech?—I would have him write or spell so as to present the language in a clear form, and when the child has arrived at familiarity with the English language then is the time when he may profit by speech reading. Then is the time, and not till then, that he is thoroughly competent to decide upon the ambiguities of speech. I think that the oral teachers retard the acquisition of speech reading by their congenitally deaf pupils by not relying more on written language. I advise that they should be taught both written language and speech, and that while the pupil should be encouraged to use speech all the time, the teacher should rely upon written language in the earlier stages, and that as they grow up in their knowledge of language speech-reading should be substituted for writing and spelling.

21,573. That is, I suppose, what is meant by the combined system in some cases. You have told us that it is very difficult to know what the combined system is, that it may be one thing or it may be another. Is that the view that is taken in America with many who say that their schools are on the combined system?—I do not know. The greatest diversity of opinion prevails about the word "combined."

21,574. What are the institutions in the United States which adopt your method; are they institutions which describe themselves as combined schools?—There are not any. The teachers in America are all extremists; they are either pure oralists, or they are sign teachers, or manual teachers. The best results I have seen in the teaching of English to little children on a large scale have been in the Western New York Institution, where sign language is abolished, and all communication is carried on by the manual alphaphet, but they neglect speech. In all the schools with which I am acquainted "speech" and "speech-reading" go together. It is not fully recognised that they are two distinct arts, and that a pupil may succeed in one and fail in the other.

21,575. (*Mr. Woodall.*) When you speak of the Western New York Institution, do you mean the one at Western, New York?—No, I mean the one at Rochester, New York. I think it important to make a very great distinction between articulation and speech reading. All the difficulties in the way of the application of the oral method, which all men must admit is the best if it is practicable, lie in speech reading.

21,576. You think then that everybody can learn to speak?—Everybody can learn to speak, and everybody who knows the English language can learn to understand it from the mouth. If we are to teach our children to speak we have, practically, in English-speaking countries to teach them *two languages*, or rather two dialects of the same language, for the spelling and the pronunciation are very different from one another. They must learn the written form. Then keep it separate by itself, like a distinct language. During one portion of the day have all communication by writing and a manual alphabet;

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at another portion have it all by speech and speech-reading (and if writing must be used to explain ambiguities let it be phonetical writing). In the earlier stages I would use writing and a manual alphabet almost exclusively; simply teaching articulation and speech-reading for an hour or so a day. The pupils will be able to pronounce words long before speech-reading can be relied upon as the means of communication. I would then in this stage have them use their speech (instead of writing and spelling) when they communicate with their teacher *all the time*, but have the teacher continue during the greater portion of the day to address them by means of writing and a manual alphabet, but for an hour or so a day let him use speech without the manual alphabet. As the pupils become familiar with English phrases many will be found whose education could be carried on in an oral department, exclusively by oral methods. Others will not be able to understand speech from the mouth readily and easily, while they may be able themselves to speak intelligibly. In such cases they should remain under manual instruction, but speak themselves in the school-room, oral instruction being given for a limited period each day.

21,577. Then you look upon lip-reading as a subsequent part of the instruction which ought not to be begun at first?—It should be begun from the very earliest stage, but should not be relied upon as the means of communication.

21,578. I suppose you admit that unless speech is taught when young, the results of speech to the deaf are never satisfactory?—Yes, but I do not wish to assert this too positively.

21,579. That is the evidence which we have had, and we have observed ourselves that a great deal of the voice depends upon practising speech early; is that your opinion?—Undoubtedly, but I must say one word as to the method of measuring the results of speech in oral schools. I think that the method which is adopted of ascertaining the relative value of speech and signs is entirely wrong. Let us now see of all the accomplishments, and all means of communication, that are taught to a deaf child, what are those means that are of use to the child in communicating with the hearing world. (1.) First of all look at a sign institution. They use the sign language. That language is not known by the hearing world; it is of no use to them in communication there. They use the manual alphabet; that is not known to the hearing world; that is of no use in communication. There is only one thing which they have that is of use in communicating, and that is writing. That is the only bond of union between a deaf child taught by the sign method and the hearing world. (2.) So if you look at the manual method in which the sign language is excluded, and writing and the manual alphabet is used again we find only one means of communication, viz., writing. (3.) Now you come to the oral school, and here is the point which we do not realise as a general rule,—that they have writing too. The children are taught to read and write, and they have that means of communication with the hearing world, so that whatever articulation they have, let it be of the most abominable character possible, it is something in addition to that which they have by all the other methods. We are generally apt to gauge the value of the oral method by the perfection of the speech. That has nothing to do with it at all. Whatever speech a child has, is something in addition to what a child has who has no speech; and the way in which you should compare the oral schools, the manual schools, and the sign schools is to take what they have in common and compare the results then; compare their knowledge of written language, and their use of it in oral schools, manual schools, and sign-language schools; and supposing that they simply are all equal, then the oral system is better. If they are not equal, then the defect should be remedied. The claim has been made, and I am inclined to think with some justice, that in some cases they are not equal. I am inclined to think that in some cases in oral schools the knowledge of language of the congenitally deaf is not equal to that of those who are taught in manual schools, certainly not in Mr. Westervelt's schools; but that can be remedied; there is no reason in the world why written language should not be used more freely. The manual system relies on writing and neglects speech. The oral schools rely upon speech and neglect writing. But there is the means of comparing them. If you are to value speech, how are you to value it? Not by its perfection but by its intelligibility.

21,580. As a means of communication?—Yes, that is the value of speech. But if you value the oral *method*, you have to base your value on the knowledge of written language possessed by the children. If their knowledge of written language is the same as the knowledge of written language possessed by those taught on other systems, then they have something in addition in whatever power of speech they have.

21,581. Do you think that that knowledge of speech, which is very often found to a limited degree in the deaf and dumb, is valued by them as a means of intercourse as much as it ought to be valued?—It is valued in the place where it should be valued; it is valued in the homes of the children. The teachers of the deaf do not value it; they think that, because speech is imperfect or perhaps painful to the ear, it is of no use. There never was a greater mistake. All those who have had anything to do with the deaf, and who may have had deaf persons in their own family, know that an imperfect articulation may be very sweet to those who love the child; and the point of value is the intelligibility of the speech. If it is intelligible that is its value. Of course the greater perfection we can get the better. But do not discard articulation because it is difficult to get it in perfection.

21,582. But where articulation is only taught as an accomplishment, as it is in some schools, there appears to be, from what we have seen and heard, a great shyness on the part of children who are deaf and dumb in an institution to exercise that speech; there does not seem any great willingness on their part to exercise speech; that is so, is it not?—Undoubtedly; the conditions in institutions are unfavourable to the practice of speech. Indeed I have known speaking children who became deaf at 12 years of age, who have gone to a sign institution, and been placed under a deaf teacher, and have come out deaf mutes—those were children who had been in our ordinary public schools. That is to say, they were deaf mutes in this sense, that they did not use their speech, that they were shy in using it; they had the ability of course, but they come out deaf mutes, and were mingling with deaf mutes in adult life.

21,583. Therefore you think it very important that everybody should have an opportunity of being taught speech?—I think it is a crime not to try to teach the deaf to speak. In our institutions, as you will find from the statistics which I have presented to you, the majority of the children have no opportunity of acquiring the art of speech; they are not dropped from articulation classes. If you look at the statistics that are collected at the end of this little volume, "Facts and Opinions relating to the Deaf," you will find that the majority of the pupils have not been dropped from articulation classes; they have not had a course of training for a year or so in speech, and then been dropped on account of their inability to acquire it; they have never had the opportunity of learning, and I hope the moral sentiment of society in future will be such that it will be considered a crime to deprive a human being of the power of articulate speech by neglecting to instruct him in the use of his vocal organs. Therefore I have urged that in all the institutions of the country, whatever method of instruction is employed, articulation should be raised at least to the level of geography and history. It should be a study that should be taught as a matter of course to every deaf child, not only on account of the benefit that it is to his health and his lungs, but as a matter of duty and conscientiousness.

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21,584. In an institution where you have some who are congenitally deaf, and others who have the remains of speech, in the one case you say that the congenitally deaf must be taught by the finger alphabet in the first instance, and that those who have some remains of speech must be taught orally. Have you any strong views as to the necessity of keeping those two classes absolutely distinct in such an institution, and not allowed to communicate with one another?—I have no strong views as to the separation of those two classes out of school hours. I think that their knowledge of written English will be increased by communication with one another by the manual alphabet. I would not, however, have the manual alphabet used in the schoolroom in the oral department.

21,585. Passing them up from that department to the oral school, and making the oral school an upper school?—Yes, putting all those who have a knowledge of speech in the oral school to start with; and in the case of those who have no knowledge of speech, I would give it them; but speech reading should not be used as the sole means of communication until they are familiar with the English language. Just as fast as they become familiar with the idiomatic phrases of the language, then they have the faculty of reading from the mouth, and they can be graduated into the oral classes. One point with regard to speech reading is very important. When you come to realise that context is the key to speech reading, you can see a very curious result that ordinary speech at its ordinary rate of utterance is more clearly intelligible than slow and laboured articulation. I have studied this matter very closely, and have been informed by a lady, who relies exclusively upon speech-reading, that she understands strangers more readily when they do not know that she is deaf, because they speak naturally and at the ordinary rate; but the moment they are told that she cannot hear, they commence to mouthe and make exaggerated motions, and then she finds more difficulty in understanding them. You can easily see that if context is the key to speech reading, if you speak single words to a deaf child, word by word, he does not get enough to make the context. You want to present the whole sentence to a child. But you cannot do that with a congenitally deaf child, although you can with one who knows the language. So that I hold that relying upon speech reading in the earlier stages of the congenitally deaf, defeats its own end. We do not get such good speech reading as we would if the children were taught familiarity with the English language first. As already stated the conditions in an institution are not favourable to articulation and speech reading. There are few people who can hear him talk, for his companions are all deaf, and if he is put under a deaf teacher his speech is of no use. I believe that in day schools, especially in little schools where children have frequent intercourse and association with hearing children, you will get one thing that is wanting in institution life, viz., a stimulus to the acquisition of speech. There are people all round the child who can hear, the people at home and at school, the people who go to the same building can hear, so that every word that a deaf child learns to speak is a bond of union between him and his hearing companions; every word that he learns to understand from the mouth is a bond of union between them and him; and as his education advances and he becomes more able to communicate by word of mouth or by writing with those who can hear, those bonds of union will become more and more numerous until ultimately he will be absorbed into the population; whereas if we keep him away from hearing persons speech is of no use, the English language itself is of no use. Segregation and sign language tend to separate the deaf from the hearing world. They are not restored to society. You must have small day schools and plentiful instruction in articulation and speech reading, for that alone is the means by which children can come into communication when they are too young to communicate by writing. There is one point with regard to the general matter of instruction which I should like to mention here. It is very important that in examining methods of instruction you should ask the age at which the child became deaf. The cases that are shown in America as cases in which great results have been obtained with deaf mutes, have very often been cases of children who became deaf after they had learned to speak. I have thought of one method by which we can gauge the general success of our American institutions. It is rather a curious method, and Dr. Gallaudet has promised me his assistance in applying it. We have in America a national college for the higher education of the deaf, which is open to all the deaf graduates of our institutions. These persons who apply for admittance are examined; there is a matriculation examination, when certain of them are thrown out and others continue in the college; and finally, they go through the whole curriculum of the institution and some graduate. Now we know what is the proportion of the congenitally deaf to the whole deaf mute population. It is more than one-half, but of the graduates of the National College only 10 per cent. were born deaf. That to my mind indicates that as regards the congenitally deaf who form the majority of our pupils the methods of education have not been so successful as to place them on a level intellectually and mentally with those who started with speech.

21,586. I want to know with regard to this college of Dr. E. M. Gallaudet what proportion of the students come from oral schools, because he stated to us that those who had been in the oral schools mixed freely with the others, and he thought there was no objection to that; but I do not think he told us what the proportion was; can you do so?—I am unable to say what is the proportion; but Dr. E. M. Gallaudet promised to give me every facility to examine it; and I think the statistics of the National College can be used to gauge the general success of the education all over the United States.

21,587. You say in your memoir that at Dr. E. M. Gallaudet's school and college, that is the primary school and college, there is not one single pupil using articulation as a means of instruction?—No, not one. But you will observe in the evidence from the Kendall school, which you will find in this little volume, that speech is used as a means of instruction in that school, but not as the sole means of instruction.

21,588. (*Mr. Van Oven.*) Do you not think it is possible that the reason why the percentage of congenitally deaf mutes is comparatively speaking so small in their college for the higher education of the deaf, may arise from the fact that their intelligence is not so good to begin with, that the same cause which made them be born deaf in all probability may have produced less brain power; do you think that you should put it entirely upon the training?—I do not know what the cause is; but it is simply suggestive to my mind as a means of testing the methods of education.

21,589. Let me suggest that to you, because your opinion is so valuable that I should like you to say whether it is a hard and fast opinion or not?—It is not a hard and fast opinion at all. I may say, however, that so far as my observation has gone, there are many bright intelligent minds among the congenitally deaf, and some of the brightest of our pupils have themselves been children of deaf mutes.

21,590. (*Mr. St. John Ackers.*) You are, I understand here, not specially deputed by any one school of any one system in America?—I come as the representative of no system; I express merely my own opinions and my own ideas. I have invited the principals and superintendents to express their ideas for themselves in the pamphlet that I have handed to the Commission ("Facts and Opinions relating to the Deaf").

21,591. Referring to Dr. E. M. Gallaudet's evidence before this Commission in answer to question 13,140, he there mentions a convention which was held, I think, in California; do you know of that?—Yes.

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21,592. He says there, in effect at any rate, that there was an entire consensus of opinion as to the best way of teaching in America, and he says, "I speak "of that as a matter of very great importance, "because it was really a burying of the hatchet." Are we to understand that in your opinion there is a general agreement in America between teachers as to the best method to be pursued, or do you consider that there is still great diversity as to what should be the system?—I know that there is the very greatest diversity of opinion among teachers; but there is a burying the hatchet. Our teachers meet together in friendly conventions, and we discuss all these disputed questions in a friendly spririt, each having respect for the opinions of others; so that in that sense there is a burying of the hatchet. We have in our country representatives of all the methods of instruction that are used elsewhere, but instead of there being the animosities that prevent progress there is free discussion in such conventions, as the convention which was held in California. I was not present at that convention and therefore I cannot speak as to its results.

21,593. Then when these words are used in the report of that convention: "The war between the "two prominent systems of instruction, the 'manual' "and the 'oral,' which has been carried on so "vigourously for many years may said to be prac-"tically ended." That does not mean that persons have come to one mind in the matter?—By no means.

21,594. But simply that each is inclined to follow his own line?—I think it means that the acrimonious war is ended. There were very bitter feuds between the upholders of the different systems; those are dead. In that respect I think that Dr. Gallaudet is right in saying that the war is ended though the diversities remain.

21,595. The diversities are in fact as strongly marked as ever?—Yes.

21,596. Now referring to the articulation tables at the end of your memoir, to which I have already partially referred, the statistics go there, do they not, to prove conclusively that a very large proportion of the non-congenitally deaf are still debarred from articulation?—Undoubtedly the majority of them.

21,597. It is not therefore confined to be congenitally deaf: but the majority even of the others are debarred from articulation under the present prevailing system in America?—I believe that is true.

21,598. You spoke on the last occasion when you were under examination of the proper classification in the census returns; do you not consider that it would be of very great importance if a similar classification could be obtained in the census returns of all States?—Undoubtedly.

21,599. And would you not consider further that there should be uniform statistics in each school and institution?—Undoubtedly so, and in that connexion I would refer the Commission to the action of the recent conference of principals that was held in Jackson, Mississipi, very shortly before I came from America, in which the forms for the collection of statistics that Dr. Gallaudet referred to were formally accepted by the principals of all the institutions so as to produce uniformity in the collection of statistics. You will find a description of these forms in the Annals for 1885, Vol. XXX., pp. 52–58.

21,600. Would it not enormously help to a right conclusion as to the causes of deafness, and therefore to a great extent as to their prevention, if these statistics were kept in an uniform way in each institution; not only in each country but in all countries?—Undoubtedly.

21,601. And those who like yourself have spent so very large an amount of time in research in this matter, would welcome such a change as being extremely beneficial?—Undoubtedly.

21,602. Then as I understand you, it is desirable to classify so as to thoroughly understand the causes of deafness and other particulars in the census return in each individual institution, and also to classify what is meant by the different terms used in deaf mute education?—I think it is necessary.

21,603. I want to go back to what seems to me, if I may say so, the most important part of your extremely important evidence; that is, with regard to deaf children being the offspring of deaf parents. Is it not a common error even amongst those who have most to do with the deaf and dumb, that congenitally deaf persons marrying are not more or not much more likely to have deaf children than other persons?—That is a very common error.

21,604. And is not this on account of the number of such persons having hearing children?—Yes.

21,605. They conclude because a very much larger number of these children are hearing children than are deaf, that really there is not a very much larger proportion?—That is the reason undoubtedly. Nearly all of the objections that have come to my theories are based upon the fact that the majority of the children of congenitally deaf mutes can hear.

21,606. If the average of the children of the congenitally deaf were taken, the total number of their children hearing and deaf, and then the number of their deaf children, and compared with those born of hearing parents, the difference would be seen at once, would it not?—Undoubtedly.

21,607. Let us now turn for a moment to page 20 of your memoir, and I am now going for the sake of convenience to deal with round figures rather than in the actual figures which appear here; for instance, instead of saying one in every 1,486 I should say one in every 1,500. I would ask you in the first instance how many children you reckon should be taken as the average number of every family; do you reckon three or five or what number?—I cannot venture to say.

21,608. It does not signify much; I will take three. For the sake of argument, allowing three children to every family and allowing (this is all for the sake of argument please to understand) half the total number of deaf to have been born so, and also allowing for the sake of argument that as many deaf are born to hearing as to deaf and dumb parents (which of course you do not agree to), would you not expect to find one child who is deaf and dumb born to every 3,000 of the population?—Undoubtedly, speaking in round numbers.

21,609. Allowing one in every 1,500 to be deaf and dumb, and allowing one half of those to be congenitally deaf and dumb, you must double the number of the population to get one congenital case, therefore it would be one in every 3,000?—Yes.

21,610. Now can you tell us what is the minimum number that you find as the average in your researches where one or both parents are deaf, taking 50 or 60 cases?—I cannot answer the question in that form.

21,611. Will you put in your own way?—I can answer that by taking totals. Taking the whole deaf mute population at 34,000 in round numbers, if congenital deafness was no more common among their offspring than among the offspring of hearing persons, we should expect that one in 3,000 of the deaf mute population would himself be a congenitally deaf child of deaf mute parents. We can calculate that. Upon that basis we should, by dividing 34,000 by 3,000, arrive at the total number of congenitally deaf children in the country who should themselves be the children of deaf mute parents, say 12. There should not be more than 12 congenitally deaf mute children of deaf mute parents in the country, if the children of deaf mute parents were no more liable to congenital deafness than those of others. But we have here a list 607 deaf mute children of deaf mutes, and of these 89 per cent., that is about 540 were born deaf. So that while I cannot answer the question in detail with families, we can form some general idea looking at the whole deaf population.

21,612. Is it not a common thing for those who hold (as I see that some of the heads and other teachers of institutions in America still hold) that there is not a greater number of deaf children the off-

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spring of deaf parents, to produce statistics to show that such is the case; and when those statistics are analysed, taking their own figures, you find that a very much larger proportion are really the children of congenitally deaf parents, or where one parent is congenitally deaf, than when that is not the case?—Yes; the very figures that are brought to prove the converse of the fact show that.

21,613. You have spoken of the causes of the deaf marrying together, and you have stated, I think, that the chief causes are, in the first place, the language not being the language of the country; and secondly, their being brought together in large numbers in institutions. You have stated that, when they go out from those institutions they cannot mix with the ordinary world, and are therefore brought together again. May I ask whether there are not in America and elsewhere adult societies, philanthropic societies, missionary societies, and social societies which very much increase the congregating of large numbers together?—Undoubtedly so; not only do we have such societies in nearly all of our large cities, but the Church missionary system extends over the whole country, and there are itinerant missionaries who travel from city to city, and bring the deaf together.

21,614. Have you had much opportunity of talking with those missionaries, and with other officials of the adult deaf and dumb societies, as to what value they place upon articulation?—I have not had much opportunity of talking upon that subject with missionaries.

21,615. You cannot therefore tell us, from your own knowledge, what line they take with regard to this subject?—No.

21,616. Is it within your knowledge that they very frequently try, and succeed, to join with the totally deaf and dumb those who have been orally taught?—It is within my knowledge that efforts are made to bring into the societies the pupils of oral schools.

21,617. I will take, for instance, the case which I personally know of Boston, where you have a large day school, and where there is every effort made to prevent the pupils being together except in schools, and where they are living in their own families. Is it not the case that when they leave school, and even sometimes in the evenings before they have left school, there is a great effort made, and a successful effort, to get them to join the deaf and dumb adult society?—Yes.

21,618. And that in your opinion conduces very considerably to an extra number of marriages of the congenitally deaf and dumb?—Yes.

21,619. And therefore they increase?—Yes.

21,620. At the majority of your institutions are the pupils of the different sexes mixed?—I think in the majority of them, so far as my observation goes, they have the different sexes in the same schools.

21,621. With regard to the adult deaf and dumb societies are the majority of their meetings, whether for social or religious purposes, confined as a rule to one sex at a time or do they mingle together in these evening meetings?—Both sexes mingle together.

21,622. As a rule they are both together at the same time?—Yes.

21,623. I see that the view you take that the intermarriage of these congenitally deaf mute persons dates very much from the system of sign teaching and institution life, is not held, at any rate, by certain of the professors and teachers in America. I see that there is one person mentioned in this pamphlet page 83 from the Cathedral School in Cincinatti, who argues in this way (and I do not know that I should take much notice of this if it had not been that unfortunately we get the same argument from other places): "The world is six thousand years old, and "during all these years deaf mutes have been born; "they have intermarried and died, leaving children "after children, yet nowhere on the face of the earth "is a hereditary race of deaf mutes found." I take it that you would at once say that this is incorrect as to their having intermarried, in the sense in which you now speak of intermarriage, with regard to deaf mutes in America; inasmuch as we know perfectly well that the institution life and system did not exist, say, 150 years ago from the present time?—Yes.

21,624. May I ask you whether in your large experience in America of these different gatherings, and outside, you do not find ideas very similar practically to this which is here stated. Perhaps this is an extreme case; but is it not the case that there is a very large amount of ignorance upon this matter which, if once dispelled, and the real facts thoroughly grasped, would, in your belief, lead to a very different state of things with regard to the way in which the present institution life and sign system is regarded in America?—Undoubtedly so. Light and information are what is wanted.

21,625. You have referred to the scientific evidence which is given in your pamphlet from persons with apparently a very large knowledge on the subject; and I see that on page 95 Mr. Brewer says:—"It is "conceded that the same biological laws apply to "man and brute alike. I am not aware that any "eminent biologist, naturalist, or breeder denies this." I think we shall all agree to that. Then he goes on to say that a different race, if we may say so, is generally considered to have been thoroughly produced after four or five generations; he says: "Five genera-"tions of sires and four of dams is the common rule." I would ask you whether, in examining these matters with regard to the intermarriages of the congenitally deaf, you would not be of opinion that in all probability it would require considerably longer than is here stated, for this reason, from my own experience at any rate, and I have had considerable experience in these matters of breeding, as our chairman knows, of certain classes of animals, it is only usual to attempt to classify them as this gentleman speaks of herd-books after several generations of similar breeding have taken place; and that when he speaks of four or five generations going back, those four or five generations really mean recorded cases after long years of similar conditions existing, not perhaps so strict; and therefore perhaps it might take a considerably longer time than the four or five generations before you could get what you might call a complete variety of the human race; do you follow me?—I do not know. I would rather in such questions trust to the scientific man; and here is what Prof. Brewer says in answer to that very point. He says: "Five generations of sires "and four of dams is the common rule," and here is the answer to your question: "And I imagine that "the chances of a child being born with hearing "would be small if all its ancestors for a like number "of generations had been congenitally deaf."

21,626. You think that even with four or five generations the chances would be small?—I think so.

21,627. (*Chairman.*) It is not absolutely so; but the chances would be small?—Yes. Of course I know nothing of that question myself. I have to rely upon the statements of such men as Professor Brewer.

21,628. I pass from that, which seems to me the most important of all the subjects which you have brought forward, and touch very shortly upon one or two others. I do not think that this examination would be complete without one word as to one of your family discoveries, if I may use such an expression—that of visible speech. It is a fact, is it not, that you and your father and grandfather have all worked out one after another and perfected that universal alphabet, or whatever you may prefer to call it, which is generally known by the name of visible speech?—My grandfather, my father, and myself have devoted our attention almost exclusively to the study of the mechanism of speech, articulation; and to my father is due the invention of the system of symbols known as visible speech.

21,629. That system has been in use, has it not, in the oral institutions, or some of them, in America for some years?—Yes.

21,630. Have you a chart of that system just to show to the Commission?—I have (*producing the same*).

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21,631. By that system you are able, are you not, to give to a person who understands it, although perfectly deaf, a means by which he can reproduce certain sounds which he has never heard before?—Yes.

21,632. It is a fact, is it not, that amongst other instances of this a very remarkable one took place (I remember one that took place when I was in America, but there are, of course, hundreds of others) whereby you are able to get a deaf mute to pronounce a particular word of the Hottentot language (the Hottentot click, or whatever it may it may be termed) which the hearing persons in the room were not able at the first attempt to produce as well?—Yes.

21,633. I should like to ask you this as a practical point now, how far, in your opinion (and it is a most valuable one), this system should have a place in the education of the deaf?—I have the feeling that the adoption of some such system as this is essential and necessary in the instruction of the congenitally deaf in obtaining perfect speech. The result will necessarily, I think, be imperfect without some such system as this.

21,634. May I ask whether in working out this system of visible speech, and in working also for the mechanism of speech, you have not been led to other important discoveries?—Undoubtedly so.

21,635. Was it not through these investigations that you were led to the great and world-wide discovery of the telephone?—Undoubtedly so; that originated from investigations relating to the teaching of articulation to the deaf.

21,636. With regard to the American institutions, do they take all the deaf that are offered to them, or is there any selection?—I have never known of there being selection. The charge has been made that certain pupils are selected; but I have not known personally of any such cases.

21,637. I judge from the evidence which you have already given that no institution in America will take weak-minded pupils, that is to say, below a certain point, never mind whether on the sign or speech system?—I referred there simply to children who were simply weak-minded and not deaf. As a matter of fact, some of our institutions do receive deaf mutes who are weak minded. As a general rule the institutions decline to receive pupils who are weak-minded.

21,638. And that would apply to all the institutions upon whatever system?—Yes.

21,639. (*Dr. Campbell.*) Are all State institutions either for the deaf and dumb or for the blind compelled to receive all pupils unless they can be proved to be feeble-minded within certain limits, provided that their characters are satisfactory?—I do not know exactly what the legislation is upon that point.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

SIXTY-SEVENTH DAY.

6, Old Palace Yard, S.W.

Friday, 22nd June 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

SIR TINDAL ROBERTSON, M.P.
B. ST. JOHN ACKERS, ESQ.
EDMUND C. JOHNSON, ESQ.
WILLIAM WOODALL, ESQ., M.P.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

Mr. ALEXANDER GRAHAM BELL further examined.

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21,640. (*Mr. Van Oven.*) From the evidence which you have already given us it seems to be your opinion that frequent intermarriage between the deaf, especially between those who are congenitally deaf, or those who are deaf from inheritance, is likely to produce in time a race of deaf people?—That is my opinion.

21,641. You consider, therefore, that it is exceedingly important that, so far as possible, the deaf should be induced to mix with the hearing world?—Decidedly.

21,642. So as to prevent the constant association one with another?—Yes.

21,643. Therefore, without going any further into that question, you consider that on that point, however desirable they may be upon other points, all these societies which exist for the benefit of the adult deaf are to a certain extent harmful, because they collect the adult deaf together and cause them to associate with each other, and consequently in all probability would lead to intermarriage?—To a certain extent, certainly, just as I consider institutions harmful, but I do not think that we can do away with these adult associations entirely, for there will always remain a certain number of pupils who are not fitted to mingle with the world, and I do not know how else we are going to reach them and benefit them without some such association, so that while theoretically I do consider them harmful, I think that in certain respects they are necessary, but we want to give great thought and great care to the subject of the association of the adult deaf.

21,644. I do not propose for a moment to consider or to ask you or anybody to consider the idea of suppressing such societies altogether, but I want to elicit from you your opinion, which I gather to be this, that so far as possible we should place the deaf in such a position as to render the great portion of them independent of such societies, and to a great extent not desirous of joining such societies; I conclude that that can only be done by their general admixture in the world, and that for that purpose the use of speech and lip-reading is of very great importance beyond the importance which of course attaches to the fact of the deaf-mute being able to mix with all people who are not familiar with any special mode of communication?—I agree with you entirely in your statement there.

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21,645. In following this up it follows as a corollorary that you consider it highly important that all the deaf should be taught to articulate with fair distinctness, and should, if possible, be able to read from the lips of others, therefore the system which is called here the oral system of instruction is in your opinion highly desirable?—Very much so.

21,646. Then again, I take it from the evidence you have given us that you think, even in school life, it is exceedingly desirable that, if possible, the sexes should be kept separate, so that school boy and girl friendships should not be encouraged, which may lead in after life to the continuation of that friendship and ultimately to marriage?—I do not wish to express too decided an opinion upon that point

21,647. You have no decided opinion as to whether the sexes should be kept separate in school or not?—I have no decided opinion.

21,648. And even when boys and girls have got beyond childhood, and are 14 or 15 years old, do you think that they should be kept at separate schools and taught in separate establishments, or should they be taught together and play together?—I cannot say that I have formed any decided opinion upon the subject; I have devoted my attention more to the condition of the very young, where the question of the separation of the sexes does not assume importance. In regard to older pupils, I recognise that there are evils that result from the co-education of the sexes; but I also recognise that evils result from keeping persons of one sex together, without opportunities for forming acquaintances with suitable persons of the opposite sex. I would, therefore, rather not express myself positively upon that subject.

21,649. Now, as regards the question as between day schools and residential schools, I gathered from your remarks that you consider the day school decidedly preferable if circumstances will admit of that system being carried out?—Undoubtedly so.

21,650. And I believe your reason for so holding is that you think in day schools the children are mixing in home life and in the world generally, whereas in residential schools they are only mixing among the deaf or among those so accustomed to the deaf that they become as it were a special class of the community?—Yes; and I recognise distinct classes of day schools. The day school that forms a school for the deaf apart and distinct by itself I do not think so advantageous as the day school that is in a public school where hearing children are, so that opportunities might occur for mixing the deaf children in with the hearing children in the same classes for subjects where they might profitably go together, the principle being to mingle the deaf in every way possible with the hearing.

21,651. You have just answered the question I was coming to. Consequently I may take it you are of opinion that this mixing with their hearing schoolfellows in play hours, or in drill, or in other exercises, such as writing, or things of that sort, where the deaf can be taught with hearing children, is exceedingly desirable?—Exceedingly desirable and important.

21,652. Therefore, if other circumstances admit of it, you think that the plan, or rather a modification of the plan, which is at present being adopted by the London School Board, of having deaf-mute classes in the ordinary schools, is a desirable plan?—I am not familiar with the details of your London School Board plan. The principle of it is undoubtedly sound.

21,653. I am not talking of the details, but of the principle?—The principle is undoubtedly sound if those deaf classes are taught by special teachers. I do not believe that complete co-education with hearing children is a practicable thing; but if those deaf classes in your London board schools have special scholars and special teachers I consider it an admirable plan.

21,654. That is exactly the point I want your opinion upon. Now in America the system of instruction generally followed is what is called the combined system, I believe?—Yes; in my opinion that is the sign language system in disguise.

21,655. Now, as to this combined system, is it the same in all schools, or does a combined school mean a school where they do not confine themselves to one special form of instruction, but combine various forms of instruction together. For instance, a school which endeavours to teach by means of the ear as well as the mouth would be to a certain extent a combined school, although no finger language were used; would that be a called a combined school in America?—I do not know. The idea underlying the term "combined" is undoubtedly a good one. The idea is to adopt an eclectic system, but the definition attached to "combined" is vague and indefinite, and you have schools that are actually classified in the annals as "manual, oral, and combined." If "combined" includes the manual and oral, I do not see the necessity for the distinction.

21,656. Taking, for instance, the Deaf and Dumb Institution at Margate under Dr. Elliott, which is one of the largest in this country, and almost the oldest (indeed I think it is the oldest), there is a large building and a certain number of pupils are taught by the sign language and the manual alphabet, and a certain number, a great many of whom are in a separate building, are taught on what is called the pure oral system; but all the children mix together for the purposes of recreation, for dining, for drill, and for other purposes, on which occasions all the children oral or not oral are communicated with by means of the sign-and-finger language. Do you think the people of America generally would call that a "combined school"?—I think that is what is meant by a "combined school" generally in America if the sign-language is employed as well as a manual alphabet.

21,657. That is to say, that they have different departments where they are using different systems, but the children who are taught orally mix with the children who use the sign-and-finger alphabet, and from time to time are educated by that means themselves?—It is my impression that that is what is usually spoken of as the "combined system" in America. But Dr. Gallaudet does not seem to define it in that way. What you have just said with regard to this English school exactly defines what appears to me to be the usual meaning of the word in America, that is, if the sign-language is used as well as the manual alphabet; but you must form your own judgment upon that question, for as I say, I am not an authority upon the "combined system," and I do not believe that the term is correct. I do not think that a system using the finger alphabet—but excluding the sign-language—would be called a combined system in America.

21,658. I dwell rather at length upon this point, because it is desirable that when we talk of a certain system we should know what we are talking about; and if you talk of a school as a combined school in America, we should know what a combined school means?—Yes, as a matter of fact, in very many of the schools which are stated to be under the "combined system," that plan is adopted, in fact in most of them; that is to say, that all the children who are taught speech mingle freely with those who are not taught speech out of school hours, and use the sign language for purposes of inter-communication.

21,659. (*Mr. Woodall.*) The directors of the Pennsylvania Institution have a detached school in which the pupils are taught upon the pure oral method?—Yes.

21,660. But in the general institution a certain proportion of the pupils are taught the oral method. Am I to understand from you that those children are allowed or are not allowed to mingle with the other pupils in the ordinary exercises of the playground and in the industrial classes, for instance?—The principal of the Pennsylvania Institution attempted by an experiment to decide which plan was best for the oral pupils, exclusion from the sign pupils or mingling with the sign pupils after their school

instruction was over; therefore for a number of years they have had two oral systems in use in the Pennsylvania Institution, one a separate and distinct school, known as the oral branch of the Pennsylvania Institution, in which all children taught orally were separated entirely from the other pupils and had no admixture; and secondly, in the main body of the Pennsylvania Institution they had an oral class, or oral classes, in which the pupils mingled afterwards in play hours with the others. They have had the two systems in that same institution, and as a general result Mr. Crouter expressed his opinion as it is quoted at the bottom of page 107 of the pamphlet "Facts and Opinions relating to the Deaf."

21,661. (*Chairman.*) After this experiment has been carried out he gives that as his deliberate opinion?—Yes, as his deliberate verdict. He says: "I believe in oral instruction (separate oral) for all "deaf children who can be successfully instructed by "that method," and so forth.

21,662. That is that there is separate instruction, although Dr. Gallaudet calls it a combined school?—Yes.

21,663. Dr. Gallaudet may have had the other branch of the school in his mind at the time?—Yes.

21,664. (*Mr. Van Oven.*) I gather Mr. Crouter's opinion, as expressed in what you have read, to be this: that in order successfully to carry out the system of oral instruction it is necessary to restrain as far as possible the chances, or at any rate to put no encouragement in the way of the pupils so taught, for using any other mode of communication; is that what you understand Mr. Crouter's opinion to be?—That is the impression that I draw from what Mr. Crouter says, but of course the Commission can decide for themselves.

21,665. Do you share in that opinion; it is your opinion which I wish to elicit?—My opinion is that any other mode of communication than that by word of mouth and by speech-reading interferes with the art of speech-reading; but it is my opinion also that in spite of that it is advisable for other reasons—mental reasons—with the congenitally deaf to use the English language in the written form very constantly.

21,666. Consequently the system as carried out at Margate, which appears to me to be very much the system carried out in many of the combined schools in America—that is to say, a separate class-room and a separate building for the children taught on the pure oral system, those children being allowed at meal times to mix with the other children, who use the sign-and-finger alphabet, and being instructed by means of the sign-and-finger alphabet at drill and in other portions of their curriculum, is to a great extent detrimental to the full development of the oral system. I take it from what you have said that your opinion is that if these children were not only kept in a separate class but kept entirely to themselves as they are in many continental schools, the oral system would have a far better chance of producing excellent results?—As I have tried to express to this Committee, I look upon institutions or separate schools as evils, and of course, if institutions are necessary, we have got to make the best of an evil. I do not believe in separating deaf children from hearing children, but if you have got to do it then I think that the admixture of pupils who are taught speech and the admixture of pupils who are taught the sign-language out of the schoolroom is harmful to the articulation and the speech-reading of the pupils. That is the main point. Then you included in your question the manual alphabet. I would not express the same view for a school where the manual alphabet was used to the exclusion of the sign language, because then the intercourse of the pupils with one another, though to a certain extent it would interfere with the speech-reading, yet would be a constant practice in the use of the English language in one of the forms in which people have it ordinarily. It would be the same as the practice of written language. My point is that speech-reading is not all that we have to consider in the education of the deaf; the mind has to be considered as well, and my objection to the mingling of the two together where the sign language is used is that the practice outside is in the special language. If that communication outside were in the English language, I should hold that while it might not be good for speech-reading it might be good for the child on the whole.

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21,667. Then I would ask why the finger alphabet is considered by you desirable in a large school in preference to the children writing down anything that they may not be able to communicate by word of mouth?—Because of the speed with which it can be used. The speed of writing, even if one scribbles, is only about 30 words a minute, whereas the speed of a manual alphabet may be as much as 100 words a minute; and we want to have the most ready and quick means of communicating English words to the pupil that we can get. Speech-reading is better still, because the speed of that comes up to 150 words or more a minute, but this speed is only practicable where the pupil has already familiarity with the language.

21,668. But admitting, as you do admit, that the power of speech-reading and the power of articulation are greatly interfered with by the use of any other method of communication, do you not think that giving the finger alphabet a mode of communication which is so easy and ready and speedy, will greatly retard the acquisition of the power of lip-reading and the clearness and precision of articulation; have you considered whether that loss is not, perhaps, greater than the loss of time involved by prohibiting the use of the finger alphabet, and forcing the communication to take place either by speech or writing, remembering, of course, that writing exercises give even a greater amount of instruction in language than spelling on the fingers?—If you have followed my ideas so far you will see that speech-reading is only easy to those who are vernacularly acquainted with the language. Therefore, in the case of those who know the language in either its written or spoken form, I would not have the remotest hesitation in saying that we should not use the finger alphabet, but should rely exclusively, as far as possible, on speech and speech-reading; but in the case of those who do not know the language speech reading does not by itself teach it. A knowledge of language will teach speech-reading, but speech-reading will not teach a knowledge of language, so that, I think, that every means we can employ to make the English language familiar to the pupil should be adopted before we cause him to rely exclusively upon the mouth. In separate institutions the manual alphabet will retard speech-reading, undoubtedly, if used when the pupil has arrived at an age when he might rely upon the mouth but the use of the manual alphabet in the schoolroom is entirely within the control of the teacher, and outside, it is important that inter-communication among pupils should be in the English language. The pupils will communicate with one another in that mode that is easiest to them. If speech-reading is easy to them they will prefer it; if it is not they will use signs, unless a manual alphabet is permitted. In schools where the deaf children have plenty of communication with hearing children. I do not see any disadvantage in having the manual alphabet in such schools. It is only in separate schools where the manual alphabet would be likely to take the place of communication by word of mouth that it is disadvantageous. If the child has opportunities of frequent admixture with hearing children, we may trust to the laziness of human nature that they will use the means of communication which is to them most easy, and it is more easy for a hearing child to talk with his deaf companion, if the deaf companion can understand him, than it is for him to spell upon his fingers, and if he cannot understand his speech, it is better that the manual alphabet should be used than that communication should be stopped. I would not put any restrictions upon the methods of communication between deaf and hearing children. Let us use every means to give a knowledge of the English language,

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and when that is got, reliance may be had upon speech-reading. Those who know the language first may rely upon speech-reading at once.

21,669. I have followed what you say, and I know very clearly the truth of your remark; but I must confess that I am a little dubious as to how you would advise the education to be carried on, having in view the fact that the education under the oral system must of necessity be interfered with if a finger alphabet is taught or allowed. However much I may appreciate your idea as regards a separate class being taught in a central school where the general admixture in the playground, and otherwise, is with hearing children, I cannot see that it has the same force as regards a separate school for the deaf, and I apprehend that our school board classes as they exist now, and as I feel confident they always must exist, will be to a great extent separate schools; consequently, if the finger alphabet be there taught the finger alphabet will be the general mode of communication between one pupil and another, and will be generally used by them, however much they may know of the language, and be able to read from the lips?—Of course, the views I have been expressing on the manual alphabet are simply my own individual views. The principle that underlies my ideas in the case of the manual alphabet is the absolute necessity of using with the congenitally deaf in the earlier stages of education the written form of the language. So long as you use writing in place of the manual alphabet that meets the same end. My only advocacy of the use of manual alphabet is based upon its rapidity, and instead of its interfering with oral methods, it is necessary that the pupil should be largely taught by the written form in the earlier stages. I mean that with the congenitally deaf reliance should be had upon writing as the means of communication in the earlier stages until the pupil has become familiar with the language. In respect to speech itself I do not hold that view. I think that all children should have instruction in articulation from the very first, and that they should be caused to use their vocal organs in the schoolroom on all occasions. As I look upon it the defect in the deaf children is a one-sided defect. It interferes with the communication of other people with the child, and not the communication of the child with other people. The vocal organs are perfect, and I would have the child taught to speak and speak all the time in the schoolroom. Hence I should not put him under a deaf teacher; you must have a hearing teacher. My only point of difference with my oral friends is as to the mode in which the communication is carried on with the child. In many of our oral schools the principle is adopted that no word shall be presented in writing until after the child can read it from the mouth. That is what is meant by the pure oral in our country.

21,670. That is not the case in Germany, is it?—I cannot say, that plan I do not advocate. The plan that I would advocate is where the written word is always presented in the earlier stages with speech. Of course, with those who have a knowledge of the language, that is, those who are usually termed semi-mutes, there is no difference of opinion. We do not want the manual alphabet, we want reliance upon speech and speech-reading alone.

21,671. I take it that your idea of the mode of instructing the deaf child should be commencing by teaching articulation and by teaching language from writing?—That is it exactly.

21,672. That if it be found a child's appreciation is not sufficient to enable that child to read words easily from the lips, or that the child being a congenitally deaf mute, and never having had any language at all, the teaching of that child is greatly retarded for want of a quicker method, then that child might be placed in a separate class, and be given, in addition to the other modes of communication, the use of the finger alphabet?—Yes.

21,673. I do not understand it to be your opinion that in a school for the deaf generally, the finger alphabet should be used for all alike, whether congenitally deaf or not congenitally deaf,—whether quick of apprehension or slow of apprehension?—I may say that, to the best of my judgment, the knowledge of a manual alphabet is of no harm to any deaf child, because it is practise in the English language. I admit that if it is used in conjunction with speech to explain words that are ambiguous to the child when he does not understand them from the mouth, it interferes with the acquisition of the art of speech-reading; but that is a matter in the control of the teacher. I would not have the manual alphabet used in the schoolroom, where in your oral department explanations must be by the mouth itself or a pupil will come to rely upon the hand instead of the mouth. In communications with hearing children I do not think that the use of the manual alphabet interferes with speech-reading, because it is so much easier for a hearing child to speak to a deaf child, if he can understand, that he will always prefer it to the manual alphabet. In schools where the deaf children have the power of mingling with hearing children, I would not restrict their methods of inter-communication with the hearing children, I would let them have the manual alphabet, I would let them have signs, or any way in which you can bring them into communication with the hearing children in the full confidence that the hearing children will adopt speech as the means of communication wherever it is possible, because it is easier to the hearing child to speak than to use the other methods. Therefore I would not exclude the manual alphabet or any crude signs that the pupils could invent which would bring the deaf children into communication with the hearing children.

21,674. (*Chairman.*) You mean to say that you have no objection that the hearing children should learn signs, or the finger alphabet, because there is no temptation to them to make that the principal means of communication?—Exactly.

21,675. But, of course, where the contrary system exists you would not say the same?—In the institution life it is different, because they are all deaf, and the sign language that would grow up there would take the place of the English language, and they would never learn it. I would like my idea to be perfectly clear in regard to the matter of articulation. I come here not to advocate any system or any method; I come to express only my own views as to what is good, not for the oral method, but what is good for the child; and, in regard to articulation, I would have articulation used in all schools for the deaf. I would have the pupil use his mouth, for that is perfectly practicable; every child can be taught to speak, and the only difficulty is the mode of communicating with him on account of his deafness. I agree thoroughly with all that my oral friends would advise, that speech shall be used, and that the pupil shall speak under whatever system of instruction he is taught; that he shall communicate with his teacher by speech however defective it may be, whether you use the oral or any other method. The only difference between me and my oral friends is as to the means by which we should communicate with the deaf child. With all those who have a knowledge of the language sufficient to enable them to judge by context of the ambiguities of speech-reading, speech-reading should be used. With all those who have not that knowledge the language in its written form, or some clear form, should be used, and I see no harm there but only good in the use of the manual alphabet. After the language has been acquired I would drop the manual alphabet in the school. Let the children use it outside as much as they like, but let them communicate in the schoolroom by speech-reading. If you can have the deaf child brought into constant communication with the hearing child the manual alphabet will do him no harm.

21,676. (*Mr. Van Oven.*) I understand you to say that in America something over 44 per cent., I think you said it was 44·8 per cent., were taught articulation in one way or another; is not that a very small proportion?—It is according to the returns sent to me in answer to my circular letter of inquiry.

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21,677. Can you suggest any reason why so few are taught articulation in America?—One reason is obvious; we cannot get teachers who are familiar with the mechanism of speech. Hearing persons grow up from early childhood to adult life and never study the mechanism of speech. You may take hundreds and thousands of our best teachers in the public schools and hardly find one who can give an intelligible description of the movements of his vocal organs in uttering the simplest sentence. Quite independently, therefore, of the difficulty of introducing speech into an institution the difficulty exists of getting teachers who know anything of the mechanism of speech. I must say on behalf of our American institutions that the principals and superintendents of all our American institutions express, so far as words can express, the desire to give every child an opportunity of acquiring speech, and only dropping a child from the articulation class when it is shown that he cannot profitably acquire it. They all express that desire, and in our last convention of teachers in California it was specially recommended that they should do it. The fact is, however, that they do not do it, and that the majority of the pupils in America do not have the opportunity of trying whether they can be taught speech or not. My researches show that 44·8 per cent. are taught speech, leaving 55·2 per cent. who are not taught speech. Now I have asked the principals to distinguish, as regards that 55·2 per cent., between those who have been dropped from articulation classes and those who have never received any instruction in articulation. Looking down this table of statistics, it is obvious that the vast majority have never had an opportunity of learning. I must, however, give the principals credit for the expressed desire to do more than they do, and I think that there is really a difficulty in the way of getting competent teachers.

21,678. (*Chairman.*) You have no system of Government inspection of schools in America, and therefore, I presume, that has never been brought prominently before the States?—That is the great difficulty.

21,679. If you had a Government inspection of schools, would not that want have been prominently brought before the States?—Yes; the great want in the whole subject of the education of the deaf is the want of competent teachers. It is not fine buildings and schools that we want, but it is teachers who first have a knowledge of the art of teaching, who have been trained to be teachers of ordinary children and who have superposed upon that any special knowledge that is required in regard to the deaf. We are fortunate in America, in giving salaries liberal enough, to bring into our schools men and women of education. We have that advantage, but there are very few of them who have been trained as teachers. I would urge upon the British Government the advisability of providing that one of the requisites for State or Government aid should be a teacher who has been trained as a teacher, who has as the basis of knowledge the knowledge how to teach ordinary children. This question of teachers is the most important point I think you can consider. The methods of instruction and the character of the schools and buildings are all secondary to the matter of teachers. One of the first things to consider is the competency of the teachers. The next thing is to see that you pay them such salaries as shall induce well educated men and women to enter upon the work. I would recommend to your special attention in this matter the recommendations of the principal of the Halifax Institution, and who understands more of your British needs than those at the American institutions do. His recommendations are quoted at page 168 of this pamphlet: "Facts and opinions relating to the deaf."

21,680. (*Mr. Van Oven.*) Have you ever visited any of the German institutions?—No.

21,681. Are you acquainted with the mode at the Schleswig Institution, which is very much that which you point to, namely, that the best teachers from the public elementary schools are selected to become the teachers of the deaf, and are paid higher salaries in order to induce them to so enter themselves. Do you think that the proper plan for us to pursue here?—I think that is a very excellent plan; I think your articulation teachers should all have studied the mechanism of speech.

21,682. In special training schools for the training of teachers for the deaf?—Not necessarily in special training schools for the deaf. The knowledge of the mechanism of speech is the essential thing, and not the place where they acquire it.

21,683. Therefore your idea, if I gather it rightly, is that the teachers for the deaf should be selected from the general teachers of the country; that as good a one as possible should be selected, and should then be specially trained for the teaching of the deaf, and for that purpose should, of course, receive a higher salary?—Yes.

21,684. Now we were speaking the other day about the aural method of teaching by means of hearing; you say that you consider that 16 per cent. could be orally taught?—That seems to be about the percentage—16 to 17.

21,685. You do not mean 16 per cent. of the congenitally deaf?—No, of the whole mass of the deaf.

21,686. How would you proceed to investigate those cases which you would treat aurally?—I would proceed first to make experiments to ascertain those pupils who seemed to have any perception of sound. One of the simplest means of doing that is to take a large dinner bell, and ring this bell behind the pupil's head, and see whether he can hear it. Another method is to shout behind the pupil's back when he is not expecting it, and see whether he turns round. I fully expect from the statistics gathered that you will find that about 20·6 per cent. of the pupils will manifest a sufficient amount of hearing to hear the ringing of a dinner bell or to turn round at a shout. All those pupils I would put in a separate class for separate auricular instruction, to ascertain those who might profit by such instruction. I would give all those pupils the opportunity of improving their hearing. The statistics seem to indicate that a number of those cases will have to be dropped from the auricular class, and that the true per-centage will be somewhere about 16 or 17 per cent. of the whole.

21,687. When you say auricularly taught, do you mean that the whole instruction should be given by means of the ear, or should any signs be given; should they be taught at all on the oral method, or should the instruction be entirely by means of the ear trumpet?—In the Nebraska Institution, which is at present our model, the pupils are taught on the oral system, with the addition that the voice of the teacher is raised sufficiently to reach their organs of hearing. The distance of the pupil from the teacher is arranged with regard to the amount of hearing. Their general education is carried on by speech and speech reading, with what hearing they can gain from the teacher's shouting; and then they are specially exercised in the use of their ears without their eyes by conversation carried on behind their backs. I am not sure at the present moment whether those pupils are allowed to mix with the sign pupils of the institution in which they are taught or not, and whether they are not also taught by signs. My impression is that they are kept distinct; but Mr. Gillespie has given some details; I have not yet had time to investigate the details myself.

21,688. By the exercise of the hearing faculty, is the hearing much improved, as a rule?—The apparent hearing is enormously improved; whether there is any real improvement in the hearing proper is another question; that is to say, the pupils who cannot imitate sounds through the hearing tube come to understand speech—come to be merely what you may call hard of hearing; that is all we know; that is the fact. When you start their education they seem to perceive only noises. If you try to get them to imitate words, you fail. These pupils by education come to be only hard-of-hearing people, and you can carry on a con-

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versation with them behind their heads, so that the apparent amount of hearing is entirely changed. Of course it is a very great problem what the change is. There is no doubt at all about the fact. Whether it is due to the improvement in the hearing apparatus itself by use, or whether it is simply due to the increased knowledge of language and familiarity with the sounds that are represented, we do not know absolutely, but the opinion of teachers generally is that it is due to the greater familiarity with the language and greater attention, and not to the improvement in the hearing power. I would not reject the other hypothesis entirely; I think it is possible that there may be some improvement in the hearing power, too, although the aurists do not agree with me.

21,689. Consequently, in your opinion, all pupils in a school for the deaf should, if possible, be taught auricularly?—Undoubtedly all who are capable of it. There is one point in auricular instruction that I have not touched upon. There are some cases where the pupils appear to be totally deaf by every test that you make, with the hearing tube or by the bell being rung or by shouting; and yet who can hear and imitate sound by the audiphone. Such cases are very rare, but there are some cases. In those cases the conducting mechanism has been destroyed, and yet the internal ear exists and vibrations communicated through the bony structure of the head through the teeth are perfectly perceived. I shall never forget my surprise in the discovery of one case of that sort in New York, for, as a general rule, the audiphone is utterly worthless, and pupils who can hear with the hearing tube do not seem to hear well with the audiphone. We made a series of tests in the New York Institution. We first used the audiometer which you have here, then the hearing tube, and then the bell, and then we tried to see if they could imitate vowel sounds, and then at last we took the audiphone and tried that. I can mention one case in which they tried the audiometer without any sensation of hearing; then they tried the hearing tube, but the person did not seem to hear. Then they tried shouting but without the person hearing, nor was he able to imitate the vowel sounds. Then we came to the audiphone test, and at first we thought "it is hardly worth while to try that." However, in order to make our test complete, we tried it, and the boy could imitate speech with the audiphone. It was the greatest surprise I ever experienced. That example teaches us, that though the audiphone is useless in the vast majority of cases, we should not discard it entirely. I know a few cases in adult life where it has answered. I know a lady in Washington who derives a great deal of benefit from the audiphone in society, and I presume there must be cases (I do not know how to reach them) in our institutions in which the middle ear has been destroyed, and the internal ear remains perfect, and might be reached by the audiphone; experiment should be made with it, and it should not be discarded entirely. The audiphone is a fan-shaped instrument, and any ordinary card-board fan answers the same purpose, and does just as well.

21,690. (*Rev. C. M. Owen.*) I believe you had formerly a private school at Washington for the deaf?—I had for about two years a private school.

21,691. How many pupils had you?—I limited it to four pupils.

21,692. And you only had it two years, I think?—I think that was the time.

21,693. So that you really had not time to complete the education of your pupils?—I had not.

21,694. What practical experience have you had in the teaching of the deaf and dumb?—I was for some years before the telephone took my attention from the subject, a teacher of articulation, or rather a teacher of teachers of articulation. I taught in the Horace Mann School for the Deaf in Boston; I instructed the teachers in the Clark Institution at Northampton I instructed the teachers at the American Asylum in Hartford in the use of my father's symbols for visible speech, and then I opened in Boston a normal training class for articulation teachers of the deaf. I had about 60 teachers under instruction altogether. In our experiments in teaching articulation we were met with the difficulty of providing pupils to give the teachers training in the art of teaching. To remedy that difficulty we opened a free class for adult deaf mutes in Boston, and quite a number of adult deaf mutes came forward and formed the experimental subjects for the teachers to work upon. At that time I was simply engaged in articulation work; I did not enter into the general subject of the education of the deaf, in fact, I kept clear of it. In my introductory article on the use of visible speech which is published in the American Annals for January 1872, you will see the position that I took then, which I have consistently kept throughout since. What I said was this: "Visible speech takes no part in the contest between articulation on the one hand and signs and "manual alphabets on the other. In presenting his "system for adoption all that the inventor means to "say is this: here is a means by which you can "obtain perfect articulation from deaf mutes; make "what use of it you choose. He places the tool in "the hands of teachers with general directions how to "use it." That has been my position from that day to this. I have advocated teaching articulation to all the deaf, but not necessarily teaching *by* articulation. You see that there is a very great distinction there; so that while I have appeared as a consistent advocate for oral training I have not always appeared as a consistent advocate of what is known as the oral method of instruction. Now as to my experience of the modes of teaching, I could not enter into this work without being interested in the more general questions of education. I did not obtrude my views upon my teachers, and my teachers went into sign institutions or into articulation schools, and all over the country to institutions of all kinds. I longed to have some little pupil upon whom I could test ideas of my own, and such a case presented itself. The father and mother of a deaf child, a little boy five years of age, thought that I had good ideas upon the subject, and came to me and said, "Take our deaf child and do "what you like with him—we trust you." I said, "I "do not propose to follow any method that is in use "anywhere else." But they said, "We will trust "you; we believe in your ideas." Accordingly they sent the child to me when he was five years of age with a nurse to look after him. I employed a lady to look after him and to relieve me of a good deal of the work of instruction, and I carried on that boy's instruction till the telephone took my attention away from the subject. That boy is now a young man; he appeared in Washington desirous of entering the National College, and I had a note from the Principal of the Kendall School saying, There is a young man at our school who has an unusual knowledge of the English language for a congenital deaf mute; he does not articulate particularly well, but his general familiarity with the English language is something remarkable, and we have crossed questioned him to find out how he was taught, and he says that you taught him, and we would like to know how you did it. I therefore wrote an account of the method of educating this child, which was published in the Annals, and a copy of which I beg to present to the members of this Commission (*handing in the same*). The article will be found in the Annals for April 1883, Vol. XXVIII., pp. 124–139, under the title, "A method of teaching language "to a very young congenitally deaf child." Now the ideas here are derived from George Dalgarno, as you will see from reading the paper. I will not go into it now at any length, but there is one point to which I would wish to direct your attention and that is how I got over the difficulty which our teachers experience with regard to the use of the manual alphabet and how I was able to use a manual alphabet that would not interfere with speech reading. I came to the conclusion that you could use an alphabet read by the sense of touch instead of by the sense of sight (of course there was

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no difficulty in doing that where you had only a single pupil to deal with). I made a slight modification of George Dalgarno's manual alphabet, which is shown on page 10 of the pamphlet which I have just handed in; that also formed a means of communication with hearing persons. Dalgarno's plan is that the pupil should wear a white glove and that the letters of the alphabet should be written upon the fingers of the glove. Of course when this boy was with me he did not require to wear a glove because I knew the position of the letters and would touch the place on his hand, but, when he was with his friends in society and they wanted to talk to him they would see the letters on the glove and touch them when they could not use the ordinary manual alphabet. But to deal with the question of communicating with the boy, my belief is that the whole difficulty in teaching language is how we are to communicate with the deaf person. My mode of education was to make school life as life-like as possible; and this boy had no regular instruction in the sense in which we use the term in general, but I would take him to the window and talk to him on his hand about what he could see going on outside. I have somewhat modified my ideas and I would certainly advocate that the parent should speak to the deaf child at the same time that he touches his hand and let the child look at his mouth so that he would get the definite communication through the hand accompanied by the movement of the mouth, when the parent is close to the child and when he is a little way off he would have the mouth alone; so that you have an education for speech reading through the use of a manual alphabet of this kind. However, I do not desire to enlarge upon that point. The members of the Commission will be able to read this pamphlet if they wish, and I would simply say now that it is of great importance that we should consider the methods of teaching very young congenitally deaf children at home before they are old enough to go to school. This child could write a letter, and was writing letters to his friends all day long, before he was six years old. Indeed, the floor of his nursery was littered with scraps of paper on which he had been writing. I made the experiment fairly which George Dalgarno spoke of. He suggested, as I say, on page 3 of this pamphlet, "that a deaf person should be taught "to read and write in as nearly as possible the same "way that young ones are taught to speak and "understand their mother tongue." His idea was that we should talk to the deaf child just as we do to the hearing child, with the exception that our words are to be addressed to his eye instead of to his ear. Indeed, George Dalgarno carried his theory so far as to assert that the deaf infant would as soon come to understand written language as a hearing child does speech, "had the mother or nurse but as nimble a "hand as commonly they have a tongue." That idea has been ridiculed by teachers, and I accordingly wanted to test it. To test it I determined to carry the thing out fully in the education of this child. The first education of that child commenced by my writing on the board before the child whole sentences. I did not commence with letters, or even with words, but I wrote whole sentences on the board just as I would speak to a hearing child. Whatever words came into my mind that I would want to say to the little fellow if he could hear I wrote down on the board. Persons who came and saw the boy said, "How wonderful! Does that child understand what you have written there?" I said, "Oh, no." They said, "Then why do you write it?" I said, "He can never "come to understand it until he has first seen it. If "you speak to a baby by word of mouth does the "baby understand what you say? Of course not; he "has to hear it and hear it and hear it again before "he can understand the words which you speak." I commenced, as I say, with sentences, and then I wrote down on separate pieces of card the names of the toys, or of the things that he had to eat, and indeed, of everything that he wanted, and I taught him to go and ask for them by picking out the card that corresponded to the thing he wanted, and I made a game of it so as to make it as easy as possible for him. My idea was to make him use written words as much as possible in place of his own little baby signs. I studied his signs for my own purpose, but I never used them; I tried to give him words in place of his signs. The moment he could recognise a written word I pretended not to understand his sign, and then he would run to the board and pick out the card for the word corresponding to the thing he wanted; he could do that before he knew a letter of the alphabet, or could use Dalgarno's alphabet. He could write whole sentences by imitation before he knew a letter.

21,695. Just in the same way, I suppose, as a child can speak before he can write?—Exactly. That was the experiment which I tried, and it was successful; and it is, I believe, the only case that has been tried according to George Dalgarno's method. It contains perfectly true methods of teaching the language. I believe from the experience I have had it is a true principle—that there is a time to teach a child a thing, and that you may teach a child a thing prematurely. Now the indication of what is the right time to teach a child a thing is when the child indicates the want or need of it. When a child begins to invent a sign for everything he wants that is a proof that he wants words. I began by expressing all ideas to him in writing; that was my sole means at first of communicating, and I kept on writing and writing things that the child did not understand. Now you may ask me how he expressed his desire to write. It was in this way: He went to the blackboard, and he wanted to be the teacher, and to make me his pupil, and took the chalk in his hand and scribbled all over the board and then made signs to me to act, because I used to make him act in his play what I had written. That was an indication that he wanted to write, but he did not know the letters. I tried to find out what he wanted me to do, and I discovered that it was to give his doll a drink of water. Thereupon I wrote upon the blackboard, "Please "give dolly a drink of water;" and then I erased the sentence so as just to leave the slightest possible trace of it on the board, and then I gave the chalk to the child, and he traced it over and pointed to me to do what he had written.

21,696. (*Mr. Woodall.*) How old was he when that occurred?—He came to me when he was about 5, and all that happened within a month or two.

21,697. Doubtless you have seen remarkable instances of a child as young as 6 being able to write with great proficiency what is pointed out to him?—Yes, you will see letters in that pamphlet written by this child without any assistance before he was 6 years of age, in which expressions occur so remarkable as to show that he thought in English, and I can give you an illustration of that.

21,698. (*Rev. W. B. Sleight.*) Was the child born deaf?—Yes, he was born deaf.

21,699. Was he a particularly intelligent child?—He has not turned out to be particularly intelligent, though he was thought to be rather a prodigy in those days.

21,700. You had good material to work upon in that case?—Yes, I had good material to work upon.

12,701. (*Mr. Woodall.*) You do not cite that particular case as the case of an abnormal child?—Not by any means.

21,702. (*Mr. Johnson.*) But it was an exceptional case, was it not? You have no more like it; you have only tried this one case I believe?—Yes; the telephone took my attention away from the subject. Now just let me read to you from this pamphlet some remarkable expressions which he has used, and which he never saw used before. He came to me on October 1st, 1872, and on page 14 of this pamphlet you will find a letter written on November 14, 1873, which is a little over a year after his first coming to me; he was then six years old, and this is a conversation which actually took place, I may say that I used

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writing as much as possible, and when he had not writing materials at hand he used Dalgarno's touch alphabet. The following conversation was all written on two scraps of paper:—"*Mr. Bell.* I think you are "tired and *hot* now, so we will be *quiet* and *rest* now. "What does 'rest' mean? *George.* Rest means stop. "*Mr. Bell.* Yes, dear; it means 'stop' or 'still.' "*George.* Or wait? *Mr. Bell.* Yes. *George.* "Please may I put a your handkerchief, and be like "an old woman." Note in my record book. After playing for a while he remembered that his grandmamma had made fun of him for pretending to be a woman, so he wrote: "I am not put on my towel "on my head and be like an old woman, and grandma "said not now, grandma will be so very sorry now." That you will remember is the case of a six-year-old child. Now I will just refer you to a few remarkable expressions that show that he thought in English words. In a letter here you will find: "I matched the lamp on fire." That is perfectly expressive though he had never seen such an expression. Then he says, "The rain is not well but rain is sick but "the snow is well." However, I will not take up your time any further with these illustrations, you will be able to read the pamphlet if you wish to do so. I will only say that, in George Dalgarno's opinion, the only point of art in teaching language to a deaf child is to use no art at all—but diligence. "Let the same words be seen and written as often by "the deaf man," he says, "as they have been heard "and spoken by the blind; if their faculties of "memory and understanding be equal, the measure "of knowledge also will be equal." In the teaching of language, he says, that only diligence and patience are needed on the part of the teacher, and not great abilities. "An acute man will be impatient, and not "able to stoop so much as the other. And to clear "this further," he says, "I think it will be readily "assented to, that a prattling nurse is a better tutrix "to a foster child than the most profoundly learned "doctor of the university."

21,703. (*Rev. Mr. Owen.*) I think that answers the question I was putting to you?—I have not completely answered your question yet. The telephone took away my attention from the practical work of teaching, but my interest has always been in the general work of the education of the deaf; and having obtained new ideas relating to the education of very young deaf children I at last determined to start the private school limited to four children in Washington, to which reference has been made, in connexion with a kindergarten school for hearing children. I will not take up your time by going into the matter any further, but will simply state that I found difficulty in getting teachers. My first teacher remained with me for a year and then married and left me. My second teacher remained with me for a year, and then her mother died and she had to go home and keep house, and then the difficulty of getting teachers seemed to me to render it advisable not to carry on the school again (it was an experimental school) until I could get either a married lady, or a man who could devote his whole attention to the work, for I could not do more than spend a very little time in the school myself. The great questions connected with the telephone law-suit so occupied my thoughts at that time that I was unable to attend properly to the school, and I have therefore given it up, but I hope only temporarily, and the children are now being educated on the same methods by their parents, who went through the parents' class in connexion with the school.

21,704. Then, as a matter of fact, you have had no practical personal experience in the American institutions, the greater number of which are carried on under what is called the "combined system"?—I have no personal experience except by observation. It is my custom to visit the institutions, and I go among the little pupils, and sit down and write to them, and try to find out what knowledge of written English they possess. I have visited quite a large number of institutions in that way as a sort of outside impartial critic; so that while I have no practical experience I have a general knowledge of some of the institutions.

21,705. You have told us that you are a warm advocate of the pure oral method, and you have quoted Principal Crouter's opinion; are you aware that Principal Crouter in a paper read before the Convention of American instructors of the deaf said this, and I will ask you whether you agree with it: "It is "believed that a large per-centage of our pupils, "namely, semi-mutes and semi-deaf, and such of the "congenitally deaf (few in number probably) as are "capable of receiving oral instruction, can and should "be orally taught, and that all others (forming to be "sure the majority of the pupils) should be taught "by manual methods." Do you agree with that?—I think I have fully expressed my ideas upon that subject. There is a great deal of confusion as to what is meant by oral method. I think it means generally the "speech-reading method." I believe that all children should be taught articulation, and taught to use articulation; but I do not think that all children should be taught by articulation, that is to say, speech reading. All who can be successfully and readily taught by speech-reading should be so taught, and those who cannot should be taught manually—by which I mean that written language should be used by the teacher. In all cases, however, the mouth should be used by the pupil as *his* means of communication. In this sense I would use an oral system for all. "Speech" for all; "speech-reading" for as many as can readily profit by it. That is my opinion.

21,706. Do you find that orally-taught pupils really use speech and lip reading in after life?—Undoubtedly, those who read with facility, and I speak from personal experience; my own wife has been orally taught, and for every word of communication she relies upon communication by word of mouth. In fact, it is my knowledge of the fact that it is perfectly practicable for a person without hearing to rely for every word of information upon the mouth of others, that has led me to come forward as I have done prominently in America. I desire that all deaf children should be placed in the condition that my wife is.

21,707. You told us your wife became deaf at the age of five, I think?—Four and a half.

21,708. Undoubtedly the oral system has answered in her case?—Yes, admirably in her case.

21,709. Do you think it would have been equally successful, if she had been congenitally deaf?—I think if she had acquired a knowledge of the English language before being allowed to depend upon the mouth for information, the result would have been the same. So far as my observation has gone, if a pupil is taught to rely upon the mouth for communication before the language is acquired, it interferes with the acquisition of language; but if he is taught the language before he relies upon the mouth, then that knowledge of the language enables him to acquire the art of speech reading.

21,710. Then you have no objection to the manual alphabet being used for the purpose of giving the child its knowledge?—I have none whatever personally.

21,711. You do not consider that the use of the manual alphabet in the earlier stages of education is a hindrance to articulation?—I do not. I think it is a great advantage to the pupil.

21,712. You were present, I believe, at the Conference of American Principals and Superintendents in America at Faribault?—Yes.

21,713. You are reported as having said at that meeting, "I would advocate the use of a manual "alphabet," and then later on you said, "If oral "schools would only adopt the manual alphabet." Are you still of that opinion?—Undoubtedly.

21,714. Is not that what we call the "combined system"?—That is for you to define. I do not think that is what is meant by the term in America. In all the combined schools the "sign-language" is used,

and I do not think that any method would be spoken of as "combined" which rejected the sign-language.

21,715. What I think most of us Commissioners understand by the "combined method" is that both systems, the manual system and the speech system, are used as channels and means of education to the same identical child?—Yes, but it is a very indefinite term, and in America always, I think, includes more. Sign-language as well as manual and oral instruction.

21,716. You told us that you did not object to the manual alphabet being used as a subsidiary means of education in oral schools?—I do not, undoubtedly.

21,717. That is not the pure oral system, is it?—It is not.

21,718. From your knowledge of the institutions in America do you agree with what Dr. Gallaudet says, "that they adopt the combined or American method, "that is to say, the method in which the best "features of both systems are incorporated?—As I have said, I do not believe there is any "combined system" in America. What is known as the "combined system" is simply the sign language system in disguise. The sign language is the language of communication; I would divide the methods according to the language of communication that is used. There are two radical varieties. Special language (which in our country is the sign language) and the ordinary language of the people. Now, I discard entirely a special language as being nothing but harmful, and I would advocate the ordinary language of the people which appears in two forms—written language and spoken language. Spoken language I would have used by the pupil from the commencement of his education to the end of it, but spoken language I would not have used as a means of communication with the pupils in the earlier stages of the education of the congenitally deaf, because it is not clear to the eye, and requires a knowledge of the language to unravel the ambiguities. In that case I would have the teacher use written language, and I do not think that the manual alphabet differs from written language, excepting in this, that it is better and more expeditious.

21,719. Are you aware that the advocates of the pure oral method in England are totally opposed to the use of the manual alphabet?—I am; and so they are in America.

21,720. Then you do not agree with them on that point?—Certainly not. I would permit the pupils in every school to know and use a manual alphabet. I would not permit the use of the sign language.

21,721. You have said you scarcely approve of missions amongst the adult deaf and dumb as bringing the deaf and dumb together?—They have bad features and they have good features, and I do not wish to express a decided opinion on the subject. I can recognise that there must be many in our schools who grow up to adult life without the ability to communicate with hearing persons; they are isolated from the community and the question is, what are you to do for them. I do not mean to express any decided opinion as to that. You have got to reach them some way or other. It would be better to reach them in some other way than by bringing them together, but I do not know how to do it. It might, perhaps, be possible to bring together adults of only one sex at a time.

21,722. Do you not believe that the association of the deaf and dumb among themselves is a very great element in their happiness?—Not necessarily so. I think that the association with persons with whom they can talk and converse is an element in their happiness. If they cannot talk or converse with hearing persons then, of course, association amongst themselves is an element in their happiness, and you cannot keep them apart. We want to make every effort to help them to make friends among hearing persons of their own age.

21,723. Have you given the matter consideration as to how far religious missions to the deaf and dumb are to be carried on; would you exclude them all and, if so, how would you reach the spiritual needs of the deaf and dumb?—That is a matter that I have not given much thought to, and it is a very important matter. My thoughts have been chiefly directed to the young and to the means of reaching them and educating them and preventing this association in adult life that we have. I have not given much thought to the means of reaching the adults and benefiting them. I am not competent therefore to give an opinion upon that.

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21,724. Now, as regards the day schools and institution system, I want to ask you one or two questions; do you not think that in many cases the teaching is much checked by the children going home to illiterate parents under the day school system?—It depends entirely upon the character of the home; I think in the majority of cases that the teaching is helped. But there is more than that to consider. Many parents desire to benefit and assist their children at home, but do not know what to do. In the day schools they come into personal relations with the teachers, and an exchange of ideas occurs. The teacher tells the mother what to do at home, and she does it. In an institution pupils are taken away so far from their parents; the parents never communicate with the teacher, or very rarely; and when the children go home in the holidays they do not know how to communicate with them. The children get tired of home and long for the school playground and the deaf children with whom they can communicate so freely; the ties of blood relationship are weakened and the institution becomes their home. The day school strengthens those ties of relationship. The communication between the teacher and the parent enables the parent to help the child at home; and I have seen in the Horace Mann School many instances of wonderful results achieved quite as much, I think, by the parent as by the teacher, by the co-operation of the two.

21,725. You told us that institutions do not seem to get the children at sufficiently early age; do you not get them quite early enough for their minds to be capable of receiving instruction?—Yes, but they are too old to start easily the study of language and speech, especially speech. It is in very early childhood that a language is most readily acquired. I believe with Dalgarno that it should be acquired in infancy or very early childhood. When the child comes to be 10 years of age you have to adopt methodical and grammatical ways of teaching, whereas the language should be acquired naturally in very earliest childhood by imitation if the language is constantly used by those around the child in a clearly visible form.

21,726. Do not you think that in institutions the children get the advantage of discipline, training, and moral tone which they could not get in any day schools?—I doubt whether it is an advantage to a very young child to be placed under that discipline. Kindergarten methods are more suitable. In regard to morality, I should say certainly, no. There is no person who can look after the morals of a young child like its own mother.

21,727. It seems to be generally admitted that physical training is most important for the deaf and dumb; is not that a great feature in institution life that could not be obtained in a day school?—I do not see why it could not be obtained in day schools. I think everything that can develop the lungs is of importance. Speech is of importance in that light, and I think the experience that Dr. Gallaudet enunciated in his testimony, shows the enormous development in that respect in the case of his pupils at the National College by physical gymnastics; but I do not see why that means of development should be confined to institutions. In the Horace Mann School, which is a day school, there is a gymnasium, and the pupils have daily exercise with dumb-bells to develop the chest.

21,728. Have you visited the Stainer Home for teaching deaf children in connexion with the board

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schools in London?—Not yet; but I hope to do so very soon.

21,729. Then you are not prepared to answer any question with regard to that system, because you have not been there?—No.

21,730. (*Mr. Woodall.*) I want to ask you a few questions bearing upon the general system of public aid to schools in America; I suppose that each State in the Union has its own method of dealing with the deaf mutes much as it determines its own process with regard to the education of all other classes?—Yes.

21,731. And consequently there is nothing like uniformity in the general policy of the States, although there may be substantial agreement, perhaps?—There is substantial agreement in adopting the policy of the central institution for all the deaf mutes of the State, but each State has its own laws in reference to the education of the deaf.

21,732. Does every State charge itself with the responsibility of providing the means of education for the deaf mutes?—I think it does. You see in America it is very generally recognised that the safety of the Republic depends upon the education of the masses. Hence, education is a matter of State concern, and in some of our States (as in the State of Wisconsin, as you will see if you will refer to my open letter), there is actually a provision in the constitution of the State that every child should have the opportunity of education at the public expense from a certain age to a certain age.

21,733. That also appears in the constitution of some of the New England States, does it not?—I am not prepared to answer that question; but I may say that you will find, as a general rule, in each institution report the laws of the State where the institution is found relating to the deaf and dumb.

21,734. In effect may we take it that the institutions have been established on private foundations and arranged by independent boards?—I am not competent to speak upon these questions. I observe that Dr. Gallaudet has already given testimony in the matter, and he is much more competent than I am to say what the actual organisation of the schools may be.

21,735. The States recognise the obligation of contributing to the institutions an amount which they regard as sufficient to bear the whole cost of the education and maintenance of the pupils sent by the State?—I think they all recognise the obligation of the State to educate the deaf and dumb.

21,736. Then, perhaps, you will state the amount usually contributed to those institutions?—I cannot do so with accuracy.

21,737. May we take it that it is as much as 250 dollars, equal to 50*l.* of our money, a year for each child?—Dr. Gillett stated the average *per capita* cost at 223 dollars 28 cents per annum. I wrote a letter to the editor of the "American Annals of the Deaf," asking him what the average *per capita* cost at the present time is. If you like I would read the letter in response, if that is the information which you desire.

21,738. May we take it that 223 dollars is the average arrived at by including States where the cost of living is much cheaper than it is in New York, for example?—Undoubtedly, and I do not think that that average *per capita* cost truly expresses the average *per capita* cost. I have not calculated it myself because I cannot trust myself upon such a matter, but I will read the letter of the editor of the "Annals" giving me the information how to calculate truly the average *per capita* cost in America, and that information will guide you just as well as it will guide me. This is his letter: "Dear Professor Bell, I do not "know that any calculation of the *per capita* "expense has been made since Dr. Gillett's, "with which you are familiar. The materials "for one may be found in the last January num- "ber of the 'Annals' in the tabular statement of "the schools of the United States, which gives the "number of pupils and expenditure for support "during the year 1887 for most of the schools. "Schools having a department for the blind should "be omitted, as the number of deaf mute pupils only "is given, while the expenses of both the deaf and "the blind departments are included in the state- "ment of expenditures. Such schools are marked "(on the page giving expenditure) with an asterisk. "Perhaps it would be fair also to omit the Columbia "Institution as the collegiate department is included "in the table of expenditures, and the expenses of "this department in proportion to the number of "students is much greater than in any of the schools. "I do not think (but am not sure) Dr. Gillett made "either of those eliminations. Very sincerely yours, "E. A. Fay."*

21,739. Are you aware of the fact that in addition to the amounts contributed by the State for maintenance and education a sum which is sometimes 30 dollars a year is given by the county for the supply of clothing to those who need that assistance?—I am not aware of the details.

21,740. I only ask these questions because I am anxious to know whether, in your opinion, this comparatively generous aid given from the public purse has had the effect of checking or diverting private benevolence from the institutions?—There is no doubt at all in my mind that private benevolence has been diverted by the very generous State aid, but we must remember that the attitude of the American mind towards questions of education is peculiar. Education at public expense is claimed as a right pertaining to American citizenship, and is not looked upon as a matter of charity. Parents often complain bitterly at the injustice of considering the education of their deaf children as a matter of "charity," when no one would dream of viewing the education of their hearing children from such a standpoint, though the hearing, as well as the deaf, are educated at public expense. It is chiefly, I think, the schools that have opposed the institutions that have received private aid—the articulation schools, for example, the Clarke Institution; that is my belief; but I may be wrong; I am not an authority upon these subjects, and, perhaps, I should not express an opinion at all.

21,741. But surely all the institutions you have named, particularly those in New York and Philadelphia, founded by private benevolence, and managed by voluntary boards under charters, are substantially kept going by the capitation grant given on the pupils sent by the State, are they not?—I should say in that whole department of the subject I am not a competent authority to speak. I have crude ideas, but I may be wrong or I may be right.

21,742. But you have said you attached a great deal of importance to the necessity of effective government inspection; can you tell the Commission what kind of investigation is now made by the State authorities in the cases where they have given money aid?—So far as I am able to judge a formal inspection of the institution is made; but, as a rule, I do not think that the persons who inspect the institutions are competent to judge of the results of the education of the deaf. For example, the members of the legislatures sometimes inspect the State institutions in a body. An exhibition of the school is given. But members of the legislature would, as a rule, accept a child who became deaf at five years of age, as a fair specimen of the average "deaf-mute," and attribute his mental condition to the instruction he received in school.

21,743. But each State maintains a Superintendent of Public Instruction, does it not?—It does.

* In connexion with this subject, Rev. Fred. Wines says: "The *per capita* expense cannot be accurately calculated, "because (1) the reports do not state the *average* number of "pupils, and (2) the average number, in institutions which are "closed for a part of the year, may be either the average for "365 days, a full year, or for the number of days included in "the actual school term. I have little faith in any of the "statements made by the officers of institutions for the deaf on "this subject. They do not use words in the same sense. "The *per capita* cost could only be approximated from the "table in the Annals."

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21,744. Is it not the duty of that superintendent periodically to visit institutions that are aided by public money?—I do not know, because in many cases the institutions for the deaf and dumb occupy an anomalous position among the schools. They are very often placed under the boards of State charities instead of the boards of education. They may be, and sometimes are, under both. It may be possibly that in all cases the superintendent of public instruction inspects them, but that I do not know. It should be done.

21,745. But you are aware that the reports generally are addressed to the senate and House of Representatives of the particular State in which the institutions are placed?—Yes.

21,746. And that the institutions have to make a return to the Government controller of the finances of the institutions?—Yes.

21,747. But all this is something quite different, I presume, from what you contemplate when you suggest that there should be an efficient and skilful system of Government inspection?—Undoubtedly; and I should say in connexion with that point that the difficulty of inspection in a State lies in the fact that as a general rule there is only one school in the State. I think that the true way to promote improvements in our methods of instruction is to have very numerous small schools. I would direct your attention to the letter of Professor Fay, the editor of the "Annals," which is the last letter on the subject of instruction of the deaf at page 175 of the pamphlet "Facts "and Opinions relating to the Deaf," which I have handed in. Professor Fay says, "I will only "express the hope that you will urge the British "Government to afford liberal support to existing "schools of all kinds, and to establish new ones, "without hampering them by close restrictions "of any kind as to the methods to be pursued, "trusting rather to 'the survival of the fittest,' which "will be the inevitable result of the free discussion "which has been going on for some time, and is not "yet ended." There is just one point there upon which I differ from Professor Fay. I do not think that "the survival of the fittest" will operate unless there is "a struggle for existence." The different methods of instruction have been in existence for a hundred years, and the "survival of the fittest" has not brought one of them out in place of the others yet. The reason is that we have not any means of testing the results. In order to have the survival of the fittest there must be the struggle for existence. If you have got a State institution, without any competition or opposition, there is no tendency to improve.

21,748. The unfittest in that case may survive as steadily as the fittest?—Yes; what you want is this: numerous small schools *dependent for life upon the results obtained*. And in testing these results I would have the British Government keep one point in view as the primary thing to test by, and it is this: to compare the results in those schools as regards their acquisition of written English; their familiarity with the written language of the people, for that is the one point in which all the methods agree; that is one of their objects; they are all trying to teach the written language of the people. I should eliminate everything else in the first test. Then supposing that all succeed equally well upon that test, the one that in addition to that teaches speech is worthy of encouragement. Next, supposing you have a number of schools under different methods that do equally well as regards the knowledge of written language and their power to articulate; then comes the still higher point, namely, the ability to read from the mouth. The thing that is common to all is the written language; therefore I say test that first, do not throw out the articulation school because the articulation is bad or painful or disagreeable, provided that the knowledge of written language acquired by those pupils is equal to the knowledge of written language acquired in some other school where speech is not taught, because that bad speech is something in addition that the pupil has got. However bad it may be it is something more than a pupil has who has no speech. Do not compare speech with a knowledge of the sign language, because the sign language is of no use in the hearing world, whereas the speech, even if imperfect, is of use if it can be understood.

21,749. You are aware that we have in this country a system in our primary schools of Government inspection and payment by results which is unique, and you are probably also aware that that has often been charged with the evil of having stereotyped the methods of instruction?—The whole subject is new to me, and I should like very much to investigate the matter, because it is a problem with me how to evolve some method applicable to America, by which we could have a supervision over our institutions as you have in this country and test by results.

21,750. While you are in this country you will give attention to that matter, I presume?—Yes.

21,751. I gather from answers that you have already given that it would be possible for the State in the most eclectic spirit to institute a system of inspection and payment to the several schools on the results attained in achieving the end which you have thus indicated while leaving each institution to pursue its own methods?—Yes, that is just the point I would keep in view, I would leave these schools free to pursue any method they like, but I would have the British Government give their aid by results.

21,752. But in order to get those results in teaching you insist that great efforts should be made to ensure the competency of the teachers employed?—It is very necessary. The great mistake in America has been to recognise what I may term as bricks and mortar as the thing to which State aid should be given. The competency of the teachers is not an element. I do not mean to say by this that we do not have good teachers, for we have. Indeed, I believe that the average of intelligence and culture among our teachers is at least equal, if not superior to that of those employed in Europe. I would have you to recognise the importance of competent teachers, who should receive payment for each pupil in accordance with the pupil's attainments, wherever the teacher may be, whether in one particular school or another, and not confine your aid to some centralised institution.

21,753. In England in our primary schools Government grants are only given when certificated teachers are employed; do you think that a good plan?—Undoubtedly.

21,754. Now with regard to the training of teachers for particular work of instructing the deaf and dumb; do I gather rightly that you think those teachers might be best obtained from the ordinary normal schools of the country rather than that they should be specially trained from the first for teaching the deaf and dumb?—That is my impression; but I do not think we want to be very strict about that, because there may be admirable teachers of the deaf who have not obtained a normal school education. But I should insist that every teacher of the deaf should have a competent knowledge of the general art and science of teaching. If they are not trained in a normal college they should be tested and examined on that point before they are allowed to teach the deaf.

21,755. Is it not the fact that the great bulk of the most competent teachers employed in the institutions at present have been trained for the ordinary public schools of the country?—I have no statistics to determine that. My own personal experience, from my knowledge of a number of teachers, is that the bulk have not been trained, but only a very small percentage have been trained, but they are as a rule persons of good general education; but very few of them, I think, have been specially trained as teachers or have passed through the normal course.

21,756. I gather that you do not advocate the establishment of a special training institution for teachers of the deaf and dumb?—I would not advocate the establishment, by the Government, of a special training school for teachers of the deaf, for

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this reason, that it will tend to the perpetuation of some one method of instruction. I believe that diversity in methods of instruction will be advantageous to progress, if there is competent supervision and examination of results and payment by results; and that it would be better to draw our teachers from all the normal schools of the country, and let them acquire their special training in schools and institutions for the deaf. It would be a very proper thing for special training schools to be established by private enterprise—to propagate some special method—and such teachers might be accepted and recognised by the Government, if their general qualifications come up the Government standard.

21,757. You are familiar with the methods of training in some of the normal schools, are you not?—I am not sufficiently familiar with them for you to be able to rely upon my testimony.

21,758. May I take it that it is a rule throughout the United States that no teacher is allowed to be employed in a public school until he has completed his apprenticeship in the normal schools?—I believe that a certificate is required as a rule from the teachers of the hearing, but not from the teachers of the deaf.

21,759. I believe you have nothing in the public schools of America analogous to our pupil-teacher system, by which apprentices are employed in the actual work of teaching in the primary schools?—I am not competent to say.

21,760. Given that you have secured a properly trained teacher, you prefer day schools to institutions for the reasons you have stated?—Undoubtedly. I recognise that you cannot do away with the institutions, but I prefer the day schools wherever they can be adopted.

21,761. I think you told us that very little more than one third of the children of school age who are known to be deaf are at present under public education?—I did not mean to convey that idea. What I meant to state was that on the 1st of June 1880 there were 5,393 pupils in all the state institutions, excluding the day schools, whereas there were 15,059 children of school age in the country. The number in the institutions upon that particular day was, therefore, about one third of the total I have given; but of that total, many had already received partial education in the institutions. I think, however, upon the evidence that exists we may be able to say (though this is only matter of opinion) that there are probably as many deaf children of school age growing up without instruction in America, as there are in all our institutions and schools put together. That is, as I say, matter of opinion and not proved as fact.

21,762. Whatever the proportion may be, is it not a little surprising in view of the very generous aid given from the public funds towards the maintenance as well as the education of the deaf in America?—It is very surprising, and indicates to my mind a defect in the methods of reaching the deaf and dumb. It indicates to me that the policy of centralisation, however generously supported (and it is generously supported in the United States), fails to reach a large number of the deaf and dumb; because their parents will not send them away from home. No increase in the number of institutions will remedy that evil. I would say, do not increase the number of institutions to accommodate those children who have not come in, but push out little day schools as near the homes of the children as you can, that is to say, supplement the institution system by the day school system.

21,763. I gather that you do not look to any system of compulsory attendance as the remedy?—No, I think not.

21,764. At all events, you would not advocate compulsion where the only available means of instruction is at a distant institution?—I would not advocate it.

21,765. But do you think if there were provided within a certain walking distance from the home such day schools as those you have indicated, compulsion might then be properly applied?—I think the community would then have the right to apply compulsion.

21,766. To the same extent as it is applied to the ordinary hearing child?—Yes; on one condition, that the wishes of the parents are consulted in regard to the methods of instruction.

21,767. You cited the action of the State of Wisconsin in having specially legislated for the establishment of day schools upon the models which you approve; and you told us that the State had agreed to make a grant of 100 dollars a year for each child so taught. I am not quite sure whether you told us by what particular county authority these day schools would be managed; would they be part of the Public School system?—They would be part of the Public School system under the Local School Boards in the places where the schools are established. They would be supervised by those Local School Boards, and would also come under the supervision of the State Superintendent of Public Instruction, and State aid would only be given to those local schools on the condition of their having a teacher whose competency is certified to by the State Superintendent of Public Instruction.

21,768. Supposing the actual cost of instruction of each child to be more than 100 dollars a year, would you say from what other funds the balance would come?—From the local school funds and from the parents and friends of the pupils; but I would not advise that day schools should be discriminated against by the State; that is, I would not advise that the pupils in day schools should have less aid from the State than the institutions receive.

21,769. But, presumably, the cost of giving instruction in a day school where the children go home to their parents would be very much less than in an institution?—Undoubtedly. Hence the State might afford to give a longer term of instruction at the day school.

21,770. Supposing it be not possible to establish these day schools within walking distance of the child's home, do you contemplate the establishment of local homes to which children might be sent, say from Sunday to Sunday?—I do not contemplate the establishment of local homes, excepting as an alternative to the greater evil of institutions. They are better than an institution, but not so good as a school where the children return to their own parents after the school hours are over. The cost to the State where the parents assume the cost of board is, of course, very much less than where the State assumes the cost of maintenance and board as well as education; and I would advocate in cases where the parents bear the cost of board, the State should not discriminate against the day school by making a less total appropriation for the education of a day scholar than it gives to an institution scholar. I should, therefore, advocate that the terms of instruction at the State expense in the day school should be increased, so that the same amount of money that is expended on the child at the State institution may be expended on the education of the child at the day school in the form of giving him a longer period of instruction. Now, hearing children have at the public expense an education from the age of 4 to 20 years in Wisconsin, whereas the deaf who need education so much more than the hearing, are limited to a very few years in the institution on account of the expense. I hold, therefore, that if the State can be saved any expense by sending the deaf child to a day school, the term of his instruction should be lengthened until it approximates to or equals that afforded to the hearing child. In regard to homes for deaf children, I look upon the homes as an intermediate step between the day school proper, which I advocate, and the institution which is very objectionable. The objectionable feature in a system of day schools supplemented by homes, is the bringing of children together into those homes for so many days exclusively without the supervision of their parents; but still it is a step in advance of the institution plan in my view: it is better than to take them from their parents for several months in the year.

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21,771. Under the English law of compulsory attendance a limit is fixed within which there must be a suitable school available; is there anything of that kind in the laws or byelaws of the American system?—There is in relation to the hearing children.

21,772. Do you imagine that the same regulation as to distance would apply to the deaf and dumb as to the hearing children; or is their case materially different?—I think that the distance might be increased in the case of deaf children; because parents very often recognise the very great necessity of the children going to school, and would prefer to send their children, as they do in America, 18 miles by railway to attend a day school rather than send them to an institution. So I therefore think the limit of distance could be very considerably enlarged.

21,773. I have been asking you these questions because I was anxious to know whether this grant of 100 dollars per annum for each child (equal to 20*l.* a year with us) contemplates the cost of maintenance as well as the cost of education to any extent at all?—It does not contemplate maintenance at all.

21,774. Are there any facilities afforded in America in the nature of free passes by railway or tramway systems for pupils under any circumstances?—Very generally some arrangement has been made. There has recently been a law passed interfering with the granting of passes for any purpose. I do not know how far that has affected the day schools; but I know that in Boston, in the Horace Mann School, private parties very often leave money for the purpose of horse-car fares, and things of that sort for the pupils; so that there is no necessity for any parent paying for the transportation of the child, if he is not able to afford it. I may say also that in my opinion day schools promote charitable enterprises much more than institutions do. In day schools at Boston, for instance, people come forward and leave money in the hands of the principal of the school for the boot and shoe fund, so that if a child comes from a home where it cannot be properly dressed she has her school dress provided. If you were to go into the school you would see nothing in the nature of a ragged school. All the children are well dressed, with clean faces and good boots and shoes. These day schools promote enterprises of that description more than the institutions do. I forgot to allude to a very important movement just established in Boston which has touched me very much, namely, the establishment of the first infant school for the deaf in America, which has just been opened this last month. I have given the whole history of it, so far as I know it, at page 165 of my pamphlet, "Facts "and Opinions relating to the Deaf." *See* "The "Sarah Fuller Home for little Children who cannot "hear." It takes little children at three or four years of age.

21,775. We may assume that in such infant schools, even to a greater extent than is common in ordinary schools, great attention would be given to the kindergarten?—Undoubtedly; that would be essential.

21,776. I do not want to go into details as to the methods of instruction; but, putting the question broadly, would you regard the general kindergarten principle as applicable to every stage of the instruction of the deaf and dumb?—In the earlier stages, I think, it is essential for the very young.

21,777. That leads me up to a concluding question I would like to ask, as to the extent and character of the industrial instruction for which you would provide in conjunction with the ordinary literary work of the school?—I have a feeling that we want to interfere as little as possible with the literary work, and that the industrial education during the period of school life should be as much as possible confined to the elements of trades and the use of tools, rather than extended to the teaching of special trades or special pursuits, and that after the pupil has finished his education there should be some aid from the Government to apprentice the child to the trade or pursuit for which he evinces the best aptitude. I think they should be scattered as much as possible in different pursuits, whereas the teaching of special trades at school brings them all into one or two trades, in which they cannot all obtain employment. As regards most trades and businesses which deaf persons enter into, the deaf are able to acquire, without instruction through language, by simple observation and imitation the details of the trade, and they have no difficulty I am sure in acquiring them where they start with a competent knowledge of the use of tools and the elements of the trades. I should therefore recommend that in schools for the deaf only those elements should be taught that are common to a number of special trades, and that after the school life is finished some aid should be given by the Government to apprentice the children in different pursuits and different specific trades, scattering them as much as possible through the community.

21,778. Do you look upon the industrial training given on those principles as likely to be useful to the physical development of the pupil?—I see no reason why it should be unfavourable.

21,779. It might be directed to that as its special aim?—It might be so directed.

21,780. And you have told us already that you see no reason why physical exercises should not be as thoroughly well given in a day school as in an institution?—I see no reason. In the Horace Mann School in Boston they have regular gymnastic exercises. They have a little gymnasium in the first place where the pupils can exercise at their own desire, and, furthermore, they have regular class instruction with the dumb-bells; all the children in the school are drilled like a set of soldiers; they all make the same motions with the dumb-bells for a certain length of time each day.

21,781. Very much the same exercises, I suppose, as those that are given in the best public schools of America?—The aim is to make them the same. By-the-by, there is one feature in the Horace Mann School in Boston which I have not mentioned, which is unique. It has arisen from an accident, but as it is so very important I will direct your attention to it. The school became too small to accommodate the children, and, pending the erection of a special school building, the principal sent two of her classes, the most advanced classes, into an ordinary public school building; she picked out the two classes where the progress in speech and speech-reading was most advanced, the children of which could talk well. That acts, I think, as a stimulus to the articulation of the younger children, because they want to go into the public school. It also brings the best class of pupils into contact with the public. The teachers and children of the public school converse with these selected deaf children and do not see the worst cases. It acts as a stimulus, as I say, because the children know that if they make sufficient advancement in speech-reading and articulation they will be drafted into the public school, and go into what is looked upon as a sort of upper class in the school. I think it very important that we bring the pupils of our schools—especially the older pupils—into contact with hearing persons in a greater and greater degree as their education advances, as a preparation to entering the world. The object of their education is to fit them to live in a world of hearing people, and as their education advances they become better able to communicate with hearing persons, and should have opportunities of becoming accustomed to the conditions in which they will live in the future, instead of being left to plunge in at the conclusion of their school course, without any experience of the difficulties with which they will have to contend. The Institution plan of preparing them to enter the world reminds me of the remark of the ancient monarch who

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was nearly drowned, and who vowed he would never again go into the water *until he had learned to swim!* The Institutions try to teach them to swim without putting them into the water.

21,782. In American schools for the hearing and speaking children I believe a very large portion of the teachers are females; do you think that women are as well adapted for the teaching of the deaf and dumb?—I think that they are better adapted; they are more patient and understand the condition of little children a great deal better than a man does. They are able to bring themselves down to the level of the children very much better.

21,783. (*Sir Tindal Robertson.*) I know that your evidence relates more to the deaf and dumb than to the blind; but I put this question to you because you have exceptional acquaintance with telephone work and work of that kind. I would ask you whether you think that blind people, especially blind girls and blind women, might be advantageously employed in telephone work considering that they would not be required to write?—I think that a very important suggestion; it never occurred to my mind before it was suggested to me here; but there is no reason at all why the blind should not be employed in our central offices where hearing alone is required, and the telephone business certainly opens up a great avenue for the employment of the blind.

21,784. Then with regard to the question of heredity amongst the deaf and dumb, I understand you to say that you would avoid, as much as possible, the congregation together of the deaf and dumb either for educational purposes or for social intercourse in order to avoid the possibility of inter-marriage?—I should adopt the principle of decentralisation in education and separate the deaf from one another as much as possible and strive to encourage bonds of union between the deaf population and the hearing population. No doubt we cannot avoid bringing the deaf together to a certain extent, but we should do it as little as possible, and we should recognise that it is an evil to be avoided if possible.

21,785. Considering that we must, as you say, bring them together to a certain extent, would you advise that in all institutions for the deaf and dumb there should be a separate school for each sex?—I must say I have not formed any decisive judgment upon the question of separating the sexes in schools; it is an unnatural thing to separate them. I have not formed any decided opinion upon that subject. What we want to do is to avoid the association of the two sexes in adult life.

21,786. Is not that much more likely to happen when they have been associated in their school life?—I think it depends a good deal upon the method of instruction and upon the character of the school. Institution life certainly tends to association in adult life, but if you have a very small day school for the deaf in the same building with a large school for the hearing, and if those deaf children associate freely with the hearing children and their own parents and friends, I think the deaf boys will see and know many more hearing girls than deaf girls. I am very undecided as to the propriety of separating the sexes, especially during the earlier period of education.

21,787. In the question I just put to you I was referring to an institution which was for the education of deaf and dumb children exclusively, would it be advisable in your opinion that in such an institution there should be separate schools for the sexes in order to avoid the great evil which your theory manifestly suggests?—I would rather not express too decided an opinion upon that. In Montreal we had a school for males and a school for females, at the first blush it seems a good thing, but I can see many objections to a separation of the sexes, especially in the case of very young children, and I would rather not express too decided an opinion upon the question. It is a matter upon which we should think carefully and come to a careful decision. I would rather not announce my views upon that subject in too rigid terms at the present time. I may say that I am inclined to think that separate schools for the two sexes, especially for the older pupils might be advantageous, but I do not wish that to go on record as my firm conviction.

21,788. (*Mr. Johnson.*) I understand you to say that you have not a very decided opinion as to the desirability of separating the sexes in institutions for the deaf and dumb; but I assume you would not see any objection to their being brought together in an ordinary public day school?—No, I would not separate them there.

21,789. In an institution you think it might probably be desirable to separate them?—I am inclined to think it might be desirable in the case of older pupils, in the case of young pupils I do not think it so desirable.

21,790. Your experience has not been so much with old pupils as with the young?—My experience has been more with the younger pupils.

21,791. With regard to masters and mistresses for the deaf and dumb, where do you get your masters and mistresses from now?—That is a mystery; but I must say this for American institutions, that we do get men and women of ability, both as principals and teachers, but not, so far as my observation goes, specially trained as teachers.

21,792. Have you anything corresponding with our pupil-teachers system?—No. I cannot speak with authority upon this question, but my impression is that a teacher is selected by the principal, and the principal is the judge of the competency of that teacher. When a teacher once goes into the work, and has been in the work for two or three years, he or she is likely to continue, and it is very much the custom of institutions when they want new teachers to take their teachers from other institutions. This is specially the case in sign-institutions, for teachers who know the sign-language have practically a monopoly of the work; it takes so long a time for a raw teacher to acquire the language.

21,793. In some instances they take persons who know very little as regards the treatment of the deaf and dumb, and they train them in the institutions?—That is so.

21,794. But there is no training college in the States for teachers for the deaf and dumb?—No.

21,795. Do not you think it would be a desirable thing to establish such a college?—No. I think it would be advantageous perhaps to have a training school on each method, which could send out advocates of its own system, but I would not have a training college supported by the State. I think the Government should take from the training colleges for hearing persons those who would be likely to make good teachers of the deaf and send them to schools for the deaf and let them gain experience in those schools for the deaf. Special training colleges might very properly be established by private enterprise, but I do not think it would be well for the Government to do so. Government action would be apt to interfere with healthy competition between methods of instruction, by encouraging some one system at the expense of the others. I would have the Government take no part in the contest between systems of instruction otherwise than as an impartial judge of the results.

21,796. With regard to homes I do not know whether I understood you rightly that there are no such things as homes for the deaf and dumb in America in connexion with day schools?—There are such homes.

21,797. Are they very numerous or not?—I think not, but there is a day school in the city of Portland in the State of Maine, to which there were so many applications for admission that the principal was obliged to find homes for the children among private families in the city. Then some one family became a sort of head centre and received 10 or a dozen children, while there were a number of scattered homes in the city receiving in each case a smaller

number. A very small per-centage of the children who attend that school come from Portland itself; they come from other parts of the State. I am afraid that the result will be the establishment of an institution; that is to say, that the day school will become an institution. If an institution is established in that State, what I would recommend would be that it should not be in the city of Portland, but somewhere else, and that the day school should be kept in the city for the children of the city and surrounding district.

21,798. You would prefer the separate boarding-out system to the associated system?—Yes. I should prefer that, but the plan that I would prefer to all others would be that the children should be at their own homes; next to that, if that is impossible, I should prefer to have them boarded separately in families, with people who would look after them; next to that, if that is impossible, I would have a home the inmates of which should be as few as possible; after that, if that was impracticable or expensive, I should have a boarding school; but in every case I would keep my number as small as possible, and the boarding school should be constructed and operated on the cottage plan, rather than upon the dormitory system.

21,799. In those day schools where deaf and dumb children are admitted, is there any medical supervision or examination at all to determine the causes of deafness, or to ascertain whether any steps might be taken to ameliorate their condition medically and surgically?—I am not competent to speak upon that. I am acquainted with what is done in the Boston School, but not with what is done in other schools. I think in that school the teachers simply advise the parents of anything they ascertain themselves, and in some cases an examination of the children is made by a competent aurist, who, as a general rule, charges nothing for the examination; but I do not think that sort of examination by an aurist a general feature of a day school. Generally in institutions there are medical men whose names at all events appear upon the reports as doctors to the institutions, who look generally to the health of the pupils, and you will find in the reports of the institutions a report upon the health of the inmates from the medical superintendents. In some cases those are outside physicians who attend at the institutions as they go to a hospital, in other cases they are associated intimately and closely with the institution.

21,800. Do not you think, supposing there was anything like compulsory education of the deaf and dumb, that it would be a desirable thing to have a special medical supervision of the schools into which deaf and dumb children were admitted, with a view to ameliorating the deafness from which the children were suffering, where practicable?—I think it would be a very good plan.

21,801. I ask you the question because in some of the institutions we have visited in England we have found that deafness depends very much upon an enlargement of the throat and an enlargement of the glands of the ear, a condition which might be very much modified by medical treatment?—I think it is very important that the British Government should collect correct statistics relating to causes of deafness. The teachers, the principals, and the parents of the children are incompetent to decide as to the causes of deafness. The most ridiculous causes are sometimes assigned. The true causes of the deafness in particular cases in my opinion can only be arrived at by some competent system of medical supervision. Some competent medical authorities should examine the children and give a report upon the causes of deafness from a medical point of view. The results of medical treatment of diseases of the ear in America do not seem to be very encouraging.

21,802. Have you arrived at anything like a conclusion as to what is the most frequent cause of deafness among children?—The most frequent cause of congenital deafness is hereditary predisposition, as is shown by the fact that more than 54 per cent. of those who are returned as congenitally deaf have other members of their families deaf and dumb. That is the most frequent cause amongst the congenitally deaf.

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21,803. What has caused the deafness in the parents of those congenitally deaf and dumb? Is syphilis a cause?—I do not find syphilis to be a cause in any large number of cases. I have examined very carefully the history of a family in which deafness has gone down through five successive generations. I had competent medical assistants to assist me in the examination. I made a special study of that family, and I specially inquired as to syphilis, because members of the family in the lower generations had fallen very much in social status, and it might be supposed that syphilitic symptoms might have had something to do with it, but I found from the doctors who had attended upon those deaf and dumb persons that in some cases an amputation had been performed—an amputation of a finger, for instance—and the person recovered perfectly from the operation; the wound healed in a way it would not have done had there been syphilis in the family. Then I have not observed Hutchinson's notched teeth in the family. I do not think syphilis is the cause of congenital deafness to any very great extent; it does cause it in some cases, undoubtedly.

21,804. In those cases it would be in the secondary or tertiary form?—I do not know. This chart shows the pedigree of the family I have referred to—the Lovejoy family, of Maine. The black dots indicate those who are deaf mutes. In the Sydney branch of the family deaf mutes have appeared for five successive generations, and this chart gives a complete account of all the descendants, deaf and hearing, so far as known, of the first deaf mute.

21,805. To go to another subject, has there been any great trial in America of the pure oral system; that is to say, a system in which signs and the manual alphabet are rigidly excluded?—That system was introduced into America about the year 1867. The schools on that system are increasing in number. I am sorry that the Commission have not had testimony before them from some one who is a pure oralist. As I have explained to the Commission, I cannot undertake to present the views of the advocates of any particular system.

21,806. Taking the education of the deaf and dumb as 100, have you any idea what would be the per-centage of the purely orally taught children as far as you know, would it be a third, or a fourth, or a fifth?—In the pamphlet "Facts and Opinions relating to the Deaf" (Part V., pages 176–181) you have the materials from which you can determine that for yourselves. I have not added up the figures because the records are imperfect; some of the institutions have not made full returns. You will see that in those statistics of articulation teaching I have discriminated between those pupils to whom articulation was taught as a means of instruction and those to whom articulation was taught but not used as a means of instruction. In 1883 a similar letter of inquiry was addressed to the principals of American institutions by Miss Rogers, who was the principal of the Clarke Institution and the result showed that at that time out of 6,232 cases 886, or 14 per cent., were under oral instruction, while 1,105, or 18 per cent., were taught articulation as an accomplishment, and 4,241, or 68 per cent., received no instruction whatever in speech. From the tables presented to you you can get the same facts for 1888. Then there is this fact in addition. Among those who are not taught articulation are a number of cases who have been dropped from articulation classes as not being suitable subjects for such instruction. I have attempted to separate those from the others, and you can get at the result for yourselves.

21,807. (*Rev. Mr. Sleight.*) Upon the question of statistics upon which you dwelt a great deal, at what period did the American census begin to take any

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note of deaf mutes?—I think the census of 1830 was the first that took note of them.

21,808. Then the earlier records of the congenitally deaf are not reliable?—Not at all reliable. I do not think any census is reliable except the 1880 census.

21,809. You said that a number of idiots were deaf mutes, what means have you of ascertaining that absolute idiots are deaf mutes?—You can find out whether an idiot can hear or not by his taking notice of sound. If an idiot is deaf he is, of course, set down as a deaf mute idiot, the deafness carrying the muteness with it; but I hope and believe that the census relating to idiotic deaf mutes is incorrect, because an ordinary observer, I think, could hardly be competent to decide upon the mental condition of deaf mutes. I know of some deaf mutes who were thought to be idiots, but who turned out to be perfectly bright and intelligent. While, of course, we have to accept the figures of the census, and while we must admit that the proportion of idiots among deaf mutes is abnormally large, yet I hardly think we can trust to the judgment of the census-taker and assume that all that are reported as idiots are idiots. In any British census I would recommend that the British Government should take care to formulate some system by which the statements of the census-takers should be checked and verified by competent observers. A great deal has been done in the United States census to eliminate errors in that respect by correspondence with physicians in the neighbourhood and by getting opinions from them.

21,810. At what age is a child capable of receiving auricular instruction?—We do not know yet at what age, the whole subject is too new and there are very great difficulties in the way of ascertaining how far a very little child can hear and so many of them pretend to hear who do not.

21,811. Sound having once reached a child's mind do you not consider that that child is more capable of being orally taught than a congenitally deaf mute?—Certainly. If the voice can reach the child through the ear I think we have got something instinctive to work on; we have the instinctive feeling in the child to help us. A child whose ancestors for generations back have made use of the vocal organs in expressing thought, must have acquired some hereditary aptitude for that means of expression, a child whose ancestors for generations have received ideas through the medium of the ear, must in my opinion if it has any hearing, however slight, have some hereditary aptitude for receiving language through that means. Of course I may be entirely wrong in that idea, but it is one that I give to the Commission for what it is worth.

21,812. Are not there many who consider the sign language the mother tongue of the congenitally deaf?—There are very many who do so consider it, mistakenly as I conceive. I have discussed that question very fully in public with my friend Dr. Edward Gallaudet. We always seem to be opposed to one another upon that particular question and when I give a lecture upon that subject I invite him to come and oppose me, and I publish the results of the discussion on both sides, and I have great pleasure in presenting the Commission with the result of our last friendly contest on the matter, which is contained in this pamphlet (*handing it in*). This discussion with Dr. Gallaudet is printed in the annals for January 1884, Vol. XXIX., pp. 32–69, under the title "Fallacies Concerning the Deaf." In the same volume, pp. 312 to 325, will be found my discussion with Dr. Philip G. Gillett, in Chicago, concerning "Deaf Classes in the Public Schools."

21,813. Language is what we want to give to deaf mutes, but given that a child can only be five years at school (the average is not five years in our own schools) by which system could you best impart a knowledge of language to a congenitally deaf mute?—By the system, whichever it is, by which you could bring the greatest repetition of English words to the senses of the child; and in that connexion I may allude to what I consider to be an important suggestion that I brought before the recent Convention of Principals held in Jackson, Mississippi, just before I came away from America, which was very favourably received by the principals, upon that very point. The method I would advocate for teaching a congenitally deaf mute would be that method by which you could produce the greatest number of repetitions of words to the eye, distinctly and clearly, in a given time. The difficulty in presenting English words to the eye of a deaf child is the difficulty in the speed of writing, or in the speed of spelling with the hand, you cannot write more than about 30 words a minute; with the manual alphabet it is possible to approximate to 100 words, but very few teachers can do it. 80 words would be the outside, with an average expert teacher. Now I suggest that you should have recourse to a method by which you can get a greater speed. Before speaking of this method let me call your attention to the rate at which words are presented to the ears of hearing children. The average rate of speech to a child, using the simple words which children employ, would be about 200 a minute. A stenographer would say 150 words a minute was a very good rate of speech, but that is for language in which long words are of frequent occurrence. Nurses and mothers gabble at a tremendous rate to little children, and from experiments I have made in reading children's books aloud and counting the number of words I found that 200 words a minute is not a fast rate at which we present words to the ear of a hearing child. Now make a calculation and see what would be the number of words presented to the ear of a hearing child before he acquires our language. Suppose that all the talking that goes on in the presence of hearing children in the course of the day were to be concentrated into one long continuous gabble, and suppose we put that at three hours, the number of words that that child would have presented to his ears in the course of those three hours at 200 words a minute would be 36,000 (and as the whole vocabulary that we use with a child hardly exceeds 300 words, this means a very great repetition). We do that 365 days in the year; we do not stop on Sundays; and we do it continuously for two years before the child turns round and speaks to us. Now, what we want to get at is, how can we present English words as rapidly and clearly to the eyes of a deaf child as we do to the ears of a hearing child. If we can do it with the same rate of rapidity we know perfectly well that he will learn the English language as easily as the hearing child, the difficulty is how to do it, I suggested at the recent conference a mode by which I think that result can be arrived at. I have been testing the rate at which we can take in words by the eye, though the rate at which we write is only 30 words a minute at the outside the rate at which we read words once they are written is over 350 words a minute. The first time that the importance of this fact struck me was when I noticed the enormous amount of reading that is done by what are termed semi-mute pupils, and the little amount of reading that goes on among the congenitally deaf. I thought I would test the speed of that reading. I gave a deaf friend an interesting novel (she did not know the object I had), a novel which I knew would fascinate her. I made note of the time when she commenced to read. She read it through at one sitting, and when she finished it I noted the time; then I took the book and estimated the number of words in the book and found that, on an average, she had read nearly 400 words a minute; *she had read more words in an hour and a half than a hearing child hears in the course of a day.* I say there is great hope for the deaf in giving them a knowledge of language by putting books before them and accustoming them to form the habit of reading. There is a great attempt made in our institutions to adopt what is termed the natural method of teaching, but they fail in one particular, they do not realise this, that in the natural process of learning a language comprehension of the language precedes expression of

ideas in that language. A child understands a language before he uses it, whereas the attempt is made in our schools for the deaf to make a child use the language before he understands it; for instance, in the sign institutions the process would generally be to tell a story in signs and make the pupils express the ideas in the English language before they know the English language. Very rarely do you find the converse; where they give the story in English words and get the pupils to express the meaning in signs. I would advocate as a very important thing the cultivation of the habit of reading. I would make it a regular part of our school exercise that interesting stories should be put before the children, and that they should read them whether they understand them or not. Teachers say, Why put books before deaf children and require them to read that which they do not understand? But a deaf child never can learn language till he has seen it any more than a hearing child can learn it till he has heard it, he must hear it without understanding it at first; he comes to understand it by hearing it, and a deaf child will come to understand it by seeing it. I may say that I made an experiment upon myself which has a very important bearing upon this whole subject. I obtained a Spanish book on the education of deaf mutes. I did not know anything of the Spanish language, and I determined to try how far I could understand this book by forcing myself to read it. I read about 20 or 30 pages of it, and I found I could make very little of it; the Latin roots helped me a little, and I understood a few technical terms, but that was all. I refused a dictionary altogether; a dictionary stops the current of thought; I read about 30 pages of it, and then I stopped. Now a number of words had occurred so often that they impressed themselves upon my memory; a number of other words had occurred pretty frequently, but not often enough to impress themselves on my memory; those which had occurred so frequently as to make me remember them without explaining themselves by the context I hunted up in the dictionary. Then I read a few more pages, and I found that those words, the meaning of which I had obtained from the dictionary, formed the key for the next 30 pages, and the meaning of many sentences, which otherwise would have been obscure, became apparent. New words explained themselves by the context, and after I had turned over 30 or 40 more pages I turned to the dictionary again and found the meaning of some more words that I could remember. Having done so, I turned back and read the book a second time, and a very great portion of the meaning of that book revealed itself to me, and I felt convinced that if I wanted to learn the Spanish language I had nothing to do but to read and to read and I would learn it. The application to deaf mutes at once flashed across me. It is a most unfortunate thing that our deaf mutes do not read books; that is to say, our congenitally deaf mutes,—our semi-mutes do read,—and I think that half the credit that teachers get for the knowledge of language possessed by those who are termed semi-mutes is not due to the teaching at all, but is due to the books they read. I am strengthened in that view by what I have observed in the case of deaf friends. There are many expressions they use that are never used by persons with whom they come in contact; exceptional forms of speech common in society novels, but not usually employed in conversation. I have come to the conclusion that novels and plays that are usually banished from the libraries of our deaf and dumb institutions, might prove a great means of giving language to the deaf and dumb, especially those society novels in which you have conversations in questions and answers. Ordinary books like books of history, Stanley's Travels, and so on, do not give the language of the people, it is book language; but novels and plays are the books that will facilitate the acquisition of language and stimulate the pupil to read. If you make a deaf child perforce every day, as a regular school exercise, read over, not a few paragraphs of a book, but hundreds of pages, he will gradually learn language; he gets the repetition of words to the eye that the hearing child gets to the ear. I strongly recommend this plan of introducing reading as a part of the school exercise, the reading of interesting stories that hearing children love to read, introducing it as a school exercise without any explanation of the meaning, getting them to read, whether they understand what they read or not. I would recommend that some reward should be given to a child for this process of reading a book that he does not understand; that is to say, after reading an interesting story I would recommend acting it out. I would act it out in natural pantomime with him, or I would show him a picture—pictures are as tangible as signs. I would not show him the picture till after he had read in the book what was represented by the picture. Then let us trace what goes on in his mind. He obtains the idea that this language which he is reading expresses a pantomime or expresses a picture, and all the time he is reading his mind is being exercised and he is wondering what sort of pantomime it is going to be, or what sort of picture it is going to be. That is the sort of mental exercise that the child needs. If his idea was incorrect the pantomime or the picture would correct it, and if, on the other hand, the pantomime or the picture corresponded with the imaginary picture he formed in his mind, he would be doubly delighted. That, I think, is a process which should be followed in all schools for the deaf. It is the reverse of the process usually adopted. For example, in our sign schools a story will be told in signs, and pupils who know little or nothing of the English language are asked to go through the drudgery of writing it out in words. This makes of the English language a school task. Even in schools which do not use the sign language, "action writing" is resorted to before the pupils are able to read. For example, a teacher may take a book from a boy, open it, place a slip of paper in it as a mark, close it, and lay the book upon her desk. She then asks her class to express in writing what she has done. This kind of exercise is known as "action writing," and it is used in nearly every school. It is an admirable exercise in composition for older pupils, but out of place with pupils who cannot understandingly read an ordinary book. It reverses the process of nature, which demands that a child shall understand a language before he uses it. A hearing child has constant repetition of words to his ear for two years before you expect him to express himself in words. A deaf child should have constant repetition of words to his eye before you call upon him for any very great exercises in English composition. I would, therefore, have a child read books in order to learn the language, instead of studying the language in order to read books.

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21,814. I know that in sign schools the children are generally taught columns and columns of nouns and adjectives to commit to memory?—That is just as useless as if you got them to learn the whole of Webster's Unabridged Dictionary. It is not words that a deaf and dumb child wants, it is how to use them. Phrases and varied forms of sentences are what he needs. Sentence forms that remain constant though the constituent words may be infinitely varied. Mere names are of little value until he has occasion to use them. The vocabulary that serves the varied wants of a hearing child rarely exceeds 300 words. Why, then, burden the memory of the deaf child with multitudinous words for which he has no need?

21,815. (*Mr. Johnson.*) You say you would give the child an interesting story to read; before you did that would you give the child any preliminary teaching of any sort?—What I did recently in the case of a little child four years of age whose father I was visiting was this: The child did not know a thing, I took up a book containing the story of the "Three Bears," and I made the child put the forefinger of her right hand on the line of words and travel along the line of words with that hand, while I took her left hand in mine and spelt the words upon that left hand (using Dalgarno's Touch-alphabet)

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as the child put her finger upon each printed word. My object was to be sure that the little girl had her eye fixed upon the proper word, I spelt it upon her hand, and I put emphasis and expression to it, then after a little while I took the child down and we had a little pantomime. I was the bear and the child had the idea that that was expressed some how or other by those printed words. Every time I went to the house that child brought a book and wanted me to read to her. She had obtained the idea that the words in the book expressed a pantomine. She would, by herself, take up the book from which I had read, and, looking at the words, recall the pantomime she had seen. She would point to the words, and try to explain to her deaf brother the pantomime that had been employed.

21,816. (*Rev. Mr. Sleight.*) The first word the child learnt was the word "bear"?—I do not think she learnt that either. I did not attempt any methodical instruction with the child, it was only to show the parents how I would deal with the child. The child is under methodical instruction now. I only say that is the way I would have commenced the education of the child, and carried it on if it had been in my power to do it. What I did in that case was simply to test whether a child who had not any knowledge of language or letters would get the idea that the pantomime was expressed in the book by the printed letters, and that child had that idea. Telephone matters have occupied my attention very much during the last year especially, so that I have not been able to devote much time to following up my experiments in that direction.

21,817. Did that child express her first ideas in natural signs?—In natural pantomime, helped out by crude conventional signs it had devised for itself. A congenitally deaf child always at first uses signs to express ideas for which it lacks words.

21,818. With regard to the children admitted into the infant school of which you have spoken, do the teachers begin by teaching those children articulation, or do they use signs?—I know from the lady who is the general superintendent that they will commence on the pure oral system, believing that the vocal organs of a deaf child should be exercised when very young, and believing that the power of imitation in a deaf child is very much greater in infancy than when advanced in life. The idea is that if you commence at as young an age as practicable with a deaf child on the pure oral method he will learn to read from the mouth and to speak better than if you commence later. That is the idea on which that school is carried on.

21,819. Do you think it a good system to debar these infants from the use of signs?—They do not debar them from the use of signs, they debar them from the use of conventional signs or sign language; they do not debar them from natural pantomime. Sign teachers quibble a great deal about the word "signs." There is no objection in any method of instruction to the use of natural signs so long as they do not supersede language. Oral teachers object to the use of "sign language"; then the sign teachers turn round and say that the oral teachers object to the use of "signs"; they do not, they use natural signs in every school. It is impossible to reach the mind of a child without the use of natural signs. Hearing children use natural signs in the same way—the only objection is to this conventional *language* of signs. The advocates of sign language muddle the minds of people who have not studied the question by confusing the subject of sign language with the more general subject of signs. I have read a little of what the German teachers have said on the subject of signs. They do not object to natural signs, and there is no such thing as a school in existence where natural signs are not employed, natural signs being understood to mean the signs that ordinary people employ.

21,820. (*Mr. Johnson.*) They give up natural signs when the pupils are sufficiently advanced in oral teaching?—I do not think so. I do not think anyone ever gives up natural signs; but they do not use natural signs in place of words. They are used simply to illustrate and render more interesting the word as you might smile pleasantly when saying something pleasant to a child, or as you might point to the door when you told him to go to the door. Sign teachers have ridiculed the oral method very unjustly, and they have said when an oral teacher says to a child go to the door, he at the same time points to the door, and they say that is a sign. Of course that is a sign; but that is not sign language. That is a thing done to illustrate the meaning of the English expression that the teacher had used to the child, just as is done in the case of a hearing child. We are always using natural signs. Life would be uninteresting without them. Some sign teachers seem to have the idea that a proper teacher of the oral system is a person who will tie his hands behind his back rather than use a gesture of any sort.

21,821. (*Rev. Mr. Sleight.*) Is not it a rule in oral schools that there must be no signing?—They use the word in the sense of conventional signs; they do not mean to prohibit the use of natural signs. I would recommend this Commission to endeavour to get at what is meant by some of the words used by the advocates of different methods. Half the controversy between teachers would be gone if we had distinct definitions.

21,822. Could you explain to me what is the difference in these American schools between a combined, a manual, and an oral school?—I would have to refer you to the principals of those schools. I see No. 24, Le Couteulx, St. Mary's Institution, in Buffalo, is "manual, oral, and combined."

21,823. What does that mean?—It simply means that the sign language is used; that is what is meant by the word "combined," and it is a very hopeful sign that the sign teachers seem a little disinclined to state definitely that they use the sign language; they come before the public as using an eclectic system, but they do not follow it, so I translate this "manual, oral, and combined" as meaning that it is manual, oral, and sign language.

21,824. (*Mr. Van-Oven.*) How do you read No. 30, the Nebraska Institute, "combined and aural"?—That is sign language and auricular; they have a special auricular department there.

21,825. How do you read No. 32, St. Joseph's Institute at Fordham, "combined and oral"?—I look upon that as sign language and oral; they have an oral department there. Of course you may combine other languages in your curriculum of studies just as you may teach French and German to your English-speaking children. Though you teach hearing children French or German they are English all the time; they think in English, and the other language is a subject of study. Now in schools where they claim to have the combined method, as a general rule they have sign language as the language of communication with the mind, and the pupils study written language and spoken language, as our hearing children study French and German in the public schools, and with similar results; the sign language is their language when they come out of school, and the other is a foreign tongue. It is very difficult to combine in the mind of a child two languages, so that he shall think equally well in both; as a general rule he thinks only in one, and the other will be a foreign language to him. In these combined schools the pupils think in the sign language, and the English language both in its written and in its spoken form is a foreign tongue to them. In the manual schools it is the written language that is the language of thought, thought being probably accompanied by motions of the fingers, and they dream on their fingers when they are asleep.

21,825*a*. (*Rev. Mr. Sleight.*) And if they are wandering in time of sickness they will wander on the hand?—Yes. Now the pupils taught on the oral method think in motions of the mouth, and there is a very important metaphysical question involved as

to what goes on in the mind of a child when it is denied articulation, even of a crude kind. I think in the majority of our institutions children are wilfully deprived of the power of articulation by neglecting to give them the chance to learn speech.

21,826. Not wilfully deprived in the sense of doing them a wrong?—They are wilfully deprived in the sense of not giving them a chance to learn. There is an unfortunate opposition between advocates of the oral method and the advocates of the sign method, and articulation in those schools which are not pure oral schools is not put on the level of geography, or history, or arithmetic, and the pupils are not taught how to use their vocal organs, because of the prejudice against the oral system. I am not a pure oralist, but I advocate that every deaf child should be taught articulation, whatever may be the method of instruction employed. It is my opinion that in the lower stages of instruction of the congenital deaf it would be better to adopt the plan I have spoken of; but in the higher stages I would have the speech-reading method, for all that would succeed with it. If there were any that did not succeed I would continue the manual alphabet plan, not the sign language plan, for the way by which a person acquires language is by the repetition of words, so that the duller a child is the more necessary is that repetition, and the more harmful is the sign language. A dull child needs to have a greater repetition of words than a brighter child. If a child has no speech, it is a curious problem what goes on in his mind. I do not mean to settle it, but he does not think exactly as we do. I remember in the case of that little child that I experimented with before the telephone took my attention from the subject. I came down stairs one day and found him sitting at the bottom of the stairs, and his fingers were moving; he was thinking to himself upon his hands, and I read his thoughts. He was sitting with one boot on and the other off, and he was spelling to himself, "Grandmamma says I must not go out to the stable."

21,827. (*Mr. Johnson.*) Has any evidence been obtained in the case of any educated deaf and dumb person to show what was the previous condition of mind of that person before he was educated?—The late Dr. H. L. Peet attempted to solve that question, and there is printed in one of the earlier numbers of the Annals (Vol. VIII., p. 1) a very interesting paper by him upon "The Notions of the Deaf and Dumb before Instruction." Rebian's theory (Annals, Vol. VIII., p. 105) is, "that the deaf and dumb do "not think either in signs or words, but only in "images and ideas." My feeling is that they must think in pictures. A succession of pictures probably passes before the mind. I am not sure that we do not all think in pictures, but our pictures come labelled with language attached to them.

21,828. But often in ordinary dreaming a conversation goes on; there can be no conversation in the dreams of the deaf and dumb when they have no knowledge of language?—Excepting pantomimic conversations.

21,829. (*Rev. Mr. Sleight.*) Referring to this school for infants which you have spoken of, is not that beginning the institution system much earlier in the child's life than the institutions at present do?—Yes.

12,830. One of your strong points is that you object to children being taken from their mothers; but in that school for infants they are doing so?—I do not say that I advocate that system. I was simply directing attention to the fact that it is the first infant school in America; I consider it a great misfortune to take children away from a good home; but in cases where children have not good homes, and in cases where no attempts are made to instruct them at home, it is a problem what is best to be done. I do not think such a school as that is the best kind of infant school. I would rather have a kindergarten where the children could live at home. I was only directing attention to the manner in which this school came into existence without intending to express any opinion, favourable or otherwise, to the plan itself. But I certainly think that a child should be brought under instruction in language in infancy.

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21,831. You would approve of institutions for children whose homes are not what homes should be?—I do not approve of institutions at all, except so far as they are absolutely necessary. I consider them as evils to be avoided as much as possible. I do not approve of taking a child out of the condition in which nature has placed him. I would not take a child away from its home unless it was absolutely necessary. It would be better to find another home for a child in a hearing family than to place it in an institution.

21,832. Have you ever tested the amount of knowledge of written language possessed by pupils in the American institutions on the combined system?—I have.

21,833. What have you found?—Of course, the experience of any one man cannot be taken as a gauge of the whole of the pupils under instruction in all the schools, but I have found as a general rule with little pupils who have been under instruction less than two years, that it is difficult to carry on any sort of conversation in writing without the use of signs or some pantomime. I am alluding only to little pupils. I do not examine the elder pupils much when I make visits to any of these institutions. I try to get hold of the congenitally deaf. I do not care much about the semi-mutes; their method of education is settled, namely, pure oral. Those that I am more interested in are those who are congenitally deaf, and those who were deaf before the age when speech was acquired, so that when I go into a school I ask for those children who are congenitally deaf, or who have not had any knowledge of language, and who have been there less than two years. A child should learn a language in two years, and, as a general rule, in the combined schools I have visited I find that I cannot carry on a conversation in writing with children who have been under instruction less than two years. In the Rochester school I was able to do this.

21,834. You would never put a deaf mute on the same footing as a hearing child, a hearing child would always have the advantage?—A deaf child has an advantage over a hearing child in this respect, that he is shut up with books, and he ought to be ahead of a hearing child in mental attainments, it is only the difficulty of teaching them the language. The semi-mutes, that is, those who are deaf from late childhood, are often equal, if not superior in intelligence to hearing children of their age, and that results from their being forced into the companionship of books, so that they rise higher and higher mentally, but the congenitally deaf as a class do not read books, and they lose ground mentally after leaving school, that is not because they are congenitally deaf, it is because they do not know language, and cannot therefore read with profit and enjoyment.

21,835. Do you consider it possible that the higher education of the deaf could be carried on wholly by lip reading, could a lecture ever be delivered to the deaf by the lip?—If the classes were small it could, in large numbers it could not.

21,836. Without having recourse to the manual alphabet?—Undoubtedly. I do not mean to say that you could deliver a lecture to a large number in the hope of its being understood by all the class, but if you had a dozen intelligent young men who were earnest in their studies, and who had acquired the power of reading from the mouth, they would follow the lecture, and if any one of the dozen did not understand a point here and there he could ask for an explanation. I do not see any impossibility in it where you have a small number in the class.

21,837. (*Mr. Johnson.*) It would require acute eyesight, would it not?—No; my impression is that the congenitally deaf as a class have better eyesight than the non-congenitally deaf, but they do not come up to those who are termed semi-mutes in the power of reading from the mouth. The difficulty is the language difficulty. It is a mental problem that the

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pupil has to solve not merely a visual problem. He sees merely a portion of speech and has to make out the rest by his knowledge of language; he sees enough to fill up what he loses by the context, just as if I gave you a piece of printed matter and left out a word here and there, or mutilated a word; if you had a good knowledge of language you would read it all perfectly clearly. It is not a question of eyesight, it is not even a question of intelligence, it is a question of knowledge and familiarity with the English language. All those who have familiarity with the English language have the key to speech reading, those who have not have not.

21,838. Do you not think that amongst the deaf and dumb there are a great number of persons who have feeble sight?—It is not a general characteristic, but the proportion is greater than in the normal population.

21,839. (*Rev. Mr. Sleight.*) Are you aware that Dr. Ed. Gallaudet, the President of the College says, "We know it would be useless to attempt to give "lectures *vivâ voce* even to those who read well by the "lips"?—My answer to that is it is difficult to believe that he could ever have attempted it.

21,840. To what age do you keep your pupils in the American Institutions?—Very many are kept up to the commencement of adult life, but some do not enter till the commencement of adult life.

21,841. Do the orally taught inter-marry as much as those who are taught by the combined method or by the manual method?—There are too few cases of marriage among the orally taught as yet for us to base reliable conclusions on, but, judging from the few cases that have occurred, I should say that a larger proportion of the orally taught marry hearing persons than of those taught on what is called the combined method. I would here refer to a practice which promotes inter-marriage in our institutions; it is a common habit in many of our institutions to call together periodically the former pupils of the institutions; the boys and girls of former years meet together as men and women to have a nice time in honour of their *alma mater*. The Clarke Institution in Northampton was the first to adopt the plan of having no periodical reunions of this kind, and there have been no inter-marriages of pupils of that institution. All the pupils have either married hearing persons or have married deaf mutes belonging to other institutions.

21,842. Have you known any cases of pupils who have received auricular instruction being drafted off into the elementary schools?—Yes, the auricular teachers lament that process very greatly, they say they lose their best pupils. The principal of the institution in Arkansas says that this auricular work is very discouraging work because when visitors come to see his school and he shows what he has been doing to develop the hearing of the pupils, and they find the pupils hearing what the teacher says to them they say, That is not a deaf mute at all, and they turn away and take no further interest in the work. In Nebraska pupils have left and gone into ordinary schools for the hearing and carried on their education there.

21,843. (*Chairman.*) I will just ask you a question or two bearing upon what you have said to-day. You spoke of the advisability of giving technical instruction, not of a distinctive, but of a general character in schools for the deaf; that plan has not been adopted in England for the reason that the teachers think it undesirable to diminish the short time that many pupils have for the study of language; at what age do you think that pupils might fairly begin to receive such general technical instruction?—I do not know that my opinion is entitled to any weight upon that subject, but I should think that a year before their graduation would be sufficient.

21,844. It has been suggested that if technical schools were started for the general population, pupils who have been educated in deaf and dumb institutions and who have received there a certain amount of technical education might after the age of 16 or so enter those technical schools to finish the technical education which they had begun in their special schools, do you think that would be a desirable thing?—I think it would be a very desirable thing. I see no reason why a deaf person could not attend one of those technical schools just as well as a hearing person.

21,845. Who appoints the principals of these deaf and dumb institutions in the United States?—I think they are appointed by the governors of the States.*

21,846. They are political appointments?—I think so. In one or two cases those political appointments have given very great dissatisfaction. I must say I condemn that system.

21,847. Then I will ask you a question on another point; would you be in favour of the appointment of a certain number of deaf mutes on the governing body of the institutions for the deaf and dumb?—I think it might, perhaps, be advantageous to have a minority representation of such persons, not a majority representation. I have not given that question much thought. The feeling in America is against it, I think.

* The governor appoints trustees, and the trustees appoint the principal. The principal appoints the teachers and employés.

Adjourned to Tuesday next at 11 o'clock.

SIXTY-EIGHTH DAY.

6, Old Palace Yard, S.W.

Tuesday, 26th June 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

The RIGHT HON. SIR LYON PLAYFAIR, K.C.B., M.P.	EDMUND C. JOHNSON, ESQ.
SIR TINDAL ROBERTSON, M.P.	The REV. W. BLOMEFIELD SLEIGHT, M.A.
B. ST. JOHN ACKERS, ESQ.	The REV. CHARLES MANSFIELD OWEN, M.A.
F. J. CAMPBELL, ESQ., LL.D.	L. VAN OVEN, ESQ.
	CHARLES E. D. BLACK, ESQ., *Secretary*.

Mr. ALEXANDER GRAHAM BELL further examined.

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21,848. (*Chairman.*) Before asking you any questions with regard to visible speech, have you anything further to add with regard to intermarriage of deaf mutes?—I have some tabulated statements relating to the intermarriage of deaf mutes (*see Q.* 21,522). I have here a table showing an analysis of 757 cases of intermarriage between deaf mutes (*handing in the following Table*).

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MARRIAGE OF DEAF MUTES.

Analysis of 757 cases.

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

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

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

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

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

Then there is another point which I did not touch on on Friday, which is very important on the question of heredity. We have hitherto had absolutely no statistics relating to the proportion of the congenitally deaf who marry partners who are themselves congenitally deaf. I have here a table (*handing it in*) showing an analysis of 402 cases of intermarriage of deaf mutes out of the 757 cases in the table I have just handed in.

INTERMARRIAGE OF DEAF MUTES.

Analysis of 402 cases.

		Females.		Total Males.
		Congenital.	Non-congenital.	
Males.	Congenital	86	93	179
	Non-Congenital	108	115	223
Total Females		194	208	402

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

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

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

Of 223 non-congenitally deaf males, 108 married congenitally deaf, and 115 married non-congenitally deaf females. Of 208 non-congenitally deaf females, 93 married congenitally deaf, and 115 married non-congenitally deaf males. Hence of 431 non-congenitally deaf persons 201 or 46·64 per cent. married congenitally deaf persons, and 230 or 53·36 per cent. married non-congenitally deaf persons.

I would also present the Commission with an analysis of the 607 cases of deaf children of deaf mute parents referred to in Queries 21,530 and 21,531.

The witness handed in the following table.

DEAF-MUTE CHILDREN OF DEAF-MUTE PARENTS.

Analysis of 607 Cases.

Sex.		Cause of deafness.	
Males	271	Congenital	328
Females	275	Non-congenital	40
Not stated	61	Not stated	239
	607		607

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

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

21,849. (*Dr. Campbell.*) Before admitting a deaf mute child into an institution in America, are specialists employed to diagnose the causes of the deafness, or is the statement of any practitioner practising in the locality taken?—Neither the one nor the other, the institutions simply take what the parents say.

21,850. (*Chairman.*) Then how do you ascertain that out of those 607 cases, 328 were congenitally deaf?—From the census and from the records of the institutions.

21,851. Founded upon the statements of the deaf children?—Yes.

21,852. The parents would be able to say pretty accurately whether the children were congenitally deaf, unless they were cases which were from infantine diseases?—Yes, the statement of the parents is all you have to guide you.

21,853. Practically the congenitally deaf cases in your table would be cases where the child had never been known to speak?—Yes, cases reported in the census as congenitally deaf, or cases in which the parents had stated that the child had been born deaf, whatever that means.

21,854. (*Chairman.*) You say you are not able to ascertain whether those children were actually born deaf or whether their deafness was owing to some infantine disease?—No.

21,855. There is that element of uncertainty about the statistics?—Yes. That the majority of those who are reported to be congenitally deaf were congenitally deaf I think will appear from the fact that 54 per cent. of them have other members of the family deaf and dumb. That is strong evidence that we must not reject entirely the classification of congenital

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deafness and non-congenital deafness. When you come to analyse these cases according to the reported causes of deafness you find that of 368 deaf-mute children of deaf-mute parents 328, or 89·1 per cent. were congenitally deaf, and 40, or 10·9 per cent. were non-congenitally deaf, which is enormously different from the proportion of those two classes in the deaf-mute population as a whole, and in the lower part of the table you will see the period of birth given. I have arranged these cases by their period of birth. You will observe that before the decade 1820–9 there is no case in which both the parents were deaf. In those cases where I say "Father deaf" it may be that the mother was deaf also; and in those cases where I say "Mother deaf" it may be that the father was deaf also, but in nearly all the cases born in the first three decades, I have ascertained that only one parent was deaf.

21,856. The records I suppose are very imperfect before 1820?—These cases are all taken from the census of 1880 or from the cases mentioned in my memoir upon "The Formation of a Deaf Variety of the Human Race."

21,857. When was the first census taken in America?—In 1790, but there was no record of deaf mutes in that census. The first census in which deaf mutes were taken note of was 1830. I was enabled to investigate in detail the history of deaf mute cases by the discovery of an immense mass of genealogical information in Washington. The original sheets of paper containing the names of all the persons in the United States from which the census returns were made had not been destroyed. I found them piled away in a dark vault in the basement of the Patent Office, and the Secretary of the Interior had them bound and arranged so as form a special Library which contains many thousands of volumes, and there one can hunt back deaf mute families from one census to the other without any trouble. It is sometimes difficult in examining the ancestry of deaf mutes to get your starting point; you cannot get information concerning the families themselves directly at first. From these census returns you can work the family back as far as 1830, and the heads of the families back to the census of 1790. In the New England States we have such a mass of genealogical material printed in the shape of town histories and separate genealogies, that in many cases the census returns give us information that can be continued in detail backwards through genealogical publications. It is chiefly in this way that I have collected my material relating to the ancestry of the deaf of the New England States.

21,858. Perhaps as we are on the question of heredity you will explain any of the most typical genealogies which you have hung upon the wall?—I have already directed attention to the fact that in the island of Martha's Vineyard, a map of which I have here, there is a township called Chilmark, a very isolated place containing a total population of only about 500. In 1880 there were 20 deaf mutes in this township, which is a proportion of one to 25 of the population. In examining the history of the appearance of deafness in that township, I found there had been deaf mutes in that part of the island for 200 years. I found from records that two deaf mutes were born somewhere about the year 1680, and that deaf mutes had appeared at different times ever since then, and the appearance of deafness is confined to that particular part of the island. The geological character of that part of the island is different from the rest of the island. The surface is undulating and hilly, whereas the rest of the island is flat. It has a subsoil of very curious variegated clays that crop out, in the form of a bold headland that is so beautifully coloured by these clays as to have acquired the name of Gay Head. Whether that has anything to do with the deafness I do not know, but it is a very curious fact that it is in that part of the island alone where the deafness occurs although the bulk of the population lies outside. I have a list of no less than 72 deaf mutes who have either been born in this place or whose ancestors have come from the place. I have traced the ancestry of those deaf mutes in every branch, and I found a great deal of intermarrying and a great many consanguineous marriages in the ancestry. So my theory of the origin of the deafness here is that a deaf-mute stock was very early introduced into the island, and that the defect had been perpetuated among the descendants by consanguineous marriages. I have here a manuscript volume which I will submit to the inspection of the Commission, showing all the lines of ancestry of those deaf mutes. In determining the important strains of blood in those deaf mutes, it seemed to me that one ought to look for focal points in the ancestry, to find out how many of those deaf mutes had common ancestors, and to find out in that way the important blood in the deaf mutes. I have examined every surname that appears in their ancestry, and they group themselves into three important strains of blood. (1.) One is the Tilton blood. All these black dots which you see here are deaf mutes, and they run up to the same ancestor, but on account of consanguineous marriages the same deaf mute may trace up by more than one line to an ancestor. There are 32 deaf mutes that trace up to Samuel Tilton out of the 72, so there are 40 which do not. That is the first strain of blood.

21,859. Are members of these families still living now?—Yes. (2.) Then comes the Mayhew blood. This chart shows the deaf mute descendants of Governor Mayhew, the Governor of the island. The island originally belonged to the Indians; then a charter was given to Thomas Mayhew who became the first Governor of the island; his son became a missionary to the Indians and people were brought over to cultivate the soil. So we had three very strongly differentiated classes of people on the island. First, the Indians; second, the common working people who came over to cultivate the land for Governor Mayhew; and third, the few families who constituted the aristocracy, that was Governor Mayhew's family, the Skiff family, and one or two others. The aristocratic families for a number of generations married among themselves.

21,860. Is there any evidence that any of Governor Mayhew's family married Indians?—No, I think it is pretty certain that there is no Indian blood in the descendants. Governor Mayhew's grandson had a manorial estate in the Island; he was Lord of the manor. Martha's Vineyard being one of the few places where a manorial estate was set up. Of the total number of deaf mutes I find that 41 trace up to Governor Mayhew and 31 do not, out of the 72. (3.) Now on this large chart we have the third important blood—the one that I think to be the really important blood—viz., the Skiff blood. This shows the descent of the Martha's Vineyard deaf mutes from James Skiff, and I find that 63 deaf mutes trace up to James Skiff, and only nine do not; those nine are cases in which I have very little information concerning the ancestry, and they might possibly turn out to trace up to James Skiff, but at all events 63 of the 72 do trace up to him.

21,861. When did James Skiff live?—In the 17th century. Now the important lesson to be learnt I think from such a diagram as that is that there may be handed down from generation to generation what you may term latent deafness. There can be no manner of doubt that these ancestors were not deaf mutes, that there has been something handed down that has come out as deaf mutism in the children. The proof to my mind that the skiff blood is the important blood is that groups of deaf mutes who have never been near Martha's Vineyard trace up to that Skiff blood; that is the important point.

21,862. Those were not born on the island?—No; there is an important group here.

21,863. (*Dr. Campbell.*) Those 72 are in the island, are not they?—No, the 72 are not all in the island; but in all those cases ancestors came from the island. This group (the Newcomb group) is not in the island. This woman had children who could all hear and speak; she had grandchildren who could all hear and speak, and of her great grandchildren 19 were deaf mutes.

21,864. There was an introduction of fresh blood in the case of the parents of the grandchildren?—Yes, fresh blood was introduced. Yet there are 19 deaf mutes among her great grandchildren.

21,865. Is that the same blood as the 63?—Yes.

21,866. Do any of those 19 intermarry with any of the 31 or the 41?—No.

21,867. (*Chairman.*) Are there present representatives of that branch?—Yes, some of them are dead. This is the Newcomb family of Sandwich, Massachussetts, in which there are seven children deaf and dumb, they are now old men. In these charts I have shown the ancestry of the deaf mutes; it would be impossible to include the hearing members on such a scale as this, so I have only shown the connections of the deaf mutes themselves. In this lower chart which shows the genealogy of the Lovejoy family I have given you all the hearing members as well as the deaf members. If there are any differences between the large diagram and the lower diagram, the lower one is the more reliable; and if the Commission would desire I should be very glad to present this diagram to them, and to write a brief account of the family to accompany the diagram without troubling you with any description of it at the present time. If you look at the large diagram* you will see that in the Sidney Branch deafness has been handed down in this Lovejoy family through five generations, we actually have five successive generations of deaf mutes, and these down here are quite young children. Then as I mentioned the other day we have the defect of hereditary blindness in the same family as a collateral defect. I could give you full details of that if desired. I have not included those cases here, because this simply refers to deaf mutes.

21,868. Will you kindly explain to the Commission the principles upon which visible speech is founded, and the reasons which led you to the adoption of it as a means of teaching the deaf and dumb?—Visible speech is the name of a phonetic alphabet devised by my father (Prof. A. Melville Bell) a number of years ago. It differs from all other phonetic alphabets in this respect, that the elementary characters do not represent sounds. When you examine the shapes of the letters of any other alphabet you will find that the little curves and straight lines of which the letters are composed have no significance, but in the visible speech alphabet, the curves and straight lines of which the characters are composed, denote the vocal organs that are used in uttering sounds, and they are built together into a compound form or character just as the parts of the mouth are put together in forming the sounds. The alphabet was devised as a universal alphabet for scientific purposes with no thought of the deaf and dumb, but my father suggested its use in this connexion in the inaugural edition of his work, entitled "Visible Speech: The Science of Universal Alphabitics" (1864). The appearance of this work marked the commencement of a new era in the science of phonetics comparable to the era that was inaugurated in chemistry by the adoption of chemical symbols. Before the adoption of chemical symbols, chemists were in the habit of giving a distinct name to every different substance on the face of the earth, and chemistry was burdened by the very multitude of names that had to be learned. The moment it was determined to abandon this method, and give to the elements of which substances are composed distinct symbols, simplicity at once resulted. Supposing you did not know what water was; if you had its symbol, H_2O, you would know that it was composed of two parts of hydrogen, and one of oxygen, and all you had to do was to put the substances together, and you would produce the substance water. Now in a similar manner, before the appearance of my father's work, philologists and linguists, and men of science, sought to give to every sound a distinct character, and when it was sought to put in one alphabet the sounds of all languages, it was found that this was impracticable; it was found that the sounds that could be produced by the vocal organs were practically infinite in number. Now, my father, like those who devised the system of symbols in chemistry, set to work to symbolise elements. However many sounds it may be possible to produce with the vocal organs, they are all produced by the adjustment of a very small number of organs. We have only one tongue, and only two lips, and he thought if he could represent the organs themselves by symbols, he would represent sound in a much more accurate way than could be done by simply giving an arbitrary character for every sound. So if you were to take one of his symbols, and analyse it, it would mean, "Put your tongue in this position," or "put your lips in this position," or "make a certain attempt to expel breath," and such and such a sound will be the result; just as in the case of chemical symbols, we take the elements and produce the compound. Thus, my father has been able to form a universal alphabet that is capable of expressing in a scientific manner, the sounds of any, and all languages. There are only 10 characters in my father's alphabet, but those can be compounded to make compound characters to an indefinite extent. This is a diagram by means of which we teach the system to the deaf (*exhibiting it*). This alphabet was produced in 1864 as a method of writing all sounds, all languages in one alphabet, and in the experiments my father made, it was shown that the actual pronunciation of words in foreign languages could be deduced from the symbols. I was one of the young men who assisted my father in demonstrating his system, and one day, during my absence from the room, a distinguished Hindustani scholar pronounced to my father some words in Hindustani containing some very curious sounds. Instead of relying on his ear, my father studied the mouth of this gentleman, and he saw that in uttering the words, the tongue was in a particular position, and the lips were in a particular position, and the positions of the tongue and the mouth in forming the particular sounds were registered by my father by certain of these symbols. By-and-bye I was called into the room, and I examined these mysterious symbols, and I obtained from them a direction, "Put your tongue in this position, and your lips in this position." I did so, and to my surprise the gentleman clapped his hands and said, "That is splendid." I did not know what it was, it was a Hindustani word, and he said he had laboured with students for years to get them to pronounce that sound, and he could not do it, and here I had pronounced it without having heard it. Now, looking to the fact that deaf mutes do not speak, simply because they have never heard language, it at once dawned upon my father, that this was a means by which they could deduce a language unknown to them, the English language, without having heard it. That was the origin of the application to the deaf.

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21,869. (*Mr. Johnson.*) Are there any symbols for the action of any other organs besides the tongue and the lips?—Yes, the vocal chords and the soft palate.

21,870. (*Chairman.*) A knowledge of these symbols implies a thorough knowledge of the action of all the vocal organs?—Yes.

21,871. And for that reason the acquisition of such knowledge would be of very great use to teachers of the dumb?—Undoubtedly. If you examine the answers to the queries that have been handed in from the various institutions you will find that whatever difference of opinion there may be as to the use of the symbols with pupils, there is no difference of opinion as to the great value of a knowledge of this method of symbolising speech to teachers. Many say it is essential to a teacher to get a knowledge of the

* *See* diagram and explanatory note of the Lovejoy family in Appendix 33.

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mechanism of speech, which he gets by the study of speech expressed symbolically in this way. I wish to make it clear to you that my idea is that some such system as this (and I know of nothing to take its place) is essential in teaching the congenitally deaf. We can get intelligible speech from the congenitally deaf without any such system, but we can get perfect speech with such a tool as this in the hands of a trained teacher, it will not do anything itself, it wants a specially skilled teacher, but with a specially skilled teacher it is possible to give perfect speech to the congenitally deaf, without it you can get intelligible speech, but I do not think you will get much more.

21,872. (*Dr. Campbell.*) When you used the words "perfect speech," did you mean natural speech, or distinct speech?—As perfect as our own.

21,873. That which would sound natural to us?—Yes, perfect enunciation I would say. These characters are the elementary characters of visible speech, and you will see that they are the outlines of the organs that they represent, hence the name "Visible Speech." This is the character that means lip, and it is the outline of the lip; this is the character that means the point of the tongue; this is the character that means the top part of the tongue, and this is the outline that means the back part of the tongue. This is an outline of what scientifically is the soft palate, but in teaching deaf mutes we call it the nose, as the effect of depressing the soft palate is to direct the breath through the nose. This is a narrow chink between the vocal chords; that means that the vocal chords are placed parallel to one another with a very fine line between them; that is the vocalising condition of the glottis. Then when we present these symbols to a deaf child this would mean back part of the tongue; this would mean top part of the tongue; this would mean point of the tongue; this would mean the lip; this would mean the nose; that would mean expulsion of air. Now there are two other characters here which do not mean organs; they mean passages. This indicates a narrow passage through which air may pass. In this case the passage is stopped up at one end and the air cannot get out. Now these may be built into compound characters or letters *ad infinitum*. You see a few of them here. (*Dr. Bell then described the compound characters, and showed how a person using his vocal organs in the way indicated by the symbols, could enunciate not only words in the English language, but words in other languages difficult of pronunciation by an English speaking person.*) I have endeavoured to give you the underlying idea in this mode of teaching visible speech, and those who desire to read further upon the subject will find an article of mine in the American Annals of the Deaf and Dumb for January 1872 (Vol. XVII. pp. 1–21), describing the mode of teaching the deaf and dumb by this system.

21,874. You think it very advisable that all teachers of the deaf should make themselves acquainted with this system as an aid in their work of teaching the deaf?—I think so undoubtedly.

21,875. I see in answer to your query whether visible speech has been employed in the institution, the Principal of the Illinois Institution says, "Used "to a very limited extent. It is of advantage to "teachers, as it enables them to comprehend "physiological facts involved in speech; but for "pupils while it is thus helpful it requires an amount "of time and labour to acquire that can be better "improved with the use of diacritical marks"?—Those are the dictionary marks.

21,876. Do you agree with that?—Not at all.

21,877. You think it is adapted for pupils as well for teachers?—I think when we come to teach speech to deaf children it is absolutely essential that we should present books and writing to them in a phonetic form; they must see the pronunciation of words as others hear. It is not enough to teach pronunciation of the words used by means of diacritical marks. The ordinary spelling does not show the pronunciation.

21,878. Except in a language like Italian?—Except in a language like Italian; but written English is unphonetical; the spelling does not represent the pronunciation, and the pupil cannot see the pronunciation distinctly from the mouth: he sees enough to enable him to understand what is said when he is familiar with the language, but he does not get at the details of pronunciation. To those who are taught pronunciation by diacritical marks and who do not see the word phonetically written, the idea of pronunciation becomes vague, and to that fact I attribute what we very commonly find in all oral schools, that the pronunciation of the older pupils is more defective than the pronunciation of the younger ones: they have forgotten the pronunciation.

21,879. (*Sir Lyon Playfair.*) Teaching them in the way you propose would, I presume, increase their general intelligence and so enable them to get on quicker?—I do not know that: I think that teaching them the ordinary written language of the people would develop their minds and make them intelligent and able to read books, but I think it is necessary to use a phonetic alphabet to develop their pronunciation. For this purpose I do not know that one form of alphabet has any special advantage over others—any form of alphabet will do—but what is necessary is that they should be accustomed to read books in which the words are spelt as they are pronounced; that is for their mouths, apart from their minds. If you are to get good speakers, especially among the congenitally deaf, they must see the pronunciation; it must not be taught simply as a school exercise; the words that are spoken by the mouth must come clearly differentiated to the eye again and again until the eye becomes familiar with them. Now I have found that the speech in our oral schools is somewhat defective, and I have tried to find out the cause of that defect. For example, Mrs. Bell's speech is very defective.

21,880. I do not think I should so characterise it; I have spoken for 20 minutes with her without knowing that she was deaf?—Mrs. Bell lost her hearing at 4½ years of age. I consider that her speech is very defective, not because she cannot pronounce the elementary sounds of language, she knows them all, but because her idea of pronunciation is vague: she relies more on the recollection of childhood. The moment she is asked to write phonetically what she thinks the pronunciation should be the trouble is revealed. She does not know how the words should be pronounced. When a word is written phonetically she says, "Is the word pronounced that way? I did not know it before," or, "I had forgotten that." Speech-reading had not recalled the precise pronunciation.

21,881. (*Mr. Johnson.*) Does she usually write phonetically?—No; her speech is partially the result of recollection of early childhood, partially the result of the instruction of her mother, and partly the result of instruction in oral schools in Germany, for when she became deaf there was no school in the whole of America where a child who had become deaf at 4½ years of age could be taught speech, and she was sent to Germany, where she was taught to speak German; and I am told by German scholars that she pronounces that language better than English. Her deafness had one good effect—it led to the establishment of the Clarke Institution in Northampton, for her father, the Honourable Gardner G. Hubbard, stung by the fact that there was no school in the United States where his daughter's speech could be preserved and improved, determined that there should be such a school, and, shoulder to shoulder with Dr. Howe and Mr. F. B. Sanborn, Mr. Hubbard fought the American Asylum in the legislature of Massachussetts for years, and at last there was established the Clarke Institution. That was the first, or one of the first, oral schools established in our country, and Mr. Hubbard was for a number of years

the president of it; and here I may say that I hope you may be able to examine some one on the oral side in America. I am generally looked on by teachers of the sign system as an oralist, but I think I have shown you that I am not a pure oralist, and I would suggest that the Commission should examine an advocate of the pure oral system as taught in some of the institutions in America. I would direct your attention to the fact that you have two gentlemen on this side of the Atlantic who could give you much information concerning the deaf of America. Mr. Hubbard (a pure oralist) is in France; and Rev. Thomas Gallaudet (an advocate of the sign method) is in England. Dr. Thomas Gallaudet is a brother of President Gallaudet, who testified before the Royal Commission last year. He is the head of the Church Mission to adult deaf mutes, and could undoubtedly give you much information concerning the adult deaf mutes of America.

21,882. (*Chairman.*) I see in the answer from the Maryland School this statement: "Visible speech has "not been employed directly in the instruction of "pupils. They have not been taught to read and "write its forms. Our principal teacher of articula-"tion was taught visible speech and used it for a "year at Northampton. Her knowledge of the "organs of speech and their use obtained by this "study I consider of great value. Visible speech "has not been used because in my judgment the "learning of the symbols by pupils lengthens rather "than shortens the process of instruction"?—I have said that I consider that a phonetic representation of speech is absolutely necessary, but it does not follow that it should be visible speech (although I think it advisable)—any phonetic alphabet will serve the purpose, and I would call attention to the fact that you have in this country a library of works printed in phonetic type, in the Pitman and Ellis type (a supply of which I think of taking home as reading matter for the pupils in the oral schools). Now, in regard to visible speech, it fulfils a function that no other alphabet can do, in teaching the pronunciation of speech, and there I differ entirely with the principals who have dissented from that view. There is no alphabet that we have on the face of the earth that will do what this will.

21,883. When would you teach this symbolical alphabet? Would you teach it, in the case of the deaf, at the very commencement of their education?—At the very commencement; I would teach it with the ordinary symbols of writing. My idea of teaching the deaf and dumb is to carry on their general education by ordinary writing in the outset, and at the same time you should train their mouths by the use of visible speech.

21,884. I see the Principal of the New Jersey School says, "Not used in the instruction of pupils. "I have used the system as a guide for my teachers "in their study of the production of sound by the "human organs of speech. My reason for not "extending its use to my pupils is, that while I "think it an aid to the forming of a correct habit "of vocalisation, I have observed in pupils trained on "this system a difficulty in passing from the use of "symbols to that of alphabetic characters." You say the two ought go on side by side?—Yes.

21,885. Do you think children of ordinary intelligence who were being instructed by competent teachers could learn two modes of speech side by side?—There would be no trouble about it.

21,886. Are there any cases that you actually know of where that has been tried?—Yes.

21,887. And where it has been successful?—Yes. A number of institutions have abandoned the use of symbols for the little pupils, retaining it only for the teachers. The invention of the telephone took my personal attention away from the work, and there has been therefore no one in America to push the system and supply teachers: the best teachers, who are chiefly ladies, leave the work.

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21,888. Have they gone to telephone work?—No, they marry and leave the profession. I think the difficulty is the lack of trained teachers, for this system is only a tool, it will not do anything by itself; it is a powerful instrument in the hands of trained teachers. I will give you my idea how I would teach speech to a congenital deaf child. I go with the oral teachers in this:—I would teach every child to speak; I would teach every child to read from the mouth, but I differ from oral teachers in the means I would take, and I think the object would be best attained by the plan I propose. I would propose to keep to the natural method of learning to speak as closely as possible. What do we do in the case of hearing children? In the first place we present sounds to the ears of hearing children; they do not at first imitate them at all, not for two years, but they perceive them, and they also instinctively produce sounds themselves: for example, they cry and laugh. The ear becomes a means of comparison between the sounds the child makes himself and the sounds that other people make. By and by as his organs and faculties improve he is struck by the resemblance between some of the sounds he makes and some of the sounds other people make, and then commences the process of imitation: the child consciously attempts to imitate sounds. Does he imitate them correctly? No, very far from it. The speech of a hearing child is imperfect, he imitates crudely, but his ear tells him how far off from the correct sound his own is, and by constant practice he approximates more and more closely to the correct enunciation. The natural process may be compared to the process by which we learn to shoot. You aim at the bull's eye, but do not hit it; at least, at the first attempt. You observe the point struck by your bullet, and its distance from the centre, and the next shot probably goes on the other side. Now you strike too high, now too low, now too much to the right, and now again to the left. Your eye tells you at a glance how far off from the bull's eye your shot has struck, and you get a practical direction that guides you in your next attempt. By constant practice your approximations become more exact, and finally you become a good marksman. Now you will observe that it is not enough that you should see the bull's eye; it is not enough that you should know you have missed. That knowledge alone would never lead to perfect shooting. You must know *where you struck*. You must see the relation of the point struck to the bull's eye. That is the knowledge that determines your progress. So in learning to speak, it is not enough that the deaf pupil should observe the teacher's mouth; it is not enough that he should know he failed to imitate correctly. He must know what he did when *he failed*. It is just here that visible speech is of assistance. The teacher presents the symbol for the English sound, and then the symbol for the incorrect position. The pupil sees at a glance the relation of one to the other, and obtains a practical direction that guides him in his next attempt. "Why! My tongue was too far forward, or too high, or too low, or too far back," &c. At the next effort he fails again, but whatever he may do he produces a sound of some kind, and whatever it may be, whether a cough! or a sneeze! or a Hottentot click! it can be written in visible speech. That is: The position of the vocal organs can be symbollically expressed, so as to show the relation of the position to that which he intended to assume. That is the kind of knowledge that is essential to progress in speech. Without it we can get rude approximations, but not perfect speech. I do not know of any other means of imparting this knowledge excepting visible speech. But visible speech is only the tool: it will do nothing by itself. It is only of such value for this purpose in the hands of a trained teacher. I would refer the Commission to another paper of mine upon this subject, which was read before the Eighth Convention of American Instructors of the deaf in Belleville, Ontario, 1874. *See* Proceedings of that Convention published in 1876 by the Belleville Institution, pp. 103–109.

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21,889. As you say, this is a system for the teaching of which you require thoroughly qualified teachers. Speaking from your own knowledge, do you know how long it would take any teacher to become so thoroughly imbued with the system as to be able to teach it to others?—You have persons in this country who could teach it to others, but there is at present hardly any one in America who could do so except myself and my father; that is the reason why it has not progressed as it otherwise would no doubt have done.

21,890. How many persons are there in this country who could teach it to others?—A large number.

21,891. Have they learned it entirely from your books?—From my father's books.

21,892. (*Mr. Johnson.*) Are they connected with institutions?—No. Mr. Sweet is one, Dr. Murray another, and Mr. Ellis another.

21,893. (*Chairman.*) I am not speaking of scientists. Do you know a single person engaged in practical teaching either in this country or in America, who has sufficiently mastered this system of visible speech to be able to communicate it to others?—I think Miss Hull, of Bexley, in Kent, and Mr. Kinsey,* Principal of the Training College at Ealing, have a good knowledge of the basis of the system, but not a sufficient knowledge of it to use it in the way I have described. There are certain persons, and you find them here and there, who have a wonderful faculty for imitating sound and analysing the mechanism of speech; a person who has not that faculty cannot be taught to use the system in the way described. Anyone may learn in a few days to use the system so as to represent English sounds; but it requires very special abilities to analyse and present to the pupil in symbolical form *the incorrect* sounds that deaf children make. It is the latter process that I consider to be essential in the instruction of the deaf.

21,894. Would not that rather lead to the conclusion that it is a system which it would be difficult to introduce into general use in this country?—I admit that it does require very special abilities, and the question is how to get teachers with those special abilities.

21,895. You say this system has been used a certain number of years in America, and the teachers of schools have taken it up more or less; but you say owing to the absence of your personal supervision to press the thing on it has not progressed very much? I find a large number carrying it on.

21,896. But it has gradually been discontinued?—In some Institutions. In quite a number of others it is still used, although it is 12 years since I left the work.

21,897. Would not it be very difficult to introduce in this country an entirely new system without some such preceding influence as your own would be in America, supposing you had time to take up the question again?—My opinion is this: if the British Government will make the acquisition of speech by deaf children a matter of attention, and if they will afford pecuniary aid to teachers in proportion to results obtained, then they will have teachers adopting the best methods, whatever they are. If speech were taught to all the deaf, a great many articulation teachers would be employed, and out of those articulation teachers some would appear who were specially competent, and who might be capable of teaching the deaf and dumb in the way described. The first thing is to create a demand for articulation teachers; that demand would lead to a supply, and then a demand would be created for improved methods of teaching.

21,898. Supposing it were possible to get a certain number of teachers to teach speech by means of visible speech, the class of teachers who would take it up and master it would have to be more highly paid; how would that greater expense be met; would you propose that the Government should give a larger amount of grant to teachers who taught on that system, or who taught speech in the best way?—I would propose that the Government should give a larger amount to those teachers who produced the best results. I would not have the Government say, You shall teach by this or that system. I would have all systems free, but I would have the Government throw the different systems into competition with one another. I would create by artificial means a struggle for existence, and then the survival of the fittest would do the rest.

21,899. (*Dr. Campbell.*) Supposing you found a dozen persons who really had the necessary aptitude for acquiring a knowledge of this system, and for teaching the deaf and dumb by it, how long would it take you to teach them?—A very short time if they had natural abilities: never if they had not. If they had not natural abilities they might be able to use the system, but they would not be able to use it in the way that I think right, that is to depict the strange sounds that deaf children make when you are teaching them. In respect to this matter of teachers, I would say it is not only of importance to the deaf, but of importance to the hearing that the mechanism of speech should be studied by teachers; it should be a subject of study in your normal schools: in all your public schools you have children with defective speech, and in the vast majority of such cases the defects are associated with perfect vocal organs—there are very few cases in which defects of speech arise from malformations of the organs. Now if you were to include in the curriculum of your normal schools all over the country the study of the mechanism of speech then articulation teachers could be selected from among the most competent to go into this special work of teaching the deaf by this method; and not only would the deaf benefit, but the hearing would benefit; many of these little defects that arise could very readily be corrected by the teacher.

21,900. (*Mr. Johnson.*) Is the mechanism of speech studied in all your normal schools in America?—No. I am urging upon the Government of America that attention should be devoted to the study of the mechanism of speech in the schools, because we have a large foreign population in Wisconsin, Illinois, and other States; and if we want to preserve the purity of the English tongue in America, we must teach speech to the pupils in the public schools, and that means that we must teach the mechanism of speech to teachers. If we do that there will be no difficulty in getting trained teachers of articulation for the deaf.

21,901. (*Dr. Campbell.*) Have you ever tried to teach singing by means of visible speech?—No; but there is no doubt that the quality of the voice can be very much benefited, for the quality of the voice depends in a very minor degree upon the vocal chords; it depends more upon the positions of organs further forward than the vocal chords. My attention was directed to the applicability of this system in this direction by endeavouring to correct the disagreeable tone of voice of some deaf children in the American Asylum at Hartford. Some pupils when they first try to speak make sounds more like the cry of a peacock than anything else, and in such cases the teacher would often suppose that the disease which caused deafness had also affected the vocal chords, and that such pupils should be dropped from articulation work. I ventured to express the opinion that the quality of the voice very little depends up on the throat, but more depends on the position of organs further forward than the throat; and I took a number of these cases and endeavoured to deal with them, and I discovered that there were certain parts of the mouth that had not hitherto been included among the vocal organs, viz., the posterior pillars of the soft palate, that have a power of approximation towards one another in the pharynx, and the more closely they approximate the more disagreeable is the character of the voice. I took these same pupils and gave them a looking-glass apiece, and taught them to depress the tongue and to control these muscles so that

* Since deceased.

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they could approximate the posterior pillars of the soft palate or separate them at will. Their voices became more natural and pleasant in quality the moment the pharyngeal cavity was expanded.

21,902. (*Mr. Johnson.*) Altering the arch of the palate?—Yes. The more the pharynx is contracted the more disagreeable is the quality of the voice, and the more it is expanded the more agreeable is the voice, and we converted those voices into agreeable voices. That same principle applied to singers would improve the quality of the voice.

21,903. (*Chairman.*) As we know, the voices of the deaf and dumb are generally harsh, do not you think that that harshness could be avoided if instruction in speech were given them very early in life?—That is my opinion.

21,904. The voice when it once gets set cannot be improved I presume?—I think it can.

21,905. Even in mature years?—Yes.

21,906. By proper teaching?—Yes, but we want properly qualified teachers.

21,907. You think it of the utmost importance in teaching speech to the deaf, that the teacher should be thoroughly acquainted with the physiology of the throat and other vocal organs?—Yes, it is the blind leading the blind without that knowledge, and it is the absence of that knowledge on the part of the teacher that is the cause of the bad speech we get from our pupils. If you ask these teachers of articulation what they do with their mouths in uttering sounds they do not know; the instruction to the pupil is, look at my mouth when I am uttering sounds and find out what I do, the teacher himself knowing very little of the physiology of the vocal organs which are brought into play in uttering those sounds, and yet with all that ignorance on the part of the teachers it is the case that they succeed in giving intelligible speech; speech may be very imperfect and yet intelligible. If we encourage the teaching of speech, if we create a demand for teaching articulation, then will come the supply and then will come the improvements in the methods.

21,908. (*Mr. Johnson.*) Do you find much tonsilar defect among deaf and dumb children?—Not so much as I should have anticipated; there are some cases of enlarged tonsils. From my observation I do not think the proportion of children in institutions who have enlarged tonsils is larger than in the community at large.

21,909. (*Chairman.*) Have you anything further to say with regard to visible speech?—I would like to supplement what I have said about visible speech by a few remarks on my father's system of "line writing." I would have the Commission realise the fact that speaking and reading speech by the eye are two different arts; in either one of which a pupil may excel while he may not excel in the other. My own individual opinion is that all deaf children can be taught to speak, but that there is a difficulty in teaching them to read speech, especially in the case of the congenital deaf. That has led to a new departure in the art of teaching articulation which I would like to explain to you.

21,910. You mean with the view of facilitating speech reading?—Yes, and with the view of facilitating articulation teaching also. I have found that there is a difficulty in the use of visible speech in a school-room on account of the slowness with which you make the characters. My father in bringing forward his system gave us several different forms, one was a printed form, another was a current handwriting form, and the other was a stenographic form for shorthand reporting in all languages. If you were to take ordinary print and to do all your writing with capital letters there would be a great loss of time, and that is what is done with visible speech in the institutions. They use the capital letters of the printed font exclusively. The writing is so slow that I wonder so many institution still use the system. To my mind that continued use is conclusive evidence of the great value of the system. An attempt has been made to employ the stenographic alphabet of visible speech; and my father has specially adapted it for the use of the deaf under the name of "Line writing." I present to the members of the Commission a pamphlet by my father describing his system of "Line writing" (*handing it in*). I may say that the little experimental school which I carried on at Washington for a couple of years was specially established to test the applicability of this line writing to the teaching of the deaf. The stenographic characters of visible speech have been taken and slightly modified so as to form distinct characters and to make them still more distinct they are written separately instead of being united together as in shorthand. The result is that the word makes a very compact picture to the eye of a deaf child. If you take any English word composed of the ordinary letter and compare the number of lines of which the word picture is composed in the English print, with the number of lines of which it is composed in the line writing you will see at once that the line writing picture is simpler and more definite to the eye than the word picture and in my little school the pupils were taught one half the day by the line writing and the other half of the day by the ordinary letters in the same subjects. I wanted to have a phonetic writing that we could use rapidly and speedily. This is capable of being written much faster than ordinary writing, but not so fast as ordinary shorthand, and I found that these little congenital deaf children always learnt the line writing form before the Roman letter form, though they had an equal opportunity of learning each. This line writing is phonetic and identical with visible speech. It is the shorthand form of visible speech. In visible speech print the vowels are brought out more prominently to the eye than the consonants. In line writing it is the reverse, it is the consonants that stand out prominently to the eye and the vowels that are subordinate; the little ticks are the vowels and the more prominent characters all consonants. Now there is a great advantage in this. In speech-reading it is the consonants which are ambiguous to the eye, the vowels are all more or less clearly differentiated to the eye, so that a child finds a difficulty in arriving at a perception of the distinction between the different consonants, the eye being directed too prominently to the vowels. Speech is perfectly intelligible without any definite vowels; you can easily supply the vowels by context. I will read a passage to you without any definite vowels, and I think I shall make myself perfectly intelligible. [*Dr. Bell read a passage leaving out the vowels.*] Speech depends for its intelligibility upon the consonants; the vowels are liable to great variations in the mouths of individual speakers. Thus it is that pupils understand very readily the pronunciation of their teachers and friends, whereas they experience difficulty in understanding strangers. This is largely due to too great reliance upon vowels. These are clear to the eye, but they vary in the mouths of different speakers. Now we get in "line writing" a comparatively clear picture of what the pupil sees in the mouth of a speaker. In reading this line writing the pupil goes through a useful mental exercise, for in the same way as the consonants are ambiguous to the eye when the pupil reads from the mouth, they are to a certain extent ambiguous in line writing. In printed line writing they are perfectly clear, but in pencil writing you cannot distinguish very well between a thick line and a thin line, the thick line means voice and the thin line means no voice. The general slope of the characters shows the part of the mouth that is used, but the absence or presence of voice is indicated simply by the different thickness of the line. The absence or presence of voice the pupil cannot see in reading from the lips, he cannot see the distinction between P and B. So when a pupil writes this line writing in pencil you get a writing that presents to the eye the very same ambiguity that the mouth presents, and there is a mental exercise of exactly the same character as the mental exercise when you read from the mouth. The pupils learn to group words that have the same general outline, that is to say homophenous words, words having the same

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appearance to the eye when they are spoken. So this method of line writing has the advantage of giving the child what he sees in the mouth when he tries to understand a speaker; but it is on paper permanently he can study it out.

21,911. There is no difference between P and B, or T and D, or K and G, except the thickness of the line?—That is so. The difference between P and B or T and D is not distinguished to the eye of the speech reader when he comes to look at your mouth in uttering those sounds. P is the same to the eye of the speech reader as B; the only difference is the presence or absence of voice; in the "line writing" the only difference is in thickness of the line, and when a pupil writes in pencil it is difficult to distinguish between P and B or T and D.

21,912. You create a difficulty in "line writing" in order to make it more like the difficulty with which the pupil has to contend in reading speech from the lips?—Yes, and there is this advantage in the line writing over speech reading. When you speak by word of mouth the positions vary successively, and the pupil has to rely on his memory, in order to accumulate a sufficient number of words to enable him to decide by the context what the meaning of the sentence is; but in line writing he gets the sentence as a whole at once. So I hold that in the teaching of articulation the printed characters of visible speech are of great value, for there the differences of pronunciation are clearly differentiated to the eye; in the printed line-writing the pronunciation is also clear; but in the written line-writing (especially where pencil is used). we have a great advantage resulting from the fact that the ambiguities in the line writing correspond with those which exercise the mind of the student in reading from the mouth. It is training in speech reading. Another great advantage is that it can be much more rapidly written than ordinary writing.

21,913. (*Mr. St. John Ackers.*) When you use the expression "voice," you mean the vibration of the vocal chords?—Yes.

21,914. (*Sir Lyon Playfair.*) One of your recommendations, as I understand, is that in our normal schools the teachers should acquire a scientific, as well as a mere technical, knowledge of what they are doing?—Undoubtedly.

21,915. You think that knowledge would be a great value to him in his future occupation as a teacher?—That is my idea.

21,916. And you think also a better result would be attained in the case of the pupil if he was taught the science as well as the practice of speech?—Certainly. I may amplify that somewhat. A pupil who is taught the science of speech can acquire the pronunciation of a foreign tongue as perfectly as his own.

21,917. In our normal schools for teaching teachers the certificates are of different classes, and the amount paid to the teacher is determined by the knowledge which he possesses. Do you think it would be advisable that the Government should make articulation a specific subject, and induce not only ordinary teachers, but teachers for the deaf, to acquire a higher certificate and a higher payment by showing proficiency in that subject?—I think that would be a very important thing. I think that such certificates would be of enormous use in this country. A great number of people are preying upon the public—quacks, trying to cure defects of speech as if they were diseases instead of bad habits—certificated teachers of articulation would do an enormous good among the hearing as well as among the deaf, by taking hold of such cases and giving proper and suitable instruction how to use the vocal organs.

21,918. In large towns where special rooms could be provided in board schools in different parts of the town, do you think certificated teachers of articulation might be advantageously employed in the teaching of the deaf?—Undoubtedly. I think we should aim to get such little schools established, not simply in the large centres of population, but in small centres of population wherever a sufficient number of pupils could be brought together to warrant the appointment of a teacher. I would advocate pushing that system of classes in affiliation with public day schools as far as practicable into rural districts.

21,919. I gather from what you said in an earlier part of your evidence that you see considerable advantages in bringing the deaf and dumb in contact with hearing children in school life?—Yes, undoubtedly. I see advantages in that association, and that quite apart from other benefits which may arise from associations formed in school being continued.

21,920. (*Mr. Johnson.*) Are you acquainted with the three great institutions that profess to teach the oral system in London, Mr. Van Praagh's, Mr. Schöntheil, and the college at Ealing?—No, I am not conversant with them from personal knowledge; I have not visited them yet. I have devoted all my time in preparing my evidence for this Commission. I hope to visit those institutions before my return to America.

21,921. Do you think that it would be possible to graft your system on to the present system of oral teaching?—I think it could be grafted on to any system.

21,922. You could graft it on to what we call the combined, or on to the oral, or on to any of the existing methods which are used in England now?—Certainly. I think that teaching a child articulation need not be the same thing as teaching it *by* articulation. It is ridiculous that in our schools in America arithmetic, geography, and history should be preferred to articulation. Articulation should be a compulsory subject of study in all schools, whatever method of instruction was employed. As the pupils advanced, it could then be seen what number were best fitted to be taught on what you call the pure oral, but which I think, would be better called the speech reading mehod.

21,923. Then you think signs might be used together with your system in a sign school?—Undoubtedly; I do not advise that, but in my opinion the two would go on together.

21,924. You do not think the teaching by the one system would interfere with the teaching by the other?—No, they might run together as much as ordinary writing and signs go together now. I have already expressed my own opinion against using sign language, but this system could be combined with sign language.

21,925. I gather that it would take a very long time to teach your system to teachers, and it would take an equally long time for pupils to learn your system. Supposing a child to be educated entirely by your method, how long would it take to educate that child so as to perfect him fairly in your system?—Speaking from my own experience, for I am an expert in the use of the system, I have found in the case of the pupils I have had under instruction, that in two or three months I have such a control over the mouth that I can make the deaf pupil pronounce foreign sounds.

21,926. How long would it take to produce something like a useful result?—I should say at the outside one year. I would advocate that no child should be dropped from the articulation class who has not had one year's instruction. In that time you can certainly find out those who can be usefully taught and those that cannot.

21,927. Amongst the institutions in America is there a very large number that follow your plan?—Fifteen institutions. My attention has been taken away from this subject for no less than 12 years, and it really is this Commission that is bringing my mind back to it, so I am not familiar with what is being done now with my father's system in the institutions, except from the statistics I have collected. My impression had been that it had been very largely abandoned, but to my delight I find it is not. Twenty-four schools have failed to reply to my query about

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visible speech. Of the remaining 55, 32 have used visible speech and 23 have not. Of the 32 schools 15 continue to use it with their pupils; 9 make a limited use of it; 1 uses the line-writing form; and 7 have abandoned it altogether.

21,928. Do they use the phonetic system in developing the mouths of the pupils in any of those institutions?—Not that I am aware of.

21,929. You advocate that?—Yes, they simply use the symbols to teach the elementary sounds of the language, but they have no practice in reading from phonetic type: that I advocate. I do not insist that it should be visible speech specially (although I think that advisable); it may be any phonetic type so long as the language is printed as it is spoken.

21,930. Do you know whether Dr. Murray, or Mr. Sweet, or Miss Hull have practised this system in this country to any extent?—Dr. Murray has made it the basis of the phonetic notation in the Oxford dictionary, and Mr. Sweet has made it the basis of his studies in Icelandic; Mr. Ellis has also employed it as the basis of his method of noting early English pronunciation. In fact in England you have a number of scientific men who are thoroughly acquainted with the system in its scientific aspect, and I should strongly recommend if anything was done in this country in the way of applying it to the education of the deaf and dumb, that they should be got to take an interest in it; and I would say further that I think it would be very beneficial if some of your philologists could be interested in the work of teaching speech to the deaf. A great many philologists have new theories relating to the mechanism of sounds; those ideas they can test in a novel way by trying to teach those sounds to deaf children. A great deal of light would be obtained by them in that process. No doubt some of your philologists might be got to take an interest in the work of articulation teaching, and it would be a very great advantage if they could.

21,931. None of those people to whom you have referred have turned their attention to the education of deaf and dumb children on your father's system?—Except Miss Hull, and it was due to Miss Hull that the system was adopted for the deaf at all. She was the first practical teacher to see that it had any advantages for the deaf, and it was here in London that my interest was first aroused in the deaf by witnessing the effect of some instruction given by her to her pupils.

21,932. (*Rev. Mr. Sleight.*) In schools in which this system is now used, how have the teachers acquired their knowledge of it?—Some of them acquired their knowledge of it at the time when I had a Normal Training College in Boston. The telephone took my attention away from the subject, and I do not know where the later teachers acquired their knowledge. Professor Butterfield, of Boston, has trained some teachers.

21,933. What number of teachers would you have attending your school at that time?—If I remember rightly I had about 60 altogether. I do not know how many graduated. I gave certificates of competency and comparatively a small number graduated, but nearly all those 60 entered into the work.

21,934. And all found employment?—Nearly all found employment, and a large number of them are still at work in the various institutions in the country.

21,935. Would those teachers require higher salaries than ordinary teachers?—I think that those who obtained diplomas of competency did. In some of our oral schools while all the teachers are articulation teachers some one teacher is employed who is a specialist in the work, and then the difficult cases are handed over to her; when there is any special difficulty it is taken to the special teacher. In the Clarke Institution Miss Worcester is the special teacher of articulation. That is a good plan, I think, in a school.

21,936. I observe that in the answer from the Clarke institution it is stated that Miss Worcester's method was substituted for visible speech; can you explain what Miss Worcester's method is?—I am sorry I cannot very fully; I would refer the Commission to a paper by Miss Worcester, read at the last meeting of the Convention of Articulation Teachers. I wrote to Miss Worcester asking from her a full description of her method to present to the Commission, and Miss Yale, the Principal, informed me that Miss Worcester was very ill, and in fact that her life was despaired of, so that I am unable to give the latest details of her method. All I can do is to refer you to the report of the proceedings at the Convention of Articulation Teachers, and in that Miss Worcester gives her plan, and it seems that of late years Miss Worcester's method has been very largely introduced into other institutions.

21,937. (*Rev. Mr. Owen.*) You said that whilst you would not suggest that the Government should dictate the method, you would advise that they should so act as to create a struggle for existence among the systems in the country, will you explain that a little more fully?—I think the Governmental aid should be largely given in accordance with the results of instruction, and that the Government should leave the different schools free to adopt their own methods; and I think that the basis on which they should go should be the ability of the children to use the English language in its written form, for that is an end that all the methods have in view. I would recommend that payment should be made according to a certain scale, having regard to the results obtained in written English, due consideration being had to the natural condition of the pupil, that is to say the age at which the deafness occurred should be known, so that the teacher should not be paid for producing results that were due to natural causes, as in the case of knowledge of the English language possessed by those who became deaf at the age of five or six. The practical test is to find out how far they are able to communicate by writing with hearing persons unfamiliar with the deaf. And then in addition to that we should have as a higher branch articulation and speech reading. The common basis would be a knowledge of written language, and in the higher branch a knowledge of articulation and speech reading.

21,938. When you spoke of the struggle for existence, you would not suggest that a higher grant should be given for one method as compared with another?—No. I should suggest that the highest grant should be given for the best results, irrespective of methods and then teachers would strive to produce the best results.

21,939. (*Dr. Campbell.*) Has any modification of your father's system been tried at all as a means of giving musical instruction to the blind?—My father has proposed a modification of it for the instruction of the blind, but no one has appeared yet to make experiments with it in the case of the blind. My own attention was chiefly devoted to the deaf. My father has proposed a special form of visible speech consisting of raised letters for the blind that are specially legible to the sense of touch, his idea being that the blind want an alphabet that will render them independent of the seeing, and that therefore that alphabet should be phonetical. I showed this system of raised letters at the South Boston Blind Institution a number of years ago, but, as I have said, I have not directed my attention to that department of instruction.

21,940. In teaching singing to the blind, we find a great difficulty in getting out the natural voice, and I wish to know from you whether your system, which appears to be calculated to bring out all the inflexions of the voice in speaking, was capable of being used in the teaching of the blind so as to bring out the natural voice in singing?—It has not been used in the musical education of the blind, but I have no doubt it might be advantageously.

21,941. (*Mr. Johnson.*) Are you aware that a system of phonetic characters for the blind was

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adopted some years ago in England, and that it has been really virtually abandoned?—I am not aware of that fact.

21,942. Mr. Frere published a great number of books in phonetic characters, but those are not now in use?—My father holds that the blind very readily acquire the pronunciation of foreign languages, and that they would very readily read foreign books in raised letters if the spelling corresponded to the pronunciation. Thus English works in phonetical type might obtain a circulation in foreign countries which would be impossible if the ordinary unphonetical spelling were adopted, and the cost of production would be thereby diminished. So too French works in raised letters would be of use to our blind if spelled phonetically, whereas they would be practically illegible to the English-speaking blind if the ordinary French spelling were adopted. The raised letters of visible speech are eminently adapted for international use, as the sounds of all languages could be written by the same alphabet.

21,943. He would use a phonetic system to carry out that object?—Yes.

21,944. Have you any experience at all of the knowledge which blind people have of foreign languages, or the way in which they acquire that knowledge?—None whatever.

21,945. You are not aware of the fact that they learn a great deal by the ear?—No. I have not devoted my attention to that subject.

21,946. (*Mr. Van-Oven.*) From the limited extent to which this system of visible speech has been adopted in the schools in America, and from what I see of the system myself, I gather that it is rather difficult to acquire a knowledge of it, but do you consider that it is desirable that all teachers of the deaf should learn this system of visible speech, so as to be furnished with a means of correcting the speech of the children they are teaching?—I think that the knowledge of the mechanism of speech which is acquired in the study of visible speech is important for teachers, and I also think it is important for the children.

21,947. But supposing it was found that to teach the children by means of visible speech was troublesome, or it was considered by the managers of the school unadvisable, you think it exceedingly important that the teachers in the school should be acquainted with it?—That is my opinion.

21,948. Consequently you would recommend that under all circumstances a knowledge of this system of visible speech should be acquired by teachers of the deaf and dumb?—That is my opinion; but I do not wish to force my own opinion on anybody.

21,949. As a means of correcting the speech of deaf children you consider that a knowledge of this system is exceedingly desirable?—Yes.

21,950. (*Mr. St. John Ackers.*) You have already stated that in your opinion it is absolutely necessary that the teachers of the deaf should understand the mechanism of speech; do you consider that it is possible to acquire that knowledge equally well by any other method than that which you have been putting before us, for instance the German method by which teachers are instructed in the anatomy and physiology of the vocal organs, and if, in your opinion "visible speech" is superior to that, will you explain to the Commission why you think so?—I think it is perfectly possible for a person to obtain a thoroughly competent knowledge of the mechanism of speech without going through a course of instruction in "visible speech"; but I think it is of very great assistance in acquiring such a knowledge; it affords the same kind of assistance that chemical symbols afford in acquiring a competent knowledge of chemistry: in fact these symbols bear precisely the same relation to phonetics that chemical symbols bear to chemistry.

21,951. Then all you insist on is, that it is essential that teachers should have that knowledge, and in your opinion if it is not got in one way it should be got in another?—Yes.

21,952. Do you think that those children who are taught by visible speech dream in visible speech?—It has not been used sufficiently to bring about any such result; they dream I think in movements of the mouth. The symbols have not been used to such an extent in any school as to make them so familiar to the eyes of the children as the ordinary print of a book. The process of forming the capital letters is so slow, that it has not yet been used so thoroughly as I should like to see it used. That has led to the idea of the line writing form which is a more rapid form.

21,953. (*Sir Lyon Playfair.*) Do deaf persons speak when they dream?—Yes, they speak audibly.

21,954. (*Mr. St. John Ackers.*) We know that orally taught pupils talk in their sleep?—Yes.

21,955. You probably know that it has been stated by those opposed to visible speech that those who are taught by it do think in visible speech and therefore practically it is a sort of a second language to them which they have to translate?—It is the first time I have ever heard that idea brought forward.

21,956. I have often heard it myself. Perhaps you will give us your reasons why you think that is a false view of your system?—We have no experience to guide us, but in my opinion it is false, and for this reason: that visible speech is never used directly to express ideas. The characters recall, not ideas, but positions of the mouth; they recall the speech, and the speech recalls the ideas. It is the speech that is connected directly with the ideas, and the visible speech-writing simply recalls the speech; it recalls the positions of the mouth. You see the distinction. So that between visible speech and the mind of the child is spoken language in its ordinary form. It is this spoken language that is most closely connected with the mind, but supposing it were the case that people thought in visible speech, then we should have the same condition of affairs that we have with ordinary writing. You can analyse that, and see how far you think in ordinary writing; we do it to a very limited extent. As a general rule, ordinary writing recalls the speech, and partially illiterate people have a difficulty in gathering ideas from a printed page unless they read the words aloud. Well-educated persons do to a certain extent recall the ordinary spelling of words. When we forget how a word is spelt, how often we have to write it to see how it looks! That shows that we have its form associated in the mind independently of the sound. But in the use of a character which more closely corresponds with speech than the ordinary written form, it would be more closely connected with speech in the mind than the ordinary form.

21,957. Do you find that it in any way affects ordinary writing; do the pupils first of all begin to write as it were in their minds in visible speech, and then write in their ordinary practice?—There is one of the chief advantages to my mind of the use of a phonetical alphabet that is not based on Roman letters. Where you use a phonetical system which is based upon Roman letters, there is a confusion of spelling, the same letters being used in two different ways. But, so far as I have observed, there is not that difficulty where the phonetical alphabet is entirely distinct from the other. The words are translated as wholes, and it does not interfere with spelling. That is my experience.

21,958. You have already stated to the Commission that in your opinion the methods of teaching the congenitally deaf should be different from the methods adopted in teaching those who have lost hearing after they have obtained speech; would you teach all by visible speech, both those who had already speech as well as those who were congenitally deaf; or would you simply teach the congenitally deaf by visible speech?—My personal opinion is that it would be an advantage to all.

21,959. (*Chairman.*) One of the reasons why you said that in your opinion visible speech was so useful to the deaf and dumb was that it prevented them from

falling into the error of mistaking one word for another, which is so easily done in English, where there are so many similar words with different significations, what you called "homophenes," whereas in German and Italian, where every word is pronounced as nearly as possible as it is written, there is not the same liability to error in lip reading. I understood you to say that English in that respect was at a disadvantage as compared with German or Italian?—Yes, in German and Italian the written form of the words conform very closely to the spoken forms, so that every lesson in articulation given by a teacher is supplemented by the written language in a book and by the printed notices and shop-signs in the streets. Every shop sign is a lesson in articulation. A boy goes into a street, and he sees the name of the street phonetically spelt, so that the pronunciation of the words is all the time kept clearly before his eyes. In English it is not so. In English the written form differs in a very remarkable and absurd degree from the spoken form, so that in teaching articulation to the deaf in our country, they are left to acquire their knowledge of the spoken form from what they can find out from the mouth of the teacher, or from what specific instruction they receive when words are first taught.

21,960. In Germany, by the pure oral system, the language can be taught more easily, can it not, than English can be taught in England?—Yes, on the oral method.

21,961. Therefore, in teaching the oral method in England, the language being different from German or Italian, you want something to supplement and facilitate that instruction in lip reading which you say is essential to the understanding of speech by the deaf?—Yes. The English language is easier than the German language as a language; the difficulty is entirely artificial. It is easier to teach a child to speak English than to speak German. I know that, because I know that in English the consonants are the parts of speech upon which intelligibility depends, and of the consonants more than 75 per cent. in English are formed by the point of the tongue. The elements that are difficult to teach, the guttural sounds, which are very prevalent in German, are formed by the back of the tongue and the top part of the tongue; but in English these guttural sounds occur so comparatively rarely that a child may pronounce them very imperfectly and yet be perfectly intelligible. What I think is necessary in teaching speech to English children is that they should have a phonetical representation of the speech, for the purpose of simply letting them see what our pronunciation is; but as to the nature of the alphabet that is used, for this special purpose I think it is entirely immaterial. Any system will do, so long as they are accustomed to read from a phonetical representation of speech. That will impress upon the memory of a child what the correct pronunciation should be, which an ordinary book would not do.

21,962. (*Mr. Johnson.*) And which an ordinary symbol would not do?—The symbols of visible speech would do as well for this purpose as any other phonetical character; I think better. But books and reading matter would have to be printed in the symbols in order to afford reading exercises. For such a purpose any phonetical alphabet would do; but visible speech has a special field of usefulness that no other alphabet can touch. Its special advantage lies, not so much in representing English sounds, as *in representing the sounds that the child makes itself*, because the principle is to go from the known to the unknown, and the known sound to the deaf child is the sound that he makes himself spontaneously, whatever it may be. It may not be an English sound.

21,963. (*Chairman.*) Do you wish to say anything further with regard to visible speech and line writing?—I should like to supplement with one word what I have said about visible speech and line writing. You see what institutions are now using visible speech. One institution, the Florida Institution, is using line-writing. That institution was actually using visible speech without knowing it.

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21,964. Although the Principal of that institution says: "We do not use visible speech, and have never done so," he has been doing it without knowing it?—Yes. My father is still active in this work; and he has produced a still further development this year, which should be known, at all events by title to the Commission. He has produced a phonetical system, the object of which is to make the English language the universal language. He has been interested in Volapük, and attempts of that sort, and he has just published a work entitled "World English," in which he proposes a modified scheme of Roman letters. I mention that for this reason; that the Principal of the Western New York Institution, Mr. Westervelt, is going to introduce "World English," as a means of teaching articulation in his school. Now that is a school where articulation has been neglected; it is a school where the manual alphabet method is used. Great advance has been made in a knowledge of written English, but speech has been neglected, and the Principal of that school is going to make an independent experiment this autumn with "World English," and has set his teachers at work to study it.

21,965. Is that "World English" to be carried out in line writing?—No, it is a new system based upon Roman letters, the idea being to enable foreigners to acquire English more readily. That book is just published.

21,966. Is it phonetic?—It is phonetic, the idea being that the difficulty of making English an universal language is entirely its unphonetical alphabet. The book is published in London by Trübner and Company, and it is entitled "World English, the Universal Language," by Alexander Melville Bell. I mention that because it is going to be used in an institution for the deaf and dumb.

21,967. Are the teachers in deaf and dumb schools in America more highly paid than the teachers in the ordinary schools?—I do not think I am competent to answer the question. I have the impression that they have salaries that compare favourably with the salaries of teachers in ordinary schools.

21,968. (*Dr. Campbell.*) Of course in addition to their salary they have their board and lodging; consequently although they get a small sum in actual money it means more than ordinary teachers get?—Yes, it means more in such cases.

21,969. (*Mr. St. John Ackers.*) When I was in America a considerable number of those teaching in the institutions were not boarded in the institutions. They are not all boarded in the institutions, are they? I think not.

21,970. (*Dr. Campbell.*) But those are usually termed Professors. When you speak of teachers in America, we understand by that, resident teachers?—I did not intend to use the word in that restricted sense. I used the term generally without reference to residence or non-residence

21,971. (*Chairman.*) I think you said that there were some other points upon which you wished to supplement your previous evidence?—I was asked a question relating to the separation of the sexes. I think that one evil very often leads to another. I should look upon the whole Institution plan as in itself an evil to be avoided as much as possible, and on the Institution plan as the pupils grow up it would be advisable to have the elder boys in a separate school, but I would not debar them from associating with hearing persons of the opposite sex. In regard to the others, I think it would be much better to adopt what is known as the cottage system. Instead of having the pupils in dormitories, where they have nothing approximating to home life, I would rather have the living part of the institution in the shape of small cottages where you could have the little boys and the little girls and the elder girls arrayed more in a family relation. The cottage system I think would be infinitely preferable to the institution plan.

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The institution plan with its dormitories is subversive of the very basis of society the family relation. The family is the basis of society, and if we must take these children away from their homes, let us try to bring about a family relation as much as possible, and I think it would be advantageous to associate the elder girls, who would have a motherly disposition in little cottages with the younger children of both sexes making a little family group in each cottage.

21,972. Do you desire to say anything as to the desirability of having conventions of teachers?—In regard to suggestions for improving our methods of instruction, I think that the British Government should assist the bringing together of teachers for the purpose of discussing the methods of instruction. I cannot over estimate the benefit to America which has resulted from the periodical conventions of teachers which are held, where the most free discussions take place, teachers of the most opposite methods urge their views, and nothing but good comes from these teachers' conventions. The travelling expenses of some of the teachers and principals are sometimes paid by the States to enable them to attend conventions. Then, again, in America we have an organ of communication between teachers, and that I think is of very great importance. I need hardly direct your attention to the American "Annals of the Deaf," an admirable journal, admirably conducted, containing within its pages nearly the whole literature of the world in relation to the deaf. That is of enormous importance in stimulating and improving methods of instruction.

21,973. Is there any other point to which you wish to refer?—There is another point. A very great deal can be done for deaf children at a very much younger age than is ordinarily supposed, and in many cases parents, especially mothers, would devote time to the instruction of their little ones if they knew what to do. The diffusion among parents of information relating to methods of home instruction giving specific directions how they are to act, is of the very greatest importance.

21,974. Do you think that there might be any improvement in the mode of taking the census with regard to the deaf and dumb?—In the census returns I think it is of the greatest importance that we should study all the causes of deafness and the inheritance of the defect, and that to that end we should obtain not merely a census of those whom we may term deaf mutes, but that we should have a census of the deaf; we should know the adults who are afflicted with deafness as well as children, and if we ask for these two elements to which I direct the attention of the Commission, the amount of deafness and the age at which the deafness occurred, we can separate those that belong to the class deaf and dumb from the others. We want to study the whole subject. I would recommend that there should be a census of the deaf, and not merely a census of the deaf and dumb.

21,975. Can you suggest any improvement upon the existing schedule in the census relating to the deaf and dumb, which would be applicable to this country as well as to America?—I am not prepared just now to make very specific recommendations, but I brought that subject before the late convention of principals that met at Jackson, Mississipi, and I have been appointed one of a Committee to confer with the Committee of Congress on the census with the object of proposing modifications in the questions to be asked relating to the deaf and dumb; and if it would be of any value to the Commission I should be glad to forward to the Commission whatever recommendations that committee make to Congress, because we shall have a meeting very shortly after my return to America.

21,976. That, we think, would be very valuable?—The chief point that I have recommended so far is the insertion of the simple question "Are there any people "deaf or hard of hearing in this house, and if so at "what age did the deafness occur?"

21,977. (*Mr. St. John Ackers.*) Leaving entirely out the question "Are there any deaf and dumb?"?—I would put that in afterwards. Specialists can deduce from the answers to those two questions the number of deaf and dumb, but it would be safer to ask in addition after that question: "Are there any deaf and dumb?"

21,978. (*Sir Tindal Robertson.*) When will your next census be taken?—In 1890. The Federal Government takes a census every 10 years, and the different State Governments (or some of them) take a census every 10 years, and they are so arranged that the State censuses come midway between two Federal censuses.

21,979. Is the next census in America to be a Federal Census or a State census?—It will be a Federal Census in 1890, and then in 1895 some of the States will take a census.

21,980. (*Dr. Campbell.*) With reference to the dormitory system, I fully recognise the objections to it and have acted against it for many years, but do you find any ill effects from the deaf pupils being only say two in a room under the cottage system?—I am afraid that the Commission could not rely upon my testimony upon that point; but certainly I think that the cottage system is preferable to the dormitory system, and that home is preferable to the cottage system.

21,981. We all recognise that amongst the blind there is a great tendency to secret vices, and it is a growing evil, an evil which we must meet in some way. I wanted to know whether you have that in America amongst the deaf?—I do not know much about this subject. But I should think that exclusive segregation of persons of one sex is an unnatural thing, and would tend to produce morbid conditions.

21,982. (*Sir Tindal Robertson.*) I think that medical men generally would traverse that opinion?—I may of course be entirely wrong.

21,983. (*Chairman.*) Do you desire to say anything further in regard to sign language?—There are some points which I should like to enlarge upon a little in relation to signs and the sign language. I think it is very important that we should thoroughly understand what we mean when we use the word "signs"; and if I might be allowed to do so I should like to put in my testimony here my reply to Dr. Gallaudet in the discussion that we had upon this subject in Washington, because the main argument upon which he relied is universally used throughout America. It is that the sign language is the *natural language* of the deaf and dumb, and that therefore it *must* be used. I attempted to combat that, and this is what I said in reply to that point. *See* Annals vol. XXIX., p. 67. "There are signs *and* signs. There is the same "distinction between pantomime and the sign-"language that there is between a picture and the "Egyptian hieroglyphics. Pictures are naturally "understood by all the world, but it would be "illogical to argue from this that a picture-language "like that developed by the ancient Egyptians must "also be universally intelligible. Pantomime is "understood by all the world, but who among us "can understand the sign language of the deaf and "dumb without much instruction and practice? "Pantomime and dramatic action can be used, and "with perfect propriety to illustrate English expres-"sions, so as actually to facilitate the acquisition of "our language by the deaf; but the abbreviated and "conventionalised pantomime known as the 'sign "language' is used *in place* of the English language, "and becomes itself the vernacular of the deaf child. "All the arguments that have been advanced "respecting pantomime and pantomime language "are equally applicable to pictures and a picture "language. We may say, for instance, that a "picture language is more natural than any of the "spoken languages of the world, because pictures "are naturally understood by all mankind. We may "even arrive, by a further process of generalisation, "at the idea that picture writing in the wider sense "constitutes the only form of language that is

"'natural' at all, for all the other languages appear "to be entirely arbitrary and conventional. If we "pursue the parallel we shall arrive at the conclu-"sion that a picture language of some kind must "necessarily be the vernacular of our pupils, by "means of which the other more conventional "languages may be explained and taught. It is "immaterial whether such statements are fallacies "or not, so long as we do not apply them to "educational purposes But let us see how they "work in practice. No one will deny that the "exhibition of a picture may add interest to the "fairy tale or story that we tell a child. It illustrates "the language we use, and it may be of invaluable "assistance to him in realising our meaning. But "is that any reason why we should teach him "Egyptian hieroglyphics? Granting the premises, "is the conclusion sound that we should teach him "English *by means of* hieroglyphics? If such "conclusions are illogical, then the fundamental "ideas upon which our whole system of education "by signs is based are also fallacious and unsound."

21,984. Have you anything further to add with regard to the value of the sign language in social intercourse?—The sign language is not of any value whatever in promoting social intercourse with the hearing; its value as a means of social intercourse is with deaf mutes alone. It promotes their intercourse with one another, but hearing people do not know it. Now there is one very curious difference in the moral result of education by signs and education by oral methods. It is in the *amour propre* or self-respect of the pupil. A person who is taught by any of the oral methods comes to consider himself as the same as other people, and he desires to have as little difference as possible between him and other people. But a person who has been taught by a special language comes to look upon himself as belonging to a different race, of which he is proud. He comes to look upon himself as different from other people and glories in the fact. Now that leads to very curious results and misunderstandings. A sign teacher will misunderstand and misconstrue the conduct and actions of an orally taught person, because he does not realise that this feeling of *amour propre* or self-respect leads that orally taught person to avoid making a public exhibition of himself. So that an orally taught person will very often avoid conversation with a stranger if he cannot talk easily in company, because he does not like to have attention directed to his defect. You will find that in Dr. Gallaudet's speech before the National Educational Association at Madison, Wisconsin (1884) he makes a comparison between the public actions of persons taught orally and persons taught by the sign system. He says on page 47 of the Proceedings:—"I "have seen these two classes of persons mingling "in society. I have seen persons that depended "upon speech and lip reading entirely, without any "power of resorting to the manual alphabet or signs, "converse with strangers; I have seen the conver-"sation flag in a few moments after a few common-"places had been passed. I have seen strangers "striving to make themselves understood, and failing, "and I have seen these persons far more isolated in "society than others with whom I have been equally "familiar, who, having no speech, resorted to that "definite and complete means of communication "writing," and so forth. He does not realise that those orally taught persons could have communicated by writing also. Why is it that after a few common-places had been passed they did not resort to paper and pencil? It was the feeling of *amour propre.* They did not desire to advertise themselves in public as being deaf. They preferred in public not to speak to a person at all, rather than direct attention to their infirmity. Now I may give an illustration of that, because I happen to know the whole details of the case. A deaf lady of Washington, who is a good speech-reader, found herself one day on board of a steamer bound for Mount Vernon in company with a lady friend. She was very much distressed to find on board a party of deaf mutes headed by Dr. Edward M. Gallaudet, and became very desirous of avoiding their notice. But Dr. Gallaudet recognised her, and in the politeness of his heart he came forward to talk to her. In vain this lady tried to show him by her actions that she did not want him to talk to her in that public place, because it directed attention to her infirmity, and she did not want to be recognised as a deaf mute. But Dr. Gallaudet, like other sign teachers, had become habituated to the stare of the public, and he failed to appreciate her feelings or understand her motives for desiring to be left alone. In his Madison address to which I have already alluded (page 47), he describes the above incident, and this is what he says:—"I call "to mind a trip that I made a short time ago "upon a steamer going from Washington to Mount "Vernon. On the steamer there were several "members of my own family. There were several "students from the college with which I am con-"nected. There was a lady who has had every "opportunity that any one could have for the acquisi-"tion of speech and reading from the lips. Social "intercourse, the free interchange of thought, the flow "of wit and repartee, went on where signs and the "manual alphabet were used freely; and I asked a "friend of this lady who had declined, during many "years, to use the manual alphabet, and who had "never learned to use signs, whether he thought "that that lady ever enjoyed such free social inter-"course in the social circle as did the young men "that were enjoying that day on the Mount Vernon "excursion with the manual alphabet and with signs; "and this friend of the lady who depended on speech "and upon lip reading, and who was a fine speaker, "and a fine lip reader, told me that he was certain "that she had never been able to enjoy through the "means of speech and lip reading such heart satisfy-"ing social intercourse as was being enjoyed by those "who used the manual alphabet and signs." Now in all this matter Dr. Gallaudet was sadly mistaken, and the "friend" to whom he refers was a gentleman who had rarely been inside her house, and who, on this occasion, simply acted as escort. Now I think I know a great deal better than Dr. Gallaudet what is the value of speech and speech-reading to the deaf. I have daily hourly experience of their value in my own home. I know something of the sign-language; I am expert in the use of all forms of manual alphabet, but I have no need for these artificial instrumentalities in my own home. "Social inter-course," "the free interchange of thought," "the flow of wit and repartee," "heart-satisfying social intercourse" are all possible without signs or manual alphabets. I know it from experience. I know it from observation. And the paper and pencil which would not be produced in public, I have seen freely used in the privacy of home to set the stranger at ease and welcome him to the family circle. And when the ice has been broken I have seen that paper thrown aside as unnecessary, and conversation carried on freely by word of mouth. I know what I am speaking about when I testify to the value of speech and speech-reading. There is no other means by which the deaf can be brought into such intimate contact with the hearing.

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21,985. (*Rev. Mr. Sleight.*) It is curious that you did not refute it at the time?—I did not know at the time the details of the case or the name of the person to whom Dr. Gallaudet referred. By the way, in talking with a deaf lady recently upon this subject of *amour propre* she suddenly startled me by the queries:—"If you had false teeth, would you care to "exhibit them in public? How would you like, "when you go into society, to have people stare at "your mouth and take notice of your teeth? What "would you think of the delicacy of feeling that "would prompt a stranger to congratulate you upon "the way in which art had supplemented the "deficiencies of nature? Can you wonder then that

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"I should seek to conceal my infirmity in every way "I can?" I have brought forward the above story to show you how the feeling of self-respect, of *amour propre*, which prevented an orally taught person from making an exhibition of herself or directing public attention to the fact that she had an infirmity, can be mistranslated and misconstrued by one who is accustomed to a system under which the deaf glory in being deaf. Now, I think that is a very proper spirit, and I think the spirit of the oral system is to make the deaf persons feel that they are the same as other people, to make them object to exhibit their infirmity to the world; whereas on the special language method they glory in the defect, they glory in being deaf mutes, they glory in being distinct from the world. These two radical tendencies are very important to consider, and our object should be, I am sure, to create the former feeling rather than the latter.

21,986. Do you approve of the Grëenberger system, which like some of the French and German systems, in teaching simple words, teaches the words all at once, instead of spelling them to the deaf and dumb?—I do. I will go further and take the complete sentence. It is my belief that sentences and phrases are of more use to deaf children than words. They will understand from the mouth a phrase better than they will understand a word, and they will understand a word better than they will understand an elementary sound.

21,987. (*Sir Tindal Robertson.*) Is that because they guess to a certain extent?—Yes, they have more to guess at. A sentence also is expressive of a concrete idea. What a child wants to express is an idea. A word does not do that as a general rule; it is a complete phrase or sentence that is wanted.

21,988. (*Chairman.*) Have you found or heard of any difficulty in giving religious instruction to the deaf and dumb by means of the oral system or by language, because it has been contended that the only way in which such instruction can be given to the deaf and dumb is on the sign and manual system?—I think that may be perfectly answered by directing your attention to the list of schools for the United States at the end of this volume—"Facts and Opinions relating to the Deaf," page 194. You will see that one of the denominational schools started especially for the purpose of giving religious instruction where religious instruction is the first and foremost and most prominent thing in the minds of the teachers, and where everything gives way to religion is a pure oral school. That is the German Evangelical Lutheran Institution for the Deaf and Dumb. The fact that they do not use the sign language, but use the pure oral method, shows that it is suitable for religious instruction. I may say that I have great pleasure in presenting the Royal Commission with 100 copies of this book.

21,989. The Commission thank you for your generous gift. Have you heard that in the United States those who are deaf and dumb, and who have been taught on the oral system attend the ordinary places of religious worship rather than the places of worship where the deaf and dumb talk on the sign and manual system are congregated together?—I have no statistics upon that point. I may say that Mrs. Bell finds no difficulty in following the Episcopal service where there is a regular service, although she cannot follow the sermon.

21,990. (*Rev. Mr. Sleight.*) Why is she not able to follow the sermon?—Partly because she is very short sighted, and secondly, because it would involve a very great strain upon her attention.

21,991. I see, mentioned here, Whipple's Home School for Deaf Mutes, and Whipple's Natural Alphabet, what is there peculiar about that?—I have already directed your attention to the origin of Whipple's school. Mr. Whipple established a school, he died, and one of his sons carried on this school, and this son devised an alphabet for the purpose of teaching speech that is very akin to visible speech, and it is a remarkable alphabet as having been developed for this special purpose of teaching the deaf. It is crude, of course, compared to a scientific alphabet like visible speech, but it possesses very great interest, and as Mr. Whipple, junr., is himself dead, it should be preserved and studied. The school still exists among the private schools.

21,992. I see that you mentioned the schools for the deaf in Canada; have you ever visited them, and can you give us any opinion about them? I think they are mostly either combined or manual, and that there is no pure oral school there?—No, I think there are no pure oral schools there. I believe I have visited them all with the exception of the New Brunswick Deaf and Dumb Institution, and the Fredericton Institution. They are mentioned on page 195, and the replies are given on page 167.

21,993. Are they generally superior or inferior to the schools in the United States?—I think they are about the same. The same methods are adopted, and indeed, although they come under another political government, we always include the Canadian schools with the American schools.

21,994. In your conferences?—In our conferences we make no distinction between American and Canadian. The principals of these institutions meet our principals, and they have a vote in our conventions of principals. The teachers from those institutions meet the teachers of the deaf, and vote exactly in the same way. There are no political lines of demarcation regarding the instruction of the deaf. They are to all intents and purposes American schools.

21,995. (*Mr. St. John Ackers.*) Are there no private schools in Canada?—I do not know exactly the status of these schools. The New Brunswick Institution and the Fredericton Institution I know nothing about. The Mackay Institution comes more under the designation of a private school; it is now supported by a fund, but it is denominational. In Montreal there are two Roman Catholic Institutions, one for males and the other for females, and the Mackay Institution grew out of that as a Protestant school. It was started as a private school, and is now largely supported from a fund left by Mr. Mackay. It does not follow that none of those are private schools because they are not so designated in this report, because we do not go into that classification of Canadian schools; we simply lump them together as Canadian schools.

21,996. (*Chairman.*) I think you advocate that every child's hearing should be tested when it first enters a school, and that its education should be more or less guided by the amount of hearing that it possesses?—Yes.

21,997. Would you explain to us these instruments which you have been good enough to bring with you?—Certainly. [*Mr. Bell then exhibited to the Commission in operation the two forms of audiometer he had brought from America.*]

21,998. Can you state shortly the general recommendations which you would desire to make?—The chief points I would lay stress upon are the following:—

1. Decentralisation as the policy to be adopted by the Government in dealing with the deaf.
2. Non-interference with methods of instruction.
3. Certificated teachers whose qualifications shall be tested by the Government.
4. Governmental inspection of schools, and payment by results.
5. Government aid to apprentice the deaf when their education is completed.

21,999. Have you anything further to say with regard to the answers you have received to the queries which you sent to the institutions?—I shall simply direct your attention to the very cordial way in which the superintendents and principals have responded to my queries. I have printed their replies in full for your information; but I regret that I have been unable to include in the volume the many kind expressions of interest in your work that have

reached me from all parts of America. I am sure that the teachers of the deaf in our country, one and all, unite with me in expressing the hope that your conclusions will result in a unanimous report. A division would seriously weaken the value of your recommendations and be detrimental to the best interests of the deaf. A unanimous verdict, on the other hand, will carry weight throughout the whole world, and profoundly modify the destinies of the deaf in every civilised land.

Mr. A. G. Bell.

26 June 1888.

SIXTY-NINTH DAY.

6, Old Palace Yard, S.W.

Tuesday, 17th July 1888.

PRESENT:

THE RIGHT HON. THE LORD EGERTON OF TATTON IN THE CHAIR.

ADMIRAL SIR E. SOTHEBY, K.C.B.
SIR TINDAL ROBERTSON, M.P.
B. ST. JOHN ACKERS, ESQ.
EDMUND C. JOHNSON, ESQ.
THE REV. W. BLOMEFIELD SLEIGHT, M.A.
THE REV. CHARLES MANSFIELD OWEN, M.A.
L. VAN OVEN, ESQ.

CHARLES E. D. BLACK, ESQ., *Secretary.*

GENERAL F. J. MOBERLY examined.

General Moberly.

17 July 1888.

21,999*a*. (*Chairman*) You are chairman of the Sub-committee for the instruction of the blind and the deaf and dumb under the London School Board?—I am.

22,000. Are the blind and the deaf and dumb the only afflicted classes for whom you make provision?—Yes; we make no special provision for any other.

22,001. Your committee does not make provision for any of those who are classed in a return before us which has been prepared by the School Board, (Table C.) as "permanently disabled" except the blind and the deaf and dumb?—No, the School Board does not.

22,002. Who does?—We have not seen to them at all; they have not been looked after by us in any way.

22,003. Is not it the duty of the School Board to see to the education of all children?—Yes.

22,004. And if they are unable from any cause to attend, to see that a certificate is given of the cause of their non-attendance?—Yes, that is done.

22,005. Is it the business of your committee to see that that is done?—That would be the business of the byelaws committee.

22,006. I see in this Table C. you have got these heads, "Blind," "Partially blind," "Deaf and dumb," "Crippled," "Idiots," and "Other cases." We are more specially concerned with the blind, the deaf and dumb, and educable idiots. With regard to the blind, you have 73 attending schools or centres?—Yes.

22,007. And 48 absent?—Yes.

22,008. Why are they absent?—Many of them are under medical treatment.

22,009. In all those cases are there medical certificates produced to show the cause of absence?—I believe so; I am not clear about that.

22,010. Who could tell us positively whether that is the case or not?—The byelaws committee is the committee whose duty it is to see that all children attend school unless cause is shown why they cannot; the sub-committee for the instruction of the blind and deaf and dumb classes has to see to the administration of the education of those classes.

22,011. If the children do not attend you have nothing to say to it?—Not beyond reporting if I know of a case of absence, and bringing it to the notice of the byelaws committee.

22,012. Can you say that those not attending have produced medical certificates?—I cannot say they all have, but to exempt a child from attendance, the production of a medical certificate is necessary.

22,013. You cannot say positively whether in all such cases a medical certificate has been forthcoming?—It is the duty of the visitors to see every case coming under these different heads, and to test the cases; whether they do so I do not know.

22,014. Will you furnish us with positive information on that point; that is to say, whether in all those case; of non-attendance of blind or deaf and dumb children medical certificates have been given by medical men or what is the reason they do not attend?—Yes.

22,015. Then what does "partially blind" mean; does it mean those who can see with spectacles?—No, they would be generally in the ordinary schools; but they would be those who are very nearly blind, who can distinguish objects, but cannot read.

22,016. What course do you pursue with them; do you put them in a class by themselves?—No, we have only classes for the blind.

22,017. Do they go into the classes for the blind?—Yes, if they are so blind as not to be fit to be put with ordinary children.

22,018. Am I to understand that those "partially blind," "attending schools or centres," are attending blind classes?—The 40 put down in the table under the heading "partially blind" are attending blind classes.

22,019. Then there are 141 not attending; what excuse have they got?—They are under medical treatment, and are not allowed to attend school.

22,020. Have you a certificate in each of those cases, signed by a medical officer, that so-and-so is excused from school?—No.

22,021. How are those cases brought before the Board?—If the attendance committee had any doubt about these cases, the children would be summoned before them by the visitors, and the matter would be examined by the managers of the school.

222,02. Are those cases brought before the Board on the report of the attendance committee?—On the school visitors' report.

22,023. We may take this return as absolutely accurate, then?—That I could not answer for.

22,024. Have you any reason to believe that there are children left out of account altogether?—There are cases, no doubt, which slip through the meshes.

22,025. Children have been brought to your notice who have not been reported by the school officers?—Such cases are very rare; they have occurred certainly; they do slip through the meshes of inquiry.

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22,026. "Deaf and dumb children" "attending schools or centres 240," does that mean school board classes?—"Centres" are our classes; they may be attending private schools; the centres would mean our classes.

22,027. "Not attending 191"; are there medical certificates in those cases?—No, in most cases I think the absence is owing to the difficulty of access for the children to get to a centre.

22,028. (*Mr. Johnson.*) There are 431 deaf and dumb that you know of altogether?—Yes.

22,029. (*Chairman.*) Then with regard to idiots, you have 20 attending schools; are those ordinary schools and ordinary classes?—Yes.

22,030. Those are children of weak intellect?—Yes.

22,031. And 435 not attending; are those excused in the same way?—Yes.

22,032. Are any of them at Darenth?—Those at Darenth would not be included in that figure.

22,033. Why is there so large a number not attending school at all?—Because they are not capable of being taught in an ordinary school.

22,034. But then ought they not to be taught if they are educable idiots?—We have no means of teaching them.

22,035. You have the means of sending them to Darenth, have you not?—The guardians must do that.

22,036. Could you not apply to the guardians to send them to Darenth?—The parents must do that; we cannot go over the heads of the parents; they can refuse to let them go. The School Board have not moved in the matter as a board.

22,037. Do you think it should be the business of some one to see that those who are capable of education are educated?—The question is whether they are capable.

22,038. Assuming they are capable of being educated?—There is nobody to do it.

22,039. Is not it desirable that that should be the business of someone?—Yes, certainly.

22,040. I see of the "permanently disabled" under 13, there are 596 attending school, and 2,358 not attending school?—Yes.

22,041. We have heard from Dr. Francis Warner, who is a physician in London, that five per cent. out of 10,000 school children in London are not being educated. I want to see whether that corresponds with your statement?—Our figure is very much smaller.

22,042. Adding together those not attending under this head of "permanently disabled," and those attending, what figure does it come to. Something under 3,000; 596 attending and 2,358 not attending.

22,043. Out of how many children would that be; what is your present total number of children?—The number scheduled is 605,337, and the number on the rolls of the schools is 588,124.

22,044. (*Mr. Johnson.*) I do not exactly understand what the 605,337 and the 588,124 are?—The 605,337 is the scheduled number, that is to say, the visitors have counted those in their different homes, then the 588,124 are on the rolls of the schools; their names are on the rolls of some school or other; many of those do not attend. The 605,000 are the children the visitors know of, that is the number in their census taken from house to house.

22,045. (*Chairman.*) Dr. Warner says that out of 10,000 school children, five per cent. of the class to which he refers are not being educated, that is to say, the idiot class, or children of weak intellect. According to your table only 20 idiots and 27 "other cases" are not being educated?—In one school that I was at the other day a child was being taught to fetch and carry as a dog might be; not being educated at all; he was in school.

22,046. In special schools for idiots very much the same kind of education is given, but given in a systematic way; is it possible in board schools to give that special education which idiots require?—No, certainly not.

22,047. Dr. Warner says in a school of 1,000 there would be something like five per cent. of children of weak intellect, which would come to 50; is it your opinion that that is so, that out of 1,000 children in your board schools five per cent. are not capable of being educated under the present arrangements and conditions, such children requiring exceptional methods of education?—That is not my experience.

22,048. Dr. Warner includes in this five per cent. children suffering from diseases of various kinds, St. Vitus' dance and so on?—My experience is exceedingly limited in investigations of this kind. There are four schools I am constantly watching, and I cannot imagine that there is anything like one per cent. of the children in those schools who are not capable of receiving and who are not receiving some education.

22,049. That is to say, who do not require an exceptional method of treatment?—Yes, there are in fact none in the four schools, that I know of.

22,050. Will you explain the middle column of Table C.; what are the 21,898?—Those are children who are exempted because they are between 13 and 14.

22,051. Dr. Warner is asked at question 19,089, "Are children suffering from those defects now excused "from school attendance?" and he says, "Certainly, "they are often absent from school, a large number "of them being absent apparently without any certi- "ficate at all." That is the statement made; we want the School Board either to confirm or refute that?—The visitor (a School Board officer) sees the child, and if not satisfied with his personal observation calls for a medical certificate.

22,052. Then he goes on, "Only a few get certifi- "cates from me when they are my patients. (One "hears at the East End of London they can buy then "at 2*d.* a piece") ?—I will inquire about that.

22,053. "It is only in a few cases that patients of "mine, who according to Act of Parliament ought "to be in attendance and who are absent, have asked "me or any of my assistants for any certificate, and "from inquiries that I have made in the schools I "believe that they are often absent without any "certificate at all." That is a statement I want the School Board to take notice of?—The School Board have not gone into the matter; they have left it to the visitors, and they have accepted the reports of the visitors, whether those visitors have procured certificates or not, I cannot say; that is the byelaws committee's business.

22,054. Do you or either of the other members of your committee visit all the School Board classes for these deaf and dumb and blind children?—I have not seen all the blind classes; I have seen all the deaf and dumb classes. In the case of the blind classes the teacher only attends half-a-day in the week at each school, and it is difficult to hit upon that time; the children are in the ordinary school the rest of the time.

22,055. Are you able to express any opinion as to the success of the teaching of the deaf and dumb and the blind under the School Board in London?—I have no expert's experience of the matter; I have merely gone round as an outsider, and certainly I find that it is most difficult for us to distribute them in classes; there are almost as many classes as there are children in many schools.

22,056. Do you think that system is a good one?—No, not at all.

22,057. Do you think it would be an improvement on the present state of things if the School Board had the power of establishing large schools, say, for instance, schools like the Darenth school under the Metropolitan Asylums Board, to which children of the defective classes could be sent?—A huge institution is a thing I have always deprecated.

22,058. I will say one or more institutions?—I should think the institution system would be better.

22,059. Have you visited Dr. Stainer's homes?—No, I have not.

22,060. In your opinion is it not almost necessary, in consequence of the distance the children have to come to these schools, to have a home where they can live, if not altogether, at least from Monday to Saturday?—It would facilitate their education very much; many of these children who are not in our schools are kept away because of the difficulty of access.

22,061. If such homes are necessary to the day school system, would not it be better that they should not be in the hands of outsiders, but that they should be under the direct control and supervision of the School Board?—I do not think the School Board would care to undertake it.

22,062. You admit that the School Board under the present conditions fail to give these children as good an education as they ought to have; is not it the duty of the School Board if it finds that one system does not answer, to supplement that system by homes in certain centres where the children could be properly looked after?—It would be putting a new duty upon the School Board, because their duty is purely educational.

22,063. If the education is not carried out properly without some such scheme as that, does it not necessarily follow that the School Board ought to take it up?—Individually I should think that the providing of education and the providing of such homes were two distinct things.

22,064. Are you prepared to suggest any alternative scheme in order to provide a convenient means of education for these unfortunate children?—I should think the providing of homes for them was not the work of the School Board at all.

22,065. You would leave it to voluntary effort to provide for this class, would you?—No, I do not say that. The children of persons who can afford to maintain them are sent to private institutions, but as regards pauper children and the children with whom we have to deal, generally the guardians are supposed to be their proper protectors.

22,066. Is not it the fact that there is an unwillingness on the part of the parents to apply to the guardians?—There is a very great unwillingness, no doubt.

22,067. It has been suggested to us that the school authority, in preference to the guardians, should have the power, which they at present have not, of sending these children to institutions if they cannot conveniently educate them in day classes?—That is a power which they have never possessed in the smallest degree of sending such children to such institutions against the will of their parents.

22,068. You make them come to school against the will of their parents?—We try to; I am afraid we do not succeed; they are taken up before the magistrate,—it is a long process to go through,—and after all the magistrate will say is, "Oh! poor child "he is afflicted; strike him off, exempt him at once."

22,069. Do you think it would be possible to get together in a special class room in the board schools, under a carefully trained teacher, all those children who would require an exceptional method of treatment from various cases, that is to say, children of more or less defective organisation—children suffering from chorea or epilepsy or other kindred disorders?—It has never been brought to my notice; but I think there would be very great difficulties in mixing sound children with children suffering from such diseases as you have mentioned. Many of those diseases would be produced among the children from imitation, unless you had separate rooms and separate classes.

22,070. I asked Dr. Warner this question as to the difficulty of picking out these children suffering from these diseases: "To make that diagnosis, would not "you require a medical man in every school?" and his answer was, "Certainly not; the teachers can be "taught to distinguish such cases." Do you think that it would be possible for a teacher to diagnose the diseases of these children to determine how they could be classified?—No, I should think not; it is difficult enough to distinguish between epilepsy and catalepsy; it is difficult enough to diagnose ordinary diseases—measles and scarlet fever and such like.

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22,071. (*Mr. Johnson.*) There the master or the mistress gives the first intimation of the disorder?—Yes; if they find an eruption of any kind in a child they take steps to have the child removed.

22,072. (*Chairman.*) With regard to idiots, you say all the teachers can do in most cases is to keep them occupied, to teach them some simple occupation?—Yes.

22,073. They do not attempt to teach them to read?—No, I have not seen any of them being taught to read.

22,074. Are they in a class with the others?—Yes.

22,075. Simply looking on?—Yes, and exceedingly kindly treated, so far as my experience goes, by the other children.

22,076. Do you not think that for those children it would be desirable that there should be some special school like the Darenth school, or one or two other schools that there are in the north and the south of England?—Yes. In individual cases I have endeavoured to induce parents to send their children away.

22,077. In the cases of the idiots that are attending school, have the parents voluntarily sent them to school?—Yes.

22,078. You think parents would have an objection to send them a distance off?—Yes, the parent generally says, "I will not send the child away."

22,079. Do not you think that unwillingness might be got over if you could have a school in the neighbourhood of London, in which case the parents would not feel that their child was being sent off to a considerable distance?—It is a sentimental idea; they think the child is better at home. I have succeeded in some cases in getting the parents to send their children away, but I find great difficulty in getting them to do so.

22,080. We have had witnesses who have advocated the compulsory sending of children of the idiot class to school as the only way of enabling them to get their own living to some extent in some cases, and of alleviating their lot in others?—I think compulsory attendance would be a very good thing.

22,081. You think that nothing short of compulsion would induce parents to send their children to a special school?—No, I think not.

22,082. We had a memorial from the School Board of London two years ago with reference to the deaf and dumb and the blind; do you know anything about it?—I do not know anything of it.

22,083. Is there any other point you would like to bring before the Commission?—A very great drawback that we have in London, I do not know how far it extends beyond it, is the want of teachers for the deaf and dumb. I think our teachers generally have taken to deaf and dumb teaching when they have failed in other work.

22,084. (*Mr. Johnson.*) They become oral teachers?—Yes.

22,085. Without training?—They have had a training, I do not know what. I am not expert enough to know the difference between good and bad training.

22,086. Do the board school require a certificate in the case of those teachers?—Yes, they get a certificate from Ealing or Mr. Van Praagh.

22,087. (*Chairman.*) Is there anything with reference to the education of the deaf and dumb or the blind that you would wish to lay before the Commission?—I have sent the Commission a copy of Mr. Schöntheil's Report, which he presented to our committee, we having asked him to examine the 13 centres established by the School Board for the instruction of the deaf and dumb.

22,088. Have the School Board considered any of the suggestions in that report?—No, it has not come before the Board yet.

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22,089. I see Mr. Schöntheil states, "The attend- "ance is so irregular as in itself to preclude satisfactory "results, but when we add to this the unwashed, "half-clad, and unfed condition in which the "children often come to school, we cannot marvel "that teaching them to any purpose is found impos- "sible"; is that your view?—I do not think the attendances are very bad; of course there is the drawback of their homes. I have been to Mr. Schöntheil's school, and there is no comparison between our classes and his, which I attribute to his institution being one, and a well-supervised one.

22,090. You say your classes are not equal to his in point of proficiency?—No, we cannot expect it.

22,091. Mr. Schöntheil says, "Day schools have "no doubt great advantages when the existing "conditions are favourable, but in London or in any "other large city, and with the class of children that "attend the London School Board centres, I unhesi- "tatingly say that the success of the oral method is "all but impossible, except in connexion with such "homes." Do you wish to say anything upon that?—I quite agree with Mr. Schöntheil upon that.

22,092. He calls attention to the fact that needle-work and drawing, which are taught in School Board classes for hearing children, are excluded from your centres for the deaf and dumb, have you any reason for excluding needlework and drawing?—My attention has never been called to it before; I do not know why they are not taught; the children must be taught to use their pencil to a certain extent for they write particularly well. My attention has not been called to that omission.

22,093. You think it very desirable that drawing should be taught in deaf and dumb classes?—No doubt the School Board will take notice of that when Mr. Schöntheil's report is before them.

22,094. And the same as regards the girls, you would think it desirable that they should be taught needlework?—Yes.

22,095. (*Mr. Johnson.*) Mr. Schöntheil says, "No "regular and accurate register is kept stating the "causes of deafness in the pupils"?—I believe that is because we found the causes of deafness that were stated were utterly unreliable. I went into one case. I forget what the version of the father was, but I was told on very good authority that he had kicked his wife on two occasions when she was pregnant, and the children suffered in consequence.

22,096. (*Chairman.*) Can you tell us why in the report of Mr. Schöntheil with regard to Great Wild Street and Surrey Lane, he says, "No big boys should be allowed there"?—I suppose there happened to be big boys when he visited the school.

22,097. Why should there be no big boys there?—He deprecates the attendance of those big boys whom he found there I assume.

22,098. What age do you call big?—Boys of 12 or 14.

22,099. You mean he deprecates their being mixed with small children?—Yes; there is only one teacher at Great Wild Street and Surrey Lane.

22,100. Do you think it desirable to have deaf and dumb children of different ages mixed up together?—It is not desirable no doubt; but if we had to classify them according to ages, we should be having as many teachers as we had children in many cases. We have an immense area to cover. Surrey Lane is miles from any other centre; then if we take Great Wild Street, we have nothing nearer than Islington. At Islington we have them classified, boys in one place girls in another, and infants in a third.

22,101. Against Farrance Street, Mr. Schöntheil makes this remark: "The class rooms being in the "infant department of the schools, the big boys are "out of place there and should be provided for in a "boys' school." Is not that the solution of the difficulty, that there should be separate big boys' schools in various parts of London for the deaf and dumb?—We should not get the attendance; children will not come beyond a certain distance.

22,102. Why would not they come?—We find practically they will not.

22,103. We found at Berlin that children came from all parts of the town; they were sent labelled in tramcars or even by railways, and there was no difficulty in Berlin; why should there be in London?—Berlin is a good deal smaller than London.

22,104. There are over a million of people in Berlin?—Still it is a much smaller place than London. For instance, I have three children at Highgate, and I cannot get them down to any school.

22,105. (*Mr. Johnson.*) Which would be their nearest school?—Paddington; they would have to change twice probably in tramcars, and they would require somebody to come with them.

22,106. Those are exceptional cases, though?—There are others I believe in Hackney, which is an enormous district; we are putting down one school there; Farrance Street is supplying the need of Hackney and Tower Hamlets; but it is most difficult to get children to come a great distance. In the case of a child who would have had to come no very great distance, the parents declined to send it because of a crowded thoroughfare it had to cross.

22,107. (*Chairman.*) At present there is a three-miles limit of distance within which you can compel children to go to school; do you think it desirable in the case of deaf and dumb and blind children to alter by legislation that limit, and to give power to the School Board to bring them beyond that limit, and also to pay for the carriage of children to and from schools and centres in large towns?—Yes, it might be of great service to us to have that power.

22,108. Can these afflicted children get efficient education in any other way?—No, I do not mean to say that they would get it when we got that power.

22,109. All you can do is to offer every facility for children attending school. At present you do not offer those facilities, because in some cases you admit they are beyond the limits and they are excused attendance?—Yes, the distance is the bar to their attendance in many cases.

22,110. If it is desirable to educate these children, this is one of the ways in which it could be done, is it not?—Yes, it would be helpful, no doubt.

22,111. (*Mr. St. John Ackers.*) Does the School Board for London consider that it has the power of compelling the attendance of the defective classes?—Yes, under the Act it has the power, of course nominally.

22,112. Why do you say nominally?—Because we do not find that the magistrates support us even in the case of hearing children.

22,113. How long have you been on the School Board?—Nearly three years.

22,114. Perhaps you would rather not answer for the earlier action of the School Board?—No.

22,115. Have you gone into the question of the number of uneducated children of ripe school age of defective classes in the School Board district at the time of the passing of the Act of 1870 as compared with the number at the present time?—No, I have not.

22,116. When did the School Board begin to have classes for the defective classes?—I do not know.

22,117. Will you tell the Commission what in your opinion are the practical alterations in the law, if any, which you would desire to see carried out in order to ensure a thoroughly good education for the defective classes?—I am not prepared to say that any alteration of the law is required; the enforcement of the law is the principal point, I think.

22,118. How would you propose to deal with that point of enforcement of the law?—In some way or another the magistrates should be compelled to do their duty. I speak as a member of the byelaws committee; we have great difficulty in getting the magistrates to inflict fines for non-attendance.

22,119. You are a member of the byelaws committee also?—Yes.

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22,120. I understood you to say in the early part of your evidence that we ought to apply to the byelaws committee for certain information; as a member of the byelaws committee, cannot you yourself give us that information?—I am a member of the byelaws committee, but I do not know that I could give the details that the chairman asked for.

22,121. With regard to the teachers, you have stated that one of the great wants in regard to the deaf and dumb is the want of teachers, and you further said that you thought that the teachers who have taken to this work are teachers who have failed in other ways. What are the salaries which are received by teachers of hearing children in your board schools on the average?—Deaf and dumb: male, 80*l.* to 120*l.* by 10*l.*; female, 70*l.* to 90*l.* by 5*l.* Ordinary: male, 60*l.* to 155*l.*; female, 50*l.* to 125*l.*

22,122. Have you ever compared those with the salaries which are given to the teachers of the deaf and dumb under the School Board?—No, I have not; but speaking generally, I think they are very much the same to beginners.

22,123. That is to say, the teachers under the School Board for the deaf and dumb treated as beginners?—We have only had them lately; there is a certain scale for them; I have not it by me.

22,124. Salaries as high as 300*l.* or 400*l.* a year are given to certain teachers for hearing children?—Yes to head masters of large schools, 400*l.* I should think would be the highest.

22,125. In the case of one of those large schools where you pay 400*l.* to the head master, what would be the average salaries of the assistant masters and mistresses (I am not of course speaking of pupil teachers)?—They vary according to the length of service, position, and different gradings; there are a large number of classifications, but I think 75*l.* or 80*l.* is the salary that an assistant teacher begins with.

22,126. Do you know whether it is the fact that 75*l.* or 80*l.* is the highest salary under the School Board for London for a teacher of the deaf and dumb?—I do not know.

22,127. Is there any one of them getting 100*l.*?—I think there is one; I am not sure though.

22,128. Does it require a longer time and does it cost more to train teachers of the defective classes than it does teachers of those who have got all their senses?—I have no experience of that; I should think ours have not had that longer or more costly training.

22,129. I am rather asking what is desirable rather than what is the fact?—No doubt.

22,130. We have the fact that teachers of the deaf and dumb are treated as beginners, and are receiving salaries equal to beginners in the case of teachers of hearing children; but it is desirable, I suppose you would admit, that in the first place the teachers of those defective classes should have the general training which you require for other teachers?—Yes.

22,131. And in addition that they should have the special knowledge which is required for teaching the deaf and the blind?—Yes.

22,132. That special knowledge must be paid for by them somehow or other before they come to you?—Yes.

22,133. If they are properly educated?—Yes.

22,134. Is it not therefore reasonable that they should receive more and not less than other teachers when they come to you?—Yes.

22,135. We have it in evidence that in Germany not only are teachers of the deaf and dumb required to have an equally good education with that of teachers for ordinary children, but those who become teachers of the deaf and dumb have larger salaries than those who are teaching ordinary children. If teachers of the deaf and dumb were treated in the same way here, do not you think a very superior class to that which you are now having as teachers of the deaf and dumb in the board schools in London would be attracted to the work?—I think that if before a certificate for a deaf and dumb teacher were granted he was obliged to have a certificate of ordinary training it would be an immense advantage, and no doubt the School Board would pay for it accordingly. At present we know nothing about their previous training.

22,136. Take for instance the advertisements which are put in the papers with regard to teachers wanted for the School Board, do you in those advertisements offer a larger amount for teachers of the deaf and dumb than for teachers of the hearing?—No.

22,137. Is it not the fact that certain of your teachers have been trained at special training colleges for teachers of the deaf?—I believe pupil teachers have been sent to Mr. Van Praagh.

22,138. And to Ealing?—And to Ealing.

22,139. But only pupil teachers?—Only pupil teachers, I think.

22,140. With regard to those pupil teachers how have they been sent; have they been sent on full time?—I think they were half-timers.

22,141. Then up to the present the School Board has depended for its supply of teachers of the deaf and dumb upon half-time pupil teachers?—Yes.

22,142. And the very lowest class of teachers, though they may be very able?—I do not think they are very able.

22,143. They are the lowest class of teachers that you have?—None of our teachers who think themselves capable of any ordinary elementary teaching have taken to teaching these defective classes.

22,144. In your opinion a different state of things must exist before you can expect satisfactory teaching of the deaf and dumb?—I think so.

22,145. Do you pay for any children that are not educated in your own schools, I am not speaking of defective classes only, but any children?—No.

22,146. The School Board do not at present make any payment to any schools except their own schools?—Not that I am aware of.

22,147. Do you consider that such an arrangement would be advantageous?—I am not prepared to say; I have not considered it at all.

22,148. Has the action of your Board indirectly caused a very considerable number of children to be sent to special schools for the blind and the deaf?—I do not know.

22,149. I mean have the school authorities found children uneducated and pressed the parents of those children to send them to school, and has the result of that pressure been that the parents instead of sending them to the board schools have sent them to other institutions?—I am not aware of anything of the kind.

22,150. Going back to the figures supplied by the Board, there are apparently 2,954 of the defective classes that you know of, that is adding together the 596 and 2,358?—Yes.

22,151. Do you know how many more there are that are children of parents living in the School Board district who are in schools, but not in your own schools?—These figures would include all that the visitors returned on their house-to-house visits.

22,152. In what time of the year is that census taken?—Easter.

22,153. (*Chairman.*) Out of that number how many blind and deaf and dumb and idiots are there in the board schools?—

22,154. (*Mr. St. John Ackers.*) You say the census is taken at Easter?—Yes.

22,155. Is it always taken the same time of the year?—Yes.

22,156. There are 14,259 children roughly speaking not accounted for in any way, that is to say, after you have taken from the 605,337 the children scheduled on the rolls of the schools and the defective classes there are 14,259 remaining; can you tell us whether in your opinion any of those who are disabled from coming to school?—I do not know.

22,157. You have no knowledge of how that residuum is composed?—No.

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22,158. Has the School Board not taken into consideration very carefully the question of the residuum that does not attend?—I do not know that they have any facts to go on, there are a great number of vagrant children, the children of people constantly migrating from house to house.

22,159. (*Admiral Sotheby.*) Do you consider that those 14,259 are the only children who are not educated or is there a large mass of others?—I think that is all.

22,160. That includes what is commonly called the Arab class?—Yes.

22,161. Is it your province to find out if there are any blind or deaf and dumb children at the workhouses?—No. The guardians have to do with them.

22,162. Are you aware that there are many blind and deaf and dumb children in workhouses?—I do not know anything of them.

22,163. (*Chairman.*) Your return includes those in workhouse schools if there are any?—I do not know whether there are any in London. I do not know whether the visitors schedule those in the workhouse schools.

22,164. (*Admiral Sotheby.*) Your visitors do not go to the workhouses to find out?—I never heard that they do.

22,165. I gather from what you said that the present teachers of the deaf and dumb in the schools are very incompetent?—I should not say, perhaps, incompetent, but not as able as one would wish they were; they have great drawbacks I must say, they have to contend against the drawback of the children going to their own homes, which are very poor homes, and their parents are generally very uneducated.

22,166. With regard to those pupil teachers who were sent to Ealing, were they at all, do you consider, superior to the teachers you already had?—No, I think not.

22,167. They were not very competent, though they had been brought up at a deaf and dumb institution?—Of course they were experts in that particular line, but they would not compete with the ordinary elementary teachers that we had in the schools.

22,168. Do you know whether the salaries of deaf and dumb teachers have increased at all since the system has been adopted?—I do not know.

22,169. (*Mr. Van Oven.*) Following on what Mr. Ackers put to you as regarded pupil teachers who are sent to Fitzroy Square and Ealing for special training, has it ever occurred to you, as a member of the School Board, that in order to produce something like a good result you ought to have at any rate one or two of the very best of your teachers trained for the purpose of supervising the classes, if for nothing else?—No doubt it would be a great advantage; it has never been thought of. We are entirely in Dr. Stainer's hands, as far as that goes.

22,170. But has the School Board in any way considered what amount they would feel inclined to spend upon such an experiment?—I do not think so.

22,171. Do not you think it desirable that we should follow, in the attempt to establish day schools for the deaf in this country, something of the principle that is carried out in Germany where the best of the elementary teachers are selected for the purpose of teaching the deaf, in which work superior intelligence is required, the inducement being that the salaries for the teachers of the deaf commence at the point where the salaries for the teaching of the hearing leave off, that is to say, a teacher who has passed a certificate examination and gained his certificate receives the highest salary as assistant teacher when he enters for the teaching of the deaf; whereas really the London School Board are taking the worst of their teachers to teach the deaf. It appears that if they are not good enough for teaching hearing children they consider themselves good enough for teaching the deaf; do you think that right?—No, it is not right; but actual experience has shown us that none of the teachers who are capable of teaching ordinary children have ever gone in for the special training.

22,172. Does not that arise from the fact that you do not give them an inducement to do so by offering them a larger salary?—We never heard of anybody to whom a larger salary should be offered.

22,173. If the inducement was held out to a pupil teacher that by making himself a good teacher of the deaf and dumb he would get 130*l.* a year, whereas if he only became a teacher of ordinary children he would only get 100*l.* a year, do not you think you would get good teachers to go through the necessary course to qualify them to become teachers of the deaf and dumb?—No; I think the openings to ordinary teachers are so very much greater, that is to say, the chance of being head master of one of the big schools, that they would not care to go to small schools for the deaf and dumb that we could send them to. There would not be the same openings in the future.

22,174. A good teacher might be appointed to the headmastership of a big school in time, whether he had learned the system of teaching the deaf or not?—I have no experience to enable me to say how that would be. I imagine the reason I have given is really the reason why they do not go into that line of work.

22,175. You admit you have never held out any inducement in the shape of extra salary?—That is so.

22,176. Is it not advisable that that should be tried?—It is rather reversing the order of things, it appears to me. We are advertising in the open market for teachers for the deaf and dumb. If we thought any teacher who offered was specially fit for the work, I have no doubt he would be employed in preference to others even at a higher salary.

22,177. If you wish to induce a good teacher to learn a special system you must give him some inducement to do so; why should he trouble himself to go into a special training when the result in the way of emolument in all probability would be less, as you yourself say, then if he went on with his regular work?—I must repeat that I think the future openings are so much better for the ordinary teachers that we should not get the best qualified teachers to go through the necessary training.

22,178. And I repeat that being the case, should not an extra inducement in the shape of salary be offered to induce a man or a woman to go through that necessary training?—So far as the Board have considered the question, they have not seen their way to doing that.

22,179. In Mr. Schöntheil's report he says the children are not taught needlework or drawing; it is admitted, I believe, generally, that the mixing of the deaf and dumb with hearing children is exceedingly desirable; why then should they not be taught needlework and drawing with the other children in the school?—We find it very undesirable to mix them from all we have heard from the teachers. I myself should be very anxious to mix them, but we have been told by Dr. Stainer and the teachers we have that it is very undesirable to mix the deaf and dumb with the other children, and they make their best efforts to keep them separate.

22,180. (*Chairman.*) Why?—I do not know; they say the hearing children ill-treat the deaf and dumb, though they are particularly kind to the blind.

22,181. Do not they play together?—No; those who are at Dr. Stainer's homes are carried away to the homes, and not left to play with the other children.

22,182. (*Mr. Van Oven.*) Mr. Schöntheil and Mr. Van Praagh say the more they mix with other children the better?—Our teachers think it is undesirable that they should mix with the others.

22,183. (*Chairman.*) If that is so, does not that afford an additional reason why the School Board should create special schools for the deaf and dumb at certain centres in London?—It is against my own view.

22,184. (*Mr. Van Oven.*) Mr. Schöntheil gives a summary at the end of his report of the number of children in attendance as 274, but I find in the School Board summary, Table C., there are only 240 deaf and dumb put down as attending schools or centres. You account for that?—I have not remarked it; if you add up my figures you will find that there are 344 on the books.

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22,185. Do you understand how that discrepancy arises?—It arises from the misunderstanding of a regulation by some of our visitors as to "scheduling children in institutions." Dr. Stainer's home has been omitted in certainly one case. By entering this amount, Table C. shows 128 instead of 32 in Finsbury, and 32 for 12 in East Lambeth, or 358 total, instead of 242.

22,186. (*Rev. Mr. Owen.*) If I rightly understood, you said that you did not consider that the average attendance of the deaf and dumb children a bad attendance. Mrs. Westlake, one of your Board, two years ago said that the average attendance was only 67 per cent.?—Then it has improved lately.

22,187. You think it is a better attendance than that?—Yes, most of the children come from Dr. Stainer's homes.

22,188. That has improved the attendance?—Yes.

22,189. We were told by teachers that the attendance was so bad that it did not give either them or the children a fair chance?—I have only the results sent in monthly to us by Dr. Stainer.

22,190. What made you call in the special services of Mr. Schöntheil; was it because the Board were not satisfied with the progress the deaf and dumb classes had made?—We have had examinations made of the deaf and dumb classes from time to time, and it was decided that we should have an examination of them this year as usual, and I took upon myself to choose Mr. Schöntheil.

22,191. You say you are not satisfied with the progress of the deaf and dumb pupils?—Comparatively speaking.

22,192. Do you feel yourself competent to give any opinion as to the methods?—No.

22,193. (*Rev. Mr. Sleight.*) With regard to the classes for the deaf and dumb, I understand you to say that the attendance would be nothing like so good as it is, but for the homes of Dr. Stainer?—I do not think it would.

22,194. Have the Board ever considered whether it would be possible for them to establish a school for the deaf and dumb, say a school of 50 or 60 pupils in some district, supposing the guardians could be induced to maintain a home close by in which these children could be housed and maintained?—We have never considered that. The School Board do not go beyond education; they have nothing to do with the children's homes.

22,195. Have the School Board never proposed to hold a conference with the guardians upon this question?—No.

22,196. But if the School Board see that classes would utterly break down but for these homes, would not they think it advisable to adopt any means to procure a good attendance at these classes?—My own impression is that they would feel it to be quite beyond the scope of their work.

22,197. (*Chairman.*) Assuming that it is at present beyond their scope, do not you think it desirable in the interests of the classes affected that it should be within their scope?—I think the guardians ought to take action with regard to providing such homes, not the School Board.

22,198. (*Rev. Mr. Sleight.*) Can you tell the Commission what action Her Majesty's inspector took with regard to these School Board classes for the deaf and dumb at the latest inspection?—He never looked at them; the inspector has nothing to do with them; I do not think we get any grant for them. I may be wrong in saying that. We got Mr. Schöntheil to make this inspection, because they were not inspected.

22,199. Did not the inspector inspect them to see whether they could be accepted as exceptions?—He does *not* inspect our deaf and dumb schools. The School Board declined in 1884 a grant from the Education Department, because the conditions on which it was offered did not outweigh the advantages of doing without it.

22,200. You have four schools under your special charge, as I understand?—Yes.

22,201. Will you give what per-centage of children in those four schools were treated as exceptions, distinguishing the deaf mutes from those who were treated as exceptions from other causes?—There are no deaf mutes in those schools; the per-centage of those who were treated as exceptions for other cases was

22,202. In your opinion, are the best of the deaf and dumb sent away to schools, such as to Margate or any of those other schools?—It is done purely by a private arrangement; if the parent can succeed in getting a child away to one of those schools, we have nothing to do with the selection.

22,203. You say the Board take no notice of Dr. Stainer's homes?—No, not officially.

22,204. (*Mr. Johnson.*) Are there any medical officers connected with the Board schools?—We have generally a medical man on the committee of managers; we endeavour to get a medical man on every committee of managers.

22,205. Whose duty it is to advise the committee, but not to inspect the schools?—He is on the managing committee.

22,206. I understood you to say, with reference to idiots, that there was no reference to medical men in order to ascertain what was their condition. You have at the present moment a certain number of children in your schools who are called idiots by your masters, but not by a medical officer?—That is the case, so far as I know.

22,207. Do you think it would be desirable to have an inspection of such children by a medical man?—I do not know what would be gained by it.

22,208. You would have the state of the child indicated by medical authority instead of the thing being left in uncertainty, as it is now?—If a child is at school it is easy to see what the condition of the child is; it is the children not at school that we do not know of.

22,209. I am talking of those in the school. You have a certain number in school that you cannot teach; who determines what is the physical condition of those children—is it the master or a medical man?—The master.

22,210. And you would have no medical certificate in such cases?—No.

22,211. Do not you think that is a great want?—I do not know what would be gained by a medical examination of each child. The master judges of the educability of the child.

22,212. You say, first of all, there is a certain number that cannot be educated, and those are classed among the idiots; who settles the question whether a child is an idiot, is it the schoolmaster or a trained medical man?—Most of those children are at home, and the visitor who schedules a child in his census is informed by the parents that they have been told that the child is not fit for school by a medical man or other authority, and he accepts that: but where there is doubt, in some cases a medical certificate is called for.

22,213. He accepts it on the *ipse dixit* of the parents, without any production of a medical certificate?—I believe so.

22,214. Is there any supervision of the blind and the deaf and dumb in the playground?—There is supposed to be; there is the caretaker of the school.

22,215. Is it the duty of the caretaker to see that deaf and dumb and blind children are not roughly treated by the seeing children?—No doubt it would be; but this man has to look after 2,000 children.

22,216. What is the size of the playground?—It is not very large.

22,217. I think I understood you to say that you approved of the institution system for the deaf and

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dumb, rather than the day-school system?—I think it of great advantage to children that they should be at an institution.

22,218. Would you apply the same remark to the blind?—No, that does not seem to apply to the blind so much as to the deaf and dumb.

22,219. You prefer an institution for the deaf and dumb?—Yes.

22,220. How would you suggest that children of very poor parents should have the advantage of the institution system; do you think the board of guardians might be approached by the School Board?—No, I do not think the School Board is the right channel.

22,221. Do not you think it would be possible for the School Board to have one or more institutions for these afflicted classes?—No, I think not; I think we have quite enough to do.

22,222. The School Board have never moved the boards of guardians to send deaf and dumb children to an institution?—No.

22,223. They are passive on the question?—Quite.

22,224. Do not you think it a desirable thing that some authority should take up the case of these afflicted children in the poorer classes, and consider some means by which institutions for the reception of them could be established?—Individual members of the Board might do it

22,225. Do not you consider it is the duty of the Board to take up the question?—My own feeling would be that it would be rather resented by the guardians if the School Board tried to induce them to take action in the matter.

22,226. Has it ever been tried?—Not that I am aware of.

22,227. Have you large experience with regard to the unwillingness of parents to send their children to institutions?—Yes, I have been working amongst the poor for the last eight years; I have been a guardian, and a vestryman, and hon. secretary of a branch of the Charity Organization Society.

22,228. The objection is to part with the children from their homes?—Yes.

22,229. Not from any ill-feeling towards institutions?—No.

22,230. With regard to the blind; we have been told in evidence that at present the number of blind coming to these centres is decreasing, and it is not likely to increase, because if the statistics are fully gone into, it will be found that the Board schools have got pretty well all the blind that it is possible to get within their walls; do you agree with that?—This return shows that we have 73 blind in school, and 48 not in school, and 40 partially blind in schools, and 141 not attending.

22,231. Are you aware whether the salaries of the teachers of the blind are larger than the salaries paid to instructors of the deaf and dumb?—I do not think they are; I do not know; I have not looked into that particularly.

22,232. You are aware that a very large sum of money is spent upon the teachers who conduct these centres for the blind?—We have not got many.

22,233. You have a certain number of blind who are under instruction, and a certain amount is paid for the teachers; what I want to know is, whether you pay your teachers for the blind the same as you pay your teachers for the deaf and dumb?—I cannot tell you.

22,234. Have you any experience with regard to special teachers for the blind?—No, I have no experience beyond visiting the blind classes in the schools.

22,235. Under whose supervision do the teachers of the blind come?—Miss Green's.

22,236. Does anybody supervise Miss Green as regards the teaching of the blind, and does anybody supervise Dr. Stainer as regards the teaching of the deaf and the dumb?—No; they report to us every month.

22,237. They are your subordinates?—Yes.

22,238. You have no experience with regard to systems?—No; Miss Green and Dr. Stainer are our advisers.

22,239. And you have no one to supervise them but yourselves?—No.

22,240. And you have no knowledge of the subject?—No; we regard Dr. Stainer and Miss Green as our expert advisers.

22,241. Whatever they tell you and whatever they recommend, you adopt?—Yes.

22,242. You have now called in Mr. Schöntheil as a specialist, because your committee have not the requisite knowledge to supervise those people?—Yes, but only as an examiner on this one occasion.

22,243. Have you called in any specialist with regard to the blind?—No, only with regard to the deaf and dumb.

22,244. Then you have entire confidence in Miss Green as regards the blind?—Yes.

22,245. Whatever Miss Green tells you with regard to the system to be pursued in teaching the blind you adopt?—Yes.

22,246. Do you think that is a desirable thing, seeing what an important question this education of blind children is?—I do not know how we can act otherwise; we must have someone to advise us.

22,247. Who appointed Dr. Stainer and Miss Green?—The Board.

22,248. On whose recommendation?—I do not know; it was before I became a member of the Board.

22,249. What was done a few years ago, you allow to go on without question. You take for granted what Miss Green and Dr. Stainer tell you?—Yes.

22,250. If I asked you whether you think it is possible that the instructors of the blind and the deaf and dumb might have more special training than they have now, I suppose you could not answer that question?—No.

22,251. (*Sir Tindal Robertson.*) Has the broad question of the comparative advantage or disadvantage of the blind and the deaf and dumb being educated with sighted and hearing children ever been brought before the Board?—I think not.

22,252. Or discussed at the Board in any way?—No, not at all.

22,253. Has that question ever been discussed at your special committee that has charge of these classes?—We have no person on the Board who has the smallest experience whatever of the matter.

22,254. Has the question, whether it would be advisable to form a special committee to consider all these points ever been brought under the consideration of the Board or your committee?—I think not.

22,255. Looking at the matter, not as an expert or specialist, but from an ordinary point of view, do you think the education you are able to give to the blind in your School Board classes it as good as it ought to be?—I have no experience of the fruit of it.

22,256. Looking at it from an outside point of view altogether, having regard to the fact that the teachers are only able to give half an hour a week to particular schools, do you think that such a system as that can possibly be a good system of educatian for this particular class?—I think blind children get a great deal of education in an ordinary school; but I have never gone into the matter in detail.

22,257. Looking to the fact that these teachers of the blind under the present system cannot possibly give such special education as a blind child ought to have: do not you think a better system might be devised, such as the Chairman has intimated, viz., the formation of special centres where blind children might be congregated, and where they would have more regular supervision by teachers for the blind?—Our blind classes are under the charge of teachers for the blind.

22,258. What I am putting to you is this, instead of giving these blind children instruction for half an hour a week, as under the present system, would not it be better that you should congregate them in special centres where they might have regular teaching every

day of the week by competent persons?—That has never occurred to me.

22,259. Looking to the fact that the cost of the blind teachers at present is considerable, and to the fact that the results achieved are not so satisfactory as one might wish, do not you consider that it would be advisable to appoint a special committee to investigate that point, and see if some change could not be made?—I have never thought of it; I know the teachers are engaged all the week, and earn their money most fairly.

22,260. I do not say they are overpaid, I only say they cost so much under the present system, and can do so little?—By going to a greater expenditure we might probably do more good.

22,261. The question is whether with something like the same expenditure, if the system were brought to a focus in different centres, much more satisfactory results might not be obtained than on the present plan?—You mean by collecting several of the present schools into one centre?

22,262. Not one centre; several centres?—That has never occurred to me.

22,263. Suppose you concentrated into one focus several of your existing blind classes?—We have 31 blind classes.

22,264. (*Chairman.*) Suppose you concentrated those 31 classes into 10 large divisions?—I do not think it would be practicable. Take three schools as an illustration, High Street, Shoreditch, Bowling Green Lane, and Matthias Road, Stoke Newington, I do not know where you would make a centre for the three. That is an illustration of my difficulty.

22,265. (*Sir Tindal Robertson.*) That is a question of detail. I should like to have your view as to the principle of the thing, whether you think half an hour special education a week is a kind of system which it is advisable that the School Board should pursue in the future?—That question has not been considered.

22,266. To go to another point; Do not you think that the School Board would like to have some means suggested to them, by which instead of idiots being sent to Board schools they should be sent to institution?—No doubt the School Board would be very glad that they should be sent to some institution.

22,267. At present your difficulty seems to be that the School Board have only to deal with education; but supposing an Act was passed by which the School Board were empowered, in addition to providing education, to establish homes for the blind and the deaf and dumb, in different districts which would be superintended by their own inspectors and looked after by themselves, or by a committee such as your own; do not you think the School Board would willingly accept such a trust as that, if it were put into their hands; and would not that materially strengthen their power?—I have no authority to say anything about it; but I doubt whether the School Board would care to undertake the duty.

22,268. If they had the power conferred upon them?—I think they would prefer not to undertake it; we have no experts amongst us.

22,269. You would have the power to employ experts?—We are employing, or are supposed to be employing, experts; we ourselves cannot judge of a matter which is within the province of experts.

22,270. Then you said that the parents of these children have a great objection to their being sent as paupers to these different institutions by the board of guardians; but if such a power as I have suggested were given to your School Board, and your School Board exercised that power that would take away a great deal of the objection of parents to receiving assistance of that sort?—Yes, it might possibly smooth matters if others than the guardians undertook it.

22,271. Do you communicate with the other school boards in different parts of the country, as to the education of these afflicted classes?—No, I do not know that anything has been done in that direction.

22,272. Do not you think it advisable that the different school boards through the country should communicate with one another as to the best means of educating these classes?—I do not know what means the School Board have of communication except by letter; we have very little association with other school boards in the country.

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22,273. If the fact of a particular school board having done good work in a certain manner was brought to your notice, say, for instance, what has been done at Leeds, where, in consequence of the recommendation of the inspector, certain extra allowances have been granted, would not it be your duty to communicate with that school board and try to ascertain what were the facts, so that you might act somewhat on the same lines?—I will bring the matter to the notice of my colleagues; it is difficult for me to me speak for others.

22,274. (*Chairman.*) You have been a member of the School Board three years?—I shall have been a member of the Board three years in November next.

22,275. During the whole of that time have you been chairman of this committee?—I have served on it all the time; I have been chairman the last year and a half.

22,276. Have you made yourself acquainted to any extent with the systems of teaching the deaf and dumb and the blind; have you read any books on the subject?—Yes. I have read a good deal on the subject, and I have visited the Margate institution, and the institution at Brighton, which is conducted on the manual system. I did that on my own account.

22,277. Have you satisfied yourself that one system is better than another?—No, I think the oral system is not one that can be applied to all children. I should myself try to make distinctions between children of different capacities, and select some to be taught on the one system and some to be taught on the other; that the manual system can be much more largely taught is, I suppose, acknowledged by all. I mean to say, if you are limited in your time, in the course of two or three years you could teach more by teaching on that system than you could by the oral system.

22,278. As I understand the principle of the Board is to teach the oral system in all cases?—All cases.

22,279. Then as chairman of your committee you differ from the policy of your Board?—Yes.

22,280. Has there been any discussion upon that point?—No.

22,281. You have never raised your voice against the policy of the Board to which you object?—No, the system has been adopted by previous Boards.

22,282. You have accepted the thing as a *fait accompli*, and carried it out?—Yes.

22,283. (*Sir Tindal Robertson.*) Is there any intention on the part of your committee to bring the question before the school boards?—Everything has been put off for the present waiting the report of this Commission.

22,284. (*Chairman.*) The guardians who have the power of sending these deaf and dumb and blind and idiot children to institutions have nothing whatever to do with the education of the children?—No.

22,285. And the School Board have nothing to do with sending these children to institutions?—No.

22,286. And between the two the children are not educated?—Very possibly.

22,287. What is your objection, then, to the school authority, whose business it is to see whether children are sent to school or not, having the power which the boards of guardians have of seeing to the maintenance and education of these children in institutions?—I do not think it is in the scope of the School Board's work.

22,288. What is your objection to its being put within their scope; what is your objection to the school authority having the power which is now entrusted to boards of guardians of sending children to institutions?—I should prefer myself personally that we should be compelled to report to the guardians those cases, and that they should take action.

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22,289. You do not at present report such cases to the guardians?—No.

22,290. Then why do not you?—I do not know; it never occurred to me.

22,291. Between the two, the children are not educated?—The guardians cannot compel them to be educated, and the magistrates will not.

22,292. (*Sir Tindal Robertson.*) Suppose such a system as you suggest were established by the State, that you should send notice to the guardians of such cases, and that they should send such cases to institutions and provide the means for their maintenance, that would introduce a dual system which would almost inevitably lead to friction between the two authorities; would not the simplest and most effective means be to confide the provision of both the education and the maintenance of the children to one authority?—The maintenance of such children is not a proper function of the School Board, because the guardians are really the authorities to provide for it. I should prefer to leave it with the guardians.

22,293. (*Mr. Johnson.*) You say that your Board accept the dictum of those specialists for the deaf and dumb with blind confidence; do you know what was the course pursued when the School Board resolved upon the system for the education of the blind?—No.

22,294. You have no knowledge of a meeting of experts having been called some years ago?—No.

22,295. You never called in experts to meet together and recommend you the best system of teaching the deaf and dumb?—No; I do not know how Dr. Stainer was appointed.

22,296. I know in the case of the blind the School Board had a conference amongst experts; but whether they had a conference of experts in the case of the deaf and dumb, you do not know?—I do not know.

22,297. (*Mr. Van Oven.*) Has the School Board ever given its attention to the idea of boarding deaf and dumb children, attending day schools, in private families instead of in Dr. Stainer's homes?—No, we have nothing to do with Dr. Stainer's homes; the children are placed in Dr. Stainer's homes by their parents. The school authority has nothing to do with maintenance.

22,298. (*Rev. Mr. Sleight.*) Are you aware that the majority of those sent to Dr. Stainer's homes are paid for by the guardians?—I do not know.

