



BLIND, &c. COMMISSION.

VOL. 4.

ALPHABETICAL DIGESTS

TO THE

MINUTES OF EVIDENCE

BEFORE

THE ROYAL COMMISSION

ON

THE BLIND, THE DEAF AND DUMB, &c.

OF THE

UNITED KINGDOM.

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

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## BLIND.

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## MR. J. MACDONALD.

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## MR. R. MELDRUM.

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## MR. W. BURNETT.

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## MR. G. B. DAVIS.

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## ADULT BLIND LEARNERS.

## MR. C. FARRER.

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Even though accustomed to work with their heads and hands they would not easily pick up a trade, they become helpless and lose confidence, 1971.  
Has admitted those of 40 or 45 to institution, but they are very slow in learning, 2012-3.

## MR. W. HIBBERT.

Thinks pensions of great good to those who have become blind late in life, for if they learn a trade they are too slow over to do anything, 2266, 2381.

## MISS BAINBRIGGE.

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## MISS BYERS.

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## MRS. J. CHAMBERS.

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## MR. J. SIMS.

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Out-door missionaries profess to teach isolated cases in the country, and they ought to be encouraged, but thinks something more effectual should be done, 13,694.

## ADULT BLIND LEARNERS—cont.

## MR. W. MARTIN.

Adult blind in his institution are put to the simplest trades, such as mattress, palliase, and mat making, 13,768.  
No adult blind have been turned away from the institution; many are paid, although unable to work, but they generally settle down to some simple employment, 13,781-4.  
Funds in Scotland are not large enough to provide means to meet case of those unable to work, 13,785-6.

## MR. J. J. PLATEE.

In the majority of cases where blind men take to basket-making after the age of 20 they lack energy to begin learning, 20,409-10.

## AGED BLIND, CONDITION OF.

## DR. F. J. CAMPBELL.

Old blind must be taken care of, adults who can work should be made to, and the better the young are educated the less burden they will be on the public, 10,618-9.

## DR. ARMITAGE.

Old and infirm blind are better looked after by being allowed to live at home receiving a pension than in an asylum, 10,968-9.  
A small cottage occupied by one or more blind people is better than putting them into a large asylum, 10,970.

## COLONEL TURNER.

Describes the great misery they found on inquiry at Leicester amongst the blind; thinks people have no idea how great it is in large towns, 11,662-6.  
Describes plan of cottage homes adopted in Leicester, 11,704-7.  
Great difficulty occurred in getting blind to come into the cottage home, owing to the sighted relatives clinging to the extra 1s. a week allowed by the parish to blind relatives, 11,707.  
Thinks some of the money spent on pensions would be well spent in getting up such homes, 11,708.  
Thinks cottage homes the real way of helping the poor blind without pauperising them, 11,848.

## MR. T. STODDART.

Provision should perhaps be made for the aged blind by consolidation of funds at present available for the blind, 15,826-7.  
In Glasgow there is a home for the aged; thinks that something of the kind should be done for the blind, 15,830.  
The rates might contribute to such a home, the same amount as if the blind were in the poor house, and voluntary aid might do the rest, 15,831-2.  
Would prefer to have the aged blind associated with the seeing in homes, but there might be a difficulty in the way, 15,872, 15,874.  
There is a difficulty in getting the aged blind into existing homes, 15,873.  
If authorities would allow the aged blind to live with families paying so much a week the blind would favour it, 15,875-6, 15,880.  
Was not aware that this is done in America, 15,877-8.  
Does not think the amount parochial boards would allow would be sufficient to induce people to take the blind in, 15,879.  
Parochial boards board young people out in some cases; there would be a difficulty in the case of married blind, 15,884-5.  
If out-door relief were given on mere proof of blindness it would have a demoralising tendency unless regarded in the light of a national insurance, 15,901-4.

## MR. R. MELDRUM.

Thinks aged blind might be boarded out in the same way that sighted children are, 16,014-5.

## AGED BLIND, CONDITION OF—cont.

## MR. G. WALKER.

Personally he thinks the local authority ought to deal with the provision for the aged blind, the Imperial Government with others, 16,200-3, 16,295.  
For the aged and necessitous blind the establishment of homes is a necessity, but not as at present in the workhouse, 16,214-5.

## MR. W. HARRIS.

For the aged blind under certain circumstances a cottage home is the best way of providing for them, 16,324-5.  
Much prefers cottages to asylums for the aged blind, 16,346.  
It is very hard to require the aged blind to go into the workhouse in many cases, but they have out-door relief where they are worthy of it, 16,358-9.

## MR. W. BURNETT.

Would ask that aged blind should be treated as other aged persons, 16,973-6.  
In many cases aged blind would be better looked after by the guardians according to law than if left in the hands of their friends, 17,035.  
Would not compel them to go into the workhouse. If a case merited out-door relief the blind person should receive it, 17,036-8.

## MR. SCHOLFIELD.

There is no way of assisting the aged blind but by pensions. Does not like their going to the workhouse, 18,836, 18,846.  
The blind themselves object to going to the workhouse, 18,847.

## REV. C. H. ANDRAS.

If guardians boarded out the aged blind and got the advantage of their labour it might work well, 19,272.  
If they had learnt a trade they should be associated with seeing persons to help them, and if ignorant of a trade they should be taught one by a seeing person, 19,274-7.

## AMERICA, BLIND IN.

## MR. H. L. HALL.

In America education of blind consists of music, literature, and handicrafts; trades are learnt without interference with studies, 12,053.  
No provision for blind unable to work in America except almshouses, 12,068.  
There are no pensions for the blind, 12,071.  
Blind are treated better than other inmates in almshouses; they have a blind ward and receive better diet, 12,072.  
About 2½ per cent. of the population are in the blind wards, 12,073.  
The proportion of blind in various almshouses is small, 12,074.  
If blind receive aid from the State they must go into almshouses, 12,075.  
The State gives to the school for instruction of blind 300 dollars per capita; it is a close corporation, 12,075.  
Those taught in institutions in States where there are none like his, leave to make room for others; if they have no home their lot is a sad one, 12,089.  
Thinks institutions for providing industrial training generally will be provided eventually, 12,093, 12,097.  
Describes provision made for aged blind in Philadelphia, and the improvement he would wish to see made, 12,094-6.  
Every child in America is entitled to education at the expense of the State; and when educated they are thrown on their resources, 12,099, 12,297-8.  
Of 1,500 blind in New York, 678 were in receipt of charity, 38 dollars per head having procured a medical certificate from the Eye Infirmary, and 130 were professional beggars, and 300 were in the almshouse, 12,100-2, 12,104-7, 12,313.  
Names the asylums in New York for the adult blind, 12,103.  
Gives details of the American Printing House at Louisville, 12,126-7.  
Gives short history of formation of retreat for aged blind and deaf mutes in Philadelphia, 12,130-1.

## AMERICA, BLIND IN—cont.

Institutions in America are ruled and governed according to the notions of the principal; there is no general system, 12,132.  
Heads of institutions change with the Government, which may be disastrous, 12,133-7.  
The Perkins' institution has reputation of being a good medical school, 12,145-8.  
There are not as many blind teachers of music in the United States as there should be, 12,149-50.  
When he started American Printing House there was only one book for religious training for free use of blind; English version of the Bible is now circulated, printed in Boston letter, and he proposes to print the Bible in point, 12,164-6, 12,241-4.  
Printing House prints in both systems; not in Moon type, 12,167-8.  
Describes particulars as to the retreat, 12,213-6, 12,224.  
Efforts have been made to establish workshops in the United States; some are still in existence, and others have failed, 12,271-7.  
Number of blind in America is diminishing; New York has the largest number, 12,306-7.  
About 116 or 115 out of 300 between the ages of 6 and 15 attend school in Pennsylvania, 12,308.  
Explains reason why so many blind are not attending school, 12,309.

## MISS NEIL.

Visited the Philadelphia boarding school; thought the system very good, 14,468, 14,478.  
The children receive their education and industrial training free, 14,468.  
The trade shops are a department of the school, and the boys work on the half-time system, 14,469-71.  
The children are admitted from eight years of age, and remain seven or eight years, 14,473.  
The boys and girls are taught separately, 14,474.  
Infants are taught on kindergarten system, and object lessons are very largely given, 14,475-6.  
Pupils are trained as musicians, 14,477.  
Visited the New York City School, and the Boston School, which are much of the same character, 14,479-80.  
Was much impressed with the Boston School, 14,480.  
The Roman type is used for reading; at Boston they print the Roman characters, and have a large collection of books, but they have a mixture of types, 14,481-2; 14,512-3.  
In Philadelphia and Boston ordinary Braille is used, and in New York the New York point system, 14,514, 14,519.  
Believes the contractions in this system were the same as in England, 14,515-6.

## MR. W. HARRIS.

In America more attention is given to good general education than to industrial work, 16,332.  
They are seeking the impossible—something that will enable the blind to compete with those who can see, 16,332-3.

## T. R. ARMITAGE, Esq., M.D.

States the reasons which led him to help to found the Normal College, 10,903.

## REV. CHARLES HENRY ANDRAS, M.A.

Has been chaplain of the Woolwich Workhouse for four years, and was chaplain of Lewisham Workhouse for 10 years, 19,135-6.

## ATTENDANCE. See COMPULSORY EDUCATION.

## MISS BAINBRIGGE.

Has been connected with workshop for the blind of Kent since it was founded by her father in 1877,—3098.

## MR. GEORGE BARNES.

Is a basket maker by trade, 5107.  
Learnt his trade at Kingscote's workshops, Commercial Street, Spitalfields; he was three and a half years; it does not now exist, 5108-9, 5175-9.  
Then went to work at a place with sighted men; earned between 10s. and 18s. a week, 5112-4, 5181.  
Afterwards went to Berners Street Institution as a competent workman, and then Notting Hill Institution as a teacher, and afterwards as journeyman at Kensington, 5117-22.

Is married to a blind wife, 5123-5.  
His wife does not help him in his work, it is too heavy for her; she does housework without assistance, 5126-8, 5171-2.

He goes to warehouses and contractors for orders for baskets, 5130-2, 5153-4.

After leaving Kensington went to Peckham Institution and St. George's before becoming his own master, 5133, 5166.

Went to Peckham in answer to advertisement, but he did too much work for them, and was put on half-time; did better at St. George's, 5166.

## BEGGING.

## MR. G. MARTIN TAIT.

It is not always the case that the blind who beg have no other occupations, 460-6.

In many cases they are started well, and fall back to begging, 467-8.

Sums up suggestions for dealing with prevention of begging and dependence of the blind, 473, 484, 767.

Does not think there are many blind vagrants; would hear of it better than anyone, 446.

## REV. B. G. JOHNS.

Thinks a few relapse into beggary and pauperism, as for instance those who have divided their time between music and industrial work, 604.

## MR. C. FARRER.

Those who cannot get into an institution as a rule depend on their parents or beg in the streets, 1930.

The alms they receive from the workhouses is not sufficient to keep them, 1981.

It is very difficult to reclaim those who beg in the streets, since they get more than in the workshops, 1982-6.

Does not think any of his workmen beg, it is forbidden, 1988-9, 2054.

If the committee heard of anyone in the institution begging, no doubt they would dismiss him, 2055.

Some would rather leave than give up begging, 2056.

## MR. J. SIME.

Is not aware that any of the blind taught music at his school are begging, 13,689.

Knows two or three blind in Edinburgh engaged in begging, who are looked upon as helpless cases, 13,690, 13,718.

## MR. MIDWINTER.

There is greater temptation to the blind to depend on the generosity of the public by begging rather than working, though many prefer to earn their own living, 3174.

Does not think the blind look upon begging exactly as a sighted person would, 3175.

## MR. WILSON.

Does not know much about the begging system in London; some beggars have applied for relief, but none is given to actual beggars, 4425-9.

## MR. STACEY.

The society tries to prevent begging if possible; but some must do it unless a sufficient pension is given them, 5724.

Does not think they get a good livelihood by begging in the streets; knows one person who gets 15s. or 16s. in one evening by singing, 5725-6.

Does not say that all the blind who get their living in the streets would prefer to do manual work; is sure some would, though others get demoralised, 5788.

## MR. HAMPTON.

Is afraid begging is a very profitable occupation, 10,129.

## BEGGING—cont.

Heard one man say he had got 8s. or 9s. in a night by music in the streets, 10,206.

Believes the blind would prefer to get their living more legitimately, 10,207.

## COLONEL TURNER.

A large per-centage of blind now unemployed would prefer to follow an industry, though a man who has been in the habit of earning money so easily as begging is not often apt to take to labour, 11,731-2.

If his idea as to a system of workshops is carried out, the public will not object to blind beggars being more stringently dealt with, 11,733-4.

## MISS BEST.

Is head teacher in Bowling Green Lane Board School, Clerkenwell, 924.

## BLIND TEACHERS.

## MRS. ALICE WESTLAKE.

Does not think sighted people have sufficient patience to train the blind properly; and that for the special training that blind children require blind teachers are better; in the day schools teachers cannot read off the type for themselves, 139, 154-6.

## REV. J. P. FAUNTHORPE.

Is of opinion that the employment of blind teachers for blind children is a great and cruel mistake, 505, 543, 556.

Does not see why the more excellent touch which the blind have should be relied on when a sighted teacher has every sense, 508.

Thinks a sighted teacher has more sympathy with blind children than a blind teacher, 509-11.

For certain parts of the work of teaching, blind teachers, if trained and certificated, would be well qualified, but cannot see the object in training them for it when the sighted are more competent, 515.

Is sure that sighted teachers teach the blind to read quicker than blind teachers; this also applies to music, 517-8.

It would be advantageous for a blind teacher to have a blind monitor, but a head blind teacher should not have a sighted monitor; the head teacher should be trained, 544.

The blind may assist in teaching the blind, but to teach efficiently a sighted teacher should be employed; illustrates this by example, 545-6.

Has come in contact with blind persons well qualified to teach; gives instances, 550.

Has no experience of qualified blind teachers as teachers of classes, 552.

Was not aware that all the professors of the Institution Nationale des Jeunes Aveugles at Paris are blind, 553.

Experience is entirely limited to the school at St. George's and branch school at Wandsworth Common, 554-5.

Has had experience of clever blind monitor, who does her work exceedingly well, but does not consider she will ever teach as well as some of those trained in his college, 557-9.

## REV. B. G. JOHNS.

Has had experience with blind teachers, and has watched them carefully, 573-4.

Prefers sighted teachers to blind teachers, though there are some blind who can teach better than the sighted, 576.

A man who has lost one of his faculties is at a disadvantage in many respects, 576-7.

There are some blind teachers who could teach some things more quickly than a sighted person, as, for instance, in basket making; this applies more to industrial work, 579-80.

Committee were obliged to get rid of two blind teachers, 584.

Could not carry on work of school unless they had a sighted teacher, 653.

They use blind monitors and assistants, 654.

## BLIND TEACHERS—cont.

## MISS MARY C. GREENE.

Thinks there is great advantage in employing blind teachers; it stimulates the ambition of the children, and the teacher knows better how to treat the children, and is more likely to gain confidence of the parent, 236-40.

## MR. G. M. TAIT.

Hopes it will not always be necessary to import blind teachers into ordinary schools, but that Department will encourage sighted teachers to take an interest in blind children, 431.

Does not object to blind teachers; in London it may be well to have them where the blind are congregated, but in the country the ordinary teachers can do it, 876.

A sighted teacher is able to approach the teaching of a subject better than a blind teacher, 877.

Attaches value to assistance of blind teachers under sighted teachers; such is the case now more than formerly, 909-11; 913-4.

At Sunderland the Home teacher in the institution is a blind man, 916-7.

## MR. HODGE.

Agrees as to the advantage of having a blind teacher; 981.

## MISS BEST.

Has a staff of four assistants, one pupil teacher, and a blind teacher. There are 300 children on the books, 970-3.

There is an advantage in employing a blind teacher, in that if a blind teacher can do it, the blind child feels that it is not beyond its power also, 975, 1022.

Sighted teachers could teach the blind almost as well as blind teachers; the sighted teacher has the advantage of being able to see, which is the only difficulty in the way, 1022.

A blind teacher by having confidence in herself is inclined to inspire confidence; the blind may be injured by too much sympathy; her blind teacher is always anxious not to excuse the blind children from anything the other children do, 1023.

## MISS LOVELL.

Is of opinion that blind teachers can be usefully employed under sighted supervision; the children get into bad habits if they are not looked after, 1101.

Blind teachers can teach them elementary parts of their education, and show them how they have done it themselves better, 1102.

They are also sympathetic, and understand blind children better than sighted teachers; they are often very hard upon the children, which does them good, 1103.

## MISS WEAVER.

The advantages to blind children of being taught by blind teachers are that they see and know what the teacher does, and feel they are able to do the same; it gives them more ambition and confidence, 1467-9.

Thinks that a blind teacher can impart instruction in certain branches to the blind as well or even better than sighted children, being able to meet their difficulties better, 1358-9, 1365.

## MISS SCOTT.

Thinks children are more willing to do what their blind teachers tell them, and further, the parents place more confidence in a blind than a sighted teacher from sympathy, 1505-6.

It gives the parents courage and self-denial, which induces them to send their children to school, 1507.

## MISS M. V. MORSE.

Sighted supervision is necessary in a school, but blind teachers can help the blind, 11,611-3.

## MR. W. GILROY.

Blind teachers are more suitable to the blind than sighted, 14,039.

## BLIND TEACHERS—cont.

## MR. J. MACDONALD.

Is in favour of blind teachers in connexion with his society, 14,311.

Instruction in the board schools is given entirely by sighted teachers; they are found competent to teach the blind, 14,320-3.

A former blind teacher employed by the society was very successful, and the district of the present one shows the highest per-centage of readers, 14,391.

The directors of asylum are not so favourable to employing blind teachers as he is, which prevents more being employed, 14,392.

Is not sure about employing blind teachers in country districts; in towns they would do equally well with the seeing, 14,393.

All the seeing teachers can read and write Braille, 14,396-7.

## MR. J. HOLLAND.

Thinks it is wise to have blind teachers in institutions as far as possible; they understand shortcomings of the blind better, 14,604.

What he learnt he acquired quicker under sighted teachers at Norwood than what he learnt at Manchester, 14,611-2.

## MR. J. KINLAY.

Does not consider it necessary to have sighted teachers for the blind, 15,621.

His experiences are that the blind have turned out much better workmen than the sighted, 15,622-3.

If a blind music teacher receives a grant, it should not be withheld from a blind trade teacher, 15,624.

## MR. R. MELDRUM.

Education of blind can best be effected by sighted teachers, 16,096-9.

## MR. W. HARRIS.

Does not approve of blind teachers for the blind, 16,457, 16,459.

## REV. H. J. R. MARSTON.

Thinks those who teach the sighted are the best judges as to how the blind ought to be taught, 16,593.

## REV. N. F. McNEILL.

Would give an additional grant to a sighted teacher to qualify himself to teach a blind child, 16,879.

Blind need not necessarily be taught by blind master, 16,881.

## DR. MOON.

Blind children should be supervised by sighted people in education, 17,563.

## MR. SCHOLFIELD.

If competent blind teachers can be obtained prefers that they should teach the blind, 18,806.

It is necessary to a large extent to fall back upon sighted teachers; would give a bonus to those who used the best system, 18,801, 18,808.

## REV. S. S. FORSTER.

Is in favour of employing blind teachers to teach the blind if they have strong moral force, 20,415.

No special training on the part of seeing teachers would be required, 20,416-7.

Ordinary seeing masters would soon acquire all the necessary knowledge to teach the blind, 20,418.

Does not think it necessary in the lower grades of education to employ a blind teacher, 20,419-20.

## MR. MIDWINTER.

As to how many blind a seeing teacher can superintend, depends on description of work they are teaching, 3155.

The employment of blind as assistant teachers under sighted superintendents would be very advantageous in teaching basket-making, but useless in every other trade, 3224-5.



## BLIND TEACHERS—cont.

Miss BYERS.

Thinks blind teacher more competent than seeing one to teach the blind; he knows the system better and has more patience; department of children could be left to parents, 12,676, 12,721, 12,735, 12,804-7.  
Blind teachers should pass a certain suitable Government standard, 12,703.

Mrs. J. CHAMBERS.

Used to have blind teachers in the school, but it failed entirely, 12,995-6.

Mr. G. GOODWIN.

Prefers blind teachers; they have more sympathy, and know difficulties of blind better, and children have more confidence in them, 13,015-6, 13,062.  
Discipline of school can be kept up as well by blind teacher as by sighted, 13,017-8.  
Some blind have become clever teachers; thinks institutions ought to open their doors to them and accept them as teachers instead of the sighted, 13,020.

Mr. J. SIME.

If blind boy or girl is competent to become teacher, sees no reason why he or she should not be apprenticed; slight modification of existing code would enable this to be done, 13,597, 13,701-2.  
Greater encouragement should be given to training and employment of blind pupil teachers in blind schools, 13,599, 13,631-3.  
A declaration of the law is wanted as to whether a grant would be given for blind pupil teachers under existing system, 13,600-1.  
Does not know any case of certificated blind teacher in Scotland, 13,636.  
There are certain blind men whom it would be desirable to employ as head teachers, 13,704-5.  
Thinks it a hardship that schools which employ blind teachers cannot get a grant, 13,706.

## BLINDNESS, AGE OF COMMENCEMENT OF.

Mr. G. MARTIN TAIT.

Cannot state age at which blindness is produced by poverty and evil surroundings, 865.  
Knows cases where blindness is hereditary, 866.  
The average commencing age of blindness is 33,—744.

Mr. W. HIBBERT.

Majority of blind he has met with have become blind after 40 from various causes, 2257-8.

Mr. R. B. CARTER.

Cases of blindness from birth very rare, 2623.

Mr. C. FARRER.

More than two-thirds of those at institution have become blind after they were adult, 1963-5.  
Of 300 blind persons with whom he has been acquainted, two-thirds are over 20,—2009.  
Would say they became blind from over 12 years; few are born blind, 2010.

Mr. T. CLARKE.

Majority of blind lose their sight after age of 20, 5483.  
Professor Fawcett's idea that the proportion of young blind to old is 25 to 40 is erroneous; finds number of young blind very small, 5502.

Mr. STACEY.

No person in the society has been born blind; have mostly lost sight through accident or illness in adult life, 5730.

Mr. H. L. HALL.

The number of children born blind is less than three per cent. in America, 12,237.

## BLINDNESS, AGE OF COMMENCEMENT OF—cont.

Mrs. J. CHAMBERS.

Very few are born blind, 12,953.

Mr. J. SIME.

The per-centage of blind from birth at the institution is comparatively small, 13,712.

Mr. J. MACDONALD.

The proportion of those born blind is very small, not 4 per cent., Dr. Pollock of Glasgow brings it down to 2 per cent., 14,241.  
Finds of the 1,200 on the roll of his society about 9 per cent. are between ages of 15 and 25 and about 12 per cent. were born blind, or become blind soon after birth, 14,241-2.

Dr. MOON.

Blindness begins as a rule about 33 years of age, the number of blind under 15 appears to be about 10 per cent of the mass, 17,507.

## BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS.

Mr. G. MARTIN TAIT.

Blindness, as a rule, affects the poorest, the consequence of vice and neglect to a large extent, 469-70.  
Knows cases where blindness is hereditary, 866.

Mr. C. FARRER.

Only about 3 per cent. lose their sight by accident; blindness is caused chiefly through some disease, aggravated by fever, 1966-7.  
Small-pox, rheumatism, and those sort of diseases are the most frequent cause of fever, 1968.

Mr. R. B. CARTER, F.R.C.S.

As to whether blindness in infants under five years is preventible refers to Dr. Cohn's analysis as to causes of blindness, 2624.  
The Ophthalmological Society of London committee found that 30 per cent. of inmates of asylums were blind from purulent ophthalmia, and about 7,000 in the United Kingdom, 2624.  
Such disease is preventible with a little pains and trouble, 2624.

Another cause of blindness is the severe ophthalmia which occurs at any period, and is apt to become an epidemic in schools and armies, 2625.

Such an epidemic prevailed in some of the workhouse schools in London; the causes of disease were investigated and removed, 2626, 2681.

The causes of that epidemic were mainly overcrowding, bad arrangements in dormitories, insufficient food, &c., 2627.

Apart from these epidemics does not think there is any special liability to blindness at any period of life beyond age of infancy; except in particular trades, 2627.

The means of guarding against liability to blindness in those trades would be wearing unica or gauze spectacles, 2628.

A good many receive accidental injury to sight through soda-water bottles bursting, 2629.

Blindness which comes on between 45 and 65 he would regard as one of the consequences of age or inherent disease, 2630.

Loss of sight is due to various diseases which he enumerates, but preventible blindness is mainly blindness of early life, 2630.

Investigations showed that nearly 30 per cent. of blindness in asylums and institutions in United Kingdom was traceable to a single preventible cause, 2630, 2636.

Short-sightedness is hereditary, but has not found blindness hereditary, 2632-3.

## BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS—cont.

A short-sighted eye is not prone to disease, 2634.  
Conditions under which instruction is carried on in this country throw great strain on the eyes, more among better classes, 2635.

It produces weakness of sight; refers to table of cases of double blindness prepared by Professor Magnus, 2636.

Thinks better diffusion of knowledge among mothers and nurses with regard to nature of infantile diseases of the eye is wanted, 2637.

Committee of the Ophthalmological Society sent a deputation to the Local Government Board urging that a printed paper of instructions should be given by registrars of births to parents, but the matter fell through, 2637.

One or two days' neglect makes all the difference between saving and losing vision, 2637.

A properly qualified medical man should be consulted at once when anything affects eyes of new-born infant, 2638.

Thinks that in the case of new-born infants it would be of great utility if the Post Office or Local Government Board published summary of precautions to be taken, 2639.

Excellent results have been obtained in lying-in hospitals by disinfecting eyes of all new-born children; if this precaution were taken, the disease would probably be extinguished, 2641-2.

The disinfectant is so cheap and harmless nobody could hesitate to employ it, 2643.

Produces note by Dr. Magnus as to causes of blindness among 87 inmates of blind institution at Breslau, 2645.

Measles and scarlet-fever cause blindness to extent of 10 per cent., 2646.

Would say there is no treatment which is an absolute preventive in such cases, 2647.

The solution he has found most useful in purulent ophthalmia is a weak solution of perchloride of mercury of 1 in 1,000, 2643, 2680.

Alum lotion is not the best astringent, though a good treatment for the disease; doubts whether it would prevent it, 2649.

If any substance that was best for the treatment of purulent ophthalmia could be sent round as alum has been in certain districts it would be very useful, 2650.

Sees no difficulty in the Local Government Board undertaking it, 2651.

Meets with one or two cases in 1,000 in which tobacco has had bad influence on the optic nerves. Made inquiry into this through ophthalmic surgeons in Egypt and Turkey, and was told that loss of sight from nerve atrophy is very rare in those countries.

Explains remedies used to prevent and cure the disease of purulent ophthalmia, 2653, 2663-7, 2680.

Knows of no statistics that show myopia is increasing, should think it is less common in English than German schools, 2654-5.

Considers that the smaller number of persons suffering from myopia compared with Germany is due to the prevalence of out-door games in English schools, 2656.

American statistics prove that underfed and badly-housed children suffer in greater proportion than others, 2656.

Should say that the mischief is mainly done in elementary schools, 2656.

Investigations have shown that it is in the beginning of education eye troubles come into prominence, and the more advanced schools carry on what others have commenced, 2656.

Describes the means he would suggest to counteract this tendency to myopia in elementary schools, 2657.

Thinks English games much better than German gymnastics; would like to see acuteness of vision made a point of excellence in all physical contests, 2658.

Has not seen cases of loss of sight among children turned out in the streets three or four days after recovering from measles or fever; has seen cases of bad eyes from this cause, 2661.

Gives definition of blindness, 2662.

Does not think that poverty and vice are causes of blindness, 2672.

Has noticed that accidentally the number of blind in one district is very large and in another very limited; gives an instance, 2673.

Miners suffer from oscillation of the eyes called "nystagmus" from working a long time in a bad light, 2677, 24970.

## BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS—cont.

Is not conversant with shuttle-blindness, and does not remember having seen blindness traceable to that, 2675, 2678.

Thinks blindness from secondary syphilitic causes is on decrease, as the disease is better understood and treated, 2679, 2687.

Is not aware of any better antiseptic than perchloride of mercury. Experiments have been made by Dr. Credé in France; will furnish his formula, 2680.

Although it would be very advantageous if a periodical inspection were made of schools by competent persons and attention were drawn to myopic children, thinks responsibility should rest with parents, or schoolmasters might be on the watch for it, and instruct parents that something was wanting, 2682-3.

The reason why short-sightedness and blindness are more prevalent in Germany than England is that the wave of compulsory education swept over Germany first, 2685.

Syphilis causes a proportion of blindness, not a large amount, 2686.

The action taken with regard to the Contagious Diseases Act may have had some effect, 2687.

Mr. HULKE.

Commonest cause of blindness in infancy is purulent ophthalmia, 4508, 4511, 4539, 4543.

To remedy the disease, would have all occupied in attending women in labour better informed on the subject, 4509, 4594.

There should be some regulation that a warning should be given by the poor-law doctor to the nurse or mother; many cases would thus be prevented, 4510.

There are some cases of congenital blindness, but not many, 4513, 4557.

Is aware of many cases of purulent ophthalmia, 4518.

Thinks there would be no difficulty in drawing up a short plan for treatment of such cases, which ought to be given to every one dealing with children of poorer class, 4520.

Believes of late years bi-chloride of mercury has been applied as a remedy, but he always uses alum, 4521.

Blindness from scarlet fever or measles is hardly altogether preventible, but can be rendered less severe, 4522.

Knows no special occupations which tend to blindness, except those where accidents are liable to occur, 4523.

If in childhood there is a strong tendency to myopia, straining the eyes will aggravate it, so that eyes break down in middle life or old age, 4524, 4528.

The corrective to myopia is efficiently lighted rooms and suitable glasses, 4525.

Cannot say whether myopia is on the increase, 4526.

Now that all children attend school it is found out, and a large number are sent to the hospital for glasses, 4527.

Granular ophthalmia leads to no small amount of blindness; it is very infectious, and greatly aggravated and perhaps produced by bad sanitation, 4528-32, 4540-3, 4567.

A great deal of blindness between ages of 40 and 60 is due to glaucoma and glaucomatous affections; explains this, 4536-8, 4543.

Inherited syphilis is a not inconsiderable cause of blindness; thinks some statistics might be furnished with regard to this, 4546-50, 4596.

Almost any metallic salts would be useful in early stages of ophthalmia, but alum is most innocuous, 4551, 4552.

The present system of education tends to increase blindness, by driving all children at the same rate, 4560-2, 4601-2.

An acute case of ophthalmia does not take many days to destroy the eyes; the remedy should be applied at once, 4563-4.

Eyes of new-born children should be thoroughly washed and cleaned, and an antiseptic used, 4565.

Thinks some measure, such as is adopted in some midland counties, of distributing alum by the parish authorities would be very useful, 4566.

In cases of granular ophthalmia no hard-and-fast line of treatment can be laid down, except that astringents seem the best remedy, 4563.

An annual school inspection by experienced person to detect myopia and hypermetopia would be exceedingly useful, 4569.

## BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS—cont.

Gas has no tendency to do harm with proper ventilation, and if placed in a proper position, 4570-2.

Apart from syphilis, blindness is in other ways hereditary, and runs in families, 4573.

Does not think the per-centage of cases of blindness from smoking is very large, 4577.

Purulent ophthalmia is both easily preventible and curable fairly rapidly, but glaucoma is very lingering and intractable, 4758-82.

It would be desirable to give more prominence if possible to a knowledge of ophthalmic surgery, 4589.

Such knowledge is essential at the College for Surgeons, but is not aware that attendance on a course of ophthalmic surgery in an ophthalmic hospital is essential, 4590-3.

The abolition of the Contagious Diseases Act would tend much to the spread of syphilis, and thus increase blindness, 4597-8.

Does not think blindness arises from children being turned out too soon after measles and scarlet-fever, but from bad nutrition, 4599-600.

## MR. SIMPSON.

Has more applicants from miners in Cornwall for pensions than elsewhere, and has also noticed many from Nottinghamshire, where lace-working is carried on, 4634-6, 4670.

In the majority of cases the cause of blindness is amaurosis, 4671.

## MR. DIPNALL.

Has made inquiries as to whether blindness had increased from certain causes or diminished; came to the conclusion that it had not increased beyond ratio of population, 4991.

This he attributes to vaccination, knowledge of ophthalmic science, and greater care in factories, 4991.

Considers there is probably an increase of blindness in certain trades, 4991.

## MR. OWEN ROBERTS.

Has noticed there are more applicants for pensions from Cornwall, due, he thinks, to mine accidents, 5253, 5285.

Describes medical certificate as to cause of blindness, 5256.

Has applications from Nottinghamshire; he infers this is due to the manufacture of fine lace, 5260.

Watchmakers suffer from a common form of blindness, 5261.

## MR. W. S. PRIDEAUX.

Sight is much tried in watchmaking and goldbeating; it sometimes results in blindness, 5442.

## MRS. STAREY.

Most of the blind in the society have lost sight through accident, illness, or weakness; in the latter case hearing, and mental powers are often deficient as well, 5730.

## DR. ROTH.

Produces table showing causes of blindness in 2,598 cases, 5824, 5831, 5835.

Congenital blindness in many cases is due to intermarriage, 5824-6.

Another cause of congenital blindness is intermarriage between near relations, or by exposure of mothers during pregnancy to fright, or if they receive a mental shock, 5827.

Short-sightedness is hereditary, and some congenital blindness, 5828-9.

Sometimes two people not congenitally blind produce blind children, 5830.

Hands in leaflet issued by his society for diffusing knowledge of the prevention of blindness of children, 5832.

In Ireland steps have been taken in this direction, but the Local Government Boards of England and Scotland have taken no steps, 5832, 5887.

Many of these diseases are not cured first through neglect of the patients, secondly, through ignorance of medical men, 5834.

## BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS—cont.

Would suggest recommendation that no medical man should obtain a degree without passing examination in eye diseases, 5834, 5837, 5910-1.

Suggests that instruction should be given to school-teachers in ocular hygiene; more than 10 per cent. of accidents are preventible, if instructions were given with regard to prevention, 5835-6.

Gives statistics as to the comparative number of cases of blindness caused by diseases of the body, 5838.

In certain trades injury to eyes is liable to arise; men often do not adopt proper precautions to prevent such accidents, as the wages are higher where there is exposure to danger, 5838.

In answer to a circular sent to 100 different trades inquiring number and causes of blindness amongst members, he received only three answers; recommends Commission to ask for information, 5838-9.

Of the various trades in which blindness is liable to result are those in which lime is used, or where chips of metal may come in contact with eyes, 5840.

Is of opinion that of every three people blind two are blind from ignorance and neglect, 5840.

Teachers in schools should be instructed to do all they can to prevent short sight; hands in paper giving required instructions, 5844.

Only knows of one paper of instructions issued in Saxony; instructions to midwives and monthly nurses, are circulated by district authorities, 5884-6.

Would suggest recommendation that the Registrar-General should order every registrar, on registration of marriage or birth, to give a card of directions how to prevent purulent ophthalmia, 5889.

Is aware that the Council of Medical Education have discretion to examine students on diseases of the eye, and would refuse to pass student unable to answer questions, 5896-7.

Cites case of medical man who had not thought it worth while to study the subject before receiving a diploma, 5898-901.

In Ireland there is a special examination and certificate for this subject, and the student must pass examination in midwifery, for which there is a special examiner, 5902-4, 5909.

## MR. A. BUCKLE.

Thinks registrars of births might circulate information as to preventible causes of blindness in children, as is done in Holland and Denmark, 11,248-54.

Hands in tables of statistics as to causes of blindness, comparing 1871 with 1881,—11,255.

Proportion of hereditary blindness in his school is very small; does not regard it as a common cause of blindness, 11,347-50.

It would be a great advantage if information could be spread as to method of preventing infantile ophthalmia, 11,351-3.

Keeps statistics of cause of blindness; thinks it desirable every institution should, 11,442-5.

## COLONEL TURNER.

Every institution and society for the blind should have a uniform register of causes of blindness of those with whom they deal, 11,796.

## MR. H. L. HALL.

The number of children born blind is less than three per cent in America; in a large proportion of cases blindness is due to ignorance and neglect, and among adults to accidents, 12,237.

In manufacturing and mining districts blindness is more prevalent than in agricultural counties, 12,238.

Has never heard of any general plan of preventive treatment being practised for blindness in childhood; it would be a great advantage if there were one, 12,239-40.

## MRS. J. CHAMBERS.

Blindness comes generally from sickness, neglect in infancy, or accident; very few are born blind; knows of no preventive being resorted to, 12,952-4.

## MR. J. SIMP.

Does not think blindness resulting from small-pox is common in Scotland, 13,710.

## BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS—cont.

Usually keeps statistics at institution as to causes of blindness; is not aware that it is universal in Scotland; it would be very useful if such were kept, 13,711-5.

Per-centage of blind from birth at institution is comparatively small. Number of those who become blind from accident or disease goes on increasing, 13,712.

Knows of no system in Scotland for prevention of infantile blindness, 13,744-5.

## MR. R. MELDRUM.

Proportion of blind in his district is about 1 in 1,000, 16,001-2.

This is above the average owing possibly to the iron ship building and granite work, which account for cases of blindness, 16,004.

There is an extensive sea-board which is usually accompanied with a high per-centage of blind, 16,004.

## DEAN H. H. DICKINSON.

In the case of older blind persons blindness results from neglect of vaccination in former times, but there is less of that now, 17,687.

There is great diminution of infantile ophthalmia, 17,688.

Is not aware of any rules for preventing ophthalmia, 17,690.

Has never known blindness result from vaccination, if such cases do occur, it is through careless vaccination, 17,719-22, 17,765, 17,767, 17,769.

Diminution of blindness in Ireland is due to improved scientific knowledge, 17,723.

Has known many cases arise from non-vaccination, 17,765.

## DR. F. WARNER.

Has seen children going blind whom he has pointed out to the schoolmaster, sometimes they are sent to the hospital, sometimes no attention is paid, 19,115.

Squinting, if not attended to, frequently ends in loss of sight, 19,114.

## REV. G. H. ANDRAS.

Those in the workhouse from 60 to 70 years of age have become blind generally from amaurosis, 19,224.

## MR. W. J. DAY.

A large amount of blindness is caused by accident in the north of Worcestershire, but better precautions are taken in getting minerals and limestone, and blindness will decrease, 20,679, 20,747.

## DR. F. X. F. MACCABE.

Mentions a case of ophthalmia in the Cork workhouse due to overcrowding in the wards, a special report was made on the subject, 21,074.

It arises from overcrowding and want of care about the lavatory arrangements, 21,073.

Has seen no ophthalmia in the workhouses, the conditions that exist are not favourable to its extension, 21,074.

## MR. E. H. WODEHOUSE.

It would be quite contrary to practice for the Local Government Board to issue circulars with regard to the prevention of purulent ophthalmia in the same way that the Irish board does, 21,291-2.

Is told that the number of cases of purulent ophthalmia in London workhouses is very small, 21,293-4.

Sees no objection to the issue of such a circular to others than those in workhouses, 21,295-7.

Knows of no objection to the establishment of an infirmary in connection with an institution for pauper blind for their treatment ophthalmically, 21,303.

## BOOKS AND APPARATUS.

## MISS MARY C. GREENE.

The children take their raised German maps into school, and follow the instruction in geography given to the sighted, 354, 5.

Thinks they realise the geography with the touch and mind as the sighted do with the eye and mind, 357.

## MR. G. MARTIN TAIT.

With regard to literature there is great difficulty as to expense in the production of books; hopes one result of this inquiry will be recommendation of at any rate only two types; at present publishers do not know what the blind want, and books are in hands of charitable workers, 811.

Government should make grants for production of books for the blind, which are a very expensive feature in their work, and the sale very limited, owing to the limited number of readers, 485-6.

The blind are entitled to all the benefits provided by the country to the sighted, 899.

There is a writing press by Moon's plan, and a whole system, 920.

The books in use in Moon's type are by thousands against hundreds in any other type, 452, 803, 807, 897, 900.

Hands in book as a specimen of Moon's type adapted to 250 languages; books in Moon's type have sold to number of 161,000 volumes. Annual sales amount to 6,000; reads statement received from Dr. Moon, 798, 853-6, 894, 898.

## MISS SCOTT.

Uses the maps of the British and Foreign Blind Society, 1561.

An ordinary child will learn as easily as seeing children from maps; they want a teacher first of all to show them the maps, 1562.

In the upper standards she gives them the guides which are published with the maps; they are a great help, 1563, 4.

The Braille method is a very valuable invention for reading and writing, not for arithmetic, 1535-6.

Copies most of her school books, grammars, and geographies in Braille; in any other system this would be impossible, 1536, 1538.

The children actually learn from the same school books as the other children do; they use Braille's Royal Readers, 1537.

The arithmetical type is learnt in a few minutes; Braille is very easy; many teachers can now teach it, 1546.

## MISS LOVELL.

If her Home came under Government inspection, a great many class books would be needed, otherwise the work would be too hard for them to succeed, 1105.

Arithmetic is taught on the Braille system because it is more easily written than any other, 1157.

## MR. J. L. SHADWELL.

For arithmetic a board with holes in it is always used, and numbers are indicated by pegs in the holes, 2809.

Has only once seen an abacus in use in a blind institution, in Rome, 2810.

Thinks it would be useful for teaching children how to add merely, 2811.

Considers Nelson's Royal Reader Series of much value in blind schools, 2863.

This series was shown to enable the blind to read in the class with the sighted, 2865-7.

Thinks an abacus would not be so convenient as arithmetical board; they take up a great deal of space, 2882.



## BOOKS AND APPARATUS—cont.

The octagonal arithmetical board is recommended by association, 2888.

Octagonal board is to a blind child very much what the slate and pencil is to the seeing, 2885, 2888.

Can suggest no improvement in the board, 2886.

When blind are being educated in the same schools as the sighted they should possess the same reading books so as to read in class, 2865-6.

Literature in Moon's type is very small, 2955.

It is printed in 48 languages, but it is only the Bible over and over again in all those, 2957.

There are a few educational books, but has found choice of books extremely limited, 2958.

Is aware that several classical books have been printed at Worcester; has been told that some are printed in ordinary great type, 2961-2.

His association employs about 50 blind people in printing or copying books, 2814.

Two stereotypers are employed by association, both blind, 2889-90.

The persons who correct the manuscripts are blind, and make a living by it, 2891-2.

Association was founded to examine into different systems of educating the blind, 2787.

Every member of the council must be unable to read ordinary type with his eyes, and learn at least three different systems, 2792.

One object of the association is to print books suitable for education of blind, 2716.

States character and number of books printed by the association, 2798-800, 2587.

The printing of these books has decidedly improved the education of blind; formerly nothing of consequence was printed except the Bible, 2801.

Supplies schools below cost price, and by subscribing a guinea annually a school is entitled to have the books at half-price, 2802.

Thinks the books are used in all schools, 2803-5.

Raised maps have also been issued, and guides, 2808.

The association sends books all over the world, 2815.

Believes four copies of each a manuscript book is issued, 2869-60.

The Nelson Royal Reader Series have been published by the association, 2861-2.

Association gives away a few books, but try to sell all they can; if there is a new institution deserving help they give them books, 2963-5.

Association was not founded for propagation of Braille, but that is its object now, therefore gives away books, as Moon does, to propagate system, 2966-9.

Most of the books for sale are printed by hand, 2978.

## MISS HAMILTON.

Thinks books for the use of the blind in national schools should be printed in one of the types used for the blind, 3820.

## DR. F. J. CAMPBELL.

Mr. Brotherhood has invented wonderful machine for exercising hands and fingers, which has been adopted at the college, 10,608.

## MR. H. L. HALL.

Hands in list of books printed in New York point system for educational purposes, 18,175-7.

## MR. J. McCORMICK.

State should grant subsidy for providing books for the blind; does not know whether it does so for the sighted; when master of a national school he was able to get books at reduced cost, 12,374, 12,424.

A larger supply of school books and apparatus is wanted; thinks State should give grant for this, 12,371-4.

A good guide book for technical instruction is wanted written in Braille; workmen at his institution are writing one out, 12,369.

Books for blind are very expensive; Bible in Braille costs 5l., and in Moon 10l., 12,374-5.

## BOOKS AND APPARATUS—cont.

The Bible Society supplied Bibles for blind persons leaving institutions, but they have stopped it, 12,376.

## MR. W. D. HALL.

Educational books for blind are insufficient in number, 12,542.

## MR. G. GOODWIN.

State should give grant for blind as in case of sighted, proportionate to extra cost of education, 13,009-10.

There is great need of Government assistance in way of books, 13,030, 13,075.

More good school literature is wanted than there is now, 13,030.

Gives details as to the books required, 13,051-7.

## MR. J. SIMS.

Blind can use type writers with facility; hands in specimen of Remington type done by girl in the institution, 13,591.

Type writers would be very useful for education of those likely to be engaged in any profession, 13,592.

State should make a grant for the purpose of buying books as in America, 13,587-9.

## MR. W. MARTIN.

There should be special grant for technical apparatus and educational appliances per head, supply of books, and payment by results, 13,910-3.

In making grant for educational apparatus, State should do it through a committee permanently established, advised by inspectors, 13,914-20.

## MR. R. MELDRUM.

Pleads earnestly for Government grant for books; describes way in which he thinks it might be given, 15,967-70.

## MR. W. HARRIS.

Would not adopt American system of subsidising the printing of books until the question of type has been settled, 16,347-8.

## MR. W. J. DAY.

Is in favour of a Government grant to lending libraries, 20,746.

## REV. H. J. R. MARSTON.

Many books are produced as a means of livelihood by the blind; they might be got much cheaper if the production were extended in that way, 16,585-6.

If higher education were developed so as to create a demand for books they would probably be got much cheaper, 16,590.

Books for the blind are very expensive; if the Gardner trustees gave the amount of one of their scholarships at Worcester college for books and educational apparatus it might be better for the college, 15,628.

Would prefer the aid of a voluntary society to State aid for enabling poor blind to get books, 16,582-4, 16,588.

## REV. N. F. McNELLE.

Thinks it very important that the State should subsidise the printing of books, 16,811.

For writing he uses a Remington type-writer; writes to the blind by Braille, 16,859-62.

There should be a choice of types for the blind, 16,863-4.

## BOOKS AND APPARATUS—cont.

Books embossed in Greek character are of great utility; this printing should be further developed, 16,865-8.

Greek books are not sufficiently known which prevent blind people availing themselves of them, 16,903-4.

Portions of the Greek Testament are embossed by the Worcester Society, 16,869-70, 16,915-21.

It would be desirable to have a depot where books for blind printed in every country and system could be procured, 16,871.

Explains the positions of the two societies at Worcester for providing cheap literature for the blind, 16,922-37.

## DR. MOON.

It would be a great boon if the State supplied books to the blind gratis, or could increase the number in free lending libraries, 17,501-4.

Thinks the London School Board should teach the blind ordinary writing; produces a machine he has invented for the purpose: explains it, 17,559-62.

States the cost of the Royal Reader, 17,588-9.

Has all the books necessary for the first four standards and part of the fifth printed, 17,555-6.

States the number and character of books printed in his type, 17,486, 17,535.

## MR. P. CUMIN, C.B.

With regard to giving a grant towards the expense of printing books for the blind, would rather increase the grant without going into details, 19,608.

## REV. S. S. FORSTER.

As to the books used by the college, 20,370, 20,389-93.

The object of the college is rather to prepare men for the university than for a profession, 20,402.

The college has special appliances for educating the blind that could not be got at Eton and Harrow, 20,403-5.

Recommends the Government should take up the subject of providing books for the blind, 20,371.

## REV. HENRY BRIGHT.

Is superintendent of the Home for Aged Christian Blind Women, 5912.

Was trained in institution in the Enston Road, now the Berners Street Society, for two years, and received work to amount of 5s. a week, 5977, 5987-8, 5997.

Entered the ministry 20 years ago; maintains himself by his ministerial engagements, 5977-81.

For four years presided over Baptist Church in Essex, 5982-3.

Learnt brush-making at institution, and reading and writing on Moon's and Frere's systems, 5989-91, 6041.

When he left he returned to his home and carried on his trade, receiving 5s. a week in pension or work from Berners Street Society, 5992-9, 6053-4.

He was in Enston Road for two years; it is entirely industrial establishment; teacher came twice a week from Home Teaching Society, 6043-6.

## MR. ANTHONY BUCKLE, B.A.

Has been manager of the Wilberforce School for the Blind at York for 16 years, 11,178-9.

Was secretary to the conference at York in 1883, 11,180.

## MR. JOHN ROBERT FASSETT BURNETT.

Is chairman of the London Society for Teaching the Blind to Read at Upper Avenue Road, St. John's Wood, 3611-2.

## MR. W. BURNETT.

From 1882 to 1885 was a town councillor of North Shields, has also been a guardian of the township, 16,941-2.

Follows the business of a night caller, 16,943.

Is well acquainted with the blind working classes in Northumberland and the north of Durham, 16,944.

Was educated principally at a village school with the seeing; has been blind from infancy, 16,945-7.

Describes how he learnt in the village school, 16,948.

Went to the blind school at Newcastle at 13, 16,948-9.

Acquired the trade of basket-making at school. Did not continue it, because he knew no one who had succeeded, 16,991-2, 17,022.

In his vocation as night caller he calls 50 persons, has had 160 before he retired and resumed his work, 17,000-1.

His earnings are 60l. a year; they have been 190l.; is paid 6d. a week per man, 17,004-5.

Finds the number of houses with his finger; has great difficulty where the numbers are not embossed, as in South Shields, 17,007-10.

There are three other blind night callers in North Shields, none in South, 17,011-6.

Describes the way in which he calls a person, 17,017-20.

## MISS BYERS.

Is honorary secretary of the Sunderland and Durham County Institute for the Blind, 12,668.

Is on committee of Home Teaching Society, 12,778.

## BLIND DEAF-MUTES.

## MRS. CHAMBERS.

Has had one deaf and dumb and blind child in the institution, who had been entirely neglected as imbecile by her mother; society taught deaf and dumb alphabet, and she is now quite intelligent, 12,905; 12,999-13,002.

## MR. ROBERT BRUDENELL CARTER, F.R.C.S.

Has been connected for many years with ophthalmic hospitals; is ophthalmic surgeon at St. George's Hospital, consulting surgeon to the Shropshire Eye Hospital, was formerly surgeon to the Royal South London Ophthalmic Hospital; practises in ophthalmic cases only, and has done so for many years, 2622.

## F. J. CAMPBELL, Esq., LL.D.

Was one of the founders and was first Principal of Norwood Normal College, 10,545.

States the reasons which induced him to establish it, 10,546.

Describes experience as musical director in the Perkins Institute in Boston, 10,547-50.

Records his own training, 10,551, 10,559.

## JAMES A. CAMPBELL, Esq., LL.D., M.P.

Is member for Glasgow and Aberdeen Universities, 10,244.

Is member of the Committee of the College at Norwood, is director of the Glasgow Asylum for the blind, 10,245.

Is honorary treasurer of a committee of the Glasgow Asylum in connexion with the Norwood College, 10,245.

## CENSUS.

Mr. G. M. TAIT.

There are only 1,700 children out of 23,000 blind between ages of 5 and 15 according to the census, 740-2, 746.

In his opinion the census returns include those who are partially as well as totally blind; 490, 743.

Average age of ordinary population is 25, of the blind it is 50, and the average commencing age of blindness, 33, 744.

Has proved correctness of figures from census returns, and from over 2,000 cases in London, 745.

There are 586 blind under 5 years of age, that is in addition to the 1,700,—748.

Under 5 years of age there are only 3 per cent. of totally blind, between 5 and 15, 7 per cent., and between 15 and 45, 28 per cent., 749.

Thinks there are not more than 15 per cent. blind between age of 5 and 20,—750.

Blindness has diminished only in proportion to the total population, 809, 10.

Mr. R. B. CARTER.

Doubts accuracy of census returns for 1881; should think it included cases of large number of persons who had lost their sight in the first few days of life; cases of blindness from birth are very rare, 2623.

Has no doubt that the epidemic which once prevailed in the schools of the London boards of guardians for workhouse children would tell very much upon existing statistics of blindness in the United Kingdom; the same statement would apply to Ireland, 2627, 2668-70.

Mr. J. SIME.

Quotes census returns of 1881 showing number of blind in Scotland, and of those between 5 and 10 and 5 and 15; believes them to be accurate, 13,575, 13,752-5.

Mr. W. MARTIN.

Has seen statistics furnished from Glasgow which give larger number of blind than is given by Government statistics, caused by reduplication, 13,908.

Mr. J. MACDONALD.

Accounts for excess of estimate of 173 over the Census returns of 1881 of blind in Scotland, 14,183-4.

Returns of 1881 gave 210 blind children of school age, but it is known that there are more. The number is made to be 240,—14,189.

Mr. R. MELDRUM.

Believes Census returns are fairly accurate, but they are rather under the real numbers, 15,976-83, 16,016-7, 16,023-4.

Mr. G. WALKER.

In Sunderland the Census returns have been discredited, and in many senses are unreliable, 16,312-3.

There are more blind than appear on the Census, 16,314.

DEAN H. H. DICKINSON.

Out of a total of 6,011 blind in Ireland in 1886, only 354 were maintained out of the poor-rates, 17,671.

States the number of blind in the different religious bodies in Ireland, 17,672.

There are about 1,000 more blind than deaf and dumb in Ireland, 17,686.

## MRS. JANE CHAMBERS.

Has been one of the committee of the Home Teaching Society and Workshops for the Blind in Cornwallis Street, Liverpool, since its commencement, 12,877.

## CHARITIES. See also "PENSIONS."

Mr. HENRY LONGLEY.

Charity Commission has jurisdiction over 40,000 endowed charities; it would entail considerable labour to pick out the blind charities, 4-6.

Many charities are for the benefit of the blind at the discretion of trustees, 5-8.

Hands in list of 25 charities administered in or near London, and draws special attention to Hetherington's Charity and the charities administered by the Governors of Christ's Hospital, 9-11.

Christ's Hospital blind charities come under the jurisdiction of the Charity Commission, 14.

The Charity Commission could not apply the funds in any way without the initiative of the Governors, 15-16, 58-60, 64.

Income of these 25 charities amounts to 17,000L exclusive of the Gardner Bequest, and the income of the School for Indigent Blind, 18.

Income of School for Indigent Blind derived in part from voluntary subscriptions, 19.

The old endowed charities for the blind are almost exclusively applied to the payment of pensions, 20.

Continually meets with endowed charities for the blind; has lately noticed two, at Oxford and Henley-on-Thames; such charities are being created almost every day; by arrangement with the Inland Revenue Office the Charity Commission receives early notice of every charitable bequest, and they inquire into the application of the charity, 21.

Describes the two recent charities founded by Mr. Jacob Nathan and Mr. John Harrison, 21-2.

No special object seems more popular with founders of endowed charities at the present day than the welfare of the blind, 24.

Gross income of the city charities in 1881 was 117,000L; cannot make any definite statement as to present value, but has no doubt that it exceeds that sum, and is increasing every day; gives instance, 30-1. Considers that the blind have a claim upon educational endowments, but remembers no instance of such application, 44-6.

The schemes of the Charity Commission in most instances are made for existing general schools, 47.

In framing a scheme, such as was done for the city of Lincoln, sees no reason why under the Act a scholarship or two should not be given for secondary education, supposing a good blind school for such education existed in that city, 48, 68.

Undertakes to prepare enlarged statement of endowments specially applicable to the blind, 51, 2.

The gifts to Christ's Hospital are for specific purposes, 53.

Hetherington's Charity consists of a number of gifts by different people at different times, 54.

The original trusts are 10L a year each for 50 poor blind not in receipt of relief, 55.

The Charity Commission does not intend to apply such funds to purposes of education, 56, 61.

If the trusts of Day's Charity were strictly for pensions, he does not think they could apply them for educational purposes, 57, 61.

Jurisdiction of the Charity Commission extends only to England and Wales, 62-3.

A scheme might be framed to modify detailed rules for the application of pensions, 65-7.

With regard to a town like Lincoln, instead of scholarships it would be possible to appropriate some of the funds to the maintenance of blind children in the training schools, 68.

In the case of open charities the Charity Commission may take a wide view of the needs of the poor in framing schemes at their discretion, 69, 70.

Where the income of endowed charities is below 50L, a scheme may be made on application of one trustee, or any two inhabitants of the place in which charity is administered, or of any person interested, 71.

Where details of a charity are regulated by Act of Parliament, a scheme of the Charity Commission would not avail to alter it, 72-3.

In the case of Dulwich College, which is for the benefit of certain parishes, the blind could not be

## CHARITIES—cont.

benefited except by amendment of present scheme, 75-7.

Thinks the Governors of Dulwich College would be justified in refusing to take a blind child in, 78.

Mr. LESTER (The Samaritan Fund).

From the Samaritan Fund last year between 1,100L and 1,200L was given in relief; hands report in, 4000-2. Describes organisation and management of Samaritan Fund, 4003-13.

From Gardner's Trust the society has received 60L for circulating library, 4014-5.

They have started 67 persons in business from the Samaritan Fund, which is one of its objects; some are now quite independent and able to support themselves, 4018.

Gives particulars with regard to the Fund, 4165-81.

Mr. WILSON (Gardner Trust).

States objects and operation of the Gardner Trust, 4278-80.

58 institutions and societies have been benefited from the trust, 4281.

2,580L are given annually in pensions, 4283.

States principles on which the funds are distributed to institutions, 4284-9, 4292.

Committee in most cases make it a condition of grant to institutions that a certain sum is raised within a prescribed period, 4290.

Such grants are given for buildings or workshops, 4291.

In granting help to institutions full inquiry is made as to whether they deserve support, 4293-4, 4442.

Miss Rye's school received grant in 1882 and 1883, and one has just been given her for support of one child in good circumstances but requiring help, 4348-53.

Elections take place when a vacancy in pension list occurs, 4354.

Grants are given out of the trust for printing books for the blind, 4376-8.

States the grants that have been given to institutions that print books for the blind, 4382-6.

About 10,500L is annually given away out of trust funds, 4415-6.

About one third is given for music, one third for trades, and one third for pensions, 4417, 4459-61.

The bulk of the money for music goes to the Normal College, but other institutions have been assisted, and in two cases individuals, 4418-21, 4462-5.

His committee are quite prepared to receive bequests or donations, 4440.

Grants are never made by the committee for more than one year, 4441.

The case of every institution is re-investigated when a fresh application comes, 4442.

Grants are given to schools as well as to individuals, gives instance, 4443.

Instruction at such schools must be, in opinion of committee, efficient, 4444.

There is no regular examiner of the schools, it would be more advantageous if there were a general inspection, 4445-8.

Mr. SIMPSON (Day's Charity).

Gives particulars of Day's Charity, 4604-9.

The charity extends to Ireland and Scotland, 4663.

The desire of the trustees is to help those who are trying to help themselves, 4697.

Pensions are paid quarterly and the funds are held by the Accountant-General, and dividends are received by the Bank of England under power of attorney, 4698-703.

Trustees have no power to alter scheme laid down by the Court of Chancery and he does not think they would be inclined to apply, 4703-5.

States the expenses of carrying on the Trust, 4706-10.

The trustees may make such further rules and orders as they think fit for managing the charity, 4713-4.

Nearly 3,763L was spent last year, 4719-21.

There are three trustees, if one is absent from a meeting medical certificate is required, if one dies the survivors elect successor with consent of the Court of Chancery, 4711-2, 4740-2.

## CHARITIES—cont.

Mr. TERRY (The Blind Pension Society).

The object of Blind Pension Society is to pay charities to the deserving blind, 4744.

Vested funds amount to under 6,000L principally from legacies, 4749-50, 4801-2.

Paid last year 3,036L in pensions, 4751.

It might be an advantage to assist the blind by procuring materials for work instead of giving pensions, but they have no funds other than the pensions, 4757, 4766.

Describes organisation of the institution, 4762-3, 4770, 4812-5.

A small library of raised type books is kept, 4767-8.

Subscriptions are obtained by appeals, canvassing, and advertising, the number of subscribers in all parts of country is about 2,200,—4791-3.

Funded property is held in trust for the committee until wanted, 4804-5.

Mr. PRITCHARD (Painter Stainers' Company).

Describes pensions distributed by the Painter Stainers' Company, 4828-30, 5857-69.

States qualifications for the recipients of charities, 4831-2, 4838, 4842.

They have from 15 to 35 vacancies annually and 30 or 40 applications, 4835-6.

Describes mode of electing candidates, 4839-41.

Thinks they will have to modify scheme under Mr. Stock's charity, since many are disqualified who ought not to be, 4854-5.

Mr. DENNALL (Christ's Hospital).

States details of the charity of Christ's Hospital, 4956-8.

Applications for annuities come from all over England, 4959.

Describes method of classifying and electing applicants, 4961-5.

If there is a paucity of applicants, the course taken is to depress the age of qualification, 4968.

Alteration of the character of the trust has never been contemplated; presumes the Court of Chancery or the Charity Commissioners could alter trust, 4969-71.

It is not a disqualification that annuitants are receiving other pensions, if they do not amount to 20L a year, 4966-7, 4994.

A Painter Stainer's annuitant is not elected, because the company would remove him from their list, 4966.

About 100 annuitants are admitted yearly, about one seventh of the entire number go off the list, 4972-3.

Each pensioner receives 10L, 4974.

To find out income of applicants besides the statement in the form, there is free communication with clergy as to veracity of statement, and with local surgeon as to blindness, and the statements of blind person are required to be signed by clergyman and churchwardens, 4975, 4980.

Communication is not held with other societies unless something occurs to suggest it, 4976.

The clergyman is looked to to inform them if annuitant is an immoral character, and a person who takes to begging is disqualified, 4977-8.

In case of street begging a man would be cautioned, they would not act very harshly towards him, 4979.

No alteration has been made since the donor's death in the rules of the charity except with reference to age, and the interpretations of Mr. Hetherington's requisitions which he describes, 4988, 4981-2.

Governors are not disposed to alter the amount of pension, would be glad to see it made larger, but it goes as an aid rather than as maintenance, 4983.

Does not think the Governors have power to vary the pension, gives reason, 4984.

No preference is given to those earning anything for themselves, 4985-6.

More applicants come from Cornwall and Yorkshire than elsewhere, 4987-8.

No mention of the cause of blindness is mentioned in the surgeon's certificate, 4989.

Has not noticed that many applications come from Nottinghamshire and the iron districts, 4990-1.

They give pensions to those who have been in a better class of life, knows no other society that does, 4996-7.

Does not think any large number of unworthy people get pensions, 4998.



## CHARITIES—cont.

The disqualifications which apply to Hetherington's Charity extend to all their 717 pensioners, except six in the gift of Mr. Watkins, explains, 5000.

Common soldiers and sailors are excluded, though there has been a gradual relaxation of this rule; this is also the case with regard to journeymen in any handicraft trade, 5001-2.

The restrictions with regard to parochial relief and begging are read very strictly unless a person has been thrifty and saved a little, 5003.

Information of the blind they get where they can, messengers are sent to take stock of blind persons, and inquiries are made of local clergymen, 5005.

## MR. OWEN ROBERTS (Clothworkers' Company).

Describes details, limitations, and administration of pensions distributed by Clothworkers' Company, 5212-7, 5223, 5240, 5242-4.

They always have a full number of applicants for charities, it is almost impossible to keep up with the number, 5219.

States method of dealing with applications, 5220. Describes reason for relaxing the rule under Mr. West's will with regard to the poor of the City of London, 5221-2.

It is required that applicants should have been blind for three years, but exceptions are made in favour of those blinded by sudden accidents, 5224-5.

Assistance to start blind men in business has not been given to any great extent, 5239.

Assistance was given to the Normal College at Norwood, and some scholarships were founded at Worcester College, but are now discontinued; gives reason, 5239, 5251.

If the suggestion of the company made to administer Gardner's Trust had been carried out they would have done it gratuitously, 5241.

The company takes great interest in the cloth trade, and anyone becoming blind in his trade would receive great sympathy, 5254, 5258.

The company's powers allow them to benefit those who come from all parts of the United Kingdom, 5273.

## MR. H. JACKSON (Cordwainers' Company).

Describes details, limitations, and administration of pensions distributed by the Cordwainers' Company, 5287-92, 5296.

Doubts whether method of dealing with Came's and Love's Charities is the best, explains, 5296-8.

They do not advertise, as they have so many applications, but think there should be some means of making the charities more widely known; relates case of blind woman who had never heard of the charities for whom he secured pension, 5320, 5350.

The company does not give grants to blind people independently of the trust, they subscribe to the blind charities, 5322-6.

## MR. W. P. SAWYER (Drapers' Company).

Gives details of the pension administered by the Drapers' Company, 5362-4, 5373-8.

Existence of the charity is well known, no need to advertise, 5382.

Thinks particulars are published in some of the charity record books which are widely circulated, 5383.

The charity does not extend beyond the United Kingdom, 5389.

The company gives grants to the blind beyond this trust, and to charities, 5390-2.

## MR. W. S. PRIDEAUX (Goldsmiths' Company).

Describes details and administration of pensions distributed by the Goldsmiths' Company, 5404-6, 5431, 5443-5.

One object of the company is to supplement earnings of those requiring assistance, 5408.

The company have contributed to an effort made to start a central depot, also to the Normal College, 5415-6.

Thinks the London charities should have more inter-communication, sees no objection to communicating names of annuitants, 5417-8.

The company gave a grant to Worcester College which proved successful, 5446, 5450.

The company allotted an exhibition to a blind gentleman at the university apart from Worcester College,

## CHARITIES—cont.

thinks they would be most willing to do it in other cases, 5450-2.

Should think they give about 1,100*l.* a year to assist the blind independently of grants to freemen, 5453-5.

## MR. T. H. SMITHSON (Humston's Charity).

Describes details and administration of Humston's Charity, 5547-57.

Total income last year was 59*l.* 0*s.* 4*d.*, each pensioner received 11*l.* 16*s.* 1*d.*, 5572-4.

## MR. J. T. EDMONDS (South London Association).

Describes objects of the South London Association, 6065.

States sources of income of the Association, 6066.

Are only able to assist their own members who number 129,—6067.

Some members are employed by the Surrey Association and by the School for Indigent Blind, and many are poor people who have become blind in mature years, 6068.

Preference is given to aged blind in electing members, but they also help with loans those willing to work, 6069-70.

Loans are as a rule regularly repaid, 6072.

The association would have started classes for teaching men to work, but could not afford the expense of sighted supervision, 6081.

Describes mode of electing members, 6097-9.

The Home Visiting Society and Indigent Blind Visiting Society visit the members of Association, 6105-6.

The income of Association was in 1886 between 600*l.* and 700*l.*, expenditure 30*l.* or 40*l.*, 6114-20.

## MR. A. BUCKLE.

At York there is a charity which gives 10*l.* a year to the blind; there are about six recipients, 11,258-9.

Thinks there will be always a necessity for charitable existence to aged poor blind, 11,260.

## THE BISHOP OF LONDON (Gardner's Trust).

States the reasons the trustees of Gardner's Trust have for proposing the alteration of paragraphs 4 and 5 of clause 7 of the scheme, 17,438.

States the proposed alteration, 17,440-1, 17,449-50, 17,461-3.

Does not think the practice has been to extend the instruction in trades rather than in music, 17,442.

The number of applications for pensions on the books is 3576, of which 242 have been assisted; has no doubt there are many more cases incapable of receiving assistance except in the way of pensions; mentions one case, 17,439, 17,442-3.

States method of paying the pensions, 17,444-6, 17,464-6, 17,468-9.

The proposed alteration will not relieve the fund available for scholarships for higher education of the blind, 17,447-8.

In 1886 pensions and grants were paid to the amount of 3,673*l.*, 17,451-2.

Describes method adopted for investigating claims of people for pensions, 17,453-6.

The increase of pensions is more urgently demanded, and this will diminish the grants of other kinds, 17,460-1.

In present circumstances taking the whole body of blind the assignment of two thirds for instruction and only part of one third for pensions is giving too much to the former, 17,462.

In three or four cases pensioners have been dismissed, 17,467.

There is no organised agreement and inter-communication between pension societies, 17,470-1.

The pensions are restricted to England and Wales; thinks it is generally known that such pensions are given, 17,473-4.

Makes statement showing the counties in which pensioners reside, 17,475.

The trustees are aware that boards of guardians refuse help to those in receipt of the pensions, 17,476.

A report is published annually stating the pensioners, 17,477.

It is not proposed to establish a workshop; existing institutions can be assisted by the scheme, 17,479-83.

## MR. THOMAS CLARKE.

Is honorary secretary of the "Christian" Blind Relief Society, 5462.

Sight has gradually decayed during the last few years, cannot carry on correspondence, and is provided with assistant secretary, 5483.

His services are given gratuitously, 5484.

## COMPARISON OF BLIND WITH SIGHTED.

## MRS. ALICE WESTLAKE.

Children come into the classes excessively ignorant, and are not fit to go into day schools at once, but after a few months they do quite as well as other children, 102-3; but see 172.

## MISS MARY C. GREENE.

In some cases physical health is good, but on the whole it is lower than in sighted children, 196.

Thinks the blind children would average with the sighted so far as the class from which they come goes, 205, 304.

Would put average mental ability of blind children below that of the sighted, because in most cases the cause of blindness is the cause of weak intellect, 303.

There is no reason why the blind should not attain an equal standard with the sighted children, 331.

## REV. H. D. PEARSON.

The blind show great intelligence, and compare very well with the sighted children, 374-5.

## MISS BEST.

Does not think the blind are quite so quick at their work as the sighted, 947-50.

The blind excel in memory work, 948-50. Has not found any child so much before the sighted in singing as to call attention to it, 1047-8.

## MR. HODGE.

Thinks the blind children on the whole equal the sharpest of the children in his school, with exception of one mentally incapacitated, 978.

They excel decidedly in memory work, 979. Would say that the blind are not nearly so robust as others, 1008, 1015-6.

Has not noticed more musical talent in blind children than amongst the sighted; they sing with the others, 1047.

## MISS LOVELL.

Finds blind children nearly as capable of learning reading, writing, and arithmetic, as the sighted; has many who have brain weaknesses or other weaknesses, 1084-6.

Some blind are in advance of sighted children in memory work, 1107.

Their memory is strengthened by having to rely less upon books than the sighted, where there is sufficient staff, 1108-9.

Assuming all other things equal except the blindness, thinks the blind could do as well as other children, 1112-3.

## MISS HISCOCK.

Does not think the blind are as strong physically as the sighted; they are defective in physique, 1227-8.

The majority of her children are above the average in mental capacity, 1229-31.

The elder ones learn more quickly than the sighted, 1232.

They retain memory work better, 1233-4, 1237.

## REV. B. G. JOHNS.

Some of the clever workers in the adult shop would not be beaten in point of quickness by the sighted, 1684-6.

1 24970.

## COMPARISON OF BLIND WITH SIGHTED—cont.

## MISS WEAVER.

The blind she teaches make fair progress in comparison with the sighted, 1351.

Finds them as a rule very quick at mental arithmetic and all kinds of memory work, 1352-3.

The habit of relying upon memory develops the faculty, and they do their work better perhaps than the sighted, 1354.

## MISS SCOTT.

The ordinary blind children progress as well as the sighted children, and a very clever child will sometimes do better, 1541.

In mental arithmetic and oral lessons this is especially so, 1542.

## MRS. J. CHAMBERS.

After they have been trained the mental condition of the blind is equal to that of the sighted, 12,942-3.

Physical condition of blind is inferior; they do not develop as they ought, 12,944-6.

## MISS HAMILTON.

Has not noticed any weakness of intellect in the blind compared with the sighted, 3819.

The health of the children at the institution has been as good as that of sighted children generally, 3890.

There are more with dull intellects amongst the blind, but those who are fairly intelligent compare very favourably with sighted, 3892.

## MISS DANVERS.

In many cases the blind are quicker than the sighted, they are able to concentrate their attention better, 6145.

## MR. I. T. PRICE.

Does not think the blind would take longer to learn to read than sighted, 9415-6.

Believes there are blind children in schools of the same age and in the same standard as sighted children, 9417-9.

## MR. H. L. HALL.

Does not think the blind more backward than sighted children, 12,052.

## MR. W. MESTON.

Thinks inmates of his asylum would compare very favourably with sighted children, 14,156.

At 17 blind children ought to compare favourably with sighted children of 15,—14,157.

## MR. J. MACDONALD.

The blind instructed in the board schools take their place and keep pace with the sighted, 14,324.

## COMPETITION. See SALE OF WORK.

## COMPULSORY EDUCATION.

## MR. G. MARTIN TAIT.

Thinks attendance of blind children in town and country should be compulsory, 876.

There is not more difficulty with regard to attendance of blind at school in London than is the case with ordinary children, 885.

## MR. HODGE.

Is of opinion that blind children should be put under the Elementary Acts, and their attendance compelled at the same age as other children, 984.

The tendency of parents is to coddle and spoil the children; gives an instance, 985-6.

## COMPULSORY EDUCATION—cont.

Sees no reason why a blind child should not go into school under any circumstances; there are many lessons in which the teacher could give a little more attention to the blind child, 1045.

Gives instance of boy who requires blind teaching whom he is unable to get near, because a medical certificate is produced to the school board officer that he is unfit to attend, 984.

There are blind children who ought to come to school; knows of one running in the streets; thinks also the school board officers sympathise with parents in not wishing to send their children to school, 1005.

His impression is that a blind child would be allowed to run riot simply because he is blind, 1006.

## Miss Best.

It would be decidedly a benefit that it should be made compulsory that blind children should attend school, 1045.

The exception schedule should extend to a blind child in a village school, and the child should be counted on the register and paid for as a sighted child, 1045-6.

## Miss Scott.

If she has a very bad case in a bad neighbourhood, the parents probably would not see a sighted person who went to them, but if she goes she can generally get the parents to send their children to school; the more rough the parents the kinder they are to her, 1507-8.

Thinks parents are reluctant to send their children to school through mistaken sense of their helplessness, and if children are useful they are glad to keep them at home, 1509.

In some cases parents obtain doctors' certificates, and they cannot be compelled to send their children, 1616.

In her visits to parents she tells them how she and others have got on, and that always induces them to send their children to school, 1510.

Those who come early to school lose their sense of helplessness, and become more courageous and self-reliant; gives an instance, 1511.

Thinks all the really blind are reached by the London School Board officers; in some cases parents will not send them; they obtain doctors' certificates, and they cannot be compelled to attend, 1616.

There are many partially blind they do not get, 1616. Thinks they ought to have the name of every child not attending, owing to bad eyes, they could then find out about them, 1616.

## Mr. W. Tibbles.

It is very likely that when sickly children go to school they become much healthier afterwards, 2584.

The school board sees to the education of all children in its district, who are not in institutions or prevented by infirmity from attending school, 2620.

## Rev. H. D. Pearson.

Ordinary compulsory powers are applied under the London Board; is not quite satisfied with the work of the visitors, 365-7.

The fact that many blind go to institutions does not account for the few children that come to school, 367-8.

Many children are moved about by parents who are not got hold of, 369.

## Miss Mary C. Greene.

When the case of a blind child is reported by a visitor, she visits it at once, and sees that it is suitable for school, but it takes a good while sometimes to remove the difficulties in the way of attendance, 343.

Parents often object, being afraid their children will come to harm, and are also actuated by same reasons as lead others to object to compulsion, 344-5.

Parents come sometimes and see that it is good for their child to be at school, but in some cases they would rather wait to get it into an institution, 347-9.

## Miss Rye.

Does not think there would be approval of making the law compulsory for blind as it is for the sighted, 3606.

## COMPULSORY EDUCATION—cont.

## Dr. Roth.

Blind children ought to be compelled to go to school, 5837.

It is easy for parents to get certificate excusing blind children from attendance, 5858.

## Miss Danvers.

The education of blind should be compulsory, 6145.

## Colonel Turner.

Does not think there would be any difficulty in getting children of three and four to attend primary schools, advantages to parents would be so great, 11,746.

Thinks guardians should be compelled to exercise their power of compulsion, 11,754.

## Mr. J. McCormick.

Education for blind should be compulsory, 12,378. At present school board officers make no inquiry about blind, 12,379.

## Mr. W. D. Hall.

Education should be compulsory, 12,532-3, 12,630.

## Miss Byers.

The school board of Sunderland compels children to go to school in same way as sighted, 12,680, 12,872-3.

The law of compulsion should be more strictly carried out, 12,681-2.

The radius of compulsion in a town should be extended from two miles to two and a half, 12,684.

Some of the children are brought by sighted children, some have guides, 12,685.

All blind children in Sunderland, she thinks, attends school; there is generally difficulty in sending them, due to lack of interest in the parents, 12,829-31, 12,872.

## Mrs. Jane Chambers.

Most of the children enjoy coming to school so much, they give parents no rest till they bring or send them, 12,940.

Many parents are indifferent with regard to education of their children; compulsory attendance might get over the difficulty, 12,96-2.

Thinks that by providing cottage homes and relieving parents of their duties, it has done harm in perpetuating the evil of neglect of parents, 12,965.

Children only come twice a week to school; thinks parents find difficulty in supplying guides, 12,997-8.

## Mr. G. Goodwin.

Thinks education of blind should be as compulsory as in case of the sighted; it is more necessary in case of blind, 13,008.

## Mr. J. Sime.

Is afraid all the blind children in Edinburgh do not attend school, owing to poverty of parents, 13,555.

Is in favour of compulsory education of blind up to age of 16.—13,562-4.

## Mr. J. Macdonald.

It would be an advantage if school boards had power to compel the attendance of blind children at their schools, 14,224-5, 14,281-2, 14,331, 14,347.

The whole education of Scotland is under school boards, 14,332-3.

There would be no difficulty in getting the blind into the board schools; they are situated so as to accommodate the districts, 14,348.

## Miss Neil.

Not half the number of children attend the infant schools in Scotland as in England, 14,535.

Compulsory attendance is not enforced, even according to the requirements laid down, partly on account of distances children have to come, 14,536-7.

## COMPULSORY EDUCATION—cont.

## Mr. J. Kinlay.

Thinks the blind are neglected in Bolton, they ought to be compelled to go to school, 15,569-70, 15,607, 15,641-4.

## Mr. G. Walker.

Only knows of two children of school age, out of a total of 14 blind in Sunderland, who are not at school, 16,305-7.

Cannot complain of the vigilance of the Sunderland School Board authorities in looking out for blind children, 16,309.

## Mr. W. Harris.

Approves of compulsory education of the blind, 16,490-1.

## Mr. W. Burnett.

Education of the blind should be compulsory, 16,159.

## Mr. W. J. Day.

Compulsory powers of education should be obtained; parents are very reluctant to send their children to school, 20,656-8.

Many blind children would attend the elementary schools if teachers were acquainted with the type for the blind; mentions an instance, 20,673-6, 20,701-4.

It would cast no extra burden upon masters to teach the blind, 20,677.

If the Education Act were in force with regard to the blind they would go into the infant department, and be taught the alphabet as easily as ordinary children, 20,678.

## Mr. Cumin, C.B.

In scattered districts central institutions would have to be set up, and the children not already provided for compelled to go to them, 19,628, 19,704-5.

A special statute would be necessary to compel children's attendance at institutions or day training schools, 19,586-7, 19,658-9.

Parents can claim children when they have passed Standard IV.; this would be wholly inapplicable to the blind deaf and dumb, 19,660-2.

If industrial training were required in addition to a better literary instruction a statute to enforce attendance would be necessary, 19,663.

Children could only be placed in special schools for carrying on higher literary education and manual instruction by the consent of parents, 19,663-5.

Where there is difficulty of access the local authority should be empowered to pay the travelling fees, 19,761.

School boards can alter the radius of two miles to three miles by a bylaw; thinks they should have power to put it over three miles, 19,763-4.

## Mr. Craik, C.B.

Is doubtful whether compulsory education of the deaf and dumb and blind can strictly be imposed by the Scotch law, 19,798-9, 19,828-9.

Facilities for education must be at the door of the parents otherwise the law cannot be made compulsory, 19,800.

With regard to compulsory powers legislation would be required, 19,835, 19,839, 19,841, 19,925.

Unless there was a very wide power of defraying expense it would be impossible to put compulsory clauses in force, 19,841.

If schools are not provided within three miles it makes it all the more necessary that power to pay for maintenance and travelling expenses should be given, 19,906-7.

The enforcement of the compulsory clauses does not rest with the department but with the school boards, 19,926-7.

The school boards do not enforce the compulsory clauses at five years of age, 19,926.

The department has no power to force school boards to exercise their compulsory powers or to prosecute, 19,928-30, 19,936.

School boards can be forced to supply the means of education but not to fill their schools when provided, 19,931-2.

## COMPULSORY EDUCATION—cont.

A reason why deaf and dumb have not been educated in Scotland is, that in many districts there are no convenient schools, 19,938.

Has great doubt as to the advisability of adding to school board powers that of the paying of travelling expenses, 19,938-9.

In many cases for the blind and deaf and dumb it would be a great advantage; it would need a special Act of Parliament to alter the Code for the purpose, 20,000-1.

## The Right Hon. Sir P. Keenan.

In Ireland the feeling on the whole is in favour of compulsory attendance; he himself would prefer to make it compulsory, 20,937-40.

## GOTTAGE HOMES. See AGED BLIND.

## PROFESSOR WILLIAM H. CUMMINGS.

Has been professor of singing at Norwood College five years, 11,078-9.

Attends two days a week and has large number of classes from most juvenile to the most advanced, 11080-1, 11,121.

Whole system of the school so far as singing goes, is under his control, 11,082-4.

## Miss Danvers.

Is secretary of the Blind Female Annuity Society, in Fairfax Road, South Hampstead, 6121.

## DAY SCHOOLS COMPARED WITH INSTITUTIONS.

## Miss Mary C. Greene.

Thinks the teaching in day schools very advantageous, but that it cannot do the whole work of institutions for the blind, 308-9.

## Dr. Armitage.

A good residential school for the blind is far better than any day school, but most board schools are better than any of present residential schools, 10,909.

## Mr. T. Stoddart.

Where parents are intelligent would have children educated in the ordinary board schools; but for those not properly cared for in their homes, it would be well to provide a home, 15,796-7.

## Mr. W. Harris.

Finds that those blind persons get on best who have not been nursed in institutions, 16,503.

## Mr. J. Macdonald.

Is not in favour of educating the blind in institutions; hands in letters received from schoolmasters as to education of blind in sighted schools, 14,228-31, 14,287, 14,327.

States his reasons for advising that blind should be educated at board schools, 14,280.

Would reward masters who received blind in the sighted schools with a double grant, 14,294.

Finds no difficulty in getting masters of ordinary schools to take the blind, 14,295.

Several blind so educated have been sent to the Normal College, and have turned out excellent workmen, 14,226.

They were better prepared for receiving such training than if educated in an asylum, and had more self-reliance, 14,297.

Sees no difficulty or objection to educating the blind in sighted schools, 14,325, 14,329-30.

In advocating education of blind in board schools, he has taken the institutions in Scotland as they exist, 14,378.

If institution had every facility for teaching the blind, does not think that it would be better to educate them in it in preference to the ordinary school, 14,379.

## Miss Neil.

Has seen the blind taught in the board schools in Glasgow; does not think they can be so taught successfully, 14,485-6, 14,518, 14,535.



## DAY SCHOOLS COMPARED WITH INSTITUTIONS—cont.

The pressure of work is too great, 14,487.  
The blind pass the standard as the other children, but require a great deal of help, 14,488.  
The blind are better looked after in an institution, 14,489.

Has not observed increased self-reliance in those taught in the board school, rather the opposite, 14,490.  
Has spoken to masters who have had experience of this, who think it cannot be done at all; gives an instance of a child who failed, 14,492-6.

Has had instances of boys coming to her school who had failed to be taught in the board schools, 14,497-8.  
Thinks there should be special homes and schools for the blind; the board school system cannot be universally adopted, 14,501-3.

Has never seen influence of teaching in board schools by competent teachers of the blind, 14,520.

Visited the London board schools, and thought the effect of the teaching there did very well where a number could be gathered together, 14,521-2, 14,530.

Does not think it would answer in Glasgow, where the blind are more scattered; in small towns the difficulty would be greater, 14,523-5.

A teacher would learn all that was sufficient for teaching the blind, but could not give them sufficient time, 14,526.

It would entail a good deal of additional labour on elementary teachers, 14,527.

As a matter of economy, and in the interest of the blind, it is better to gather them at some centre, 14,528-9.

States opinion of the head-master of St. George's and Dennistown School on this subject, 14,539-41.

Has entirely altered her views on the above, and is now in favour of education of blind in board schools. (See Notes of Visit to Glasgow in 1888, Appendix 2, pages 48-9.)

## MR. T. STODDART.

Where blind children have intelligent parents they should be educated at the ordinary board schools; the working men in Scotland are generally in favour of this, 15,796-7, 15,856.

About one-fourth of the number at his school are capable of being educated in a board school, 15,803-4, 15,886.

They are examined in a standard equal to the Government Sixth Standard, and obtain results payment, but thinks they would be better in an elementary school, 15,858-61.

For those not properly cared for at home, or who suffer from physical infirmities, it would be well to provide a home, 15,796, 15,888.

## MR. R. MELDRUM.

Blind working men think it better to educate the blind in board schools, because education in the institution takes away funds that would be available for industry, 15,941, 16,025.

There must always be institutions for the reception of cases requiring special treatment, 15,943, 15,974-5.

His preference for day schools to asylum schools is founded on very close personal observation; states his reasons for preferring them, 16,026-9.

Knows Miss Falconer's school in Aberdeen; the results are very satisfactory, 1609-3.

Does not advocate establishment of schools like Miss Falconer's, as he advocates education of blind in the board schools which are already in operation, 16,094-5.

## MR. G. WALKER.

There are cases where temporary homes would be necessary, 16,201, 16,231.

Objections to the asylum system are that it breaks home ties, encourages peculiar habits, and saps self-reliance, 16,229.

Would like to have special blind classes under school boards and the children to live at home, 16,230.

## MR. W. HARRIS.

Would prefer the Scotch system of letting the children go to school in the day time, returning home at night, 16,454.

## DAY SCHOOLS COMPARED WITH INSTITUTIONS—cont.

## REV. H. J. R. MARSTON.

The strictest compulsion should be exercised in sending poor blind children to elementary schools; the upper classes should be left to shift for themselves, 16,552.

## REV. N. F. McNEILL.

Between school and college blind should be taught in separate institutions, 16,778.

Blind should go to the ordinary elementary schools and to ordinary colleges if they will take them, 16,779-81, 16,875-6.

## MR. SCHOLFIELD.

In the provinces schools or asylums are a wise arrangement for economy and convenience; but in London and large towns is in favour of sending the blind to the board schools, 18,820-1, 18,915-6.

## REV. C. H. ANDRAS.

Those who could not be taught should be relegated to an asylum, 19,208.

## MR. W. J. DAY.

Thinks it a great mistake to congregate blind persons of different ages in institutions; a greater classification of scholars would be of more advantage, 20,771.

## MR. B. G. DAVIS.

The school board are of opinion that they should have power to send the children to residential institutions, 18,925, 18,418.

Instruction cannot be given satisfactorily in day classes, 18,326.

Inquiry was made into the system in 1885, and the system was not approved of; gives reasons, 18,327, 18,376, 18,406-7, 18,417.

The difficulty would be that cases could not be selected in day classes, and a sufficient number of years' attendance could not be guaranteed, 18,349.

Day classes would probably cost a little less than residential institutions; states estimated cost, 18,375, 18,378.

Children would be physically better in institutions, 18,377.

Education in classes could not be provided in Birmingham for infants; there would not be enough to make a class in any one place, 18,412-6.

## THE RIGHT HON. SIR P. KEENAN.

Thinks it desirable to send the deaf and dumb and blind to institutions rather than to district schools, 20,949-50, 20,980-1.

It would be necessary to at once recognise the principle of denominationalism in establishing institutions, 20,951-2, 20,962.

With help from the State and the guardians is sure the Roman Catholics and Protestants would gladly undertake the education of the children so subsidised, 20,953-4.

Is of opinion that whether education is given in institutions or in schools they must be denominational; gives reasons, 20,964-5, 20,967, 20,986, 21,005-6.

Parents would infinitely rather send their children to institutions, 20,972.

He held a conference with head inspectors who were not so hostile to admitting blind and deaf and dumb into the national schools as the district inspectors, 20,933.

One advantage recognised is the influence of discipline they would be subject to, 20,959.

Mentions instance where a boy was very successfully educated in a national school, 20,960-1.

The contact of blind children with the seeing is a great advantage to them, but their education will proceed more satisfactorily in an institution, 20,983.

Does not think it is any hindrance to the success of institutions that they are chiefly in Belfast, Cork, and Dublin, but rather the reverse, 20,996-9.

## DEPÔTS, CENTRAL. See INSTITUTION, SYSTEM OF; WORKSHOPS, SYSTEM OF; AND SALE OF WORK.

## MR. M. S. S. DIPNALL.

Is clerk to Christ's Hospital, 4954.

## DURATION OF SCHOOL LIFE.

## REV. B. G. JOHNS.

At school for indigent blind at St. George's-in-the-Fields they keep the children six years, though they keep them an additional six months for some special instruction if required, 586.

If a child comes at seven, it probably remains until 12 years old, then goes to central school for six years, 587, 684-5.

A child admitted at St. George's at age of 10 or 12 would have to leave at 18 or 19,—1830-1.

## MISS LOVELL.

At her home they take children at age of three, and have some 20 years old, 1063-5.

The boys are passed off at 12 years old, the girls are kept on, 1066-8.

## MISS HISCOCK.

The children pass out from her school at age of 12 or 13, and go to St. George's School for industrial work, 1235-6.

## MISS SCOTT.

Would like to see children educated in ordinary schools up to age of 13 or 14 until Standard V. is passed, then placed in institutions for five or six years' industrial training into which they could get by good character and ability, 1521-2.

If the children come to school young they become good spellers, 1558, 1560.

## MISS BYERS.

A boy thoroughly educated up to 14 stands better chance of making a good workman, 12,695.

## MRS. ALICE WESTLAKE.

Children are taken at age of four and five in the London board schools, 94.

Children are not sent away from school till they choose to go, but after age of 14 or 15 at the utmost they do not remain, 111.

Children are taken away after a certain age because they are required at home; gives two instances, 159.

## MISS MARY C. GREENE.

Five years is the age at which they claim blind children, but they take them earlier if parents wish it, 191-2.

Thinks early training of greatest importance, especially in the case of neglected children, 202-3, 208-9.

Children remain now a shorter time than formerly, due to some extent to the education given them, so that they are received into institutions more readily, 222-3.

## MR. G. M. TAIT.

The number of persons under 20 in training can be found in the York report, the number given is 1,465; many over 20 are in the schools, 847-8.

## MISS LOVELL.

At her home they take the children at age of three and have some 20 years old, 1063-5.

Parents should be impressed with the great need for the very early training of the blind, 1093.

Children should be trained early before the inertness which is natural to them becomes a settled habit; has had a great many who could not hold a spoon at eight years old; it hinders all other work, and many come to nothing, because brought up as babies and helpless persons, 1096-7.

Finds very great indisposition on part of parents of poorer class to send children to school early; they have often brought them and taken them away again, and they go to the workhouse and do nothing probably, 1104.

## DURATION OF SCHOOL LIFE—cont.

## MISS HISCOCK.

At her school the ages of the children are between 7 and 13,—1207-8, 1283.

The average age of pupils on admission to the branch school is 10,—1286-8.

If they came to her school earlier they would have made much more progress at branch school than they do by the time they leave it, 1289.

The difficulty is in getting them at 10 years old quite untrained and untaught, 1290.

If the children were trained earlier with the sighted in a board school before going to her, she would have a much better element to deal with, 1291.

There is no maximum age for admission; has had children sent at 13, and has kept them perhaps a year, if below the average 18 months before passing them to higher school, 1304-7.

## MISS WEAVER.

The youngest child under her instruction is 3½; he learns to count and do various little things like that, 1340.

Is of opinion that it is a good thing for children to come to school as early as possible; it takes away their sense of isolation and dependence, and makes them more courageous and self-reliant, 1343-6.

If a child comes at 8 or 10 years of age to the school he does not take his place at once amongst the others, 1347.

The child is not only backward in learning but very helpless, 1348.

## REV. B. G. JOHNS.

The earlier the training begins the better; does not think much can be done before they are seven, 1652.

All pupils are given six years' instruction; the average age of those who come is 12 or 13, 1769.

## MR. W. HIBBERT.

Attaches great importance to blind children being taught their letters as early as possible, 2215-7.

Would have them taught a trade at the proper time, not in childhood, certainly not until 14 or 15, 2218-9, 2379-80.

Can give several instances where blind persons who have left school at 17 have not learnt the trade supposed to have been taught, and have afterwards learnt something else, 2220.

If kept to general education till a certain time, and then put to a trade it would be far better, 2221, 2377-8.

## MR. W. TIBBLES.

Thinks the industrial training of the blind should begin not later than 10 or 12, 2481.

The education in reading should begin as early as possible; he went to school at seven or eight, 2482-3.

If taught industrial work early it gives them greater facility afterwards, but it depends on the training being sufficiently prolonged, 2561-2.

## MR. MILLS.

The youngest boy they have taken was 12 years old; thinks that is as early as they can teach them any industrial occupation, 3321-3.

Thinks a blind boy ought to begin his general education and industrial training long before he is 12, 3323.

As to whether a blind boy ought to continue his education after 12 years old before beginning industrial training depends on the boy; some are quicker than others, 3324.

## MISS HAMILTON.

She begins to teach her children at eight years old; thinks they ought to begin before that time, 3780-1.

The blind ought to begin to learn as soon as sighted children, 3782.

Children are not admitted to institution until they are eight, because they are required to be able to wash and dress themselves before coming in, 3782.

The boys leave school at 17; they are not efficient in trades when they leave, and there is no rule as to keeping them on until they are efficient, 3919-2.



## DURATION OF SCHOOL LIFE—cont.

Mr. WILSON.

Thinks it desirable that education of blind children should begin as early as that of the sighted, 4344.

Only knows four schools where they take very young children; names them, 4345-6.  
Thinks education in all these schools satisfactory, 4347.

Mr. G. BARNES.

Thinks the blind ought to commence education as soon as the sighted, but does not think general education ought to go on with industrial training, 5160-1.

Mr. A. BUCKLE.

Children are admitted to the school at age of 10 to 16, are not kept over 20,—11,189, 11,308.

States the view with which the committee fixed the age of admission at age of 10, and not earlier, 11,505.

Miss M. V. MOORE.

The earlier pupils come to her the easier they are to teach, 11,568-72.

The period of pupils remaining at the college is subject to opinion of the committee, 11,624-6.

COLONEL TURNER.

Great difficulty has arisen from want of early training of the blind; education should begin at an earlier age, 11,701-2.

It is advisable to have primary schools or nurseries for blind children where they could be taken at 3 or 4 years old, 11,744-5.

Would educate children in board schools in same classes as other children up to 14, 11,748-50.

Mr. J. McCORMICK.

Education of children should begin quite as early as six years old, 12,325-6.

Mr. W. D. HALL.

Education should begin as early as six years old, 12,532.

Much time is often wasted when children have not been to school at an early age, 12,609.

Miss BYERS.

Blind children should begin education as early as sighted, six years old, 12,683.

Mr. G. GOODWIN.

Blind ought to go to school at six years old, at least to infant school, where there is some light teaching such as kindergarten, 13,012-3.

Miss NEIL.

Children's education ought to begin at six years old, 14,443-4.

Mr. G. WALKER.

Thinks five is the age at which children should go to an infant class, 16,158.

Mr. B. G. DAVIS.

In any alteration of the law it would be advisable to give a longer period of education to the afflicted classes than to others, 18,851.

There would be always a difficulty in getting hold of children till they were 9 or 10,—18,351-3.

Mr. W. J. DAY.

Children should go to school at seven, and up to the age of 12 should have simple mental instruction, from 12 to 16 technical and mental, and from 16 to 21 solely technical, 20,733.

## DURATION OF SCHOOL LIFE—cont.

Mr. CRAIK.

Compulsory powers would have to be obtained with regard to the earlier admission of children and their attendance after the age of 14,—19,835, 19,841, 19,925.

There is no limit to the time when children can stay at school, 19,903.

Dr. F. X. F. MACCABE.

The deaf and dumb and blind should be kept longer at school than the ordinary age for the purpose of receiving industrial and technical training, 21,053.

## EARNINGS.

Mr. G. MARTIN TAIT.

3s. a week is earned for writing in Braille type, 481.

Rev. B. G. JOHNS.

Some blind can earn fair wages as compared with sighted, others not half as much, though equally industrious, 605, 6.

Has no means of supplementing earnings of pupils, 607.

The average earnings in adult shop range from 10s. to 20s., 655.

Has known more money made at rug-making than anything, 656.

States average earnings of those employed in the workshop at St. George's in various industries, 657, 8.

5s. or 6s. a week can be made at sash-line making if orders can be procured, 689-90.

For earnings of average blind person refers to page 15 of their report, which he thinks would be average earnings of a good basket-maker, and of one who could get employment in his own place, 1677.

Average earnings of basket-makers is put at 15s. 11½d. per week in the adult shop, and of mat-makers at 16s. 3½d., 1678-9, 1791-2.

If these persons were working at home, 10 per cent. would have to be taken off the average earnings, because facilities are offered them in the shop, 1681-3.

The average wages the people earn is 13s. a week, but some earn more, 1990, 2094.

Mr. C. FARRER.

The men earn double what the women do, 1991, 2021-2.

The two best hands earn sometimes 9s. a week at chair-caning, but 50 per cent. is added to their wages in chair-caning and 200 per cent. in brush-making, 2021-3, 2061-2.

At brush-making the highest wage taken is 8s. a week, though they earn rather less than 3s.; the average taken a week is 5s. 6d., 2063-8.

The women who earn 2s. a week at brush bristle-drawing work from the time they come in until 6 o'clock at night, and nearly all the dinner hour, has never found they could earn more, 2116-7.

They do not supplement tuners' earnings; they find them jobs. Has known tuners who earn 1l. a week, 2144-7.

The average earnings on wood-chopping is 15s. a week; they pay the wood-choppers a subsidy of 8l. a week. The sighted earn 1s. a hundred bundles; in the institution they pay the blind 1s. 11d., 2153-4.

If unsubsidised their earnings would be 7s. 6d. or 8s. a week, 2155.

Mr. W. HIBBERT.

Does not know what those earn who beg in the streets, but more than by working in institutions, 2237-8.

Has known a strong blind man and sighted woman earn 30s. a week at mangling. At wood-chopping they would earn a similar sum, that is, a sighted man and a boy, 2242-5.

A blind man with a sighted wife or a boy could earn a livelihood, 2245.

Has heard basket-makers say they have earned 20s. or 30s. a week working at home, 2328-9, 2428-9.

## EARNINGS—cont.

An ordinary chair can be made by some blind in three hours, and would be caned for 1s., 2337, 8.

The profit on a chair is 8d. If beaded on upper side it would cost 1s. 3d. The majority of workers would not make more than three chairs in 12 hours. At the institutions believes wood-choppers earn 15s. a week, 2422-5, 2339-40.

Thinks the wages earned at the different institutions in London would range between 30s. and 2s. 6d., foremen would get 30s., 2369.

The work is divided; some saw, some chop, others tie, and each are paid separately so much per hundred, 2426-7.

Mr. W. TIBBLES.

Tuners would get the highest wages, 25s., 2467.

Amongst those he visits about four obtain a livelihood as musicians or tuners; one makes 25s. a week, 2549-51.

Knows of one man who maintains himself by a mangle; his maximum earnings might be 10s. or 15s. a week, 2586-8.

Knows of none who maintain themselves as wood-choppers, 2589.

Mr. J. NEATE.

Has earned 12s. or 14s. a fortnight for writing books in Braille, 2720-2.

If in full work as pitch-worker could earn 5s. a day, 2754.

This is reason why pitch-work has become so favourite an employment, but a market is wanted, 2755-6.

The average he can earn by writing is 7s. or 8s. a week, 2764.

Payment for his work emanates from the Indigent Blind Visiting Society, 2766.

Has not sold more than 20l. worth of work since he left institution, 2774-5.

Mr. J. L. SHADWELL.

Does not think blind can earn anything like so much at basket making and brush making as at music, 2906-7.

Believes music teachers earn from 100l. to 250l. a year; those trained at the Normal College can, 2908.

Knows none personally, goes by report of the college, 2911-2.

The pay to each person who embosses is 1½d. per sheet. They can do 10 sheets a day, about 1s. 3d., 2971-3.

The women are paid same price per sheet, 2975-7.

GENERAL A. S. MOBERLY.

Some blind at the workshop earn 16s., 18s., and 1l. a week, 3002, 3038.

When they just come they can earn nothing, but when they have learnt their work they can earn sufficient to support themselves, 3003.

Advocates payment by piece-work instead of weekly wages, and would not supplement earnings with grants, 3021.

Found helping blind pupils by loans a failure, and they are now paid by piece-work. It makes them work harder, 3028.

As a rule the blind in the workshops earn sufficient to support themselves. Explains plan adopted for paying them by association, 3031.

Average earnings of basket maker is about 14s. a week, ship-fender makers earn 16s., 3040-1.

They arrange payment by piece-work by taking price article will sell for, deducting cost of materials, 3042.

A blind man can earn 16s. a week, making fender off's, 3085.

Miss BAINBRIDGE.

The blind are paid 4s. a week by way of encouragement for the first six months at the workshop, and then whatever is earned by piece-work, 3147.

Mr. MIDWINTER.

The committee pay the workers exactly what they earn by printed list used out of doors by sighted workmen, 3183-4.

## EARNINGS—cont.

Average earnings of the best workmen in the out-working department are about 21s. or 22s. a week at basket and mat making, 3192-3, 3291.

Average earnings of basket-makers for 1884 was 15s. 11½d., 3291-2.

Could not tell average income of those who have been in institution, and whom he knows are getting a living. They earn so much per week. Mentions some of the cases, 3295-6.

Mr. MILLS.

His institution pays basket-makers the trade price for making the chair cover; they are paid so much a chair, 3335.

Has two women unable to earn sufficient to pay for food; both had six years' tuition, 3353-4.

Average earnings of the women are 7s. a week; out of that they have to pay for their food, 3369-71.

A basket-maker earns on an average 16s. a week, one man has earned 28s.; only one takes less than 9s.

Earnings of wood-choppers vary, one will earn 10s., another only 3s., 3374-6.

Of the 1,400l. representing the shop returns, 650l. have been paid in wages, 3391.

The traveller employed receives 7½ per cent. on all he sells; some weeks he has earned 1l., others next to nothing; he is paid no salary, 3395-6.

They give the women caners 7d. a chair; the best do as a rule two a day, 3421-4.

They have women who can earn 7s. a week at fish bag making and mattress sewing; one man lately earned 11s. at chair making, 3427.

The blind teacher of chair caning earns on the average 9s. a week; he gets 1s. on every pupil, 3433.

Miss RYE.

There are one or two girls who have earned sufficient in the holidays at chair caning and knitting to buy a few garments, 3483.

Mr. LESTER.

For sack making about 7s., 8s., or 9s. a week can be earned, about 1½d. or 2d. for a sack, 3989-90.

The 75 people he can trace who have left institution are earning from 6d. to over 1l. a week; only about 12 can be said to be supporting themselves, 4086-7.

220 of their people earn a little by knitting or writing from 2s. to 6s. a week, 4088.

Many would be on the verge of starvation if it were not for the society, 4089.

Much cannot be earned by turning a mangle, 5s., 6s., or 8s. a week, 4096.

The most mat-makers earn at home is 6s. a week, 4126.

Most blind mat-makers who are employed with the blind at a shop in the city earn at the most 2s., 3s., or 4s. a week, 4136.

Mr. WILLIS.

For chair caning, a man earns about 7d. a chair, 4242.

Knows a man at Deptford earning 6s. or 7s. a week wood-chopping at home, 4252.

Mr. HENRY SMITH.

At the Kensington workshop, 338l. is paid in wages; the men are paid by piece-work, and wages are not supplemented, 5057-9, 5101-2.

Average wages of basket-makers are 18s. or 19s. a week, and of brush-makers 16s. or 17s., 5061-2, 5103.

For common size chair a workman would get 1s. 3d. and would supply the cane; about 9d. of that is profit, and he would do two chairs a day, 5076-80.

Mr. G. BARNES.

Earns from 1l. to 30s. a week, 5134.

At Berners Street institution he earned at piece-work from 10s. to 18s. a week; his earnings were not supplemented; he first earned 10s. to 18s. at place where the sighted were employed, 5181-6.

The earnings of blind do not come up to more than half what the sighted earn, 5192-3.

At St. George's he earned 15s. or 16s. a week in out-working department, 5200.

## EARNINGS—cont.

Mr. H. JACKSON.

Thinks 20l. a year is the least an organist would get, and the maximum 40l., 5335-6.

Mr. H. WILKINSON.

His weekly wages amounted to 10s. or 12s., and the profit on his work brought it up to 16s. or 18s., 5640-1.

Rev. H. BRIGHT.

Thinks income of 300 blind cases (mostly aged) that he investigated did not exceed 6s. a week, some scarcely anything, 5955-7, 5959-60.

Some might have earned more, but distinction should be made between those blind for any length of time and those who lose sight when practically their work is done, 5958.

Mr. R. STOREY.

When he first started in London as outside journeyman in Berners Street he earned 2l. and 2l. 5s. a week; the profit and principal was given to him from the institution, 6190.

Average earnings of basket-makers is not more than 9s. or 10s. a week; a few earn 1l., others 5s. or 6s., 6253. Wood-choppers only earn 12s. or 14s. a week, 6256.

Mr. I. T. PRICE.

The average wages of the blind tuners are from 1l. to 1l. 5s. a week; knows one getting 1l. 10s.; they are all in factories.

They do a little private work as well, 9537-8. Is inclined to think that wages should be paid blind by piece-work, and should be supplemented to enable them to live in comfort, 9578.

Mr. HAMPTON.

Has known a man get over 1l. 2s. a week at basket making; the average earnings are 8s. or 9s., 10,203-4.

Mr. A. BUCKLE.

Wages of the workpeople at the school are not supplemented, they are paid by scale of journeyman's wages, 11,319-20.

Some basket-makers who are out-workers at the school earn 1l. a week, inferior ones 10s., none less, 11,321-2.

The out-pupils receive a small reward for their work which is kept in hand until they leave the school, 11,325-6.

The musical pupils from the school earn from 1l. to 3l. a week, 11,330-2.

Mr. H. L. HALL.

Knows men at his institution who can earn 6s. a day; the average earnings are 400 dollars per week, 12,207-8, 12,301.

Has a savings bank for the earnings of the blind, some keep their money with their friends, others squander all they get, 12,302.

Mr. J. McCORMICK.

Blind should work longer hours than sighted to put them on equal terms, they would earn more wages; his workmen do so voluntarily, 12,365, 12,399, 12,441-2.

Miss BYERS.

Owing to depressed trade in Sunderland the blind only work three-fourths time; they prefer it to reduced wages, 12,709, 12,734, 12,838.

Most of the workmen are paid by piecework, some are on time at fixed wages, the foreman is paid so much a week, 12,839-41.

Higher rates than ordinary market are paid in one or two cases, but must now reduce them; describes method of subsidising wages, 12,842-8.

Mr. J. SIME.

Does not believe voluntary effort would be sufficient to assist to maintain those who had been trained until they could earn their own living, 13,657-61.

States the earnings of those employed at the institution; the wages are supplemented, 13,682-6.

## EARNINGS—cont.

Mr. W. MARTIN.

States amount of earnings of blind in his institution, and the amount in gratuities paid to them; the two accounts are kept totally separate, 13,778, 13,789-90, 13,801-8.

It is important that the public should know exactly what is made by institutions commercially, and the amount of duty that lies upon them to make up to the blind the loss they sustain, 13,779-80.

The blind basket-makers are paid according to the rates of the sighted book, 13,797-8.

The blind do what they can to raise the rates; mentions an instance, 13,799.

The amount paid to sighted workers in the institution varies from 8s. to two guineas a week, 13,821.

Amongst the basket-makers, two earn 32s. 6d. a week, and have very little gratuity, 13,851-2.

In basket-making a set wage is paid, and in other trades the committee use their own judgment, 13,865-6.

One pianoforte tuner at the institution is earning 30s. a week, and gets something from the institution as well, 13,893-5.

The other three tuners are partially idle at home, 13,896.

One tuner trained at the institution is making 200l. a year; several others have turned out well, 13,897-9.

Mr. W. GILROY.

Average wages of mattress-makers are 14s., and of basket-makers, 15s., 13,995-7, 14,029.

If there were more work they could earn about 22s.; as much as 26s. a week has been earned, 14,015-7.

Mr. W. MESTON.

Average wages of journeymen rope-makers are 12s. 6d. or 13s., 14,167.

The scale of wages paid to the blind is more in their favour than the decisions come to at the Edinburgh Conference, 14,172-3.

Mr. J. MACDONALD.

Gives information as to the earnings of those visited by his mission who are in employment, 14,298-304.

Mr. T. STODDART.

Ordinary earning of skilled workmen in manufacturing wire articles about 15s. a week, the lowest, 10s.; 15,843-4.

Mr. R. MELDRUM.

Very few blind are able to earn sufficient livelihood either inside or outside the asylum, 16,056.

There is a general feeling in the institution that the wages are not enough. The average wages are 10s. a week, 16,113.

Mr. G. WALKER.

Those in the Sunderland Institute support themselves to a large extent, 16,127.

Describes method of payment of wages in the Institute, 16,140-1.

Mr. W. HARRIS.

Would never expect to see blind maintain themselves without the help of some devoted friend who could see, 16,336.

The blind as a body cannot be self-supporting, what with the incidental expenses of institution and trade competition; 16,375.

Mr. SCHOLFIELD.

In making skips or baskets he earned from 22s. to 26s. a week; does not think the average blind man could earn as much, 18,793-4, 18,893.

States reason why he earned more than others did, 18,894-5.

The average earnings in his institution are about 8s. a week, principally earned in making skips, 18,810-1, 18,857.

## EARNINGS—cont.

The smallness of the wages is due to most of them having become adults before they learnt their trade, 18,812, 18,866.

Many make up their livelihood in other ways, 18,813-4, 18,858-65.

One man earned 1l. a week as a skip-maker, and saved 250l. in 10 years, 18,814-6.

Mr. J. J. PLATER.

An average man as a rule earns at basket-making 12s. a week, 20,432.

A blind man would earn half what a sighted man would earn, or less, 20,433.

Blind teachers in institutions are underpaid compared with the sighted teachers; gives an instance, 20,434-6.

Teachers of basket or brush making ought to be worth from 12. 1s. to 1l. 5s. a week; they are paid under this, 20,527-8.

Mr. JOHN THOMAS EDMONDS.

Is Honorary Secretary of the South London Association for assisting blind, 6064.

## EDUCATION OF BLIND.

Mr. MIDWINTER.

Does not see how the present system of education and training could be improved, 3170.

There are occasional cases where training is thrown away, but it depends on the natural disposition of the person, 3173.

Finds some blind difficult to teach whose work never turns out well, 3249, 3253.

Miss BYE.

It is very advisable that children should learn a handicraft as early as possible, but believes first in giving them a better education than they receive now, 3485.

Does not think there should be more preparatory schools for infants; as a rule the blind are not placed at school until over seven, 3603.

In the case of children of the poorer classes who are blind such preparatory schools would be good, 3604.

Thinks parents would be very unwilling to part with their children so young; mentions an instance, 3605.

Mr. BURNETT.

Has had considerable experience in School for Indigent Blind, and knows very great benefit is derived by many blind from what they learnt at school, 3643.

Dr. ARMITAGE.

To enable blind to compete successfully with sighted in any profession they must receive as good elementary education as they do at the Normal College, 10,906, 11,018-9.

Thinks it ought to be laid down in general terms what the education of the blind ought to be, and that they should receive as good elementary education as the sighted, 10,908.

General technical education should go on concurrently and contemporaneously, 10,966-7.

The best system of education for the blind is on the same lines as that for the sighted, except that the training of the hand is of the utmost importance, 10,976.

Mr. A. BUCKLE.

Does not advocate making higher education part of a system of the school; is teaching one of his pupils, of 16, German, 11,520-2.

The chief education for the bulk of the blind employed in handicrafts is good elementary education, 11,522.

Miss M. V. MORSE.

Thinks the blind ought to be taught as much as the sighted, and are as capable of taking it, 11,564-5.

Every poor blind child ought to be as highly educated as they are at Norwood, 11,604-6.

1 24970.

## EDUCATION OF BLIND—cont.

COLONEL TURNER.

Blind should be taught to do everything as far as they can like other people, 11,676.

Resident schools should begin with children at three or four years old, and teach them to be handy, to dress themselves, &c. When of school age they should go to the board school, using the resident school as their home; at 14 they should be apprenticed to a trade for seven years, to workshops attached to institutions, 11,678-81, 11,744-51, 11,775.

Thinks it is a disadvantage that education and instruction in trades should be given together; gives his reasons, 11,837-40.

Dr. ROTH.

There would be no difficulty in teaching a small number of blind children by themselves if the teacher were trained to teach them, 5854.

It would be difficult to have classes in each district in London, 5855-6.

Mr. J. T. EDMONDS.

Thinks it most desirable that all blind people should be taught to read, and to earn their livelihood, 6079.

Mr. A. W. G. RANGER.

Would like to see the various charities and funds for blind brought together and worked in harmony; education of the blind suffers from the different ideas of those interested in their welfare, 10,428-9, 10,435.

Blind person should receive as thorough an education as possible; they will then decide upon their line of life afterwards, 10,434.

Blindness in the case of a girl is a severer visitation; would rather see more money spent upon their education than upon men's training, 10,437.

The blind are not sufficiently taught to help themselves, 10,440-2.

Dr. CAMPBELL.

Great stress is laid at the Normal College upon teaching pupils to model and feel everything about which they are instructed; they also choose their own clothes, 10,607-8, 10,609, 10,766.

The blind have been looked on as a class depending on charity; thinks their education ought to be lifted out of the charitable atmosphere, 10,610, 10,846.

Suggests that all friends of the blind should co-operate and work upon one plan, to establish special schools providing the best training possible for the blind after they have been trained up to a certain point in connexion with school boards or in primary schools, 10,611-3, 10,737.

It is more expensive to educate blind because they require special instruction, 10,739-40.

All training of the blind ought when possible to be a training of the hand as well as of the brain, 10,768-9.

For bringing children into proper use of their hands Braille writing is very valuable, as also is constructing their own problems in geometry and the following of maps, 10,776-9.

Would give the same preference to hand-training of blind as to perspective and mechanical drawing of the sighted, 10,782.

Mr. G. GOODWIN.

More good school literature is wanted than there is now, 13,030.

Gives details as to the books required, 13,051-7.

Mr. J. SIME.

Has come to the conclusion that the work of teaching blind in their own homes could not be well done, 13,549.

Mr. W. MARTIN.

Makes statement with reference to education of the blind generally, 13,920.

Hands in scheme of administration of the Donald Fraser bequest; makes statement with regard to it, 13,961-2.

Mr. J. McCORMICK.

Blind should be educated on the same lines as the sighted, and fitted for the same occupations, 12,344.

A larger supply of school books and apparatus is wanted; thinks State should give grant for this, 12,371-4.

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## EDUCATION OF BLIND—cont.

Books for blind are very expensive; Bible in Braille costs 5*l.*, and in Moon 10*l.*, 12,374-5.  
The Bible Society supplied Bibles for blind persons leaving institutions, but they have stopped it, 12,376.

MR. W. D. HALL.

Educational books for blind are insufficient in number, 12,542.  
Blind are very easy to educate; if their interest is aroused they try to educate themselves; they require more facilities, 12,544.

MRS. J. CHAMBERS.

There ought to be more object lesson teaching for the blind, 12,881, 12,957-9.  
Infants from three years and upwards should be formed into a class in cottage homes for children, where they could be maintained, 12,882-3.  
Finds teaching thrown away where a child returns to its home, and parents are careless or incapable of teaching, 12,883.  
Miss Wainwright has a cottage home; finds the children when brought into workshop learn their trade in half the time others would, 12,886.  
Children should be taught at an early age to use their fingers, 12,887; 12.

MISS NEIL.

If they could be taught reading before coming to school it would be advisable, they generally come with no learning, 14,445.  
If she had sufficient scholars between ages of five and eight she would make an infant class, 14,446.

MR. W. J. DAY.

Up to the age of 12 children should have simple mental instruction, from 12 to 16 technical and mental, and from 16 to 21 solely technical, 20,733.

MR. T. STODDART.

For those who pass on to workshops an ordinary education according to the Scotch Code is sufficient up to Standard VI., 15,790.

MR. R. MELDRUM.

The three R's up to the Standards IV. or V. would be enough compulsory education, 15,960.  
Doubts whether it would be possible to establish night schools in Aberdeenshire, 15,972.

MR. G. WALKER.

There should be compulsory and optional subjects; each school should be expected to be up in all the elementary subjects, 16,219.  
Enumerates the subjects he would have, 16,220.

MR. W. HARRIS.

Thinks there is too much "nursing" in the Dresden system; the independence of workers is destroyed, 16,485-7, 16,509-12.  
The system of educating and training is good of its kind, 16,488.  
It is compulsory to educate all blind children in Germany, 16,489.  
The difficult question of the education of the blind has been solved to some extent in Germany; does not know that the Dresden institution is better than the Berlin institution, 16,492-4.  
The principles adopted in America lead to more successful results than in any other country, 16,494.  
Both have resolved to train children to earn their own living, giving them intelligence and handicrafts, 16,495-6.

REV. H. J. R. MARSTON.

Higher education of the blind is not in a satisfactory state in England, 16,549.  
Thinks sighted and blind education should go *pari passu* and on identical lines as far as possible, 16,551, 16,557-8, 16,659.  
Education of the blind in upper and middle classes is not satisfactory, because Worcester College does not meet the want adequately, 16,553-4.  
Such a school should exist upon a public school footing, 16,555.

## EDUCATION OF BLIND—cont.

MR. SCHOFFIELD.

The first thing that should be looked to in the education of the blind should be to give a man the power of self-maintenance, 18,939.

MR. CRAIK.

Thinks that the education of the blind, deaf and dumb should be treated exceptionally, 19,838.  
Gives details as to the administration of the Scotch Education Acts, showing that there is excellent education provided for all except the deaf and dumb and blind, 19,853-68.  
Fresh legislation for education so far as Scotland is concerned is not needed, 19,876.  
It would be desirable that special provision should be made in the Code for the education of the deaf and dumb and blind in Scotland, 19,961-2.  
Instead of teaching higher literary subjects to the deaf and dumb and blind, it would be possible to teach them useful handicrafts, 19,991-2.

REV. S. S. FORSTER.

When blind boys arrive at the age of 13 they should be given more special instruction, 20,361.

THE RIGHT HON. SIR P. KEENAN.

Makes statement as to the general system of education in Ireland, 20,928-30.  
The Commissioners of National Education have never contemplated admitting the blind, deaf and dumb, and imbeciles, to national schools, though they are not excluded, 20,931-2.  
Found on inquiry that there are only seven deaf and dumb, five deaf, and one blind, in the schools, 20,932, 20,956-7.  
Reads extracts from replies received from inspectors of whom he made inquiry as to the question of providing education for the blind and deaf and dumb, 20,933.

He held a conference with head inspectors who were not so hostile to admitting these children into the national schools as the district inspectors, 20,933.  
Is in favour only as a *dernier resort* of engrafting the education of the deaf and dumb and blind upon the national school education, 20,934.

Makes statement as to the course he thinks best to pursue with regard to their education, 20,934, 20,987-9.  
Would leave it to individual institutions to adopt the particular methods of education they thought best for the deaf and dumb, 20,941, 20,955.  
If he were to express an opinion with regard to the systems, he would say he liked both, 20,942.  
Attaches the greatest importance to the opinion of the six head inspectors, 20,958.  
From inquiry he finds that there are hardly any children in Dublin, Cork, and Belfast, who are blind, or deaf and dumb, not in institutions, 20,966, 20,984, 20,988.

There is nothing in Ireland to make it compulsory to have certificated teachers, 20,978.  
If preliminary education could be given to a blind child in a national school before going to an institution he would master what the institution taught him in a shorter period, 20,982.  
A limit should be placed on the expense of institutions; if a certain system such as the oral system commanded a large share of public recognition its expensiveness should not bar its operation, 20,995.

## EDUCATION DEPARTMENT.

MR. P. CUMIN.

The word "children" is held by the department to include all children, and therefore the blind and deaf and dumb, 19,552, 19,576, 19,611-2, 19,650.  
The department has never been applied to to compel a school board to make provision for the blind and deaf and dumb, 19,765-6, 19,852, 19,614, 19,722-9.  
Application has been made for more liberal aid to blind and deaf and dumb taught in school board classes, 19,553.  
Reads an application from the London School Board, 19,553.  
The department could recommend a loan for building accommodation for blind and deaf and dumb, and could pay in respect of the children, 19,557-8, 19,656.

## EDUCATION DEPARTMENT—cont.

Has no doubt as to the existing power with regard to compulsion, but any legislation contemplated might include these children, 19,558, 19,719.

If managers of a voluntary school would not undertake the education of blind and deaf and dumb, the department would set up a board school, 19,565-6.  
This action would break down where there are only three or four blind; thinks therefore the blind and deaf and dumb should be sent to institutions at the public expense, 19,567-9.

Explains the action of the department with regard to giving grants to training colleges, 19,598-600.  
It would be within their power to give grants to colleges for the training and examination of teachers of the deaf and dumb and blind, 19,596-7, 19,602.

No grant is given to a school where there is no certificated teacher, 19,604.

No application for assistance has been received from the Worcester College, 19,609.

No application has been made for free schools for the blind and deaf and dumb, 19,610, 19,699.

Hitherto no special grants have been allowed for afflicted children or for training teachers; such children have been allowed to be put on the exception schedule, 19,651-4.

Grants could be given to free blind schools, 19,671-4.  
Gives details with reference to the grants given by the department to training colleges, 19,675-90.

The department do not consider themselves at all limited in requiring a school within two miles; gives illustration, 19,756.

It would be very difficult for the Government to lay down a particular system of teaching. The best way would be to leave it open to experts, 19,724, 19,775-9.

Technical instruction is under the Science and Art Department; schools get larger grants for it than if it were under the Education Department, 19,787-9.

## EDUCATION, COST OF.

(See also Column 2 in Register of Blind Institutions, Appendix II.)

COLONEL TURNER.

With regard to his suggestion that blind children should go to resident schools, thinks they should be maintained out of present funds of those schools, 11,747.

Where parents have means they should be charged for board of their children, but care should be taken that parents are able to pay, 11,763.

MISS BYERS.

Does not consider the expenses of the blind class in her institution large; the education of blind is more expensive than of sighted, 12,679, 12,714-8.  
The school board of Sunderland remits fees as in the case of sighted children, 12,828.

MR. J. SIMS.

If 10*l.* per head as he suggests were given by State and parochial boards for education of blind, calculates from statistics based on census of 1881, that the cost of educating all the blind under 16 in Scotland would not exceed 4,000*l.*, 13,575.

Such a contribution would be a good rate in aid; would not like to say that it would be sufficient to maintain and educate child up to 16,—13,665-7.

## EDUCATION OF BLIND IN RURAL DISTRICTS.

MISS MARY C. GREENE.

Education in rural districts of one or two blind could be carried on if teachers could be sufficiently interested, and some friend of the children could initiate them in the use of special methods before participating in work of Standard I., 296-7.

In any case it would be better that the children should go to school, 298.

MR. G. MARTIN TAIT.

There would be no difficulty in providing necessary books for a solitary child in a rural village, 436.

## EDUCATION OF BLIND IN RURAL DISTRICTS—cont.

REV. J. P. FAUNTHORPE.

With regard to instruction of a solitary blind child in a rural school, thinks the teacher would not require special training, though difficulty would arise in giving special instruction to one child, 500.

One child in a rural school would require special instruction except in lessons taught orally, 501-2.  
An increase of staff would be necessary, 503.

MR. HODGE.

Thinks that the ordinary certificated teachers in small village schools where there is perhaps one blind child could conduct the instruction; illustrates his answer by an example, 994.

If he personally knew the system of the type for arithmetic and could read the raised type, he would see no difficulty in teaching a blind child in a village school, 995, 1018.

MISS BEST.

One blind child in a country village school would undoubtedly cause additional labour, 930.

Does not see that without outside assistance teachers in village schools can devote sufficient time to make a separate class for their blind children, 1042.

Although the blind may not be thoroughly taught in village schools, would by no means keep them out of school, 1043.

One blind child in a parish school must be taught individually, and whilst that teaching is going on the other children in the class must be doing non-superintended work, 1002.

With the minimum staff under the present Code the organisation of a school would break down, 1003-4.

MISS LOVELL.

In a rural school a teacher with a minimum staff could manage to teach one or two blind children with the Braille type, 1112.

If there were one or two children not already trained, it would take up much attention for some time in a rural school; after early training they can be taught collectively, 1124-6.

The older girls can train the blind as to the elementary parts of their education better than she can, but does not know whether in a rural school the older sighted girls could teach the blind; thinks they would be very injudicious, 1127-9.

MISS SCOTT.

In a rural parish if the teachers are interested and anxious for a blind child to get on, he is sure they could soon master enough of the system of teaching to give the child instruction up to a certain age, 1513, 1545-6.

In a large rural school having one or two blind it would need some person who thoroughly understood the work to begin with the children, and after they were started, if the teacher were interested, they would get on, 1544.

Where there is one blind child in a rural school, it would be best to leave it at school, though some one would have to start it on first going to school, and also to go to its home and talk to the parents, 1547.

If some lady resident in the place could take an interest in the child, she could learn the system and prepare the child for school, but thinks that as with sighted children it would be better to have a trained teacher, 1548.

Does not think a teacher in a rural school would have the time to teach a blind child unless it had been already taught by a special person, otherwise the teacher would be able to get the child on, 1549.

There would have to be a special teacher started by the school board or by some one, 1550.

REV. B. G. JOHNS.

There would be no difficulty in a rural school in a sighted teacher having 50 or 60 children giving elementary education to the one or two blind who might be there, 1929, 1952.

## EDUCATION OF BLIND IN RURAL DISTRICTS—cont.

A child would require special books, but would read with his fingers while the others read with their eyes, and in all oral lessons he would be equally qualified with the others, 1953-5.

The ordinary certificated teachers could without much difficulty master enough of the principle of blind teaching to instruct a blind child; the teaching in no strong sense differs from teaching a sighted child, 1956.

Mr. W. HIBBERT.

Thinks that in a rural school of 50 or 60 children with one blind child, the sighted children could be educated sufficiently to instruct the blind child with a very little help from the teacher, 2302.

Mr. J. L. SHADWELL.

In country districts it would be a considerable additional expense to have a special blind teacher for one or two blind children, 2834.

Even if ordinary teachers are compelled to know system of teaching the blind, they must be paid for extra work, 2835-6.

It would be difficult to introduce teaching of blind children in the country schools, 2838-9.

It would be some help if there were circulatory teachers for small villages, 2840.

Thinks it possible that somebody in a village might be induced to learn system sufficiently to teach an isolated blind child before going to the school, 2871.

Thinks clergyman's wife would generally be glad and well able to do it, 2872.

Mr. A. BUCKLE.

When assistant inspector remembers passing a blind boy in country school in reading and mental arithmetic under the first code, 11,243-5.

COLONEL TURNER.

Where there are only one or two blind it would be desirable to give local school authorities power of paying for their education elsewhere, 11,785-6.

If his scheme as to resident schools were carried out, he is of opinion that blind children should be removed from country districts and congregated together in a nursery and go to the local board school, 11,787.

Mr. J. SIME.

Sees no way of educating isolated cases of blind except sending them to institutions; is doubtful whether teachers in a village school could do the work, 13,692.

Mr. J. T. PRICE.

Special means would have to be devised for instructing a single child in Braille; it would most likely have to be taught outside, 9408-9.

Mr. W. GILROY.

Difficulty of educating isolated blind in rural districts cannot be thinks be got over, 14,141.

Mr. J. MACDONALD.

Mentions case of a blind boy who was successfully taught by a master of a sighted school in a rural district, 14,314-5.

Thinks the difficulties of teaching isolated cases in the country may be got over, 14,316.

Mr. R. MELDRUM.

In country districts would send blind to ordinary schools, 16,034-5.

## EDUCATION OF THE BLIND WITH THE SIGHTED.

Mrs. ALICE WESTLAKE.

Under the London School Board the blind are trained part of the time in special classes, and afterwards are treated in same way as sighted children, 95.

## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

Sees great advantage in training them with sighted children, 104-5.

Thinks it very desirable that before being sent to a blind institution, a child should be trained with sighted children, 115-16.

Considers it absolutely necessary that blind children should be taught in special classes before being sent to an ordinary school, 151.

No difficulty arises afterwards in teaching them with sighted children, and teachers make no difference between them, except dictating the lessons instead of using a black-board, 152.

Miss MARY C. GREENE.

Education of the blind with the sighted has the most beneficial effect upon the former; it quickens their ambition and removes the feeling of isolation, and also has a good effect upon their physique and health, 227-32; 295.

Thinks the teaching in day schools very advantageous, but that it cannot do the whole work of institutions for the blind, 308-9.

For a large majority it is better that the first part of their education should be with the sighted, for some that they should be at institutions at first, 310.

There is no reason why the blind should not attain to an equal standard with the sighted children, 331.

Mr. G. MARTIN TAIT.

Is distinctly of opinion that both in schools and daily work the blind should take their place side by side with the sighted, 456-8, 752-3.

Evidence from associations points to the necessity of early training of the blind with the sighted, 754.

It gives them courage and self-reliance, 755.

At Sunderland the blind do not attend school with the sighted, they receive instruction as a special class, 861.

In country schools he would have every blind child sent to the ordinary day schools, 821.

Rev. H. D. PEARSON.

Considers there is great advantage in providing special instruction for blind in board schools, 864.

Miss BEST.

Is of opinion that the teaching of the blind with the sighted is very advantageous to the blind, 951.

It makes them more cheerful and self-reliant, and educes the sympathies of the sighted children; has never come across an instance of unkindness towards a blind child, 952.

The blind like being sent for to be examined with the rest, 964.

There was a difficulty in getting blind children to school, but thinks now the parents see the children are better off at school, 991-2.

The blind could be taught the work taught to the sighted except drawing, 934-7.

Mr. HODGE.

Agrees as to the good influence upon blind children of being taught with the sighted, 980.

Thinks blind children coming to school developes self-reliance and courage, and has a very refining effect on the other children, and brings out their sympathy, 987-8.

There would be no difficulty in large towns in teaching the blind with the sighted, where the services of a blind teacher can be obtained going from one school to another, 1007.

Miss LOVELL.

Thinks it might be very good for blind children to be brought to school very early with sighted children and to associate with them, 1094, 1154.

Thinks it would be good for blind children to be sent to sighted schools to shake off their indolence and helpless habits; their indolence is the one thing they have to battle with every hour, 1154.

## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

Miss HISCOCK.

Those children who have attended school with the sighted are better than those who have not been to school at all; they are more self-reliant, and their ideas seem cultivated, 1243-4.

Believes it is an advantage that the blind should associate as much as possible with the sighted, as it does not isolate them so much, 1302-3.

Miss WEAVER.

Thinks the education of the blind with the sighted is in every way an advantage, 1349, 1458-9.

Believes from her experience that children should go to the ordinary day school with the sighted to obtain early education, and should afterwards be trained for industrial occupations, 1350.

As a rule the sighted children treat the blind kindly and sympathetically, 1360.

Miss SCOTT.

Thinks it is better that blind children should begin very early in the board schools, 1495.

Her going to a sighted school from three to seven years of age laid the foundation for better instruction than she received at the blind school, 1495-6.

Is of opinion that the blind should be educated in day schools with the sighted until they can learn a trade or music, 1497.

Would have average blind children who are healthy and of ordinary capacity trained as sighted children; they do not feel their blindness, and take their place with the other children, and it excites emulation, 1498-502.

The isolation and neglect of the cultivation of the blind hinders their development, 1514.

Is sure that putting the blind into institutions at an early age with the blind is not nearly so good as educating them during the same years with the sighted, 1516.

In institutions they have every comfort without realising where it comes from, and when they come out they are helpless and are apt to despise their homes, whereas if they stay at home they know what the struggle is and can help in it, 1616-8.

Rev. B. G. JOHNS.

As to whether a blind child makes greater progress when educated with sighted children as compared with blind educated with the blind, depends in a great measure upon the cleverness and dexterity of the teacher, 1639-40, 1763.

If a blind child had been thoroughly well taught by blind and sighted teachers in company with the sighted, he would be all the better for industrial purposes, but it is a very strong "if," 1641.

The result of keeping blind at home and isolating them is to make them dependent, helpless, and vicious, 1651.

The mingling of the blind with the sighted in early years might tend to make them more independent, 1787.

Does not see that the advantages outnumber the disadvantages in educating the young blind in sighted schools up to 12 or 13,—1788.

Thinks everything should be done to bind the blind to the rest of the world, but he does not know that they become cut off by associating with other blind boys, 1789-90.

Mr. C. FARRER.

The education of the blind with the sighted in the London board schools developes their self-reliance and courage, 2019-20.

Is in favour of educating the blind with the sighted, 2075.

Mr. W. HIBBERT.

Thinks it would be possible to educate the blind with the sighted, and would be an advantage, 2222-3, 2263.

If the blind were brought up with the sighted they would be more fitted to occupy a position in the world than by being shut up together, and contracting prejudicial habits, 2301, 2360.

## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

Mr. W. TIBBLES.

Is of opinion it would be a good thing to send blind children to school with the sighted, isolated training being decidedly bad, 2497-9, 2563-4.

Advocates sending blind children to the board schools, after which their training should be rather of a general than special character, 2514-5.

Thinks blind children should be brought up with the blind until they are 10 or 12; this would give them more courage and confidence, and in every way they would be quicker and brighter, 2557.

Being taught to do things on sighted principles widens the blind child's capacity, 2565.

If put with seeing children at an early age it prevents objectionable habits forming, 2566.

Mr. J. L. SHADWELL.

Blind should have separate training; but thinks the school board can do a great deal, failing good special school, 2830.

If blind children are sent to school with the sighted, they ought to have had previous training in Moon or Braille, 2831, 2868.

If they had received no previous education they would give great trouble to the master, failing special blind teachers, 2832-3.

Has a decided opinion that blind children would do better in special schools, 2841, 2926-7.

Thinks that whereas an ordinary child is better at home than at school, a blind child is better at school than at home, 2841.

When blind are being educated in the same schools as the sighted they should possess the same reading books so as to read in class, 2865-6.

Does not know that education of blind in institutions induces peculiar habits of deportment, 2896.

Thinks educating blind with sighted gives them less self-reliance, they get the habit of expecting things to be done for them; gives an instance, 2897-9.

Mr. MIDWINTER.

Thinks the blind should be educated with the sighted in some trades, in basket-making for instance; but it is impossible unless a large number of teachers are employed, 3179.

Mr. MILLS.

If blind were trained with sighted it would be likely to give them more energy, 3405-6.

In his opinion, having all blind in blind schools is a most serious fault, 3407.

Miss RYE.

Blind children are not able to play games that the sighted can; for that reason does not think they should associate with the sighted, 3533-41, 3558.

Believes the blind are far happier by themselves, the sighted tease them, 3533, 3566.

Has always noticed they have not got on well together, 3567.

Has not had blind mixed with the sighted generally, only occasionally; her idea is not the result of experience; only an opinion; 3568-9.

Desires to see the blind self-reliant, but this cannot be done beyond a certain extent, 3570.

Mr. BURNETT.

For educational purposes he would mix the blind with the sighted; but doubts whether they would get on in learning trades, 3733-4.

No doubt the blind children would be teased by their sighted children in the first instance; the majority would feel sympathy for him, 3735-6.

Miss HAMILTON.

Rather doubts whether the blind could be taught in the national schools, they are slower than the sighted; and is afraid that when large numbers are dealt with the weaker go to the wall, 3818.

One difficulty would be the few books the blind have for preparing lessons compared with the sighted, 3819.



## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

Thinks books for the use of the blind in national schools should be printed in one of the types used for the blind, 3820.

If blind were taught at an early age with the sighted, she thinks they would acquire self-reliance and energy, and would compare not unfavourably with sighted, 3893-4.

## MR. LESTER.

Thinks the blind should be compelled to attend some schools as sighted children are, 4035-6.

His experience during the last year or two has been very favourable to education of children in board schools, 4037-9.

The more the blind are brought into company of the sighted the better, 4105.

## MR. WILLIS.

Is strongly in favour of educating the blind with the sighted, 4937.

## MR. G. BARNES.

If he had a blind child he would send him to a board school; thinks it a great advantage to educate blind with sighted, they become almost the same as the sighted, 5167-9.

## MR. OWEN ROBERTS.

Would suppose that it would be a great advantage to the blind in any case, and perhaps to others if the blind were educated with the sighted, 5270.

## MRS. STAREY.

Thinks it retards the seeing if blind are educated with them, 5754-5.

Describes method of teaching blind at Aldenham Street Board School, 5756-8.

Approves of the system of educating the blind pursued in board schools; thinks it makes them self-reliant, vigorous, and strong, 5787.

## DR. ROTH.

In some respects it is useful to educate the blind with the sighted, 5849.

It would be necessary to give them special instruction before mixing with other children, 5850.

## REV. H. BRIGHT.

Thinks blind children should be brought in contact with the sighted, but that they require special training before attending a sighted school, 5984-6, 6023.

Would certainly place his own child if blind with sighted children, 6024.

## MISS DANVERS.

The blind prefer to be treated as if they could see, and resent sympathy, 6143.

Thinks it a great advantage that the blind should be educated with the sighted, 6144.

## MR. R. STOREY.

If he had a blind child he should send it to school with his other children, 6263.

Has never come across any taught at board schools; does not know how they manage with them, 6264.

Blind schools are what he calls exile institutions, 6265-6.

## MR. I. T. PRICE.

Would send blind child to an ordinary board school, or any other school, 9396, 9581.

There are special teachers of the blind for board schools, who might teach them to read, previous to joining ordinary classes; their training should not be in institutions, 9397-402, 9412.

If brought up in institutions blind are less fitted for contact with the world than if brought up in the ordinary manner, 9413, 9478-9.

If the blind are to compete with the sighted they must be taught quite as thoroughly, 9461, 9469.

## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

## MR. CAMPBELL, LL.D., M.P.

In Glasgow a successful experiment in sending blind to ordinary schools has been made; if the teacher has no sympathy with blind, the system does not answer; cites a case, 10,285, 10,349.

Would recommend that blind pupils should be sent to ordinary schools, 10,348.

## MR. A. W. G. RANGER.

If the sighted were in the minority, he would not object to their studying with the sighted, otherwise teachers have a tendency to give prominence to the sighted, and blind would not have the personal education they want, 10,454-6.

## DR. CAMPBELL.

Thinks it a great mistake to put one defective class of people with another; with proper arrangement blind and seeing children could be taught together, 10,563-4.

Arrangements of the London School Board are the best that have been contrived, 10,565-6.

## MR. A. BUCKLE.

If the blind are educated in the same classes as the sighted at ordinary schools they will lose a great deal of time; illustrates his meaning, 11,239, 11,445-52.

Whether taught together or in classes with the sighted at ordinary schools it is a good preparation for the special school, 11,239.

## MISS M. V. MORSE.

Children who have been educated in board schools are more intelligent than those who come from ordinary blind schools, and are more self-reliant; would recommend children to be so trained if not sent to a primary class, 11,573-5.

## COLONEL TURNER.

Would have blind children educated partly separately and partly together; many board schools have mixed classes, 11,755.

Education of the blind with the sighted gives them confidence, and puts them on an equality with their fellows, 11,765.

Education of the blind in board schools would be more efficient than in institutions, 11,845.

## MR. H. L. HALL.

Would not send his own child if blind to a sighted school; gives his reasons, 12,234-6.

A great many are advocating education of blind with the sighted, 12,310.

## MR. J. McCORMICK.

Unless a teacher could devote great attention to children, does not think it possible to educate the blind in ordinary schools, 12,327.

Does not advocate intercourse with children in seeing schools for the blind, 12,345.

Thinks blind children would succeed better if educated alone in institutions, even if taught well in schools, 12,382-3.

If taught with sighted children near their homes, they would be better left at home than boarded in institutions, 12,384.

## MR. W. D. HALL.

Thinks there would be considerable difficulty in teaching blind with the sighted; sees no advantage in it, 12,550-1, 12.

Where blind are educated with the sighted no doubt they gain information almost unwittingly, 12,555.

## MISS BYERS.

Does not think in a town like Sunderland blind could be educated so efficiently in board schools, 12,677, 12,774.

## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

The objection that it is a great evil to educate blind separately does not hold good in the case of a board school, it would in an asylum, 12,678.

Instead of asylums would have children educated by the school board in classes together, and then go home and mix with their sighted friends, 12,773, 12,776.

Blind children would not get proper attention if educated with the sighted, even if an ordinary teacher had a slight knowledge of Braille, 12,775.

To get the same tuition as her children get now, the school board would have to supply an efficient teacher for each school, 12,775.

## MRS. J. CHAMBERS.

The society has not asked the school board to provide classes for blind children; many blind have been taught in the national schools, only one or two have succeeded, 12,894.

Blind children should be sent to school as other children if protected, and if there is a special teacher, 12,881, 12,895.

Mentions the case of blind boy formerly at a sighted school, now at Norwood; describes course of his training, 12,929-31.

## MR. G. GOODWIN.

Prefers blind being educated in blind schools, where there is every appliance, and teachers concentrate all their efforts on the blind, 13,061-2.

Does not think it an advantage to blind to be associated with the sighted, 13,063-6.

## MR. JAMES SIME.

Believes blind children would be better dealt with in separate schools; sees no way of combining separate with board school system, 13,541, 13,624-6, 13,688.

There must always be a certain number of cases requiring more careful instruction for whom institutions must exist, 13,542-3.

From what he has heard thinks children educated in a separate school become more helpful, and have as much confidence as the sighted, 13,544-6.

Hands in a letter he received from a boy educated in a board school at Greenock, 13,551-2.

## MR. W. MARTIN.

Does not think blind will ever be satisfactorily trained in sighted schools, 13,920.

The wish of blind workers in their memorial that blind children should be educated in board schools is prompted by their desire to get hold of the funds now used in institutions for educational purposes, 13,953-4.

## MR. W. GILROY.

Does not think blind should be educated with the sighted; a school should be established for their separate education, 14,009-10, 14,039.

A blind child put into a sighted school would be much quicker with his pencil when he had learnt how to use it, 14,040.

## MR. W. MESTON.

Does not consider that education, properly conducted in an institution apart from sighted children, engenders want of self-reliance, 14,134-5.

Mentions case where a master said he had no power of teaching the blind in a sighted school, 14,111, 14,140.

With present appliances, and a double grant to the master, present difficulties might be got over, but not in isolated country districts, 14,141.

States his opinion with regard to the education of the blind with the sighted, 14,143-4.

## MR. J. MACDONALD.

The experiment of educating blind children with the sighted was tried very successfully in Greenock for 15 years, 14,189-90, 14,194-5.

Advantage of a common school system is, that education is brought within reach of blind, and obviates necessity of special schools, 14,193.

## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

Chief consideration which led to adoption of this system was the moral and physical well-being of the blind, 14,196-7.

Reads passage from special report on the subject issued by the managers of the city parish of Glasgow, 14,196.

System of boarding out pauper children has not been tried, 14,199.

Finds as a general rule blind children are able to go in to the playground and play with sighted children, 14,386-8.

## MR. J. KINLAY.

It would be better if the blind were educated with the sighted, 15,610-2.

It is desirable to train the blind to do everything a seeing child does, 15,613-4.

## MR. R. MELDRUM.

Blind children, who have good homes, should be educated in board schools in the same class with the sighted, 15,938-9, 15,975.

Blind children are more helpful if at home and taught with ordinary children, 16,036-7.

## MR. G. WALKER.

All in his district are opposed to educating children either in asylum or side by side with the sighted, 16,145-6.

Prefers the children attending special classes and living at their homes, 16,145.

No ordinary teacher in a school has the time to give individual attention to each child, 16,147-9.

Blind ought as far as possible to live under the same conditions as the sighted, 16,150-1.

Describes experience in Sunderland of providing a special class for blind under the school board, 16,152, 16,163.

Highly approves of the system under the London School Board of the blind being half the day with the seeing children, and having special instruction during the other half, 16,161-2, 16,204.

Has not found the sighted so interested in and sympathetic with the blind, 16,163.

## MR. W. HARRIS.

The blind should as early as possible be educated with the sighted, 16,360.

At first they require special teaching by certificated teachers, afterwards they should mix with other teachers, 16,455-6.

Would treat the blind children exactly as the sighted are treated, 16,458.

## REV. H. J. R. MARSTON.

Blind should be educated with the sighted in elementary schools, 16,660.

## REV. N. F. McNEILE.

Would not make it compulsory on sighted schools to admit the blind unless additional qualifications are manifested in sighted teachers, 16,878.

Felt it himself a great advantage to be associated with the sighted at school and college, 16,882.

## MR. W. BURNETT.

If blind children mix with the sighted it sharpens their wits, and tends to make them more like their neighbours, 16,950.

If there were sufficient blind in a locality to cause the teacher to give them sufficient attention, would let them form a class amongst the sighted, 16,954.

## MR. B. G. DAVIS.

To provide separate classes for the blind would in Birmingham be almost impracticable; the numbers are so few and distances are great, 18,329-30.

## MR. SCHOLFIELD.

Where it can be done successfully it is a benefit for the blind to intermingle with sighted people, 18,819.



## EDUCATION OF THE BLIND WITH THE SIGHTED—cont.

REV. C. A. ANDRAS.

The blind should be associated with the sighted, but should be associated together for instruction, 19,205, 19,207-8, 19,259, 19,273.

MR. CRAIK.

In many respects it would be an advantage that the blind should be educated in the board schools, 19,826.  
In some cases it might interfere with the efficiency of the ordinary training; the objection to admitting the children could only be met by giving a higher grant, 19,827.

REV. S. S. FORSTER.

Thinks blind boys can be well educated in connexion with the seeing, 20,339-40, 20,362.

## EMPLOYMENT OF THE BLIND WITH THE SIGHTED.

MR. G. M. TAIT.

Has had experience of blind people working with sighted people; there are blind men employing sighted people, thus paying for the sight they need, 791, 795-6.  
It is an immense advantage to associate the blind with the sighted in manufactures, 792.  
In Leicester shops sighted superintendence and work is used to help on the work of the blind, 793.  
At Sunderland special provision is made for blind children by the school board, 751, 860, 862.

REV. B. G. JOHNS.

Blind people working in ordinary workshops with the sighted are looked upon as though interfering; the sighted do not help them, and seem to think the blind ought to be somewhere by themselves, 1757.  
Thinks it is partly through jealousy that the blind do not get work at the manufactories; gives instance, 1860-1.

Has never heard manufacturers state that the blind work slower and are consequently less profitable, 1862.

MR. C. FARRER.

Advocates the blind and sighted working together; the number of trades could then be extended, 2006-8.  
The best thing is to provide workshops for the blind as far as possible with the sighted, though very few sighted workshops will take them in, 2014-6.  
There are very few cases indeed where the factories have taken in the blind, 2090.  
The trades unions are very prejudiced against the blind working at all, 2091.  
The blind find it very difficult to get employment in sighted workshops; has never heard of a blind person being head of an establishment, and finding it impossible to employ the blind, 2092-3.

MR. W. HIBBERT.

Has known a strong blind man and sighted woman earn 30s. a week at mangling; at wood chopping they would earn a similar sum, 2242-5.  
A blind man and a sighted wife or boy could earn a livelihood, 2245.

MR. W. TIBBLES.

Understands there is difficulty in getting blind people into sighted workshops, 2540.  
Thinks it desirable to apprentice boys to sighted manufacturers; this is the general opinion, 2542.  
There are very few workers employed in sighted workshops, 2543-4.

## EMPLOYMENT OF THE BLIND WITH THE SIGHTED—cont.

MR. J. NEATE.

Has not known cases of blind working with sighted at wood-cutting; has known of instance in basket-making, 2729.  
Tried to get employment in sighted firm; was refused, 2730.  
Finds prejudice against employment of blind, 2732.

MR. MIDWINTER.

There is a natural prejudice against blind being received as apprentices with the sighted; they take up as much room and do not do half the work, 3180.

MR. LESTER.

Knows of sack-makers being employed with the blind in the city, but do not get regular work, 4135-7.

MR. G. BARNES.

Has found it no disadvantage to work side by side with the sighted, 5187.  
Does not think it desirable that blind workmen should be employed with the sighted, 5188-9.  
The objection is that they ridicule the blind, and work a little quicker, 5190-1.

MR. H. WILKINSON.

There is difficulty in the way of blind men getting into a sighted workshop, because a blind man's work is not generally so good as that of a sighted man, 5627-9.

MR. I. T. PRICE.

General feeling is that there is a prejudice against the blind, and that the sighted are preferred, 9465, 9546.

MR. HAMPTON.

Thinks it is very beneficial for blind to work together; they help one another and are in better spirits, 10,237-8.

COLONEL TURNER.

Has only known one blind man who could go into sighted workshops and work, but would not like to say it could not be done, 11,740.

MR. J. McCORMICK.

Blind do not like to work with the sighted in workshops, 12,346-7, 12,477-8.  
Under the trades union laws, seeing workmen will not work in the shops with the blind, 12,360, 12,479.

MR. G. GOODWIN.

In many cases blind are not admitted into sighted shops, 13,021.

MR. W. MARTIN.

Sighted basket makers are employed at his institution; there is no jealousy about their employment, as the blind are trades unionists and in a majority, 13,796-8.  
States the number of sighted men employed in each trade, and the number of supervisors kept, 13,809-16.  
Sighted persons, except in emergency, are never allowed to do work which the blind could do, 13,817.  
By employing these sighted people many more blind can be employed, 13,813.

MR. J. MACDONALD.

Has heard the blind strongly express opinion that more sighted labour is employed in institutions than necessary, 14,370, 14,372.  
The less sighted labour there is in institutions the better; states the grounds for this decision, 14,371-2.

MR. J. KINLAY.

Some leave his workshop to go and work in ordinary shops with the sighted, 15,561, 15,573-5.  
It is not so easy to get into these shops; when employers do take them they find them as capable as other men in their employ, 15,562.

## EMPLOYMENT OF THE BLIND WITH THE SIGHTED—cont.

MR. T. STODDART.

Great difficulty exists in getting blind apprentices into sighted shops, 15,775.  
The employment of the sighted with the blind is economically desirable, 15,805.  
There is a little feeling of jealousy amongst the blind with regard to employing too many sighted, 15,806.

MR. SCHOLFIELD.

There is a strong feeling at Mr. Abbot's skip manufactory amongst the sighted workers against working with the blind, 18,888.  
Thinks it desirable that the blind should be employed with the sighted, 18,891.

MR. J. J. PLATER.

There is a prejudice against the employment of the blind by the sighted; employers feel that blind institutions are prejudicial to their interests, 20,467-8.  
A blind man working with a sighted man will not be so energetic as where he is brought in contact with clever blind men, 20,519.

## EMPLOYMENT OF DEAF AND DUMB WITH BLIND.

COLONEL TURNER.

Has come to the conclusion that work of deaf and dumb and blind in institutions should be united; would employ deaf and dumb in separate rooms, 11,669-71, 11,739.

Contemplates establishment of workshops for the blind, and using deaf and dumb where ordinary sighted labour is now employed, 11,672.

Cannot say from experience whether this will be found suitable; would not put deaf and dumb child into blind school, 11,756.

His proposal is for purpose of assisting blind and deaf and dumb; where it has been tried it has been successful, 11,756-60.

MR. H. L. HALL.

Employment of deaf and dumb and blind together is in his judgment a great drawback, 12,128-9.

MISS BYERS.

One young woman who is deaf and dumb is employed at her institution; would rather not employ more, 12,746-7.

MR. W. MARTIN.

Employs some deaf and dumb at his institution; they are used for the purpose of supplementing the work of the blind, 13,777-8; 13,903.

They require no subsidy, and are able to earn from 21s. to 30s. a week, 13,904-5.  
They communicate by their fingers with the blind, 13,906.

MR. C. FARRER.

As to whether the blind and deaf and dumb sighted could be employed together is a question that requires thinking over, because the deaf and dumb as a rule are spiteful, and might not get on well with the blind, 2086-9.

MR. CHARLES FARRER.

Is foreman of the industrial department of the Association for Promoting the General Welfare of the Blind in Berners Street, 1957.  
Was in St. John's Wood Blind School for five years, 2017-8, 2132.  
He was self-taught in most things, 2031.  
Has been blind nearly 40 years; became blind at 11 years old, 2032-3.  
Learned the Lucas system of reading at St. John's Wood School, 2134.

REV. J. P. FAUNTHORPE.

Is principal of Whitelands Training College, 492.  
Has had considerable experience in examining the blind, namely, at the blind schools at St. George's and on Wandsworth Common, 493.

MR. WILLIAM GILROY.

Is connected as a traveller with the Newcastle-upon-Tyne and Gateshead workshops for the adult blind, 13,965-6.  
Fills up his spare time in making mattresses, 13,966.

MR. GEORGE GOODWIN.

Has been master at Henshaw's Blind Asylum, Old Trafford, near Manchester, for seven years, 13,003-4, 13,044.  
Was trained to be an engineer; became blind after he had been in practice some time, 13,005-6, 13,044, 13,100-100A.  
His knowledge of blind teaching he has acquired himself, 13,043.

MISS MARY C. GREENE.

Has been superintendent of the blind education under the London School Board since February 1879, 176-7.

Formerly teacher in the Perkins Institution for the Blind at Boston, U.S., and subsequently in the Normal College for the Blind at Norwood, 178, 242-3, 249-54.

Salary under the School Board is 150l., 180.  
Used to teach the blind, but has latterly been engaged fully in superintendence and visitation, 350.

## GUARDIANS, BOARDS OF.

MR. W. TIBBLES.

Thinks out-door relief might be desirable where the blind have friends, but not in all cases, 2569-73.

None are to his knowledge receiving out-door relief; they are compelled to go to the workhouse, 2571-2.

If a blind man can earn 1l. a week, he ought not to come upon the rates, 2574.

Would rather assist the working man with a pension than give him parish relief, 2575-6.

If every blind person got 5s. out-door relief, and every industrious person 5s. in addition to his 1l. earnings, it would give encouragement to the industrious man, 2577.

That would be less objectionable than giving out-door relief on an irregular system, 2578.

If out-door relief were given in a way to encourage industry, it would be a good thing, 2579.

MISS BAINBRIDGE.

Thinks it would be much better if guardians were enabled to pay so much per man and per week for tuition fees rather than annual subscription, 3101.

MISS RYE.

The guardians of Hackney and St. Pancras pay 5s. a week for two boys at her home, 3525-7, 3547-9.

The 5s. the guardians pay is not sufficient; has not applied for, and does not believe she would get more, 3589-91.

MR. WILLIS.

One third of the people he visits receive out-door relief; in some cases he presses it very strongly, 4235-6.

Has not known a case where guardians have taken away relief on account of his society giving so much, but has known the guardians continue relief on condition his society contributed as well, 4237.

MR. WILSON.

Knows of no instance where a person receiving aid from the trust has been refused parochial relief, 4405.

Sometimes the society supplements parochial relief to afford instruction, 4499.

Does not think guardians assist all cases they might be expected to, or give sufficient assistance in many cases, 4500.

They do not exercise their full power of sending blind children to institutions; has had great difficulty in this matter, 4501-2.

## GUARDIANS, BOARDS OF—cont.

As regards assisting children that the guardians ought to assist, the society does not draw a rigid line, but they do not assist adults that the guardians ought to; only one exception, 4503-4.

The result of his experience is that guardians are sufficiently alive to their duty with regard to adults, but not to children, 4505.

MR. OWEN ROBERTS.

The allowance to pensioners by guardians in Cornwall is 2s. 6d. a week, or a loaf a day; has known it 4s. or 5s., 5252.

MR. STACEY.

Guardians give very little out-door help to the blind; society often supplements what they give, because other societies often make parish relief a bar to a pension, 5736-40, 5817.

In St. Pancras there is great tendency to send blind to the workhouse instead of giving parish relief; thinks guardians object to give relief to blind as much as to the sighted, 5819-20.

GENERAL A. S. MOBERLY.

In some cases the guardians pay the tuition fees, 3004.

It is voluntary with the guardians to send blind persons to the workshops, 3005.

Would wish to make it compulsory on boards of guardians to send the blind to the workshops, it would help them, and they would be quite willing to do it, 3006.

They do not send them because the Local Government Board refuse to give their consent, 3007-8.

Gives instance where the Local Government Board refused their consent to the payment of tuition fees by guardians, 3009.

The Woolwich guardians pay 10l. 10s., which only pays for about one and a half persons, whereas they have two from Woolwich, 3014.

The Local Government Board interfered and authorised payment only of 10l. 10s., 3015-6.

Draws attention to s. 10 of Act, Vict. 42 & 43 c. 54, as to meaning of words "useful aid" and "subscribers"; mentions case that came before the committee of his association on this point, 3016.

Woolwich and Greenwich board of guardians from 1879 to 1884 paid them 5s., but the clerk of the board died, and his successor has read the Act in a different way, 3017.

Would propose that it should be made clear that guardians might contribute such sums as might be necessary from time to time in the first instance to teach the blind a trade, and to assist them in maintaining themselves, 3020-1.

Would recommend that guardians should give out-door relief while the blind are learning a trade, 3066.

Thinks the aged blind might take the relief in the shape of a pension, 3067.

MISS BAINBRIDGE.

Thinks guardians are very willing to co-operate with them; they have been very liberal in out-door relief, 3100.

The difficulty is a legal one as to the meaning of the words "useful aid" and "subscribers," 3101-2.

COLONEL TURNER.

If guardians subsidise institutions by sending pupils who turn out capable of earning a living it is a good investment, but if they return and go on the rates it is a bad investment; naturally guardians have a prejudice against the system, 11,695-6.

At Leicester he never found any difficulty because they took pupils off the rates when they became skilled, 11,696-9.

MISS BYERS.

In her institution guardians have paid 7s. a week for blind who have no friends, 12,691.

It would be better if guardians gave a little more relief to blind; blind can hardly get any out-relief, 12,699-700.

Guardians are very reluctant to give out-door relief, except in connexion with institutions, 12,722.

## GUARDIANS, BOARDS OF—cont.

Thinks it a good thing to compel guardians to pay a certain sum for two or three years to enable men to be trained, 12,723-4.

Cites the case of a man for whom the guardians paid 7s. a week who earned in 1885 22s. a week at basket making, and who was a burden on rates for 19 years, 12,722, 12,737-9.

MRS. J. CHAMBERS.

Guardians of Liverpool have paid in one or two cases 5s. a week for poor children, 12,892.

There is great difficulty in getting guardians to find money for lodging out children taken from vicious homes; they never pay more than 2s., 12,933-5.

Finds the work very inferior of those who become blind late in life; small annuities are best for them; they would eke out their living in other ways, 12,912.

They should be treated more liberally than others by guardians; they require them to come into the workhouse; many blind would rather starve than go to the workhouse, 12,914-6.

Funds of society do not admit of giving them much assistance, 12,917.

MR. J. SIMS.

In Edinburgh some of the parochial boards only pay for children's education up to 13 years old; thinks they should be compelled to pay up to the age of 16, 13,566-61, 13,651-4.

Objects to receive the present grants through parochial boards; the blind scarcely stand in the position of paupers, 13,568.

MR. W. MARTIN.

Would wish it to be made compulsory on parochial boards to continue grants in aid of industrial training of blind up to age of 21, if it did not brand the blind as paupers, 13,753-4.

It would be better if such grant came directly through the institution for the blind, 13,756.

Parochial boards should be prohibited from offering the house to respectable blind, and ought always to give them out-door relief, 13,789.

MR. W. MESTON.

Has difficulty at asylum in getting subventions from parochial boards; they object to paying for maintenance with school fees unless the child comes under the head of being a pauper, 14,076.

It would be desirable to alter the Education Act to enable parochial boards to pay more for maintenance and education of blind pauper children, 14,079.

In the case of semi-paupers if turned out of asylum at the age of 16 parochial boards would have to supplement their wages, 14,086.

Has pointed out to the board that if they kept on paying for the pupils a short time longer at the asylum they would probably be relieved from future liability, but some boards do not care for that, 14,087.

In several cases boards are compelled to pay for pauper children, but in others it is of their own free will, 14,109.

Payment should be made compulsory on parochial boards, 14,112.

MR. J. MACDONALD.

Parochial authorities should provide for aged and infirm blind, 14,269, 14,273.

The house test should not be applied, and out-door relief should be more liberal, 14,270.

For children unable to go to school parochial authorities should adopt boarding-out system as in the case of sighted pauper children in Scotland, 14,432, 14,436.

Explains system of boarding out adopted in Scotland, 14,197-8, 14,433-5.

MR. T. STODDART.

Blind, as a rule, show great repugnance to parochial relief, 15,829.

Assistance to industrious blind workers should not come from parochial boards, but from benevolent sources, 15,891.

MR. R. MELDRUM.

As long as there are special schools for the blind parochial boards should be compelled to give a grant towards the maintenance of such children, 15,944.

## GUARDIANS, BOARDS OF—cont.

Does not think parochial boards are the proper bodies to assist in industrial training; thinks it is beyond their province; has no great faith in them, 15,957-8.

Knows cases where parochial boards have refused to educate children when applied to; mentions a case, 15,959, 15,984-7.

They usually say they are not liable, 15,988-9.

Does not find much difficulty in raising the full charge for admission to the Aberdeen Asylum from the parochial board, 15,990.

Difficulty arose when the charge was only 5l., but now it is raised to 10l., which it is obviously impossible for parents to pay, 15,990-1.

Parochial boards should be compelled to pay expenses of young people in an institution while learning a trade, 16,020.

Has some cases in the asylum, the payment decreasing as they are able to earn wages, 16,021-2.

States amounts given by parochial boards to those in receipt of out-door relief, 16,069-73.

If industrious blind were entitled to the amount per week it would cost to keep them in the workhouse it would be a great boon to them, 16,010-3.

Would apply a test, and let grant be given according to circumstances, 16,074-9.

MR. G. WALKER.

In Sunderland he applies to the guardians to help apprentices; help is not very readily given, 16,173, 16,213, 16,292.

Where it is proved to be absolutely necessary to send a child to an institution, the guardians ought to send it and maintain it there, 16,210-1.

The desirability of resorting to such a course should be left to the guardians or school board to decide, 16,212.

MR. W. HARRIS.

Approves of those being taught a trade receiving assistance from parochial boards, 16,356-7.

MR. W. BURNETT.

Both in the interest of the child and the board it is worth the while of the parochial board to pay for a child's maintenance whilst it is learning a trade at an institution, 17,029-30.

Would consent to make it compulsory on the board so far as regards education, but where parents can pay they should do so, 17,031-2.

MR. J. R. BROWN.

It would be to the advantage for ratepayers to have an educational and industrial institution for the blind in London, 18,287.

The rates would be relieved so far as their labour would be profitable, 18,288-9.

His board practically does not give out-door relief nor pay school fees, 18,291-2.

The poor-rate in the district is 2s. in the £, 18,293.

Knows no cases where the guardians refuse to send deaf and dumb poor children to school, 18,299-300.

It is permissive to guardians to send children to institutions, 18,308.

It should be made compulsory on guardians to send children to schools or institutions, 18,312, 18,317.

Has had interchange of opinion with regard to providing better instruction and accommodation for the blind in workhouses; no proposition has been laid before the Local Government Board, 18,313-4.

MR. B. G. DAVIS.

The power of compulsory maintenance should be transferred from the guardians to the school board; gives reasons, 18,332, 18,334-2, 18,356.

Describes the action of the board of guardians in Birmingham, 18,367.

Persons applying to the guardians have to attend in person, 18,379-80.

## GUARDIANS, BOARDS OF—cont.

The Local Government Board restricts guardians to paying a maximum sum of 20l.; if application were made more might be allowed, 18,434-7.

The guardians have appointed a special committee for dealing with these applications separately, 18,440.

The school board would wish the guardians to form a rota to receive such applications away from the offices, 18,440-1.

The poor would not consider it so degrading to apply to the school board for relief as to the guardians, 18,442.

The people do not realise that such applications in no way pauperise them; thinks it is the view of most people that the disinclination to apply should exist, 18,443.

The fees of many who would not go to the guardians are remitted by the school board, 18,444-5.

MR. CUMIN.

Guardians can contribute towards the maintenance and education of children at institutions, 19,622-3.

At present it is purely voluntary on the part of guardians whether they pay for children's instruction beyond the elementary standard or not, 19,666-8.

If children are taken away from home and put into institutions the local authority should have power to maintain them there, 19,691, 19,718.

Guardians pay the fees of children at special institutions in the case of those well able to send their children to ordinary elementary schools, 19,742-6.

MR. CRAIK.

The number of blind and deaf and dumb uneducated in Scotland shows great remissness on the part of the parochial boards, 19,939-43, 19,948.

A great many of those unaccounted for may be brought up in institutions, 19,950.

If the control of the education of these children were taken out of the hands of the parochial boards he does not suppose they would meet the expenses further than meeting a certain amount of the school board rate, 19,985-7.

It rests with parochial boards and school boards to give a more liberal interpretation to the existing powers under which they act, 19,796.

Parochial boards can contribute to existing institutions for the blind and deaf and dumb, but school boards have no power, 19,797.

School boards in Scotland do not pay the fees, 19,804.

Has never heard of any difficulty on the part of parochial boards to pay the fees for deaf and dumb, 19,810.

Would give to school boards the power to subsidise special institutions instead of parochial boards, 19,819-20, 19,823, 19,877, 19,934.

Courts of law would not hold payment of the education fee as pauperising the parents, 19,821.

Some boards would probably object to have this payment handed over to them, 19,822-4.

There is no limitation in the powers that parochial boards have to contribute to institutions, 19,836.

THE RIGHT HON. SIR P. KEENAN.

Would impose the duty upon guardians of finding out and sending deaf and dumb and blind children to institutions whether inmates of workhouses or not, 20,935-6, 20,946.

Poor law guardians ought to contribute a portion of the cost of maintenance and education of children at institutions, 20,945.

Before imposing the duty on guardians to contribute to the education of the blind and deaf and dumb he would wait until the State had agreed to contribute, 20,974-6.

DR. F. X. F. MACCABE.

States the provisions of the Irish poor law bearing upon the subject of deaf and dumb and the blind, 21,021.

Is of opinion that it is not necessary or advisable to render compulsory the payment by the guardians for the maintenance of children in institutions, 21,026.

Guardians as a rule have not shown disinclination to take advantage of the provision of existing enactments, but rather the opposite, 21,026-7, 21,042-6.

There are 750 blind and deaf mutes in special institutions at the cost of the poor rate; a large proportion probably are proper subjects for idiot asylums, 21,027-8.

Gives statistics with regard to deaf mutes in Ireland, 21,033-6.



GUARDIANS, BOARDS OF—*cont.*

The census returns, 21,036-41.  
If the State made a grant to the guardians for the education and care of blind and deaf and dumb the relieving officers would make a return to the guardians of all cases, 21,049, 21,149.  
The present restriction as to a maximum payment by guardians of 5s. should be removed, and the payment proportioned to the amount allowed per head by the State, 21,054.

The Local Government Board has nothing to do with institutions, 21,057-60.

It is doubtful whether unions can combine to establish a home for the blind, except for educational purposes, 21,082-3.

Thinks it might be possible under sec. 7 of the Poor Relief Act, 1862, for guardians of a workhouse to make special arrangements for the blind and deaf and dumb, and that guardians of other unions might send their cases to it, 21,084, 21,088.

In the event of all existing institutions being full guardians ought to have an alternative power of setting up institutions of their own, 21,085.

Such an institution is wanted in the west of Ireland, 21,086-7.

Would extend the power given to relieving officers in Scotland of looking after imbeciles and reporting to the guardians, and the blind and the deaf, 21,090-2.

Is in favour of a union rate rather than a national rate, 21,094-5.

Thinks guardians should be enabled to pay for the education of blind and deaf and dumb up to the age of 21, 21,139-41.

If a larger share came from the State the guardians would be more likely to keep the children on longer, 21,142.

Is confident that if the State assisted the guardians they would not be found wanting, 21,143.

The cost to the guardians in the case of deaf and dumb in institutions is, for adults, 5s. 7d. per week, and for children 5s. 8d., 21,147-8.

The guardians do not care to pay so large a sum unless the children are improvable; the responsible authorities of the asylums are the judges whether they would be improved, 21,148-9.

Guardians sometimes arrange with parents that they shall contribute something towards the sum paid out of the rate, 21,152-3.

Has found no reluctance on the part of parents to apply to the guardians, but the contrary, 21,154.

## MR. E. H. WODENHOUSE.

States his reasons for objecting to the transfer of the power of sending children to institutions from the guardians to the school authority, 21,285-90, 21,315.

Parents are legally pauperised if they receive relief for the education of their children; states the exceptions, 21,316-9.

Gives evidence as to the action of boards of guardians and school boards with regard to paying school fees, 31,320-3.

Sees no way of drawing a line between those pauperised by vice and those pauperised by adversity, except the latter might be given greater comfort, and be treated with greater humanity, 21,352-4.

The Local Government Board fixes the maximum sum guardians may pay, within which sum they may make such arrangements as they are able, 21,276, 21,281.

GUIDES. See under SUPERVISION OF BLIND, &C.

GYMNASTICS. See under PHYSICAL CONDITION.

## MR. HINMON L. HALL.

Is superintendent of the Pennsylvania Working Home for Blind Men in Lancaster Avenue, Philadelphia, 12,032.

Is also connected with various other institutions in Philadelphia, 12,033-4.

Gives details of the American Printing House for the Blind, 12,035-6.

Became blind in 1863,—12,150-60.

Describes his experience which led him to organise the American Printing House for the Blind, and the Working Home for the Blind in Philadelphia, 12,161-2.

## MR. WILLIAM DAVIS HALL.

Has been teacher of music and organist at Hardman Street School for the Indigent Blind, Liverpool, for 16 years, 12,510-1, 12,622.

Is occupied at the school two hours a day, 12,512.

Has two assistants, one a blind pupil, 12,513.

Has taken no part in education of blind apart from music, 12,552-3.

## MISS PHOEBE HAMILTON.

Has been matron of the London Society for Teaching the Blind to Read, St. John's Wood, for four months, 3775.

Experience in connexion with institution has been chiefly as schoolmistress, 3776.

She only teaches the girls, 3776.

Was appointed by selection of committee, 3813.

She was brought up as a teacher, but had not the means of getting a certificate, 3816.

Was schoolmistress at St. John's Wood 10 years, 3895.

## MR. JAMES HAMPTON.

Is founder of a mission and home for the blind in Webber Road, Southwark, 10,113-4.

Was a painter before he took up the mission work, 10,124.

## MR. WILLIAM HARRIS.

Is honorary treasurer of the Leicester Association for Promoting the General Welfare of the Blind, 16,319.

Has visited the principal institutions in England, America, and on the Continent, 16,320-1, 16,518-20.

## MR. WILLIAM HIBBERT.

Has been one of the senior teachers of the Home Teaching Society for the blind for nearly 13 years, 2169-70.

Has been totally blind for about 15 years, 2171-2.

He visits the south-west district, 2175.

His salary is 28s. a week, and he has an allowance of 3s. for a guide, 2176-7.

Visits 124 blind in his district, four of whom are under 15,—2179.

Visits the same people once a fortnight; the district is very extensive, 2196-7.

Visits from 10 to 12 people a day, 2197a.

Has been taught brush-drawing and chair-caning; found brush-drawing of no use outside the institution; the chair-caning he carried on for some time; never did more than two chairs a day, 2357-9.

## HIGHER EDUCATION.

## MR. A. W. G. RANGER.

Thinks there is want of charitable assistance for those who wish for a higher education, 10,443.

## MR. A. BUCKLE.

Does not advocate making higher education part of a system of the school; is teaching one of his pupils, of 16, German, 11,520-2.

## MR. J. SIME.

Would like to give higher education in his school, but cannot without funds, 13,593-4.

## REV. H. J. R. MARSTON.

Does not think a large per-centage of blind would go through the higher form of education, 16,591.

Establishment of secondary schools would render the education system complete, 16,601.

Books for the blind are very expensive; if the Gardner trustees gave the amount of one of their scholarships at Worcester College for books and educational apparatus it might be better for the college, 16,628.

The blind of good social position should go to the universities, and the upper and middle classes should have schools of their own, 16,556, 16,622-5, 16,663-6.

There would be a sufficient number of blind wanting higher education to keep up a college like Worcester, 16,559, 16,710.

Many blind, although of good social position, would not be able to go to a university unless assisted by funds from some source, 16,679.

HIGHER EDUCATION—*cont.*

The education at Worcester College would be a great advantage to them, even though they did not go to a university, 16,680-1.

Thinks it would be a great mistake to establish a blind university; the chief advantage of going to a university is the associations and friendships formed there, 16,687.

Higher education of the blind is not in a satisfactory state in England, 16,549.

Thinks sighted and blind education should go *pari passu* and on identical lines as far as possible, 16,551, 16,557-8, 16,659.

Education of the blind in upper and middle classes is not satisfactory, because Worcester College does not meet the want adequately, 16,553-4.

Such a school should exist upon a public school footing, 16,555.

Blind trained in institutions would not be at a disadvantage in a university, 16,667.

## REV. N. F. MCNEILE.

Is very anxious to see special provision made for putting the higher education of blind on a permanent footing, 16,761-3.

Would facilitate higher education of blind by scholarships from the elementary schools, 16,769.

Blind must go to special institutions preparatory to the university, 16,773-4.

Has never heard of those who have gone to the universities from Worcester College experiencing any difficulty from being blind, 16,836-8.

Greek books are not sufficiently known which prevent blind people availing themselves of them, 16,903-4.

## REV. S. S. FORSTER.

It might be possible to carry out the plan of erecting a college for blind sons of gentlemen in proximity to, and carrying on education in connexion with, one of the public schools, 20,344.

## MR. OWEN ROBERTS.

Company offered to pay 500l. to Worcester College building fund on its being placed on public basis, 5239.

## MR. CAMPBELL, LL.D., M.P.

Knows no school analogous to Worcester College in Scotland, 10,325.

## MR. ALFRED JAMES HIPKINS.

Is examiner in pianoforte tuning at the Royal Normal College, 18,567, 18,581, 18,621.

Has a son who is deaf and dumb; gives particulars with regard to him, 18,556-7, 18,576, 18,606-10.

Was brought up as a tuner, and is an agent in Broadwood's, 18,582-4.

The tuning department is altogether under him, 18,585-8, 18,622.

Is supposed to receive salary of 10l. a year from the Normal College, but he returns it to be given as prizes, 18,646-8.

## MISS ROSE HISCOCK.

Is mistress of the juvenile school for the blind at Wandsworth, 1206.

Is a certificated teacher, and was trained at Whiteland's College, 1209-10.

Has been teacher of this school three years, 1211.

Acquired requisite knowledge of type and method of instruction at the school itself, 1212.

## MR. J. HOLLAND.

Is practising as a tuner at Knutsford, 14,549.

Was educated for eight years at Henshaw's Blind Asylum and then at Norwood, 14,550-2.

When he left Manchester knew a considerable amount of organ and pianoforte music, but nothing of the theory of music, nor of tuning, 14,554-6, 14,562.

Had a very good literary education at Manchester, 14,558.

During latter part of his time had from 20 to 25 hours a week for music, but thinks few had as much time, 14,559-60.

Had very few lessons in proportion, 14,560-1.

MR. J. HOLLAND—*cont.*

Was at Norwood about four years; was away six months through ill-health, 14,563.

Gives particulars as to his musical training at Norwood, 14,564-5.

Improved himself in other ways at Norwood besides music; had a little sight whilst there, 14,566.

Does not think too much time was given to music at Norwood, 14,568.

Performed in chorus six weeks after being at Norwood; was not considered to have any voice at Manchester, 14,570-3.

Began to earn something as soon as he left Norwood; gives particulars as to his career after leaving, 14,576-81, 14,625-6.

Considers that he kept himself in 12 months, 14,582.

If he lived in a larger town he would have had a larger connexion, 14,583.

His earnings, independent of his shop, are 100l. a year; considers the shop a very important item, 14,584-5.

Created the shop himself, 14,586-7.

Gives a fair amount of teaching in Knutsford, but finds tuning pays better, 14,594.

Can do small repairs to pianofortes, 14,596.

Had he gone to Norwood five or six years younger he could have done better, 14,297.

Had difficulties to struggle with at Norwood College which was only just beginning its existence, 14,628-31.

Compares the training between Norwood and Manchester, 14,633.

## MR. ALFRED HOLLINS.

Has been a pupil of Norwood College for eight and a half years, 11,877-8.

Had first a general education; is not devoting himself entirely to music, 11,879.

Before he went to the college he had no practical knowledge of music, 11,881.

Was educated at York for three years, 11,882, 12,011-3.

Has given instruction to pupils at the college, 11,885-6.

Wishes to be a teacher, an organist, and an artist, 11,887.

Has learnt rudiments of singing, does not sing, gives instruction in singing, 11,888, 11,989-90.

Is weekly organist at a church at Redhill, 11,889-93.

The college gives him opportunities of taking engagements at concerts, 11,894.

If he gets good organ engagement, and can sufficiently qualify to be good musician, he will have no difficulty in earning a livelihood, 11,895.

His salary as organist is 60l. a year, is now paying 40l. for his education, his remuneration for teaching is taken into consideration as part of his payment to the college, 11,896-902, 11,919.

This is his first appointment; he succeeded a friend who was blind who now has appointment in Glasgow, 11,903-7.

Would be quite prepared to teach a choir, 11,909.

He would never have made an artist if he had remained at York, musical instruction is inferior there; describes course of training there, 11,910-6, 11,931-5, 12,014.

Was considered one of the most efficient pupils, was only 12 when he left, 11,917.

Has earned since last summer 30l. by public engagements taken on his own responsibility, 11,920-2.

Went to America with a college party and got private engagements to play alone, 11,927.

Describes system on which he was taught at Norwood, 11,939.

Gives particulars as to some of his successful engagements, 11,970-82, 11,996-12,001.

He trains the choir at the church in conjunction with the vicar; the organ is so far off from the choir that a conductor is necessary, 12,005-6, 12,015-8.

Has found no difficulty when playing at concerts with orchestras, 12,019.

Service at his church is entirely choral; he knows the psalms throughout, 12,927-8.

Has no difficulty in training the choir in the absence of the vicar, 12,929-30.

**MR. JOHN WHITAKER HULKE, F.R.S., F.G.S.**

Is connected with the Royal London Ophthalmic Hospital and the Middlesex Hospital, 4506-7.

**MR. HENRY H. HYAMS.**

Has been secretary of the Jewish Blind Institution for ten years, 5645-6.

**IMBECILES (BLIND).****MISS SCOTT.**

Does not think there are so many imbeciles as when first board school work was begun, 1515.

**MISS MARY C. GREENE.**

Some of the children in the London board schools are not of average ability, some may turn out imbecile, 282.

Would not say that mental condition is low in all cases; blind children often appear imbecile before they have had instruction, 197-8.

**INDUSTRIAL TRAINING.****MISS MARY C. GREENE.**

For the children who do not or cannot go into institutions, or help their friends at home, after their school education is over, there ought to be some place where they could learn a trade, 326, 332-4.

Would wish to see a national training school established, 335.

In the city of Boston all blind children have a right to enter Perkins Institution, and are there able to learn a trade, 337.

**MR. G. MARTIN TAIT.**

Is of opinion that industrial training should be much further developed, and the blind made more reliant on their own resources, 456.

Is aware that boards of guardians have power to send blind to learn trades; believes it is exercised to some extent, 820, 889.

**MR. W. TIBBLES.**

Would like industrial training to be mixed with general education after age of 10 or 12, 2560.

**REV. B. G. JOHNS.**

For basket-making, thinks that after 18 a blind person would be sufficiently proficient to carry on the trade, though if weak or slow, two years more training would be better, 686.

A boy is at a trade for six years from 12 to 18 at St. George's; at end of that time he ought to be a trained man, 716-9.

Thinks industrial training cannot be done thoroughly under four or five years, 1648.

Some blind come in at 18 and 19 or 20 years of age; they are trained for just the same time, 1664-5.

In some cases they require more training after being sighted up to 18 or 20 than a blind child requires; explains the reason, 1666-8.

Trade masters prefer boys, even if clever, to be not under 12 or 13 when they begin to acquire a trade, 1635a.

The course to be pursued with the blind should be like that pursued with the sighted; would first give them a good elementary education, 1636.

Would accustom them to so manipulate objects with their fingers, such as Kindergarten work and modelling in clay, 1637.

When elementary education is completed he would recommend that at 13 they should be instructed in industrial work, 1638.

If he received a boy at the age of 13 properly instructed in elementary education, he would put him in the blind institution, and have him trained with other blind persons by sighted teachers, 1644.

An hour or two a day would be sufficient to maintain and improve his elementary character, and the greater part of his time would be devoted to industrial training, 1645-7.

**INDUSTRIAL TRAINING—cont.****MR. MIDWINTER.**

They teach the blind to make baskets as they would the sighted; no sort of appliances are required, 3226-7, 3287.

Some blind are difficult to teach whose work never turns out well; gives instances, 3249-50, 3253.

**MR. MILLS.**

Inability to acquire proficiency in industrial work is owing in some cases to want of early training, 3362.

Thinks a boy ought to begin his general education and industrial training long before he is 12, 3323, 3342-3.

A boy ought to start his industrial training at about 10 years old, after he has learnt to read and write, 3444-5.

**MISS RYE.**

Thinks it might perhaps be desirable that boys should before 14 be taught something which would enable them to earn a living, though they would not learn much before that age, 3478, 3596.

From the age of 10 to 14 they teach the boys to cane chairs, but would not commence basket making so early, 3598-9.

It is a fact that power of working afterwards depends largely upon dexterity acquired while fingers are supple and sensitive, but she does not allow the children to sit idle all day, the little ones make soft balls, &c., 3600.

In some schools she believes basket making is taught at 10 years of age, 3601.

Would prefer to keep her institution more as a home than to graft on to educational work some industrial training, 3602.

Teaches chair caning, but has no idea of introducing basket making, 3602.

**MR. BURNETT.**

Does not think blind should be taught a trade too early; some trades should be begun earlier than others, 3660.

Is of opinion that a boy who begins basket making at 14 will do better at 18 than he would at 20, had he begun at 12, 3661-2.

Attaches considerable importance to combining industrial training with general education, 3663.

**MISS HAMILTON.**

When boys are learning trades they are very often sacrificed to benefit the institution; illustrates this, 3946.

Thinks more attention ought to be directed to subjects they are qualified to learn, trades more particularly, 3947-8.

**MR. ALFRED WILMS.**

The length of time given to training is insufficient, 4875, 4881.

Does not think the teaching of a trade should begin earlier unless extended longer, 4876.

As a rule the blind are not fit to go into institutions; thinks parents might do a good deal before they are admitted, 4877-8.

Teaching at institutions is insufficient; mentions one institution where this is the case, 4883.

The great difficulty to contend with is as regards payment for the blind whilst learning trades; mentions three cases where his society relieved three persons in destitute circumstances, 4942.

**MR. G. BARNES.**

Has had no difficulty in teaching blind to work, has had no failure with his pupils, 5142-6.

Does not think general education ought to go on at the same time as industrial training, 5160-1.

It would be too early to commence industrial training at 12 years of age, would not begin until 14, 5162-3.

At the end of two or three years' training blind ought to be capable of earning a living at brush making, but at basket making not less than five years, 5165.

Does not think that blind ought to pay 6s. a week for teaching as they do at Berners Street when subscriptions are coming in; nothing was paid at St. George's, 5205-6.

**INDUSTRIAL TRAINING—cont.****MR. H. WILKINSON.**

Basket-chair making was not taught at institutions when he was there, every variety of basket work should be taught, 5612-3.

Does not think a blind man has chance of succeeding outside institution at age of 17 or 18, he left at 20; it was thought then he ought to have remained two years longer, 5621-2.

A few years in a workshop after leaving the school would be a great advantage to a blind basket-maker, 5625-6.

**MR. R. STOREY.**

Industrial training should not be started before 14, 6193.

Basket making should take five years to learn, it requires great experience and patience to teach blind, 6199.

Has seven workmen under him; could superintend 12 or 14, and teach them well, 6217-22.

Some men learn very easily, and others no amount of pains will teach, 6254.

**MR. I. T. PRICE.**

Industrial training in institutions has been very inefficiently carried on; sufficient time is not devoted to it, 9426.

At St. John's Wood School boys of 15 or 16 spent two or three hours a day to learn a trade in the workshop; thinks they were not well taught under that system, 9432.

Of those trained at St. John's Wood one or two have been able to earn a little; those who learn tuning were sent to factories.

**MR. CAMPBELL, I.L.D., M.P.**

Industrial work is given a prominent place at the Glasgow institution; the men work at the institution and live at their homes; the women are lodged in the institution, 10,286-9.

They have a certificated sighted schoolmistress, 10,290-1.

**DR. ARMITAGE.**

Technical training can be given in board schools, exceptionally situated, without children going into a residential school, 10,910.

**COLONEL TURNER.**

Resident schools should begin with children at three or four years old, and teach them to be handy, to dress themselves, &c. When of school age they should go to the board school, remaining at the resident school as their home; at 14 they should be apprenticed to a trade for seven years, to workshops attached to institutions, 11,678-81, 11,744-51, 11,775.

Thinks it is a disadvantage that education and instruction in trades should be given together; gives his reasons, 11,837-40.

**MR. H. L. HALL.**

The trade to which a child should be put should be adapted to its peculiar condition, 12,052.

If blind are going hereafter to country homes they should be taught all they can learn at institutions, 12,204.

In Pennsylvania schools have taught brush making, but it is given up, and they now teach to boys broom-making, carpet weaving, cane seating, and mattress making; girls are taught bead work, knitting, crocheting, and hand machine sewing, 12,254.

Thinks it far better for those who pass through institutions to be gathered in some institution for industrial training, 12,092.

Prefers that blind should be restricted to purely educational matters up to a certain age, and afterwards should receive industrial training, 12,232-3.

Sometimes a blind man after he leaves an institution will go out in the world and fail, and then come to his institution, and practically will have to learn his trade over again, 12,257.

Sees no objection to children at school being taught use of tools; the special training should be left until afterwards, 12,268.

**INDUSTRIAL TRAINING—cont.****MR. J. MCCORMICK.**

The great difficulty is to get boys to remain sufficiently long to become efficient; his friends after a year or two think he is making money which ought to go to them, 12,350, 12,352.

Pupils as a rule do not remain more than two years, 12,351.

Expense to parents is very great if pupils are at school from age of 9 till 16, and then six or seven years in the workshop, 12,351.

Gardner's trustees have given a sum of money to relieve parents from paying, and to retain the pupils longer, 12,353-6.

A good guide book for technical instruction is wanted written in Braille; workmen at his institution are writing one out, 12,369.

He puts a child first into the workshop at 16 to enable him to complete his literary education; it is better not to put a child too early to industrial training, 12,405-8.

The board of his institution have never tried apprenticing children when they leave school and enter workshops; many leave before they become skilled workmen, 12,421-3.

**MISS BYERS.**

Labour in workshops is not profitable for the first three years; if a pupil leaves school at 15 he ought to earn his living at 18, 12,692, 12,725.

Thinks there are only certain things blind can be taught to do, but he would teach them any trade they can do, 12,694-5.

The ordinary term of apprenticeship in basket making she believes is seven years in the case of the sighted, 12,726.

Thinks blind should have three years' apprenticeship at basket making, 12,727.

A blind man would take two or three years to make baskets well, depending on his age and capacity, 12,740-2.

Thinks it a good thing to compel guardians to pay certain sum for two or three years to enable men to be trained, 12,723-4.

Cites cases of man for whom guardians paid 7s. a week who earned in 1885 22s. a week at basket making, who was a burden on rates for 19 years, 12,722, 12,737-9.

**MRS. J. CHAMBERS.**

Children should be taught at early age to use their fingers, 12,887.

Blind should be taught trades when they leave school, 12,907.

**MR. G. GOODWIN.**

Would admit none but efficient workmen into workshops; this would induce them to remain longer at school, and they would gain reputation by turning out better work, 13,023.

Knows no reason why blind should not be apprenticed, 13,039.

Parents should be enabled and compelled to keep children in institutions until they have learnt a trade properly, 13,040-1.

**MR. J. SIME.**

Industrial training is given to the girls in his school; they are taught knitting and sewing, 13,595, 13,646.

**MR. W. MARTIN.**

With reference to the industrial training at his institution at Craigmillar he would like to begin it at an earlier stage; finds the blind when they first come are very deficient in touch and physique, 13,747-8.

Describes process of industrial training at Craigmillar, 13,749-50.

Would wish it to be made compulsory on parochial boards to continue grants in aid of industrial training of blind up to age of 21, if it did not brand the blind as paupers, 13,753-4.

The boys in the institution really get their training, their materials, and tools for nothing, on which account the training is deficient in quality; explains this, 13,759-60.



## INDUSTRIAL TRAINING—cont.

Those who have received training hardly ever leave the institution, or if they do, they invariably return, 13,761, 13,877-8.

States the resolutions passed at the conference of managers at Edinburgh with reference to the education of blind at the expense of ratepayers, and the finding of employment by institutions for their inmates, 13,762-6. More careful training of apprentices is absolutely necessary everywhere, 13,800.

Hitherto blind have not received the proper amount of special instruction and industrial training necessary, because institutions cannot afford to pay for more instruction, 13,932.

## MR. W. GILROY.

Industrial training should begin about the age of 15; before that the blind are not strong enough to do hard work, 14,006-7, 14,022.

It would be very useful to teach boys use of tools and to use their hands before age of 14 or 15, -14,023.

## MR. J. MACDONALD.

For all skilled trades a large institution would be necessary for training the young and active blind, 14,260.

Present institutions might be sufficient if enlarged and better equipped, 14,260-1.

## MR. J. KINLAY.

Industrial teaching in schools for the blind is defective, due to carelessness on the part of the teachers and the blind themselves, 15,559.

Blind people imagine that if they do their work approaching that which is pretty good they have done well; has had great difficulty on that account, 15,560.

Industrial training of the blind in Lancashire is much neglected, 15,605-6.

## MR. T. STODDART.

Industrial training should commence about 15 years of age, 15,773, 15,862-3.

It should be inside the institution, 15,774. Thinks industrial occupations are the surest means of employment for the majority of the blind, 15,789.

Instead of devoting funds of institutions to education working men are in favour of devoting them to industrial education after children leave school, 15,800-1.

To teach an apprentice to make wire articles takes five years, and to make baskets six years, 15,845-7, 15,905.

It would be very useful to teach children to use their hands whilst at school, as, for instance, at carpentering, 15,865-8, 15,881-2.

Adult blind, during the time they are learning a trade, should have substantial grants given them from the parochial boards, 15,889-90.

## MR. G. WALKER.

There is great necessity for outside help during the time of apprenticeship, 16,171.

His experience is that the blind men and women trained in other institutions have had to a great extent to relearn their business, 16,272-4.

Thinks this is not so much the result of bad teaching as of the endeavour to teach them too many different trades, 16,275-6.

In Sunderland the younger blind children while they are being educated are taught to use all tools possible; it is only want of funds prevents the system being more generally adopted, 16,282-4.

## MR. W. HARRIS.

Blind pupils require some assistance after leaving an institution until they have finished learning a trade, 16,334-5, 16,395.

## INDUSTRIAL TRAINING—cont.

This is due in some cases to their not learning a trade thoroughly before leaving, in others to want of capacity or special circumstances, 16,396.

Has had in some cases at Leicester to teach pupils over again, but not lately; has found that those who have been at a school where they were taught to use their hands are more capable than others, 16,397-403.

Those who come to him and have been at school are capable of earning journeyman's wages; adults have to be taught a trade, 16,401.

Industrial training in schools has much improved, there is better supervision, 16,404.

An apprentice has to work about eight hours a day, 16,436.

## MR. W. BURNETT.

The majority of blind would have to go to an institution or workshop for industrial training, as few masters would go to the trouble of teaching them, 16,955-7.

In basket-making would prefer a sighted teacher if he were a good one, 17,024.

## MR. J. R. BROWNE.

Recommends establishment of a metropolitan industrial training school, 18,275-7.

It costs as much to keep the blind in the workhouse as at some institution where they can be taught a trade, 18,274.

States objections that exist against blind children receiving their industrial training at institutions a long way out of London, 18,276-82.

## MR. SCHOLFIELD.

More wrong is done to the blind in the direction of industrial training than in any other, 18,785, 18,926-7, 18,933.

Complains of the teachers in institutions, 18,786. Suggests that prizes should be offered to those who have their teaching most complete in institutions, 18,801, 18,808.

The present teaching is too much in the same way as the seeing are taught; blind ought to receive special development of the sense of touch, 18,809.

Would train the blind as far as possible on the same lines as the sighted, 18,822.

Blind should be taught a trade at the age of 14, 18,917, 18,966-9.

Is not in favour of a child receiving a special grant whilst being taught a trade, 18,919-20.

Thinks there is sufficient machinery and money already to train all the blind in trades if well used, 18,921.

It would be a good thing if the success of technical education given in institutions were tested by the after results in some form, 18,942-3.

There is no better test than to examine whether pupils after leaving are able to maintain themselves, 18,945-6.

A little technical instruction to boys at elementary schools would be advantageous, to begin at the age of 10, -18,969-70.

## REV. C. H. ANDRAS.

Is in favour of every parish being compelled to send their blind young paupers to an institution to learn a trade at their expense, 19,278-9.

## MR. J. J. PLATER.

The blind should be taught by qualified blind teachers, 20,429-30, 20,439.

Recommends that a workshop should be attached to every institution in which a blind child is educated, 20,445, 20,498.

Technical training should be a part of a child's earliest education, 20,446, 20,471.

As a rule basket-makers have to serve their apprenticeship from five to seven years, 20,493.

The time given to teaching basket-making in institutions is, as a rule, as long as that, 20,494.

## INDUSTRIAL TRAINING—cont.

## MR. W. J. DAY.

Mental education of blind children should be finished before technical education is imparted, 20,659, 20,732-3. The sense of touch will develop by their being taught reading and writing, 20,661-2.

They will not be physically capable of learning a trade until a certain age, 20,663.

The blind feel that what they are taught is for the benefit of the school more than for themselves, 20,769.

If there were a greater number of industrial schools the number of workers would be doubled, 20,774.

Distinguishes between an industrial school and a workshop, 20,775-6.

A great many things are taught at institutions which are never likely to be profitable, basket-making and music are the only things that should be taught, 20,777-8, 20,767.

Thinks some technical education to the children in the schools would be most desirable, 18,360-2.

During the later years of school life the ordinary and technical instruction might be combined, 18,363.

## INSPECTION.

## MRS. ALICE WESTLAKE.

Knows only one case where inspector refused to examine a blind child, 95.

## REV. J. P. FAUNTHORPE.

Thinks all blind institutions should be inspected; those with which he is connected are inspected and examined, 519.

In order to secure uniform standard there ought to be State inspectors and examiners, 520-2.

Defects in the work of blind institutions, if examined periodically, would be remedied, such as the appointment of certificated teachers at St. George's Blind School, which was recommended after inspection, 52-32.

## MISS BEST.

Describes method of inspection as practised at her school, 965.

The blind children are scheduled exactly the same as the other children, and are paid the same; the school earned 18s. 4½d. a head at the last examination, 966-8.

## MISS LOVELL.

If her Home came under Government inspection, a great many class books would be needed, otherwise the work would be too hard for them to succeed, 1105.

## REV. B. G. JOHNS.

If special grants were given to institutions for efficient education of the blind, the Government would have to see what was done with the money, 1941.

If the Commission recommended that grants should be given for the efficient education of the blind, sees no objection to Government inspection, 1942.

Sees no decided objection to a Government inspection of the education of the blind for comparing methods of instruction and reporting the results annually to Parliament, 1943.

Is not aware that institutions not subsidised by Government would object to inspection of their educational systems, 1946.

In the case of his institution they have had a very wide range of inspectors and examiners by the London Diocesan Board, and first-rate trained teachers, 1947.

The examiner this year was secretary of Battersea Training College, and mathematical master, and a barrister, and of the same rank, training, and position as a Government inspector.

## MISS BYE.

She had an inspector to examine the children, and he was quite satisfied with the result, 3487.

The school board sent an inspector to inquire whether the school was "efficient," 3488-9.

He did not examine on the standards, 3554.

1 24970.

## INSPECTION—cont.

## MISS HAMILTON.

A board school inspector inspected the institution in 1876 or 1877, -3808-9.

Thinks all institutions for teaching should be under Government inspection, 3808-11.

Inspection is very necessary in charitable institutions, as the efficiency often does not come into question of appointing teachers, 3812.

## MR. LESTER.

Does not much like State control, would personally not object to inspection, but she does not think it would much benefit the blind, 4054-6.

## MR. WILSON.

Thinks State inspection of education of blind would be most beneficial, 4340.

A general inspection of schools to which aid is given out of the trust would assist the committee very much in determining the amount that should be given, 4447-8.

## MR. I. T. PRICE.

All blind schools should be under Government inspection accompanied by grants, 9394-5, 9475.

Grants should depend upon success attending pupils after leaving school, 9487.

## MR. CAMPBELL, LL.D., M.P.

The Glasgow school is inspected by Government; thinks it a great security for good teaching, 10,292-3.

## DR. CAMPBELL.

With State aid he would welcome inspection, 10,742-3. It ought to be insisted on that inspection is made by a proper inspector, 10,744.

## DR. ARMITAGE.

With regard to State inspection inspector should have knowledge of the right methods of educating the blind, and inspection should not be according to the standard in sighted schools, 10,917, 11,014-5.

## MR. A. BUCKLE.

With regard to inspection a larger percentage of blind would have to be excused for mental incapacity than among the seeing, 11,508.

## COLONEL TURNER.

Deprecates introduction of Government inspection and grants except so far as education goes, 11,790-3, 11,875.

If factories were established, would have no special inspection of them, 11,794-5.

If the central bureau for workshops he suggested were put under Government inspection he knows some institutions would adopt the scheme, and others might join eventually, 11,849-53.

Would prefer to have the nurseries, the resident schools, and factories under voluntary inspection and supported by charity, 11,861.

## MR. J. MCCORMICK.

In case of State aid does not think the board of his institution would object to Government inspection, 12,380-1, 12,385.

## MISS BYERS.

With State aid Government inspection would follow; ordinary inspectors would require some special training, or there might be one special inspector, 12,697.

Her school is not under Government inspection; could not get a grant under present circumstances, 12,748-51.

## MRS. J. CHAMBERS.

If children are examined they should not be expected to pass in standards applicable to sighted children; allowance should be made, 12,902-4.

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## INSPECTION—cont.

Mr. J. SIME.

Describes system of Government inspection at his institution, 13,627-30, 13,708.

Examination in his school was conducted by persons who practically up to that time had no technical knowledge of the education of blind, 13,707-9.

Mr. W. MARTIN.

Gives details as to inspection of his school by Government inspector and the grant earned, 13,825-6, 13,902.

Thinks it would be a pity to depart from the ordinary code in the examination of blind children, 13,930.

Mr. J. MACDONALD.

Blind children should be put under examination with the sighted, and the teacher should receive payment by results, 14,232, 14,283-4, 14,427.

At his asylum the inspectors who have examined the blind with the sighted have experienced no trouble, 14,285-6.

Does not think it advisable to have special inspectors, 14,285.

Inspectors should understand the special appliances used for reading, writing, and arithmetic, 14,288-9.

Drawing must be excepted from the annual inspection, 14,428.

Miss NEIL.

Is in favour of Government inspection with modifications, 14,455.

Does not think there should be a special inspection, 14,456.

Scotch Code is being raised, which will be very worrying to blind scholars, 14,456.

Blind children should be treated in a rather more elastic and liberal manner than the sighted, 14,457.

Mr. G. WALKER.

His school is not under Government inspection because he is not certificated, 16,168.

The Sunderland School Board has an inspector who examines all schools, 16,169.

All educational classes or institutions should be examined by Government inspectors and earn grants according to results as in ordinary schools, the grant being double that given to ordinary schools, 16,204-5, 16,221, 16,300-4.

Schools not willing to submit to inspection should not receive the grant, 16,204.

Objects to the proposal to judge education by results years after pupils leave school; states his reasons for objecting, 16,205, 16,257-61.

There should be one special inspector, blind if possible, 16,206-8.

Cannot subscribe to the passage quoted in the question from the Report of Mr. Fitch presented to Parliament, 16,222.

Government inspection and Government grants upon results should continue after pupils have passed into the technical school, for a period of two years, 16,262-4, 16,271.

Rev. H. J. R. MARSTON.

All schools should be inspected; if there is only one inspector he had better be a blind man to test the literary acquirements, 16,565-9.

A seeing man would not be severe enough in demanding the full powers of the blind, 16,570.

The best arrangement would be to have two inspectors appointed by the State, 16,571-2.

Rev. N. F. McNEILE.

Thinks it very advisable that all schools should be inspected; would prefer to have both a blind and a sighted inspector, 16,847-9.

## INSPECTION—cont.

Mr. SCHOLFIELD.

Advocates appointment of a thoroughly practical trades inspector to report upon workshops, 18,800-1, 18,805, 18,900, 18,921.

It would be immaterial whether the inspector was blind or sighted, 18,901.

The inspector should insist that everything the blind were taught should be brought to touch, 18,921, 18,936.

Inspectors should have power to grant awards of 50l., 30l., or 20l. to those teachers who had the best systems of instruction, 18,800, 18,957.

The Gardner Trust might appoint such inspector and give the rewards, 18,958-9.

Thinks the rewards should be given to the skip, basket, and hempen trade, 18,961-2.

His workshops are not inspected by Government, 18,963-5.

Rev. S. S. FORSTER.

Inspection would be best conducted by a seeing inspector assisted by a blind reader, 20,377.

Inspection would necessarily follow compulsory education, 18,358.

Such inspection would be best carried out by experts, 18,359.

Mr. CUMIN.

If State aid were given for the education of blind and deaf and dumb, special inspectors should be appointed, 19,603, 19,730-1.

Inspectors, also might give certificates to teachers that they were competent to teach the blind or deaf and dumb, 19,603, 19,732, 19,740-1.

So far as education was concerned, the system of payment by results on examination would apply in the distribution of Government grants, 19,629-36.

A special code would have to be adopted; in London a liberal interpretation is given of the present Code, 19,637-40.

The deaf and dumb and blind should be paid for in the same way as infants are paid for, 19,641, 19,706-14, 19,720.

School boards would only pay the grant to institutions on the inspector certifying that they were efficient, 19,702-3.

If a code could be made acceptable to all persons interested, that would be the best plan, 19,721-7.

Mr. CRAIK.

Has never heard from inspectors that the deaf and dumb are presented for examination, 19,801-3.

There are two blind schools in Scotland which are inspected, and to which a grant is paid, 19,807-8.

With the consent of the Treasury, the education of all blind and deaf and dumb could be inspected by properly qualified inspectors, 19,809.

School boards could meet the requirements of such inspectors under the present law, 19,809.

There is no guarantee that institutions are properly managed, 19,837.

As endowed schools and high schools are inspected, so also blind schools could be, 19,897-9.

Inspectors have a discretion in examining blind children, and they earn a grant, 19,914, 19,924.

The Code is quite inapplicable to the deaf and dumb, 19,924.

If special provision were made in the Code for the education of the deaf and dumb and the blind, a special inspector would have to be appointed; but the consent of the Treasury would have to be obtained, 19,962, 19,974-5.

Ordinary inspectors would soon acquire the necessary experience, but an expert would be very useful, 19,976.

In certain respects, though not in all, the standard of examination would have to be lower, 19,977-8.

THE RIGHT HON. SIR P. KEENAN.

If national aid were given to institutions, suggests that it should be placed under the Commissioners of National Education, 20,991.

Would give the inspectors plenary powers as inspectors, 20,992-3.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES.

Rev. J. P. FAUNTHORPE.

St. George's-in-the-Fields and Wandsworth.

The education of the children at St. George's and Wandsworth is excellent, and the results show they are taught as well as the sighted, mainly because the teachers are trained, 497.

At St. George's the examination is annual upon a fixed syllabus, the school being examined by experienced teacher, 533.

Rev. B. G. JOHNS.

St. George's receives no grant from Government, 567. The school is inspected and examined, though not by Government, 568-9.

The branch school is taught by certificated teachers, one sighted and two blind monitors, 570-2, 581-2.

No payment is received from the children except by guardians in case of pauper children, 592, 648-51.

Has a reserve fund of 144,000l., 593-8.

Cannot deal with those over 20 years of age, by special byelaw, 1669-70.

Committee have power under certain circumstances to deal with case where age is 21, 608, 687.

They spend on an average 10,000l. a year, and train 200 blind, 620, 709-10.

The cost of board, lodging, clothing, education, and training from age of 7 to 20 at St. George's is about 50l. a year, 621-2, 711.

Compares cost of training in other institutions with that in his own, 631-5.

In the case of the branch school have to pay a rent of 300l. at least, 624-6.

There was considerable expense in adapting the buildings, which are very extensive, 627-30.

Besides elementary subjects they teach elementary history and geography, and give religious instruction, 636, 652.

Committee hope in time that in the junior branch school the foundation will be laid for the work at St. George's, and that all their boys will eventually come through that channel, 637, 683.

Hitherto their pupils have come from all parts, 638.

It is a voting charity, but when a boy has failed at four half-yearly elections they take him in, 639-40, 644-5.

Have a considerable number they cannot admit, 641-2.

Application may come from anyone, 643.

Their object is to teach the children a trade to enable them partially or wholly to maintain themselves, and a portion of each day is devoted to teaching a boy that trade, consequently only a small portion is given to ordinary education, 652.

Cannot give exact number of pupils scattered through the country who have left the school; about 30 or 40 are admitted annually, 693.

Cannot recollect that any children have come to St. George's School from the London School Board, 1642.

Had one boy of 14 who came from some board school where no provision had been made for him; so that he knew nothing, 1642-3.

The training at St. George's School is not entirely industrial; explains the method adopted, 1661.

The adult workshop pays its expenses, and there is a trifling profit, 1680.

Many adult workers have had six years' training in the school, and three or four in the adult shop; and have become very clever, 1686.

Almost all the people in the adult shop are former pupils of the school, 1713.

A man is not shut out because not first-class; if he has good character and is a tolerable weaver, 1715.

His committee take the greatest precautions to get the very best masters the market produces, 1722.

Describes the organization of the industrial work of the institution, 1723-39.

Employers' blind assistants whenever there is an opportunity, but sighted supervision is essentially necessary, 1740-2.

In the branch school at Linden Lodge there is no industrial work, 1743.

In the adult workshop there is a small sick fund, 1773.

The blind are entirely able to support themselves when out of work without outside help, 1774.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Has a large number of applications for admission to the workshop. Cannot entertain many, because they must be able more or less to work, 1819.

Committee are about to pass resolution that the training at Wandsworth shall not be a part of the six years at St. George's, if they need the six years at St. George's, 1826-9.

If a blind man is an average workman, thinks he can do at 18 what a blind man at 19 or 20 can do, 1832-3.

Former pupils in want of good material, and offering to pay for it, the application would be entertained, although not part of the systematic work of the schools, 1871.

The institution would make no profit on the sale, 1872-3.

Describes conditions and manner of admitting workers to the workshop, 1876.

Out-workers are retained as long as they conduct themselves properly and can work, 1879, 1883.

The workshop at St. George's is like any ordinary workshop disconnected with the school, for giving work to adult people whether trained at St. George's or not, 1882.

Has never thought of altering the constitution of the workshop by making it a sort of transition stage between the school and outside world, 1884.

Wandsworth Juvenile School.

Miss HISCOCK.

At her school there are 50 children, ages between 7 and 13, 1207-8, 1283.

Has two blind monitors of 18 and 24, both old pupils who have left; does not think they have passed any standards, 1213-6.

The elder monitor was instructed at St. George's; that school is now examined, but she left before they were examined, 1217-20.

They are good teachers; thinks the elder one might have passed Standard VI. and the younger one Standard IV., 1221-2.

They assist in teaching reading and arithmetic, 1223.

She divides her children into three sections, the younger teaches the quite young, the elder teaches the second division, and she takes the first herself, 1224.

The school is a mixed school, 1256.

The children pass generally from her school to the parent school, and are prepared according to the plan adopted there, 1257-8, 1285.

Music is not taught, only singing by ear, 1278.

The object of the school is merely educational, 1284.

Home for Blind Children, Goldsmith's Place, Kilburn Priory.

Miss LOVELL.

The home is supported by voluntary contributions, 1057.

There are 33 children at the home, 1058, 1167-8.

Ladies subscribe for most of the children, and guarantee payment of 8l. a year, 1060.

The children are taught and boarded in the home, 1061-2.

The cost per head for maintenance and training at the home in Goldsmith's Place is about 21l. a year, 1069.

A few parents pay something towards the maintenance, 1077.

The children are exclusively of poorer class, 1076.

Tries to take the children through the standards as far as possible, 1078.

They have an annual examination by the lady superintendent, 1079, 1199.

Standard V. has been reached by only one child, because they begin to learn so late; they have only begun to learn systematically in the last four years, 1080.

Has no assistance except the blind girls themselves; the elder girls do everything for the infants, 1100.

The older girls can train the very young as to the more elementary parts of education better than she can, 1127.

Five children are paid for by the guardians and one partly, some out of the Gardner fund, 1139.

These very young ones cannot receive any education, it is more physical training with them, 1184-5.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Not more than eight elder children are employed in industrial work, 1188.

The lady superintendent lives away from the home, and has the superintendence of the home generally, and is the only lady belonging to it, 1200-1.

The younger children have practically more play than the children of poor persons, since more is done for them, the elder ones have work all day, 1204.

There are nice playgrounds, one for the boys and one for the girls, 1205.

*Association for Promoting General Welfare of the Blind, Berners Street.*

MR. C. FARRER.

There are 47 persons working indoors, 1959, 2142-3. It is simply day employment, 1960.

Very few, if any, have received previous training, 1962.

Those between ages of 12 and 20 have had a previous mental education, 1973.

At the institution they receive industrial training, 1974.

The length of the training depends on the person's ability, and his touch chiefly, 1975-6.

Those between age of 12 and 20 when trained do not pass out, they keep them and find employment for them, 1977.

There are 200 applicants now waiting to come in, for whom they have no room or sufficient work, 1978-9, 1987.

He has one assistant to whom he gives the materials, but he sees to all of it himself, 1994.

His assistant is sighted, and does all the writing for him, and is useful in directing the application of colours, 1995-7.

His society has taken pupils from age of 17 to about 25,—2107-8.

After that age two or three have got on well, but they are exceptions, 2109.

His institution was established in 1854 to find work for blind at 6s. a week, and to give them the full amount that their article brought, the institute finding the sale, 2119.

In 1856 subscriptions had to be raised to form an institution of it, and enable the shopman to pay the rent and dispose of the articles, 2120.

Now they manage to get rid of most of their work, and keep their people employed at the wages stated, 2121-4.

Their motive is to keep all hands on whether they have sale for their work or not, 2126.

Many years ago they had great accumulation of stock and took Government work to keep it down, 2127.

Have great difficulty in competing for the Government work, and lose on the average, 2128.

What they consider loss is made up by the charity of the institution, 2129-31.

Has no classes for reading now at the institution, 2140.

The working hours in other institutions are longer than in theirs, 2156.

MR. W. HIBBERT.

Twenty-six of the blind he visits have been trained in London and provincial institutions, 2184-5.

Those trained in London are the best, 2186.

Visits the blind people once a fortnight, and when once taught to read supplies them with books; afterwards he simply calls and changes the books, 2320.

Frequently calls once a week and sometimes oftener when teaching them to read, 2321.

Does not think his society has anything to do with obtaining employment for the blind in institutions; the object of their work is simply to teach blind people, and not to assist them in their work, 2371-2.

His work is chiefly amongst adults, 2376.

He learnt chair-caning and brush-making at St. John's Wood, 2392-3.

The average age of the blind in his district is certainly over 40,—2394-5.

At home the blind would work up to 8 or 9 o'clock, but leave off at the institution at 5 or 6,—2430.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

*British and Foreign Blind Association.*

MR. J. L. SHADWELL.

Association was founded to examine into different systems of educating the blind, 2787.

Every member of the council must be unable to read ordinary type with his eyes, and learn at least three different systems, 2792.

One object of the association is to print books suitable for education of blind, 2716.

States character and number of books printed by the association, 2798-800, 2587.

The printing of these books has decidedly improved the education of blind; formerly nothing of consequence was printed except the Bible, 2801.

Supplies schools below cost price, and by subscribing a guinea annually a school is entitled to have the books at half-price, 2802.

Thinks the books are used in all schools, 2803-5.

Raised maps have also been issued, and guides, 2808.

The association sends books all over the world, 2815.

Believes four copies of each manuscript book is issued, 2859-60.

The Nelson's Royal Reader Series have been published by the association, 2861-2.

Association gives away a few books, but tries to sell all they can; if there is a new institution deserving help they give them books, 2963-5.

Association was not founded for propagation of Braille, but that is its object now, therefore gives away books, as Moon does, to propagate system, 2966-9.

Most of the books for sale are printed by hand, 2978.

*Workshop for the Blind of Kent.*

GENERAL A. S. MOBERLY.

At present they employ 14 blind workmen, 2987.

They have sighted foremen in two departments, and blind foremen in two, 2988.

They have a sighted manager only, 2989.

Mentions the place from which the blind at the workshops are drawn, 2990-3.

They take the blind from 14 to 40, 2998.

They do not communicate with institutions to receive the blind into the workshop when their training is finished, 2999.

They sent a circular to boards of guardians in Kent to send blind to them, but received few responses, 3000.

Thinks this must arise from their requiring tuition fees, 3001.

Institution is merely supported by voluntary contributions, 3001.

They pay 3s. a week to the teacher, 3010.

The tuition fees are 3s. a week, formerly it was 5s. on the understanding that the blind person was given something towards his clothes, &c., 3013.

They had 5s. from the guardians, and gave 3s. to the teacher, and 3s. to the blind person, being losers of 1s. which they hoped to recoup when the man was able to work, 3013.

They take blind men when they offer themselves, 3046.

They have only one man working outside, formerly in the workshop, 3047.

They keep the workers as long as they like to stay and they have room for them, 3051.

They give them merely what they earn, 3053-4.

They get some things for sale made by the blind at St. George's, and have sold a few fire-screens not made by blind, 3097.

MISS BAINBRIDGE.

Confirms in a general way what General Moberly said of the institution, 3099.

The hours of work at institutions are from 8 to 5.30, with an hour's interval, 3115.

They decided not to sell work made by the seeing because they did not like people to think that things were made by the blind when they were not, 3117-9.

It might assist in selling blind work, but they had a prejudice against it, 3120.

1,186l. is total expenditure at institution, of which 397l. goes into the pockets of the workpeople, the rest is for materials, collecting, stationery, rent, &c., 3141, 3143-5.

They could employ more men without extra expense, but have not sufficient custom to employ more, 3141-2.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Out of the 1,186l. they built a new room, 3145. They employ 15 people at present, 3146.

*School for Indigent Blind.*

MR. MIDWINTER.

The trades carried on are mat-making, matting, weaving, brush-making, basket-making, sash-line making and chair caning; the girls do knitting and netting, 3152.

The value of the goods sold annually is something over 3,000l., 3153.

Has one blind teacher and five sighted male teachers, and one female teacher, 3154.

In the mat-making trade there is one superintendent to 16; in brush-making one to 14 or 15; in basket making one to 40 with sighted assistant, 3157.

Can hardly call the institution a paying concern; there is a school and an independent out-working department which is more than self-dependent, 3163.

Pupils are kept six years, and sometimes an additional six months, 3164.

The work done in the school brings very little profit; there is a great deal of waste, 3185-7.

They always have large stock of materials on hand which is sold at cost price to any blind person, 3188-9.

They give dinners to their workpeople, 3182, 3214.

The dinners cost per person 6d. to 8d. daily, 2315-6.

Although the institution is unendowed, it has funds in hand accumulated by savings; under the charter of incorporation a sum of 20,000l. must be kept in hand, 3229-31.

A large part of their work is mat-making; knows of no other institution where they make them, 3232.

They supply mats to the association in Berners Street, to the Surrey Association, to Kensington, and sometimes to Sunderland; they never sell them at retail shops, as they cannot produce them cheap enough to compete with outside manufacturers, 3238-41.

Many trained at the institution go all over the country, 3248.

Their counter custom is 3l. or 4l. a day, ranging between 30s. and 8l., 3260.

They are situated at end of five thoroughfares, 3261.

Only two have been discharged since the shop was opened for misconduct; none have been suspended from want of work, 3293-4.

The trade accounts kept at institution are very clean; explains method adopted (hands in ledger), 3297-301.

The accounts are audited by Messieurs Pridaux, this course was adopted as previously they were not kept satisfactorily, 3303.

*Surrey Association for General Welfare of the Blind.*

MR. J. J. MILLS.

The institution is a workshop more especially, 3307.

Average number of workers for last 12 months would be 26, they graduate weekly, 3308.

There is no teacher but himself, 3309.

They have only two pupils at present, the rest are journeymen, 3313-4, 3382.

Frequently they have application for pupils to learn, but never employ more than two as a rule, 3315-6.

There is already a blind school in Surrey; his institution has not the appliances or capital to teach on proper scale, 3318.

They have one teacher in chair-caning, 3319.

There are no restrictions as to age, 3320.

They have never discharged a man except for misconduct; they manage to find work for them, 3325-6.

All incidental expenses are defrayed by subscription of about 150l. a year, 3336.

They are in debt, but he is not prepared to speak as to the finance, 3383.

They employ blind women but not wives of the blind, 3355-6.

The pupils they have at present learned chair-caning, and pay 5s. a week, which pays for good and spoilt material, 3412.

*East London Home and School for Blind Children.*

MISS RYE.

The home is partly supported by voluntary contributions and is partly self-supporting, 3462, 3509.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Receives the children from two years and upwards, 3463.

Has 16 at present, 3464.

All the children are blind except two or three who can see a little, 3465.

Has no committee now to help her, she had but they did not get on with the work; the ministers on the committee are now her referees, 3467-8.

The children are poor and pay according to circumstances, 3469.

If ladies send children they pay 10l. a year or 5s. weekly; each child costs her 15l. a year, 3469, 3589.

Has three workers, a matron, governess, and a servant, 3470, 3486.

Has no blind assistants; one elder girl assists with the housework placed with her on this condition, 3471.

Institution was founded 1874,—3474.

Boys are kept until 14,—3475-6, 3597.

The children are kept throughout the year with six weeks' holiday, and those who have no friends are boarded out, 3496-9.

Does not have much communication with other institutions, 3503.

Occasionally advertises for children; several have been recommended from St. George's-in-the-Fields, and from Miss Newbury's Home at Kilburn, 3504.

Has received two legacies of 100l. and 50l., 3506-7.

Describes how the home is worked, 3511-20.

She could increase their number to 20 with the same staff; has had to refuse applications for want of money, 3521-4.

She is supposed to admit free pupils as far as funds allow; has two new free pupils, and two paid for by the Gardner Trust, 3524, 3584-6.

Some of the children are paid for by the guardians of parishes of East London, 3525-7.

There is an excellent playground 120 feet long; the children are able to play games, 3532.

Has not furnished Charity Commission with balance sheet; was not aware that every society expending over 50l. a year was liable to have to do so, 3545-6.

Is now considering whether she shall transfer the house to trustees, 3560-1.

For the two children paid for by Gardner's Trust they receive 12l. 10s. each, 3593.

Has two children at 2s. 6d. a week; two or three at 10l. a year, and some at 13l., 3594.

*Society for Teaching the Blind to Read.*

MR. BURNETT.

Committee consists of 18,—3613.

There are 25 male and 15 female inmates, 3614.

Only basket-making and chair-caning are taught, 3615.

Ages of inmates vary from 8 up to 20 and over; some have been brought up in the school and now act as assistants, 3616.

School was originally established for purpose of teaching Lucas's system and embossing, 3618, 3748-9.

They receive males between ages of 8 and 17, and females between 8 and 21,—3621.

There are boarding pupils, free pupils, and day scholars, 3622.

Boarders pay from 20l. to 25l., 3623.

Some day scholars come for general instruction, some for particular classes, 3624.

Institution has no endowment, income is entirely from subscriptions and donations, and proceeds of savings invested, which were augmented by Gardner's bequest of 14,000l., 3628-31.

They have funds available for extension of workshops and other buildings, 3632.

Subscriptions have dropped from 600l. in 1875 to 275l. in 1884,—3633.

If their operations were extended they would find funds from subscribers in addition to income from capitalised sum, 3636.

They have no workshop now, but hope to, 3644.

About 3 in 10 in institution have been born blind, 3656.

The house is on a 99 years' lease, of which 60 years are unexpired, 3685.

Believes value of ground was calculated to be 800l. or 900l. as a building ground merely, 3686-90.

Paying pupils are taken on nomination of subscriber, free pupils by election, 3693.



## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Free pupils have to be elected again after three years, if not elected they have to leave; thinks this a bad plan, 3709-11, 3773.

Describes the means of exercise provided for inmates of institution, 3729-32.

Sale for books printed at institution in Lucas's type has fallen off, and committee only intend to carry on printing so far as there is demand, 3750-1.

Only want of type prevents all other modes of printing being done at institution, 3752.

There has been no election for two years as the school was in a state of transition, 3756.

Are about to erect a gymnasium; drill is now given, 3757.

They turn out inmates of institution for misconduct, and those who show incapacity or indisposition to learn after considerable trial, 3770-2.

*London Society for Teaching the Blind to Read.*

MISS HAMILTON.

Since reconstitution of institution it has begun a course of usefulness; formerly evils existed which have been removed, 3800-2.

The little boys are placed under care of the wardrobe-keeper out of school, and are under supervision of schoolmaster in school, 3803.

Girls and boys are kept apart, 3804.

Institution was originally established for printing and teaching Lucas's system, 3836.

Cost per head of pupils in institution for board and education is between 35l. and 40l., 3845.

States scale of charges, 3846.

Sale for books in Lucas's type has decreased, and they are now merely finishing the books begun, 3839-43.

At present they only teach girls knitting; they are going to begin sash-line making, 3864.

Committee propose to extend workshop department and blind gymnasium, 3867-8.

Believes committee would have to get Act of Parliament before they could give up printing Lucas's system, 3871.

*Indigent Blind Visiting Society.*

MR. LESTER.

Society has 11 visitors in 11 districts, 3955-7.

The visitation is home visitation, 3958-9.

Have 875 homes for visitation on list, 3960-4090.

Of the 875, about 125 have been trained in workshops or blind schools, 3961.

Of these 75 are doing what they were taught, the others very little, 3962-4, 4066.

The Bible classes are attended by 250 or 300 blind and guides; educational classes are held in different parts, attended by 300 or 400 blind, 3972.

Ages of those attending the classes range from 10 to 80,—3973.

The visitors visit the blind in the workhouses on their list; every case is nominated by a subscriber, 4027-8, 4031.

Thinks his society and other societies cover the ground pretty well, 4030.

Each inmate of a workhouse gets 6d. a week from the society for tea and sugar, 4031-2.

They have great difficulty in raising funds for the institution; they are restricted in their work thereby, 4043.

Those engaged in workshops are visited in evenings or mornings, 4092.

His society often after strict inquiry gives from 1l. to 2l. or more for materials to a man who cannot take employment for want of the materials, 4098-9.

Dr. Armitage will himself lend from 5l. to 50l. to establish a man when he wants more than the Samaritan Fund can give, 4099-100.

Not many children are taught in the classes from the fact that they go to the board schools, 4154-6.

Society is really a missionary society, 4215.

If they come across any leading immoral or vicious lives they are at once suspended, 4216-7.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

MR. WILLS.

Society aids blind by grants in workshops at Peckham and Greenwich; they get about 2l. 10s. a year in bread tickets, coal, &c., 4906-11.

They believe them because they do not earn sufficient, 4912-4.

Society is a missionary society, and does its utmost to start people in work, 4915-6.

It has no workshops, only educational classes, 4917.

Society augments or decreases allowance according to amount of wages that person earns, 4390.

*Kensington Workshop.*

MR. HENRY SMITH.

In the Kensington workshop nine men are employed, women are employed outside, 5009-12, 5056.

There is a sighted foreman in the basket department, and a blind foreman in the brush department, 5015-6.

Educational instruction is not given, 5018.

Inmates are kept as long as they are able to work, 5019.

They keep workmen on although unable to sell the work, and work is accumulating, 5020.

There is a shop in the institution, 5021.

Institution is supported by subscriptions only, 5031.

Describes organisation and cost of institution, 5033-6, 5066-9.

Committee will not advertise; he recommended it, 5037-8.

Grants are received from Gardner's Trust and the Camden Charity, 5053-4.

Only one learner has been taken in since he has been there, 5086.

Committee in future are not going to take in any more brush-makers, 5086.

The people they take in have been instructed at other institutions, and are selected workmen, 5087-91.

Cannot say they are really good workmen when they first come, 5092.

The blind foreman purchases the materials from wholesale places in the city, 5097.

More people apply for work than they can give to, 5098.

*Christian Blind Relief Society.*

MR. THOMAS CLARKE.

Society has been in operation since 1843,—5463.

Primary object is to grant pensions; they also visit the blind and enter into their difficulties, 5464.

Society has 1,400l. funded property from legacies, 5471-2.

Distributed 600l. last year, income being 450l., 5474, 5509.

Trustees of Gardner's Trust give them grants which has enabled them to raise the pensions, 5475, 5479, 5510-3.

No officers are paid out of funds of society, Sir Charles and Lady Lowther supply funds for clerk, 5476-8.

They have given a great many books away and are kept well supplied, 5480, 5491.

*Jewish Blind Institution.*

MR. H. H. HYAMS.

Institution is managed by committee, 5650.

Every deserving applicant who is a Jew is admitted to institution, 5651.

Funds are constantly wanting, 5652-3.

They have an endowment of 18,646l. New Threes, and trust fund of 1,200l. Consols, the result of accumulated legacies, 5654, 5658.

It is the only society that specially relieves the Jewish blind; they cannot relieve any but Jews, and must have resided five years in England, 5658, 5660-2.

States method and cost of administration, 5666-71.

*Somers Town Blind Aid Society.*

MR. STAREY.

Society was founded in 1864, is managed by committee, 5688, 5766.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

There are several visitors; work is all voluntary, 5691, 5777.

A board school room is lent every Thursday for recreation, and occasional religious services, 5692-5, 5778, 5781-2.

Annual grant is received from Gardner Fund and Clothworkers' Company have given a donation, 5696-8.

Medical advice and aid is given to members, and they are sent to convalescent homes, 5699-702, 5746-8.

Grants are given to assist in getting work or materials, 57,035.

The visitors go to the homes of blind and read to them, and sometimes teach them, 5709-12.

Area of society is principally the North of London, 5720-1.

Inquiries are made as to moral character of members, 5723.

Society tries to fill up gaps between other societies, such as giving pensions to blind up to 61 years of age, and to those receiving parish relief, 5738, 5741.

At present number of members is limited to 160; have many applicants, 5743-4, 5783-4.

Charity Organization Society has investigated the Society, and they intercommunicate if information regarding members is required, 5749-51.

Describes mode of conducting the religious meetings, 5767-9.

Income of society last year was 648l. and the expenses 14l., 5773-5.

Average number of attendants at recreation meeting is 130 or 140; they are very popular, 5779-82, 5797-800.

*Home for Aged Christian Blind Women.*

REV. H. BRIGHT.

Besides the home there is a self-supporting branch for ladies of limited means, 5914.

State qualifications required of candidates, 5917, 5925.

If in receipt of parochial relief, guardians are requested to transfer the amount to the home funds, 5918, 6062-3.

Candidates are admitted monthly from all parts of United Kingdom, 5921-3.

Only misconduct or disqualification would prevent these remaining permanently, 5924.

Gives explanation of balance sheet, 5927-52, 6034-9.

In electing persons into home, they are guided rather by character of person than by actual wants, 5969-70.

There are two services a day, and public services on Thursday and Sunday, conducted by ministers of various denominations, 5971-3.

Nearly all inmates of the home are those who have lost their sight late in life, 5986.

*Blind Female Annuity Society.*

MISS DANVERS.

There are 70 blind on the register, 20 receive annuities; there are 30 or 40 candidates for election, 6122-4.

Candidates must be 21; what is given them is intended to supplement what they already have, 6125-6, 6149.

Allowances and pensions are paid quarterly, 6127-8.

Endowment is nearly 1,100l., created by funding legacies and donations; income 130l., 6129-31, 6151a.

Institution was founded 10 years ago; is not confined to London, 6133-4.

They profess to help the very young, beginning at age of 21,—6135.

Candidates are obliged to produce certificate of blindness, 6142.

Institution is entirely voluntary, 6154.

Gardner Trust grants them 21l. a year to distribute, 6165-6.

*Glasgow Asylum for the Blind.*

MR. CAMPBELL, LL.D., M.P.

Glasgow Asylum has workshops attached to it, and mission to the out-door blind, 10,283, 10,358.

Committee formed for sending pupils to Norwood College in 1872,—10,245.

Funds that parents give are supplemented by the college, 10,267-8, 10,296.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Have both boys and girls in the school, 10,270.

School is greatly indebted to connexion with Normal College, 10,262, 10,273, 10,334.

Pupils are anxious to go to Norwood, and those that come back make very good effect by their visits, 10,274-5.

Have never failed to send up promising pupils, 10,277.

They felt that 60l. was a good deal for each pupil, but were satisfied that advantages could not be got elsewhere, 10,278.

There is a band in connexion with asylum which goes out to fulfil engagements; and earns as much as 6l. a day, 10,304-11.

There is always a loss on the goods made at the asylum, and a great stock, 10,313.

School and workshops are two separate departments, and there is a third for women, 10,319-20, 10,353-4.

About 30 are in the school, and on an average one a year is sent to Norwood, 10,323.

Those not at Norwood are taught trades, 10,324.

Continuing in the asylum is dependent on good behaviour, 10,357, 10,359-60.

Believes number sent up to Norwood is 27,—10,367.

Two are sent up to Norwood every year, one from the school, and one from west of Scotland, 10,368-9.

Parochial Board pays 12l. 12s. a year and 5l. clothing for those they send up, 10,371.

Parents clothe those sent up as far as possible, 10,372.

*United Kingdom Association for the Blind.*

MR. I. T. PRICE.

Institution was founded in Sunderland in 1884,—9385.

Explains objects and views of association, 9391-3, 9435-7, 9528, 9535.

There are 22 or 23 members of the association, a great many have been educated at St. John's Wood School, but association is not connected with that institution, 9530-3.

MR. HAMPTON.

Started his institution for purpose of taking the blind who had no home out of the streets, 10,116-7.

Institution is supported by voluntary contributions, 10,123.

Would like to receive inmates on payment, if he could get them, 10,144.

Takes no salary himself, gets his maintenance free, 10,146-7.

Prints a balance sheet which is audited annually, 10,145, 10,149.

Gives details with reference to institution, 10,150-9, 10,164-84, 10,186-91, 10,213-9, 10,239-42.

*Royal Normal College.*

MR. CAMPBELL, LL.D., M.P.

Is highly satisfied with the result of pupils at Normal College; mentions instances, 10,246-50.

They are sent to Norwood, mostly for musical training, 10,250.

Pupils sent up had not shown proficiency in music, but were the most intelligent, 10,251, 10,256-8.

Thinks one advantage of the Normal College is that pupils are looked after day and night, 10,259.

One great object of this college has been to train general teachers for the blind, 10,262.

Reports of pupils are made annually; if unfavourable notice is given to parents that child should not be continued longer at college, 10,265.

Is satisfied there are advantages at Norwood which could not be found in the provinces; could not reproduce same college in Glasgow, 10,279.

Thinks Norwood is now fulfilling function of a sort of blind university; general education as well as music is of highest class, 10,330-3.

Most of those sent to Norwood are very poor, 10,339.

Glasgow committee have sent up pupils from other parts of Scotland than the Glasgow school selected as intelligent pupils, 10,342-3.

Satisfaction is expressed with the pupils received through the committee, 10,345-6.



## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

## Worcester College.

MR. A. W. G. RANGER.

At the college there was no definite course, pupils were roughly classed as they could work together, 10,401.

The result in great measure depended on pupils themselves, 10,402.

Gives information with reference to the present state of affairs at the college, 10,406-20, 10,513-20, 10,540-2. There is not the spirit in the college there was, its prospects are not good, 10,413, 10,445.

At Worcester they were strong advocates of Roman type; now they teach Braille as well, 10,482-5.

Worcester could be made much more available, not only for better class, but for talented boys of not quite the better class, 10,489.

Scholarships at Worcester have not been filled, partly because it is not known, 10,531.

## Royal Normal College.

DR. CAMPBELL.

Advantage of having preparatory school in connexion with college is that it gives experience to blind teachers; describes method adopted for training the teachers, and the advantages which the primary children have, 10,568-9.

Complete college course is six years; at the end of four years pupils who want classical education are divided from those who intend to take music as profession, 10,573-4.

Of the 27 sent to Norwood from Glasgow five did not take course of training for various reasons, and cannot be said to have failed; accounts for the remainder, 10,576-86.

Gives particulars of the five who did not go through course of training, 10,588-92.

Very few go through higher literary course, many aim at higher musical course, 10,594.

College is in much better position financially than it was, 10,640-3, 10,703-4.

Gives particulars as to cost for pupils, and expenses of the college, 10,650-5, 10,759-63, 10,853-4.

The technical school applies to all mechanical things in connexion with pianoforte tuning and repairing, 10,667.

As a rule pupils do not go to the universities; two are now preparing, 10,672-3.

He goes to Glasgow to examine all the pupils; on his report the Glasgow committee select who shall have the scholarships at the Normal college, 10,676-80.

Pupils required to attend lectures at the college must do so, or give reason for being absent, 10,681-3.

Corporal punishment is very seldom administered, and is not allowed by the teachers, 10,688-9.

States arrangements with reference to Sunday services and religious teaching, 10,693-701.

Describes constitution of the college, 10,785-93.

Will have table prepared as to the number of pupils from Norwood who have succeeded, 10,817-9.

The majority of the pupils are of the indigent class, 10,828-30.

Cost of their education is paid for in majority of cases by special subscription, 10,831-3.

Committee have power to refuse to take any pupil, 10,835-7.

There are 16 private pupils in the college paying from 50L to 80L; no difference is made with regard to their treatment, 10,855-62.

When pupils give concerts in public or abroad expenses are not paid by the college, 10,877-84.

If pupils fail in certificate examination it rests with committee as and whether they shall be retained, 10,885-90.

Some old pupils when examining body is satisfied as to their proficiency are kept at the college as paid teachers until better opportunity for employment comes for them, 10,891-4.

Of the 4,100L received from Gardner's Trust, 3,000L is not applied to music only, it includes general education as well, 10,898.

DR. ARMITAGE.

Main object of the college is to train blind musicians to enable them to be self-supporting; it is necessary for this to give them a good general education, 10,904.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

A certain number are unsuited for musical profession, but their good general education fits them for other walks of life, 10,905.

In selecting pupils for the college the capability of the pupil is looked to in other things besides music, except in cases of older pupils, 10,962.

Gives particulars with reference to constitution and administration of the college, 10,999-11,005.

Gardner trustees give their grant as long as results are satisfactory; they have no representative upon the council or committee, 11,006-9.

Gives particulars with reference to Sunday services and religious instruction at the college, 11,050-64.

Expenses of the concerts given by the college are paid by the society for whose benefit it is, 12,065-8.

Concerts given at St. James' Hall, at which sighted orchestral musicians help, are not a direct financial success, but are most valuable in drawing a large audience, and enabling public to form an opinion as to what blind musicians can do, 11,069-77.

PROFESSOR CUMMINGS.

Thinks it would be a very good plan to extend the system of taking sighted pupils as day scholars in the college both to be taught by those whose training is nearly finished, and to mix with the blind pupils, 11,162-5.

Gives a lecture once a week on voice production, at which he often sees sighted people, 11,170.

## Wilberforce School for the Blind.

MR. A. BUCKLE.

A good elementary education is given at the school, 11,183.

Describes course of instruction at the school, 11,190-2.

Pupils with musical ability are taught singing and pianoforte and organ playing, 11,200-2.

Capital of the school is 46,858L; last year 3,854L was spent in purchase of property, 11,203-5.

Five pupils have been sent by friends to Norwood College; some had considerable musical ability, 11,210-2.

Blind workers who live outside, and are employed at the school, are mostly old pupils, 11,234, 11,313-4, 11,324.

There is a fund at the school for assisting former pupils, 11,238.

Out-pupils are taken at the school free of cost, 11,314-8.

Cost of pupils is 40L a head, 11,341.

The pupils do not come into contact with the grown-up workmen, 11,363-6.

Gives details of religious instruction at the school, 11,478-81, 11,509-12.

Describes arrangements as to dormitories, 11,486-91.

States salaries, &c., of the staff, 11,496-502.

The girls are employed in making the beds; they are expected to learn housework at home when they have left school, 11,513-5.

## Royal Normal College.

MISS M. V. MORSE.

Describes arrangements made at the college with regard to Sunday services and religious instruction, 11,588, 600, 11,627-34.

Her pupils vary in age from 14 to 26 years of age; all are directly or indirectly under her training during their whole course, 11,601-3.

The college is unsectarian as regards religious teaching, 11,637.

## Leicester Association for Assisting the Blind.

COLONEL TURNER.

Describes state of things at the institution before he undertook management, and his method of managing it, 11,653, 11,768-70.

After the first year accumulation of stock was the great difficulty, and has been so ever since 11,653, 11,661.

In consequence of the misery found, on inquiry, to exist in Leicester amongst the blind, every blind person became the subject of attention of institution; describes steps taken, 11,667-8.

With regard to his suggestion that blind children should go to resident schools, thinks they should be maintained out of present funds of those schools, 11,747.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Where parents have means they should be charged for board of their children, but care should be taken that parents are able to pay, 11,763.

Institution at Leicester is entirely for work; workmen live in the houses, and are paid by piece-work, 11,766-7.

It has not been practiced at Leicester for out-workers to take orders home and complete them there, 11,862-4.

There is a Home Teaching Society connected with Leicester institution, 11,867.

## Pennsylvania Working Home for Blind Men.

MR. H. L. HALL.

Gives details as to organisation of the institution, 12,043-51, 12,189-93.

Institution is exclusively industrial; every journeyman must pay for what he gets and receive pay for what he does, 12,065.

Many who work outside earn enough to live on, 12,067.

The Legislature appropriated to the institution two years ago 5,000 dollars; the last legislation granted 10,000,—12,069-70, 12,224.

On these grounds he believes almshouses of blind, and teaches them a trade; has a great many who have never been in an almshouse, 12,076-7.

Gives details as to the staff employed in teaching the trades at institution, 12,078-9.

His institution is the only one of the kind in the United States, though other States are establishing them, 12,088, 12,212.

The cost per head in the institution is 130 dollars, 2,091.

Gives details as to extent of industrial work in 1885, and of the home generally, 12,110-23.

Intends to have an infirmary for the sick; at present they are taken off free of expense to hospital, 12,158.

Men are admitted from 20 to 60 years of age, 12,209-10.

States on what grounds the Legislature appropriated grant to the institution, 12,283-5.

Does not keep up connexion with those who work at their homes after leaving institution, 12,292.

Describes daily routine of the home, 12,303.

Library is provided with books in all kinds of type, 12,305.

Friends of those working in the home are not called on to pay for their board, 12,311.

## Henshaw's Blind School, Old Trafford.

MR. J. MCCORMICK.

Industrial training is carried on to the extent of preparing pupils for the workshops, 12,322.

Board have not yet come to any determination as to getting age of admission lowered, but thinks it should be lowered, 12,323-4.

Those unable from physical infirmity to go to ordinary schools would be ineligible at his institution; all children are medically examined, 12,328-30, 12,428-9.

Music master gives more time at the school than formerly, and number of pupils has increased, 12,331-3.

Have sent three pupils to Norwood, 12,334-5.

Those pupils proficient in literary occupations are employed as teachers at the institution, 12,341-2.

Have 34 learning basket-making in their basket shops, 12,348.

Explains rules with regard to selection of pupils for musical tuition; 33 are now under instruction, 12,357-8, 12,433-4.

Out-door department is successful so far as the place will allow, 12,360.

No children are admitted free, 12,393.

Some leave at end of six months, chief reason being their friends do not consider them talented enough for music, 12,394-5.

Parents or guardians are under obligation to pay certain amount as long as a child is at the school, 12,430.

Parents may pay as little as 3s.; guardians pay 6s.; those in unions of Manchester and neighbourhood 4s. a week, 12,432.

There is a workshop in connexion with the institution, with in-door and out-door department; explains method of payment, 12,438-40.

1 24970.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Balance of loss of 210L for a year will include management, rent and taxes, and loss upon accumulated work, 12,481-2.

Gives details as to wages paid to out-door workmen, 12,483-7.

If skilled workmen were not employed in workshop his school would be destroyed, 12,488.

School and workshop accounts at institution are kept quite distinct, 12,493-4.

Gives details as to income and expenditure of his institution, 12,499-504.

The chapel belongs to institution and to a deaf and dumb institution jointly, 12,505-8.

Chaplain gives religious instruction at least once a week, and there are Sunday classes, 12,508-9.

## Hardman Street School for Indigent Blind, Liverpool.

MR. W. D. HALL.

States number of hours a week in which music is taught, 12,515.

Does not continue teaching the pupils if they have no taste for music, 12,516.

About 40 out of 100 are being taught; the number varies, 12,517-8, 12,608.

There is no stringent rule at the school as to use of Braille for music; wishes committee to make it compulsory, 12,520-1.

Pupils hear good concerts outside institution occasionally, generally through generosity of some individual, 12,523-5.

There is a blind tuning master, who attends two afternoons a week, 12,528-9.

In connexion with the school there is a chapel, and full choral service with anthems twice every Sunday, 12,533, 12,536, 12,581-2.

Music is not confined to teaching pianoforte and organ; they supply service at the chapel, and music for fortnightly concerts, 12,535, 12,551, 12,579-80.

Pupils are kept five years; if they show exceptional musical talent they are re-entered at expiration of the term, 12,545, 12,587.

Pupils are limited to beginning music before 16 or 17; above that age he uses his discretion whether they are taught or not, 12,557.

Some of the more proficient pupils in the choir get 10L a year, 12,583-4.

Three former pupils in the choir are outside the institution; could not carry on services without such a nucleus at the institution where pupils remain so short a time, 12,587-91.

Industrial pupils at the institution can leave when they like by giving a month's notice; most of them remain full time, 12,610-5.

Institution is supported by voluntary contributions, and has invested money, 12,631.

Has only had two pupils from Miss Wainwright's school, 12,633-7.

Pupils have an hour's practice a day in consideration of other work; it is as much as they can get; they have more facilities when they become more advanced, 12,639-43.

It would be better if they could have more practice, 12,645.

Thinks institution is capable of instructing pupils to highest state of proficiency, 12,558-60.

Those who practice the organ get an hour's practice a day, which is a great deal more than seeing organists get, 12,648-50.

One pupil has received grant from Gardner's Trust towards supplying herself with a piano; two have gone to Norwood, but have not received grant, 12,659-63.

His choir took first prize at competition in Liverpool Festival week in 1874 against sighted opponents, 12,665.

Sunderland and Durham County Institute and Home Teaching Society.

MISS BYERS.

Educational work of institution was started four years ago; for two years it was only given in the morning, 12,670.

It is conducted by school board, who rent a room in institution and employ a very clever blind teacher, 12,671-4, 12,704-7.

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## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Thinks the work is thoroughly satisfactory, 12,675. Gives particulars as to expense of the school, 12,679. The workpeople are regular in their attendance; they work from 8 to 6 o'clock, 12,708-9.

Trade has been very bad in Sunderland, and the blind ought to be thankful to have earned the wages they have, 12,709.

School board has not started a class for deaf and dumb; they have been asked to do so, 12,712-3.

The blind have formed an association worked by themselves in her neighbourhood; there is also a sick club; gives particulars of it, 12,728-33, 12,874-5.

The blind teacher is paid 45l. 10s. a year; thinks it a very small salary, but it is from want of funds, 12,767-71.

Money given for sighted supervision is very large in proportion to wages blind workmen receive; are trying to reduce it, 12,777, 12,864.

Object of Home Teaching Society is a teaching object, a mission, and to afford relief, 12,778, 12,781.

Employment for blind can be given to all in the town who are respectable and capable of earning living, 12,781.

Describes religious instruction given at institution, 12,785-7.

Initiation of education of blind in Sunderland rested with Home Teaching Society; all that it did was teaching people to read, 12,806-12.

Gymnastic training has just been introduced, 12,869-71.

*Home Teaching Society and Workshops for the Blind in Liverpool.*

Mrs. J. CHAMBERS.

Special object of work outside institution is to visit blind, 12,878.

Have also a class for blind children; describes its management, 12,879.

Ages of children are from 3 to 19,—12,880.

Has some children taught in Miss Wainwright's schools now earning their living; girls are earning 10s. a week at brush-making in the workshops, 12,888.

Guides are paid for in special cases by society, 12,892.

A large class of men and boys is taught in the workshops; they go to their own homes, 12,907-8.

For those who have no friends they find lodgings, and get guardians or charitable friends to help them, 12,909.

Many boys and girls are placed in cottage homes; describes method of working this, 12,909, 12,932-6, 12,938.

Society is not connected with the London Home Teaching Society, 12,920.

Society has not a boarding-house for workmen; thinks they are better at home; their people take an interest in them, and help them in many ways, 12,937.

The children get dinners given them twice a week and free education, 12,939, 12,955.

Wherever Home Teaching Society finds blind person capable of learning a trade he is taken into the workshops, or helped in any way possible, 12,968, 12,992.

School receives no grant, and has not thought of putting it under inspection, 12,976-8.

Children do not learn modelling in clay; thinks it would be desirable, 12,983-4.

*Henshaw's Blind Asylum, Old Trafford.*

Mr. G. GOODWIN.

Gives particulars of religious instruction at asylum, 13,067-74.

Literary education at the college is as good as any that can be got, 13,097.

*Royal Victoria Blind Asylum, Newcastle.*

Mr. W. GILROY.

At asylum a great deal of fine basket work is done which it is a mistake to teach, 13,980.

Does not know of one during the last 25 years who has left the asylum; is making a good living at music, 13,981-3.

Mattress-making is done at the asylum of the higher class, such as hair mattress-making, 14,003-4.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

*Aberdeen Asylum for the Blind.*

Mr. W. MESTON.

Apart from inmates there are five or six apprentices who only serve three years, 14,068-9.

This time is too short, but directors were anxious not to discourage the blind when admitted, especially adults, 14,070.

Describes arrangements made with regard to apprentices, 14,071.

Those trained at the asylum always remain there; they should have other means of finding employment in the town, 14,072, 14,099.

Wages paid to the blind amount to 1,296l., 14,073.

998l. is paid to sighted foremen; the twine department necessitates a considerable number of sighted persons, 14,074-5, 14,093.

Annual charge for pupils is 10l. and clothing; children are not received unless this is paid by parents or parochial boards, 14,078-80.

The age of admission for boys and girls is six, 14,081.

They are kept as long as the parochial board will pay for them, 14,085-6.

The children have never tried to earn a Government grant. There is no trained teacher, 14,088, 14,126.

The workers in the asylum have pressed the directors to give up the inmate department, that the cost of carrying it on might go to the industrial portion, 14,089-90.

The statement by the workers that sighted people at the asylum did work which the blind could do was false, 14,091-2, 14,139.

Describes method of conducting the manufacturing department, 14,094.

Their trade is in counties of Aberdeen, Banff, and Kincardine, and the blind are taken only from these counties, 14,095, 14,159-60.

In the asylum education and technical training are kept separate up to age of 14, but are under the same roof, 14,121-4.

The statement that the education is inferior and the children neglected is untrue; it is as good as can be obtained, 14,125, 14,128-9.

School was examined by Dr. Christie, who gave satisfactory report, 14,126.

Much greater progress has been made since introduction of Braille system; other changes have also been made at the instance of Mr. Wilson, 14,126-7, 14,158.

Makes statement with reference to case of a boy taken from the school to the workshop, 14,130-3.

The trustees of the deed of bequest were left to adopt what means they thought best for disposing of the funds for benefit of indigent blind, 14,148, 14,150.

Any change in method of spending funds would require an Act of Parliament, 14,149.

Makes statement as to expression of dissatisfaction by the blind workmen as to the constitution of the governing body, 14,151-3.

*Asylum for the Blind, Glasgow.*

Miss NEIL.

The school has received Government grant for four years, 14,441.

Children are admitted at six years' old, 14,442.

If the children cannot pay the moderate fee required they are educated gratuitously, 14,466.

Gives details as to the instruction given at the school, 14,542-8.

*Newcastle-upon-Tyne and Gateshead Workshops for the Adult Blind.*

Mr. W. GILROY.

Institution has capital of 500l., and is now self-supporting, 13,969-71, 14,031-2.

Describes management of the institution, 13,972.

Industrial occupations are taught besides giving work to journeymen, 13,976.

Institution gets no assistance from the Royal Victoria Asylum in Newcastle; two blind basket-makers came from the asylum, but their work was unprofitable, 13,979-80.

There are about six blind children in Newcastle not at school; would have no objection to taking those from other towns into the institution, 13,986-9.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Bad workmen are kept on, and perhaps put to wood chopping, 13,990.

Gives details as to instruction in trades at the institution, 13,998-14,002.

If large profit were made in one year other trades would be introduced and more blind would be taught, 14,036.

No workmen live on the premises, 14,037-8.

Gives particulars as to the number employed at the institution, 14,052-6.

*United Kingdom Association of the Blind and Blind Institute.*

Mr. G. WALKER.

Association has not met with the response that was expected, 16,118.

Association branch at Sunderland is managed by outdoor blind, and by workmen in the institute, 16,126.

Describes course of religious instruction at the institute, 16,170.

Gives details as to the number of blind in Sunderland, and their means of livelihood, 16,239-49, 16,285-8.

*Leicester Association for Promoting General Welfare of the Blind.*

Mr. W. HARRIS.

Acted with Colonel Turner in starting the Cottage Home at Leicester, 16,323a.

The home is really a cottage home, three or four aged blind living together with a woman in their own position to take care of them, 16,326.

*Worcester College for the Blind.*

Rev. H. J. R. MARSTON.

Can only speak of the college up to 1883,—16,532.

Thinks the college fulfilled its object, 16,533.

Gives details as to his college life, 16,545-8, 16,694-6.

Does not think Worcester College supplies the want of higher education of the blind, 16,549-50, 16,553, 16,560, 16,563.

Considers the scholarship provided by Gardner's trustees adequate at present, 16,562.

An effort has been made to change the college into a public institution, 16,594, 16,697-9.

If put into a better position the numbers attending it would increase, 16,597.

Thinks pupils would have been taken at as low a fee as 30l. a year, 16,711-3.

Few were admitted free, 16,598-600.

Believes there are nine former pupils in the Church, 16,602-3.

Many improvements have been made at the college, but more cannot be carried out partly from want of money, 16,644-52.

Gives his opinion as to what should be the proper constitution of such an institution as Worcester, 16,684.

In his time there were some sighted boys at the college; thinks they have lately been admitted to add to the income of the college, and to act as guide readers and writers for the blind, 16,703-6.

Speaks as to the books used at the college, 16,714-22.

One of his pupils was at Worcester College judging from his education; thinks the teaching power and discipline of the college are deficient, 16,734.

Thinks all the boys at the college are in the same social position, 16,735.

Rev. N. F. McNEILE.

Thinks the teaching power at the college is weak, owing to want of funds, 16,842-3.

The college suffers from want of publicity and pecuniary resources, 16,844-6.

At Worcester principal deficiency is want of endowment for the head master and others; yearly income of head master is 600l. or 700l., 16,893-5.

Music is taught at Worcester; one pupil attained great proficiency, 16,896-900.

All the teaching was oral with no books beyond those of the Scriptures in embossed characters, 16,906-8.

## INSTITUTIONS, ASSOCIATIONS, AND SOCIETIES—cont.

Explains the positions of the two societies at Worcester for providing cheap literature for the blind, 16,922-37.

Rev. S. S. FORSTER.

Thinks the objects of the institution have been carried out while he has been principal, 20,308.

It is proposed to turn the college into a public institution; it is only on these conditions Gardner's Trust and the Clothworkers' Company will continue their grants, 20,310-1, 20,331.

Explains the proposal, 20,312-5, 20,412-4.

Proposes to make the college a training college for blind masters, 20,319.

Thinks it will be possible to raise the required sum; Gardner's Trust has subscribed 1,000l., 20,327-8, 20,330.

States the definition of a public institution by Gardner's Trust, 20,329, 20,332-4.

It might be possible to vary the trust of 2,000l.—the Scholarship Fund—but it has never been proposed, 20,335-8.

The Worcester Printing Society is not in connexion with the college except through the officers, 20,366-8.

There are 12 blind pupils and 4 teachers; more pupils could be taught, 20,374-5.

As to the books used by the college, 20,370, 20,389-93.

The object of the college is rather to prepare men for the university than for a profession, 20,402.

The college has special appliances for educating the blind which could not be got at Eton and Harrow, 20,403-5.

Explains the reason for admitting seeing boys to the college, 20,407-9.

If the institution was established as proposed seeing boys would be taken at a less price for the sake of the benefits they would bring, 20,410-1.

A nucleus of 400l. a year would be enough to start with, 20,413.

Contemplates collecting 6,000l., and asking the Government to double that sum, 20,414.

Carpentering is taught at the college, 20,421-3.

*Preston Institute for the Blind, Industrial Department.*

Mr. SCHOLFIELD.

Gives details as to the work in the institute, 18,848-54, 18,896-9.

The trade returns in the skip department are 338l. a year, 18,875-8.

No one is admitted who resides beyond a radius of nine miles from Preston, 18,882-3.

No out-work is done, 18,884.

The blind are only employed in skip-making and cane-seating, 18,885.

*INSTITUTIONS compared with DAY SCHOOLS. See DAY SCHOOLS.*

## INSTITUTIONS, SYSTEM OF.

Mr. G. MARTIN TAIT.

There are many blind who cannot be congregated in institutions; it is to these his evidence points; has evidence of some people who object to the asylum system; expresses no opinion, 867.

Training in institutions should have relation to the probable surroundings of a person when he returns to his home; the industry should be one very largely in general demand in every locality, 785-6, 790.

A good many of the blind do fairly well in institutions; their previous education, when sighted, helps them, 795.

Has not found one case where blind person trained in an institution has really advanced to competency and independence, 795.

Miss MARY C. GREENE.

Would not like to fix a hard and fast age for children to go into institutions, 290.

Has had experience of children who have come back to her after being in an institution; cites a case, 300-1.

In most cases children are sent to institutions to get them off their parents' hands, 302.



## INSTITUTIONS, SYSTEM OF—cont.

REV. B. G. JOHNS.

Does not know of any institution giving instruction to persons becoming blind after 20, 1671,—1770-1.

MISS SCOTT.

It is very hard when the children have finished with school to get them into institutions; unless they take a great deal of trouble the children have to stay at home, 1519.

MR. C. FARRER.

Knows of no institution, unless it is the Leicester Institution, that trains those over 20, except his own, 2011, 2057-9.

MR. W. HIBBERT.

Apart from institutions, the blind could never earn their livelihood; sighted workmen work much faster; 2225-6, 2364-5.

Would have institutions where the blind might be drafted after age of 14 up to 20,—2382-3.

MR. J. L. SHADWELL.

The institutions in London and England work independently of each other, 2821.

Changes advantageous to the blind could be carried out by institutions themselves without State interference, 2826.

Jealousy between the different societies has prevented interchange of opinion, mainly due to the question of rival alphabets, 2827-3.

Thinks the Commission may do a great deal in way of diffusing information, though is not sanguine this will do away with the mutual jealousy, 2829.

Jealousy between institutions partly due to their being private institutions and having to get their funds from the public, 2893.

GENERAL A. S. MODERLY.

Knows of no institution like theirs in London; the nearest approach to it is Berners Street, 3018.

MR. MIDWINTER.

Thinks, for an unendowed charity, his institution has done a large amount of good, 3228.

There are many blind who would not work in institutions or ordinary workshops because they do better in working for themselves, 3247.

Does not know that there is any particular jealousy between institutions as regards trades, 3262-3.

It would be a great advantage if all institutions kept their accounts in one form, 3298.

MR. MILLS.

Thinks institutions fail in not teaching the blind sufficient self-reliance; gives instance in proof of this, 3357-8.

If a man concealed the fact that he had been dismissed from a particular institution, would have no other means of knowing it, 3456-7.

Has always found institutions willing to give information, but there is no organised means of giving it, 3459.

MR. BURNETT.

His institution corresponds with other societies, but they do not meet to consider course of action, 3637-8.

It would be very desirable if common action could be taken with regard to universal type; but thinks societies work in different spheres, and does not think great benefit would result from common action in other matters, 3639.

Voluntary efforts are quite equal to cope with necessities of the blind, 3640.

MISS HAMILTON.

Some institution is wanted to deal with indigent blind children in early years, 3783.

The great requirement is that bad physical habits should be corrected, 3784.

## INSTITUTIONS, SYSTEM OF—cont.

Thinks the boys and girls in the institution might be worked together to the advantage of the boys, 3805-6.

Finds the children easy to manage; it depends a great deal upon internal rules of institution, 3817.

When boys are learning trades they are very often sacrificed to benefit the institution; illustrates this, 3946.

Thinks more attention ought to be directed to subjects they are qualified to learn, trades more particularly, 3947-8.

To keep children at music when they have no taste for it is a waste of time; this is a great drawback in institutions, 3949-52.

MR. LESTER.

There is no immediate co-operation between institutions, it might be beneficial in some cases; is not prepared to say it is an evil, 3967-9.

Co-operation in some instances would save a great deal of imposition, and lead to better results, 3970-2.

Inter-communication between societies is very desirable; it is carried out by Hetherington's Charity and the Painter Stainers' Company, 4050, 40,582-9, 4187-8.

MR. WILLES.

If some provision were made for the blind after they leave institutions by the institutions themselves, or in any other way, the blind would be very thankful, 4234.

If there is any vice among the blind it is in the institutions, not among outsiders, 4238.

The Indigent Blind Visiting Society has rendered invaluable help to those in trouble or sickness in providing him with a few shillings to buy stock, 4892.

Assistance of this kind he thinks better than pensions for those who are able to work, 4893-4.

Does not know of any institution that visits the poor blind at their homes, 4895.

Knows of no place where the blind can buy raw material at cost price; has heard that they can do so at St. George's School; most of the people in the south buy at the sighted warehouse, 4931-2.

Thinks it would be desirable to establish central depot where blind could buy at wholesale prices in small quantities, because sighted firms cannot sell small quantities at price they would supply large quantities, 4933.

Sees no reason why present workshops should not do it; this would meet the case of the blind with regard to those who want material; describes his personal experience with regard to this matter, 4934-6.

MR. HENRY SMITH.

If a large institution were established in London where accumulated stock could be taken and material bought in large or small quantities it would be great advantage, 5099.

MR. G. BARNES.

The blind are not taught enough at institutions; attributes this to their management, 5137-40.

Institutions ought to combine and establish a depot for blind to bring work to, and for sale of small quantities of materials at wholesale prices, 5155-7, 5174.

Does not think blind ought to pay 6s. a week for teaching as they do at Berners Street when subscriptions are coming in; nothing was paid at St. George's, 5205-6.

MR. OWEN ROBERTS.

If it were desirable to recommend establishment of workshops or to assist existing institutions, thinks company would be very glad to be able to divert some of its funds for the purpose, 5218.

Company offered to pay 500l. to Worcester College building fund on its being placed on a public basis; an effort is being made in that direction, 5239, 5251.

In any scheme for establishment of central depôts for sale of blind work, thinks company would be inclined to make their administrative staff available, if much extra expense were not involved, but corporate funds of company are entirely pre-occupied, 5225.

## INSTITUTIONS, SYSTEM OF—cont.

MR. T. CLARKE.

Does not think that many blind come to London to receive benefits of institutions; there is not sufficient inducement, 5492-3.

There should be some better organisation to enable blind to obtain employment and sell their work, 5494.

Does not see that institutions are aiding the blind to any extent, since they come to pension societies and ask for grants in aid, 5494.

Would recommend Commission to make inquiry of every blind institution as to their administration, &c.; thinks if all the money subscribed were economically distributed every blind person could receive 10s. a week, 5496-8, 5542-4.

If depôts were established in different centres to supply materials at cost price, to sell the work of blind, and keep a register of blind workers, it would hardly be advantageous in proportion to the expenditure, 5519-22.

MR. H. WILKINSON.

When the blind leave the asylums or school, tools are, he believes, always given them, 5606-7.

MR. STOREY.

Thinks there is decided want of some depot to give work to and provide sale of work of blind, 5719.

More might be done by inter-communication between societies, and more might be made of the funds, 5731.

More combined effort might be made for the blind; they object to the institutions, and like to be assisted in their homes, 5752-3.

It would be very desirable to extend institutions like hers all over London, each keeping its own district; does not know of any other in England, 5759, 5765.

Blind have no definite means of getting information of institutions, 5760-3.

It would be a very good thing if the relieving officer could furnish them with the information, 5764.

It would be a great advantage if central depôts were established for sale of work and where materials could be bought cheaply, 5794.

Could easily furnish statistics as to whether the blind would avail themselves of such an establishment, 5794.

DR. ROTH.

Institution in Copenhagen follows up pupils after they leave, and invites people to look after them; in many cases they maintain themselves, and in others their earnings have to be supplemented; all unsold work is sent to the central depot in Copenhagen, 5869-70, 5893.

Believes it would be a useful thing to have one or more central depôts in London and the provinces for sale of material and work, and for registering names of all blind workers in district, 5894.

REV. H. BRIGHT.

Finds many persons who have been trained in institutions more indigent than before they went there, since his friends feel they have done all they can for him, yet he has neither home nor capital, 5974-5.

MR. J. T. EDMONDS.

Thinks institutions fail to a great extent to turn out good workmen, consequently work is unsaleable, 6085.

Institutions fail because of expenses of sighted labour in comparison with advantage to the blind, 6085.

There should be more communication between societies in order that they may work into each other's hands, 6088.

MR. R. STOREY.

Some institutions are successful in turning out good workmen, 6196.

MR. HAMPTON.

Suggests that a home should be established for blind persons who leave institutions where their knowledge could be developed, 10,127a, 10,203.

Attached to the home there should be a depot for sale of work, 10,127a.

Blind have no opportunity when they leave institutions of working at their trades, 10,117, 10,231.

## INSTITUTIONS, SYSTEM OF—cont.

MR. CAMPBELL, LL.D., M.P.

In Scotland blind prefer being in their homes to institutions, 10,284, 10,355.

Knows no school analogous to Worcester College in Scotland, 10,325.

MR. A. W. G. RANGER.

Would like to see other institutions like Worcester started, if one were thoroughly efficient: thinks it would be a great boon to the blind, and indirectly help the whole question of their education, 10,447.

DR. CAMPBELL.

If Government organised the institutions throughout the country, put them under proper inspection, and gave assistance according to results, it would be a fine result for the blind, 10,737.

In America institutions are subject to political changes; any arrangement of this kind is bad for an institution, 10,741.

Does not think the best possible day school is equal to the best institution for the blind, 10,753.

DR. ARMITAGE.

Rather than have children boarded out he would have them boarded in institutions, if they are not sufficiently looked after at home, 10,912.

Failure of institutions in America is due to their being constantly subject to political changes, 10,960-1.

It would not be possible to establish institutions like Norwood in small towns, 10,972.

MR. A. BUCKLE.

Urges strongly that all pupils likely to be successful leaving institutions should go to work at their homes instead of being congregated in institutions, but for dull-fingered and those of dull intellect workshops should be provided, 11,235, 11,523-5.

Blind prefer going to their homes to work, 11,236-7. Recommends establishment of asylums for blind females where they could work and sell their work, 11,263-5.

COLONEL TURNER.

Visited different institutions in 1886; states his opinion of them, 11,654-6.

Has come to the conclusion that work of deaf, dumb, and blind in institutions should be united; would employ deaf and dumb in separate rooms, 11,669-71, 11,739.

Thinks want of success of work of institutions has been due to their having separate interests, 11,673, 11,789.

Accounts of all institutions should be kept on a form supplied to them for purposes of comparison, 11,716-21, 11,761-2, 11,806.

To attain his suggested system present institutions would have to be almost recast so as to unite them, 11,728.

Suggests establishment of central bureau in which all associations might be gathered together, and a register of work kept; it was started at Birmingham, but failed for want of support, 11,736-7, 11,854.

Thinks it is possible that some institutions are over-weighted with sighted supervision; is not sure that in the first instance it is more costly, 11,772-4.

Can suggest no plan of bringing about his suggested idea of co-operation between institutions, 11,802-3.

Co-operation was tried at Birmingham, three institutions joining in it, 11,809.

If the central administration were representative central committee might be formed of representatives from each institution, 11,865-6.

MR. H. L. HALL.

Thinks it much more advantageous for the blind to work in industrial institutions than in their homes; illustrates this, 12,085-6.

Suggests establishment of two institutions, one purely educational for children under a certain age, the other purely industrial, 12,211.



## INSTITUTIONS, SYSTEM OF—cont.

Mr. T. STODDART.

Would have one institution for the whole of Scotland, 15,802.

It is undesirable that anyone connected with an industry carried on in an institution should be on the board of directors, 15,822.

Mr. J. DAY.

Principal fault found with institutions by the blind is that proper means are not taken to develop pupils physically; the training is more for benefit of school than for blind themselves, and that sufficient freedom and exercise are not allowed them, 20,767, 8, and 9.

## INTERMARRIAGE OF BLIND WITH BLIND.

Rev. B. G. JOHNS.

Thinks a third of the blind in his institution are married to blind women; more than half are married, 696-7.

Tries to prevent intermarriage in every way, but it is very difficult; had one case of a man who married blind woman, and had three or four children, one of whom was blind, 698.

Does not believe in congenital blindness, 699, 1823, 1921.

Has males and females at his institution; intermarriage occurs, but is not common, 1798-1800, 1811-12.

Regards it very unfavourably, and does all he can to discourage it, 1801-2, 1810, 1814-5.

Such marriages would not be made a bar against their employment, 1813-4.

Very few of the married men and women have been trained at the school, some have, 1816.

Marriage has not been the result of intimacy in the school; this has arisen afterwards by meeting at classes and other places, 1817.

Gives an instance, as the result of intermarriage, of the miserable condition of a house occupied by a blind man and wife, not the result of poverty, but of not being able to see to rectify, 1818.

Committee were rather unwilling to adopt the strong measure of refusing to employ those who have intermarried; they also found it was evaded, and marriages were contracted quietly, 1820-1.

Has never heard of dismissal from any workshops for intermarriage, 1822.

The objection to such marriages is on account of the misery it brings upon the parents and children, 1824-5.

Mr. W. HIBBERT.

Has four couples of married blind in his district, 2227.

Such marriages are not encouraged, and he does not think it at all advantageous, 2229-30.

They have not large families, the children are all sighted, 2231-3.

His experience is that their rooms are well kept, 2234-5.

The children are sent to school the same as other children, 2236.

The disadvantage in two blind persons marrying is that they must have some sighted supervision which must be paid for, 2291-2.

Under fair circumstances married blind would be capable of doing as much as other people without sighted assistance, 2294.

Does not say that the rooms of a blind woman are always much cleaner, but that he has found them so, 2345-6.

Mr. W. TIBBLES.

Intermarriage of blind is very objectionable, 2502, 2558-9.

Mr. R. B. CARTER, F.R.C.S.

Has not observed that the offspring of two blind persons has a tendency to blindness, 2631.

## INTERMARRIAGE—cont.

Mr. W. D. HALL.

Has known cases of intermarriage of blind producing sighted children, and cases of marriage of blind with sighted producing blind children, 12,546.

Thinks it desirable that blind should not intermarry, 12,547.

The domestic happiness of blind couples where blind and sighted are married is as great as of sighted people, 12,548.

Has known several cases of attachments formed at school resulting in marriage, 12,549.

Mr. W. MARTIN.

Intermarriage ought to be prohibited by the State, 13,955.

Has found cases of blind couples having blind children; blind man chiefly wants sighted wife to keep his home clean; has never seen anything but blind children or dirt and filth result from intermarriage, 13,956.

There was a rule at his institution prohibiting intermarriage, but it is now abrogated, 19,957.

Mr. MILLS.

Most of the men at workshop are married to blind wives, 3342-3.

They do not recognise intermarriage; if a blind man marries a blind woman he is discharged; those who are married have been there some years, 3345-7, 3397-8.

His committee disapprove of intermarriage because they consider a blind man requires a sighted woman to look after him; they otherwise get neglectful, 3410-1.

Mr. LESTER.

Thinks intermarriage amongst the blind most disastrous; neither can earn their own livelihood, and their children are neglected, 3998-9.

There are 20 or 30 blind couples on their books, but committee have now passed a rule disqualifying from benefits of society all blind who intermarry, 4189.

Mr. WILSON.

Thinks no actual harm comes from intermarriage, but would not recommend it, 4394.

Has found homes in some cases well kept, in others not, 4397.

Dr. HULKE.

Has come across instances of blind people intermarried, which has been found bad in every way for the children as regards bringing them up, 4574.

Has known no instances where blind parents have begotten blind children, 4575, 4583.

Has seen several instances of blindness of children, the offspring of first cousins, but the proportion is not large enough to make it desirable to throw difficulties in the way of such marriages, 4583-4.

Mr. STOREY.

Society does not approve of intermarriage of the blind, but never objects to help them, 5803-4, 5806.

Thinks it quite possible that such marriages have resulted from the meeting held by the society, 5805.

They simply try to prevent intermarriage by private advice, 5807, 5810.

At the meetings the men and women are separate, but come and go at the same time, 5807-8.

States objection to intermarriages of the blind, 5809-11, 5815.

The homes and children of the blind who have intermarried are, from his experience, as well looked after as those of the sighted, 5812-4.

Dr. ROSE.

Intermarriage between blind persons or near relations often produces congenital blindness, 5824-7.

## INTERMARRIAGE—cont.

Mr. W. MESTON.

His committee take no cognizance of intermarriage of blind persons; thinks they ought to, 14,161-2.

It is undesirable that blind should intermarry; gives his reasons, 14,163-4.

Mr. J. MACDONALD.

Disapproves strongly of intermarriage; gives his reasons, 14,412-3.

Speaks from his own experience and that of his missionaries, 14,414, 14,417.

In Glasgow there are from 12 to 15 couples; knows of two whose houses are tidy, the others are not so, 14,415-6.

Mr. G. WALKER.

Has cases in Sunderland where blind have intermarried, but his committee strongly oppose such marriages, and in one case dismissed the man, 16,278-9.

The majority of the blind are opposed to the views of the authorities, 16,316.

Mr. J. J. PLATER.

Does not approve of intermarriage of blind, 20,460-2.

Mr. HENRY JACKSON.

Is clerk to the Cordwainers' Company, 5286.

Rev. B. G. JOHNS.

Is chaplain and secretary of the School for Indigent Blind at St. George's-in-the-Fields, 560.

Has been chaplain 34 years, and secretary and chaplain for the last 5 or 6 years, 561.

## KINDERGARTEN.

Miss HAMILTON.

At the institution they have no kindergarten; understood it was adapted for children between five and eight, they do not take children under eight, 3897-900.

Thinks kindergarten might be desirable; has no personal experience of it, 3902-4.

Mr. A. BUCKLE.

Dullness of fingers and intellect in children could be considerably reduced by Fröbel work and kindergarten work, 11,433-5.

In regard to preparatory schools such work would be very valuable if well carried out, 11,436.

Mr. W. C. LESTER.

Has been secretary of the Indigent Blind Visiting Society for 19 years, 3953-4, 4108.

Before he became secretary was an ironmenger, and a visitor for the East London district, 4109-10.

His personal knowledge of blind extends only to the indigent, 4121.

Miss BYERS.

It would be very advantageous if kindergarten work could be introduced; blind teacher could not do it himself, 12,754-7.

Mr. G. GOODWIN.

Thinks it desirable that kindergarten should be introduced for young children, 13,045-7.

## KINDERGARTEN—cont.

Mr. J. SIMES.

Is of opinion that kindergarten teaching should be extensively given, 13,530-1.

Mr. W. MARTIN.

Believes introduction of gymnastic apparatus and kindergarten work to be very foundation of the salvation of the blind, 13,913.

It is in earliest youth blind children are spoilt; the sooner they are linked on to the kindergarten system the better, 13,920, 13,931.

Miss NEIL.

Kindergarten is imperatively needed in the case of blind, 14,447.

It should be recognised in the education grant more distinctly, 14,448-50.

Would have it used and recognised beyond the infant school, 14,451, 14,531.

Would carry it on later with the blind than with the sighted, 14,532-3.

Mr. T. STODDART.

Kindergarten ought to be taught throughout the school, 15,777-8.

It should be associated with the ordinary lessons, 15,864.

Mr. G. WALKER.

Is in favour of kindergarten tuition for infants; such instruction must fall upon the school board, 16,155-7.

Mr. HENRY LONGLEY.

Is Chief Charity Commissioner; has been a Commissioner for 11 years, 1-2.

Miss LOVELL.

Is teacher and superintendent at the Home for Blind Children in Goldsmith's Place, Kilburn Priory, 1056, 1071.

Never had any previous experience in teaching the blind; had taught in a Government school in Lincolnshire, 1672.

Has passed examinations and obtained a certificate, though was not trained on account of ill-health, 1073-5.

Mr. JAMES McCORMICK.

Is master of Henshaw's Blind School at Old Trafford, near Manchester, 12,317.

Was formerly master of workhouse, and national schoolmaster for 20 years, 12,414.

Mr. JOHN MACDONALD.

Is superintendent of the mission to the out-door blind for Glasgow and the west of Scotland, and secretary of the Scottish Out-door Blind Teachers' Union, 14,180.

Visits himself the whole of the six districts in the west of Scotland, 14,181.

SIR GEORGE A. MACFARREN, Mus. Doc.

Is professor of music at Cambridge and principal of Royal Academy of Music, 9759.

Has been blind 20 years; sight began to fail when 10, 9760.

Is dependent entirely on amanuensis; had made no preparation against total blindness, 9761, 9796-8.

THE REV. N. F. McNEILE.

Has been vicar of Brafferton since 1876,—17,744.

Gives details as to his education, 16,745, 16,766-7, 16,782-5, 16,819-22, 16,901-2.

Has 900 people in his parish; does all the visiting himself without help, 16,749-51, 16,888.

## KINDERGARTEN—cont.

Has no difficulty in fulfilling the ministrations of the Church, 16,806-7.  
Often takes all the service, generally from memory, but he always has a book, 16,808-10.  
Takes one pupil of 16; he is sighted, 16,883-6.

MAINTENANCE. See GUARDIANS, BOARDS OF.

THE REV. HERBERT JOHN RANDALL  
MARSTON.

Has been rector of Icombe in Gloucestershire since 1883.—16,521-2.  
Was educated after losing his sight at Worcester Blind College, 16,523.  
Lost his sight at 11 years of age when preparing for Eton, 16,524.  
From Worcester he went to Durham University, took his degree, and became a fellow, 16,525-6.  
Went back as a master at Worcester College, 16,527.  
His parish has population of 200; can get about without any assistance, 16,528-9, 16,539.  
Took foundation scholarship at Durham of 50l. a year; 16,534-6.  
Had great difficulty in getting books at college, but had no other difficulties other than those the blind have necessarily to encounter, 16,537-8, 16,587, 16,669.  
Engaged in games with the seeing at Worcester, 16,540-2.  
The bishop made no hesitation in ordaining him after he had taken his degree, 16,605.  
Has no difficulty in administering the Holy Communion; does not think it should be an impediment to ordaining a blind man, 16,606-13.  
Lectures at Durham University four times a year, 16,616.  
His income from the Church is 150l. or 160l., 16,619-20.  
Takes two pupils, one is blind and the other has weak sight; feels competent to take sighted pupils, 16,635-41.  
Proposes to send one up to Cambridge to compete for the Fawcett Scholarship, 16,642, 16,741.  
Attends the school in his parish and has taught a girl in Standard VI. to read Greek to him, 16,656.  
Never reads his sermons, delivers them extempore, 16,670-1.  
For services always uses a book, 16,688-91.

## MR. WILLIAM MARTIN.

Is manager of the Royal Blind Asylum and School at Edinburgh, 13,746.

## MR. ROBERT MELDRUM.

Is missionary teacher of the Aberdeen Town and County Association for teaching the Blind at their Homes, 15,906.  
States area of his district, 15,907.

## MR. WILLIAM MESTON.

Is superintendent of the Aberdeen Asylum for the Blind, and has charge generally of the institution, 14,066-7.

## MIDWIVES.

## MR. R. B. CARTER, F.R.C.S.

All properly qualified medical practitioners are fully aware of the danger of neglect, but not so midwives, in the case of purulent ophthalmia, 2640-1.

## MIDWIVES—cont.

Instruction of midwives is much needed, 2641.  
There are no means at present for circulating information among midwives and mothers with regard to precautions necessary to be taken, 2643.

## DR. HULKE.

To remedy the disease (purulent ophthalmia), would have all occupied in attending women in labour better informed on the subject, 4509, 4594.  
There should be some regulation that a warning should be given by the poor-law doctor to the nurse or mother; many cases would thus be prevented, 4510.  
Midwives are not well acquainted with purulent ophthalmia, 4514, 4517.  
Thinks no midwife unless certificated should attend confinement, and should have strict instructions, 4515.

## DR. ROTH.

Only knows of one paper of instructions issued in Saxony; instructions to midwives and monthly nurses circulated by district authorities, 5884-6.  
Would suggest recommendation that Registrar-General should order every registrar, on registration of marriage or birth, to give a card of directions how to prevent purulent ophthalmia, 5889.

## DR. F. X. F. MACCABE.

Circulars are issued since 1884 to medical officers in Ireland, and to every midwife upon the subject of purulent ophthalmia, 21,076, 21,078, 21,096.  
It is an exception to have midwives who do not hold a certificate from a lying-in institution, 21,077.  
Where they are not certified they are examined by a medical officer, who certifies as to their fitness, 21,077.  
Does not think cases of blindness are common from this cause, 21,079, 21,100-2.  
If the Local Government Board and the Board of National Education worked together would recommend that these circulars should be made wider use of, 21,097-8.  
It is more important in Ireland than in England to instruct midwives, 21,103.  
Midwives can be removed from their office by sealed order after inquiry into their conduct by a Local Government Board inspector, 21,104-6.

## MR. ALFRED MIDWINTER.

Is trade manager at the School for Indigent Blind; has been connected with it 35 years, 3148-9.  
Was educated at Reading, 3150.  
Superintends 150 or 160 males and females.

## MR. JOSEPH JOHNSON MILLS.

Is trade manager of the Surrey Association for the Welfare of the Blind, 3306.  
He has only a salary of 150l., no per-centage on goods sold, 3334, 3414.

## GENERAL ARTHUR SCOTT MOBERLY.

Is secretary and one of the committee of the Workshop for the Blind of Kent, in South Street, Greenwich, 2963-6.

## MISS MARY V. MORSE.

Has been a teacher in the Royal Normal College for four years, 11,527.  
Describes her experience of teaching at the College, 11,528-38, 11,576.  
Was educated at the Bridgwater Normal School in America; there learnt physiology, 11,539-42, 11,577-8, 11,608.  
Never taught the blind till she came to Norwood, taught the sighted for three years, 11,543-4.  
Finds she can teach the blind as readily as the sighted, 11,545-6.  
Has no blind help in her classes, teaches all her pupils as if they were little children because they did not come to her when young, 11,617-9, 11,623.  
Has learnt her proficiency in teaching entirely at Norwood, 11,622.  
Is not a member of any Church, 11,635-6.

## MISSIONS.

*Mission to the Out-door Blind for Glasgow and the West of Scotland.*

## MR. J. MACDONALD.

States the operations of the society, 14,182-9, 14,317-9.  
102 blind children are being taught in asylum schools in Scotland and 108 not in any asylum, 14,200.  
35 are in the board schools and the remainder are at home not receiving any regular education; the society teaches them, 14,201-4.  
Those between five and seven are regarded as too young to go to school and are taught at home, 14,205.  
Describes method adopted by the society for teaching these children, 14,207-10.  
They trust to the instruction being supplemented by a member of the family or they get a friend to keep it up, 14,211-3.  
There are other missions in Scotland, but their agents are not so energetic as in the case of this one, 14,215.  
The mission is entirely independent of any London society, 14,274-5.  
Seven visitors are employed, one is blind, 14,186, 14,336-7.  
The three blind missionaries employed were not specially educated, 14,358-9.  
Children after going through the board school get drafted to the Normal College or to institutions, 14,402.  
Girls who have no means of getting to an asylum are taught knitting in the society's class room by a paid teacher and assistant, 14,402-3.  
There are 90 knitters on the roll, and an average daily attendance of 18 to 30, 14,406-7.

*Aberdeen Town and County Association.*

## MR. R. MELDRUM.

Gives particulars and numbers of the blind he visits as missionary, 15,908-23, 15,930-1, 15,992-1,600, 16,044-7, 16,066-8.  
States the objects of the association, 16,018.

*Worcestershire Blind Visiting Society.*

## MR. W. J. DAY.

There had been two societies previously to this one in Worcestershire, 20,664-6.  
A large amount of ground is uncovered in England by missions, 20,667.  
Books are lent in whatever type the blind are able to read, 20,670.  
Several children are taught who are not attending school, 20,672.  
It would be a very good thing if the blind were visited all over the country, but this cannot be done while it depends on subscriptions, 20,684.  
Gives particulars with regard to the books used, 20,741-5, 20,764-5.

1 24970.

## MISSIONS—cont.

## DR. W. MOON.

Has been engaged for 47 years in the education of the blind, especially that of embossing books, 17,484.  
Describes the way in which his work first began, 17,505.  
Taught the blind at Brighton school for several years, 17,581.

## MUSIC, AS A PROFESSION.

## REV. J. P. FAUNTHORPE.

To train the blind to earn a living by teaching music is a very great mistake, since more competent persons who are sighted are kept out; the blind should be taught music only as a civilising element, 515-6.

## REV. B. G. JOHNS.

When an organist has been trained, difficulty is to get situation; though of those sent out not one has been objected to; the salaries too are very low, 614, 616-7.

Has known cases of blind getting a little tuning and teaching, 615.  
Every organist they send out is able to tune a piano, 618.

There is a danger of a good violin player having recourse to the public-house and the street for getting a living, and they take care to make him a good basket-maker as more important, 618-9.

Thinks that if a boy were sent out at random to get his living as organist or tuner, the chances are that he would fail, 1674-5.

## MISS SCOTT.

Thinks that where blind persons are capable of being taught music and do it successfully, there is a better opening for employment than if taught the ordinary trades, 1528.

Has several blind friends who have been successful with their music; gives instances, 1529-32.

## MISS HAMILTON.

Organists' appointments as a rule average between 50l. and 100l. a year, 3859.

Pupils who are earning 50l. or 100l. a year had outside lessons, and gained appointments on recommendation of committee, 3862-3.

Those who are getting a living by music are men; believes there is one woman organist, 3933-4.

If a woman had sufficient talent and it was developed, thinks music might be a useful means of earning livelihood, 3935-6.

To keep a boy at music who has no taste for it is a waste of time; this is a great drawback in institutions, it is in hers, 3949-52.

## MR. WILSON.

In many cases music is a profitable occupation, 4474.

## MR. J. T. EDMONDS.

Some blind have taste and capacity for music but finds few can develop it, 6079.

Knew one blind tuner, but he did not get a satisfactory livelihood, 6080.

## MR. I. T. PRICE.

Tuning is the best profession for blind, 9476, 9564.  
Music would be the best, but the competition is very keen, 9476, 9501-2, 9513, 9564.

Thinks the musical training was deficient at St. John's Wood, 9497-9, 9509.

Knows an organist who gets 80l. or 90l. a year from St. John's Wood, 9504-7.

Is at present earning 13s. a week; he could earn three times the amount if he could get work, 9459, 9515.

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## MUSIC, AS A PROFESSION—cont.

Superior training of the blind in music has enabled them to do better, 9516-7.

Is not aware that blind people are employed at concerts profitably, 9518-21.

Does not think it would be desirable to train many blind for the musical profession, 9522.

## DR. STAINER.

The income of a musician is derived from three sources, public performance, teaching, and composition; considers in detail the chances a blind person has of making a living under each head, 9678.

Competition is so keen blind teachers would have poor chance of making a living, even though they teach on lower terms, 9679.

They would have a better chance in teaching voice production and performing in public if first-rate, 9680-1, 9689, 9712.

Does not think blind are at a serious disadvantage in acquiring knowledge necessary to enable them to compose, 9683.

Should think the Braille system of notation a necessity; a system of musical notation for the blind has yet to be invented, 9684-6.

Has heard of a few earning their living; has known cases where they have not been able to earn anything; cites a case of one he examined who thoroughly qualified, as a teacher now dependent on charity, 9688-9, 9724-6.

Formerly blind organists obtained comfortable living; does not think they are quite suited to the work under the present requirements, which he describes, 9691-3, 9715-7.

Musical profession has developed enormously; an additional difficulty in the way of the blind, 9701-4, 9713-4.

States his impression on the whole subject, 9705-7, 9711.

Thinks the blind well adapted to pianoforte tuning, and pianoforte making; they could not well undertake organ tuning, but might tune harmoniums, and get living by adjusting bridges and sound posts of fiddles, 9708, 9720.

Blind are best fitted for tuning at the manufactories 9709.

Employment might be got from organ builders in performing operation of pipe voicing, 9710.

Good tuners would rarely make less than 35s. a week, and might make on his account two or three guineas, 9721-2.

Explains system adopted in pianoforte manufactories with regard to tuners, 9722.

Does not think the market is much overstocked with tuners, 9723.

A man who might be a great composer or performer need not necessarily be a good teacher, 9727.

Teacher must have knowledge of subject, mental power and tact, therefore only cleverest of the blind should attempt to be teachers, 9728.

Fears the public would rather employ a second-rate teacher who could see than a first-rate blind teacher, 9730.

Draws a great distinction between people born blind and who become blind, 9739-42.

Thinks all large pianoforte manufactories employ a few blind, and that they give them a fair chance, 9745-6.

Still holds with opinion expressed in his report of St. George's as quoted in the question, 9750.

## SIR G. A. MACFARREN.

Is afraid musical profession is overstocked; the more teachers there are the more pupils will come to them, 9763, 9814.

Thinks persons of merit will always come to the front whether blind or not, 9764.

Knows a few blind musicians earning a livelihood, 9773, 9809.

Musician whether blind or not can find an opening if he can get introduction, and do credit to those who recommend him, 9782-3.

Believes prejudice against blind musicians is giving way, 9790, 9799.

Blind person would have difficulty in fulfilling duties of cathedral organist, but could discharge them efficiently in ordinary parish churches, 9800-2.

## MUSIC, AS A PROFESSION—cont.

If organists get small salaries, it is not because of their blindness, 9804.

Believes a blind person of steady habits and perseverance will gain a competence, even though he does not display great talent, 9807-8.

Blind can carry on occupations of tuning pianofortes and voicing harmoniums with great success, 9819.

Several establishments employ blind in tuning harmoniums, 9820.

## MR. HAMPTON.

Mentions case of clever musician unable to earn his livelihood until he took him in hand; he now earns a guinea a night, 10,117-22, 10,193-5.

## MR. CAMPBELL, LL.D., M.P.

Does not think there is much difference between England and Scotland in employment of those trained at Norwood, 10,253.

Organs are now more used in churches, but there is strong prejudice against employment of blind organists, 10,254-5.

Knows one organist getting 80l. a year, with private teaching besides, 10,299, 10,350-2.

## MR. A. W. G. RANGER.

Should think musical profession very good for the blind; has no personal experience as regards those who have succeeded, 10,535-9.

Thinks a mistake at the Normal College is the too ready assumption that every blind person is a musician, or can be made one, 10,544.

## DR. CAMPBELL.

There is great competition in the musical profession, but when all circumstances are favourable he has never failed to get employment for his pupils; illustrates plan he adopted in America to find employment, 10,558.

Considers music the best employment for the blind; many schools have failed to make it successful by giving too much time to it without general culture, 10,571-2.

Organ playing is more generally taught than pianoforte playing; there is thought to be more chance of employment, 10,600-1.

Regrets so many organists have competed for positions as organists without accompanying general culture, which raises strong prejudices against the blind; illustrates this, 10,602.

Instruments, or money to provide them, are not given to those for whom employment as musicians is found, but in some way they see tuners provided with tuning implements, 10,712-5.

The most successful musicians are of the lowest class, 10,717.

Thinks it would be a mistake to open organ tuning as a branch of employment for the blind, 10,757-8.

## DR. ARMITAGE.

They are beginning to find in Germany that musical training pays the blind better than the best handicrafts, and have just established the teaching of tuning, 10,933.

There is more competition in musical profession in Germany, but on the other hand more instruments have to be kept in order, 10,934.

Blind music teachers succeed very well in many parts of Germany, but not at Dresden, 10,935.

A much larger proportion than 30 per cent. of those trained in music do not succeed; many schools profess to teach music where the proportion of successful pupils is very small, 10,998.

Knows many blind musicians making good incomes, 11,029-30.

One blind man became a successful tuner in two years, it generally takes longer, 11,031-2.

Blind tuners must have a better knowledge of music than the sighted; training in music and training as tuners is very often contemporary, 11,034-5.

Blind musicians and tuners can compete with the sighted if properly trained; has many instances among tuners, organists, and teachers, 11,039-40a.

## MUSIC, AS A PROFESSION—cont.

More blind organists are employed in France than in England, 11,046.

The French Government does not help musical pupils, but institution does, 11,047-8.

## PROFESSOR CUMMINGS.

Some of his pupils, both boys and girls, have succeeded admirably as teachers and organists; they get better positions as organists, 11,101-5.

Can mention instances of pupils singing solos in oratorios; cites cases, 11,109, 11,137-8, 11,147.

Mentions case of blind musician from the College who was offered engagements in America, and of another who won a competition over 59 seeing competitors, 11,141-3.

## MR. A. BUCKLE.

Has his doubts about sending out so many of the blind taught in music without anything else; all his pupils learn to do something with their hands besides the music, 11,290.

In some cases the blind would be employed out of charity; has known cases where blindness has acted as prejudice against them, 11,291-2.

## MR. HOLLINS.

Cathedral organists earn 300l. or 350l. a year; average salary of organists, 100l., 11,908.

If blind man has good training, and can stand fair chance with the sighted, does not think he will find any difficulty in making fair income, 11,929.

There is a great deal of prejudice against the blind, 11,930.

Gives his opinion of music as a profession of the blind, 11,931.

There is a good field for employment of blind solo vocalists as well as blind instrumentalists, 11,932.

Difficulty to overcome is to get the public to recognise that blind can do anything of the kind, 11,933.

Blind can never play in an orchestra, they can sing in a church choir, 11,934-7, 11,962.

As a solo player a blind man can succeed on the violin, pianoforte, organ, 11,937.

Salaries of pupils who have left the College vary from 60l. to 100l., 11,937-8.

## MR. H. L. HALL.

Thinks music ought to be a successful profession in the United States for the blind, 12,217.

Tuning is considered a first-class business, 12,218.

Does not know what proportion succeed at music; may make a good living at teaching, but a great many others have failed, 12,219, 12,245.

## MR. J. McCORMICK.

Does not think music the best means of employment for blind, 12,336.

Few possess the ability and energy for music, and there is difficulty in getting employment, 12,337-8, 12,465.

Those who have had musical training continue at it in some form; they do not go to trade, 12,339.

A guide book for instruction on piano and organ is wanted, 12,370.

The 18 who have left the institution since 1868 have wholly or partially been earning living as music teachers, 12,396, 12,445-6.

Parents are more willing to contribute towards education in music than for industrial training, 12,435-6.

Does not think the average earnings of those who have left institution since 1868 is more than 15s. a week; knows one who is earning 150l. or 200l. a year, 12,466-73.

## MR. W. D. HALL.

Can trace 25 out of 60 or 70 former pupils earning fair living entirely by music; is sorry to say some outside this number are making very good livings as itinerant musicians either for want of assistance or means on leaving institution (*hands in list of those earning livelihood*), 12,527, 12,563-6, 12,569-7, 12,574-6, 12,603-5, 12,646.

Does not think any are earning livelihood by tuning simply, 12,530.

Of 40 former pupils trained as musicians, most are in workshops, 12,567-8, 12,597.

## MUSIC, AS A PROFESSION—cont.

Those former pupils who are earning living as musicians have depended entirely on their own resources, 12,571.

There is not a larger percentage of music amongst the blind than amongst the sighted, 12,577, 12,647.

Has one blind pupil who always takes his services when he is away, 12,598.

Knows cases where blind persons act as choir masters, 12,599-600.

The character of those former pupils who are itinerant musicians is very good, but thinks such occupation conduces to pauperise, 12,618-20.

Many of his pupils have sung in sighted choirs, 12,665.

Organists have great difficulty in finding employment; there seems to be a prejudice against them, 12,695.

## MR. J. SIMS.

His experience is that music is not specially fitted for the blind, 13,617.

Mentions cases of those who have turned out successful musicians, 13,618-22.

A considerable number of blind get their living as street musicians; thinks it has a detrimental effect upon their character, 13,719-21.

## MR. W. MARTIN.

Thinks it a mistake to imagine that a large proportion of blind can become musicians, and be able to earn a livelihood; those who do become able musicians make a good livelihood, 13,900.

## MR. W. GILROY.

Knows several instructed in music now getting a living by playing in the street, 14,011.

## MR. J. MACDONALD.

Of those trained in higher institutions for music knows of none earning a livelihood by playing in the streets, 14,305.

Out of 183 of those he visits 15 gain a livelihood by music, 14,326, 14,349.

Of these only two are organists trained entirely at Norwood, 14,350-5.

Those who went to Norwood were in some cases paid for by the Glasgow College Committee; there are no scholarships in Scotland, 14,356-7.

## MR. J. HOLLAND.

Describes his experience with regard to finding employment in his district, 14,615.

Sees no reason why a blind person should not teach a choir; perhaps he is not so good as a sighted teacher, 14,616-7.

## MR. J. KINLAY.

In Bolton many blind go about the streets playing music; they earn much more money than by carrying on a trade, 15,625-7.

## MR. R. MELDRUM.

Knows four cases of blind earning a living by music in the streets, 15,962-3, 16,038-43, 16,058-63.

A pianoforte tuner has recently come to Aberdeen, not educated in any institution, 15,964-5, 16,052-3.

Thinks the street musicians earn more money than by manual labour, 16,065.

## MR. G. WALKER.

Music is profitable for those who have sufficient capacity, but thinks there is too much general musical education; explains his meaning, 16,232, 16,238.

Gives particulars with regard to those following music as a profession in his district, 16,233-7.

His committee expect no one employed by them shall play or sing in public bars; they make exception in the case of a harp player, 16,253, 16,280-1.

## MR. W. HARRIS.

States his opinion with regard to music as a profession for the blind, 16,381.



## MUSIC, AS A PROFESSION—cont.

There are several itinerant blind musicians in Leicester; in America music in public places is thought to serve as an advertisement, but the circumstances are different in England, 15,353-4.

Objects to music chiefly because it is unhealthy, and does not give regular employment and pay, 16,423.

The strain upon a tuner is greater than on a brush or basket maker, but he is not so opposed to tuning as to music, 15,424.

The strain upon blind musicians need not necessarily shorten their lives; does not know whether it is shorter than that of workmen, 16,425-6.

With regard to itinerant musicians and beggars in Leicester will send in return stating whether they have been trained, 16,437-9.

REV. H. J. R. MARSTON.

Is not in favour of blind with great musical gifts and no literary gift going to the university, unless it is a good way of getting into the musical world, 16,625-6.

MR. W. BURNETT.

Knows several successful musicians educated in the blind school at Newcastle; three entirely maintain themselves, 16,959-62.

DR. MOON.

Some do well in music, but many go upon the streets and get their living there, 17,579-80.

MR. A. J. HIPKINS.

Thinks there is only one blind tuner at Broadwood's; none are employed in the warehouse; they are considered in the way, 18,623-31, 18,635, 18,637.

Tuners are employed in smaller factories and workshops, and do very well, 18,632-4.

There is a certain rate of wages which skilled tuners can command everywhere, 18,635.

A blind man is capable of tuning valuable pianofortes as well as a sighted man; at Broadwood's they tune them at the factory when learning and improving there, 18,636-7.

Those to whom he has given diplomas are employed satisfactorily, 18,640-2.

They are mostly employed in the provinces, where there is more employment, 18,645.

States arrangements made at Broadwood's for employing blind tuners from the Normal College, 18,650.

MR. SCHOLFIELD.

Does not think music is a good profession now; one-tenth is the greatest proportion who could earn their living by music, 18,905-7, 19,950-1.

The Normal College only take pupils who show excellent capacity, which is the reason they are so successful, 18,952-6.

MR. J. J. PLATER.

Finds some blind persons make a good living by music according to their ability and energy, 20,472-3.

Knows several organists who teach music and singing, and some are tuners, 20,474.

Knows no blind who play in public-houses, but some play in the streets of Birmingham, 20,476.

## MUSIC, TEACHING OF.

REV. J. P. FAUNTHORPE.

Has seen and fully agrees with Dr. Stainer's report on the music taught at School for Indigent Blind at St. George's, 535-6.

REV. B. G. JOHNS.

In his school music is taught to those with decided ability, 613.

As a means of refinement and recreation for the blind, music cannot be praised too highly, 616, 1674.

Should say that half the blind in his school could be taught music fairly well, 660-3.

The ear is capable of being very highly developed in the blind, 664.

## MUSIC, TEACHING OF—cont.

As a rule insists on pupils learning a trade as well as music, but a clever musician will leave his industrial work if he can, 694-5, 1902-3.

Regards musical department as of great importance, 700.

The resident musical instructor is blind; he has two sighted assistants, 701-2.

In choosing pupils for musical department has regard to mental capacity as well as ear of pupil; most of those who go to the school have some knowledge of music, and all have taste for it, 705.

Music is taught by notation in a great measure by Braille, though not wholly; gives illustration, 722.

About a dozen are being trained at the institution as musicians; every organist learns tuning, 1889.

Apart from the musical training, a boy goes to school in one of the two divisions in the morning for five days a week, which takes about an hour and a half, 1890-3.

Gives account of division of an organist's day at the institution, 1901, 1904-6.

MR. G. M. TAIT.

The teaching of music is generally done by sighted teachers, except at the Normal College, 812.

MISS LOVELL.

One girl at the age of 20 teaches the young ones music, a knowledge of which she acquired from a blind master who comes in every week, 1130-1, 1177-8.

The master teaches them simply by ear, and explains the theory of the notes, telling them what they are like, 1136, 1176.

They also have the raised type notes to feel for themselves when the master is not there, 1136-8.

Does not find more musical talent in the blind than amongst the sighted, 1155.

The children pay 2s. extra a year for music, 1175.

MISS WEAVER.

Thinks sense of hearing is much increased and becomes more acute in blind people, 1405.

Thinks the ear for music is capable of considerable development in the blind, 1406.

Has known cases of persons who in earlier days were not supposed to have good ears who became good musicians afterwards, 1407.

Does not teach music herself, 1413.

MISS SCOTT.

Thinks some blind people have special facility for acquiring musical education, but only average as sighted people generally, 1524.

The faculties of the blind are more developed than those of sighted people because they have to use them more, and the better development of hearing and touch may lead to a better capacity for musical instruction, 1525-7.

MR. W. TIBBLES.

Does not think that as a rule the blind have more musical talent than the sighted, 2595.

Is aware that by Braille's system it is possible to teach by musical notation, which is a great advantage, 2611-2.

Considers Braille of advantage to musicians, 213.

PROFESSOR CUMMINGS.

Each child is taught individually and to sing in chorus, 11,096-7.

Many have voices when they leave which are good commercially, 11,098-9.

Thinks the blind admirably qualified to sing in chorus, but at present there is great prejudice against them, 11,107-8, 11,166-8, 11,175-6.

Visits of his pupils to Crystal Palace to hear good singing he looks upon as most valuable, 11,110-4.

Looks for greater results when the little ones who have come in as tiny children have grown up, 11,114, 11,143-6, 11,148.

Child ought not to begin to learn singing later than six years old; it has good moral effect in giving them confidence and stimulating their character, 11,115-9, 11,122-3.

## MUSIC, TEACHING OF—cont.

The college is undermanned as regards teaching singing; children want somebody always in attendance, 11,120.

It is not so important in a case of a man to have early voice training as ordinary education, but a female should have early voice training as well, 11,124.

Finds that children from other institutions have had practically no training, 11,125-7.

Cannot conceive any musical education of blind without Braille type, 11,128-30.

It would be great advantage if all schools adopted the Braille musical notation, it would facilitate higher teaching at Norwood, 11,131-2, 11,149.

Music not printed in Braille is written out by the pupils first before they study it, so that pupils are trained in same way as at Royal Academy of Music, 11,134-5.

Music at college compares favourably with that at Royal College and Royal Academy, 11,136, 11,146.

Concerts given in public has helped to raise the abilities of the blind in the estimation of the musical profession; it could have been done in no other way, 11,139-40.

It would be very good thing to take efficient blind teachers for small children in schools as is done at Glasgow; sighted pupils get on very well when taught by the blind, 11,150-7.

Blind have same facilities of voice as the sighted, 11,173.

Sympathy often attracts good attendances at concerts given by the blind, 11,174-5.

None of his pupils have yet been employed by the Sacred Harmonic Society, 11,177.

MR. A. BUCKLE.

Only difference between musical teaching at his school and Norwood is that more is spent on higher class, and a larger number of teachers at Norwood, 11,214, 11,235, 11,467.

Gives details as to musical teaching staff at the school, 11,215-6.

Singing is taught by note; Braille music is used, 11,217-8.

It is certainly not worth while teaching music to all blind; gives statistics as to proportion with musical ability, 12,219-20, 11,223, 11,283, 11,293, 11,383.

Does not think many go out as tuners who could not go out as musicians; some former pupils, successful musicians, have since taken up tuning, 11,222.

Thinks local institutions would object to send all their musical pupils to Norwood under present circumstances; gives his reasons, 11,280-2.

Does not know that there is anything different in regard to teaching at Norwood from that at other institutions, 11,283-4.

Deprecates musical education being an expensive one, 11,286-9, 11,403, 11,463-4.

At the Paris institution music is made too exclusively the profession, 11,295-6.

Good musical education for the blind ought not to be expected for less money than is got for seeing people, 11,368-9, 11,463.

Has no hesitation in saying that if those of whom he gave statistics (11,219-20) had been in the school from age of 5, the proportion of those with musical ability would have been larger, 11,370.

If the blind received training from 5 to 10 or 12 in primary school, the musical proportion would be much increased, 11,371.

Gives particulars as to the instruction of music at the school, 11,372-7, 11,384-98, 11,411-3.

About 50 pupils out of 334 have been successful in music, 11,378, 11,453-6.

Considers any pupil successful if he can maintain himself, 11,379-80.

If by improving general and musical education the proportion of successful musicians could be raised it would certainly be desirable to raise the additional expense necessary, 11,401-2, 11,466.

His musical pupils maintain themselves by playing the organ, teaching music, tuning, and singing, 11,404-10.

MISS M. V. MORSE.

Does not find that always the most intelligent in her classes do best at music; those good at mathematics more readily take in principles of music, 11,556-8.

## MUSIC, TEACHING OF—cont.

Thinks it desirable to train all the blind in music as well as other things, 11,559.

Does not think blind are more musical than others, but it is a good business for them, 11,560-1.

COLONEL TURNER.

His experience of music amongst lower order of blind has not been very satisfactory, 11,724.

Knows persons with sufficient music to be organists of churches which did not tend to their good, 11,725-6.

Has not had experience of sending anyone to a first-class institution to be taught, 11,727.

MR. HOLLINS.

Uses the Braille system of notation; learning music is a question of memory entirely, 11,940-4.

There is no other system but Braille under which the blind could be taught, 11,945.

If all music was printed in Braille a blind man would be on equal terms with the sighted, except for playing music at sight, 11,948, 12,007-10.

Thinks attendance of blind from the college at the Crystal Palace concerts a great advantage, the more music they can hear the better, 11,949-56.

At York there was not often an opportunity to attend good concerts, which was a great drawback, 11,957-8.

The great point at the college is having such a good corps of professors, which he is aware adds greatly to the expense of training, but to train the blind thoroughly expense must be incurred, 11,960.

Thinks the results have justified the expenditure, 11,961.

If in a hurry to learn an important work he has it read to him, but prefers to write it down in Braille for reference, 11,966-8.

The more music a pupil has in Braille at the College the better, as the number of readers is limited, 11,969.

There is more promise of music in the future at the College than hitherto, since there are more professors, and a better library, and children have had a better primary training, 12,002-4.

MR. H. L. HALL.

Braille is used by several institutions for musical purposes, no system is universally used; there are two point systems, both used for music, 12,138-42.

Does not think music could be taught successfully by any other systems, 12,223.

Most institutions take pupils when quite young, and if they have capacity six or eight years' instruction ought to make fair musicians of them, 12,247.

Does not think institutions in United States are compelled to take blind in up to the age of 21 unless it is a special case; as a general rule they do take them at age of 21, 12,248-50.

If in Philadelphia pupils are taken at age of 21 they are too old for musical instruction, 12,251-2.

Will not say musical instruction in Philadelphia is not what it ought to be; has taught it himself, 12,256, 12,263.

Did not begin to learn music until he was 32, but having rudiments from skilled professor, he would be learning while teaching a class, 12,258-60.

American institutions do not employ the best talent in teaching; believes best talent is cheapest in the end, 12,261.

Much of the musical instruction in Philadelphia institution is not given by proper teachers, 12,263-4, 12,267.

Believes if a child of ordinary intellect is brought up in right atmosphere and properly taught that he would become a first-class musician, 12,265.

If so taught in Philadelphia institution the number of successes would probably be larger, 12,266, 12,278.

Would not believe statement that 75 per cent. of those who have received tuition in musical department in Boston Institution between 1860-9 were successful, 12,279-82.

MR. W. D. HALL.

Thinks it desirable to teach music as an adjunct to education of blind; it has a refining effect upon pupils even of the roughest character, 12,526, 12,557, 12,578.

There is a lack of good elementary works for instruction in pianoforte music, 12,543, 12,625-8, 12,651-7.

MUSIC, TEACHING OF—*cont.*

Has recently entered pupils in examination of professional musicians, with a view to obtaining certificates; all passed who entered, 12,607.

Has taught music by Braille for five years, formerly taught orally, 12,633-4.

Present system is a great help to oral tuition; it renders pupils more self-dependent, and they get through more work in a day when they are able to read, 12,625, 12,629.

It is not mechanical practice which makes a musician, but the general music instruction, 12,650.

## MR. G. GOODWIN.

Does not approve of teaching every boy music; in case of those with no talent, it does more harm than good, 13,019, 13,085.

Several of his pupils have gone to Norwood College; believes training at his institution in music is of very high class, 13,087-94.

Is not in favour of sending boys from an institution to Norwood, or any similar college, 13,096.

## MR. J. SIMS.

In some ordinary schools in Scotland the piano is taught; music should only be taught to those who give promise of doing well, 13,577-8.

At his institution every facility is given for instruction in music, but they have not the means they would like, 13,622-3, 13,673-5.

Has had considerable success in placing out blind persons who have received musical education, 13,676-7.

To those who have taste for music he would give every possible facility, but it cannot be developed unless there by nature, 13,679-80.

## MR. J. HOLLAND.

Is afraid music taught at Henshaw Blind Asylum was almost an utter failure, 14,590.

In many cases it was entirely thrown away, partly owing to drunkenness of students, 14,590-1.

Finds tuning a safer and more remunerative profession than teaching music, 14,595.

Thinks it is useful to teach blind to do small repairs to pianofortes, 14,597.

Teaches music entirely from memory; has not found any insuperable difficulties in teaching seeing people well, 14,602-3.

## MR. J. KINLAY.

Is opposed to blind people learning music unless they have a good education with it, 15,563.

Believes music will do the blind harm unless they are well educated, 15,564.

## MR. W. HARRIS.

Ordinarily it takes a tuner three or more years to learn, from the age of 14 and working ten hours a day; derives his information from the report of the Convocation of American Instructors of the Blind, 16,427-30.

Should suppose that this time was not spent in actual tuning, but there will be great strain on the system, 16,440.

Was not aware that at the Normal College steps are taken to avoid this nervous strain, or that the statement in the report does not refer to children, 16,441-4.

Was not aware that only two blind musicians have been employed as teachers in blind schools; in America they have more, 16,446-7.

## DR. MOON.

Those only should learn music who have talent for it, and so much money should not be wasted on it, 17,578.

## MR. A. J. HYPKINS.

The tuners sent out from the Normal College are equal to the average good seeing tuners, 18,589-90, 18,649.

Passes them on exactly the same lines as he would a seeing tuner, 18,591-2.

MUSIC, TEACHING OF—*cont.*

## DR. A. GRAHAM BELL.

A modification of the system of visible speech has been proposed for the use of the blind, 21,939-45.

## MYOPIA.

See under BLINDNESS, CAUSES OF.

## MR. J. NEATE.

Was educated at St. George's School; went there when he was 16,—2689-90.

Was at St. George's six years, 2733-4.

Lost his sight first at five years old, and recovered it again, 2776.

Had not had thorough training in sighted schools, 2777.

When he left St. George's Institution he was furnished with good tools, but found difficulty in obtaining employment, 2702-3, 2743-4.

Their place for sale of work is only for journeymen in employ of institutions and pupils, 2704.

Learnt brush-making and chair-caning at St. George's, 2694.

## MISS NEIL.

Has been teacher at the asylum for the blind at Glasgow for 11 years, 14,437-8.

Was educated at the E.C. Training College, Glasgow; is certificated, 14,439-40.

## OCCUPATIONS OF BLIND.

## MR. G. MARTIN TAIT.

Hands in statement of chief occupations of blind in 18 districts trained in institutions, 475.

The total number trained in institutions and on his list is 155; many do no work, 476, 478.

Many live by begging, and are dependent on friends, 477.

Has 389 trained on his list; some sell newspapers, or turn mangles; of the 155, some are type-writers, which they are not taught as a trade, 480.

Has a return from a suburban district, giving names of institutions where blind were trained and their occupations; shows how the efforts to improve their condition have failed, 482-3.

## REV. J. P. FAUNTHORPE.

Does not think it impossible to fit blind for professional career, 549.

## REV. B. G. JOHNS.

After students leave the institution, such as are qualified are taken into the adult shop, so far as there is room for them, but many return to the place they came from and work at their trade, 599.

Would say that a large proportion earn a considerable sum towards their living by their trade, 600.

They principally work at basket-making and mat and brush-making, 601.

They do not work at rope-making, they make sash line; with regard to brush-making, in remote villages there is a difficulty of getting employment, 603.

Some former students are carrying on successful trades, 609-11, 667-70.

Employments of blind are basket-making, brush-making, mat and rug making, sash line making, knitting and netting, and in Scotland mattress-making, 612.

Has now 28 old pupils in the adult workshops, 671-2. Constantly supplies materials to the blind when they go into the country; gives instance, 673.

The adult workers at the institution live close by; they supplement their wages by a dinner only, 675-6, 678.

They are given an outfit when they leave of tools and a suit of clothes, and the workers are paid journeyman's wages, 677-8.

Knows of one or two making a living at sash line making outside the school; only girls work at this; and make 5s. or 6s. a week if they can procure orders, 689-90.

OCCUPATIONS OF BLIND—*cont.*

Is aware that on the continent brush-making is largely taught, and that Government contracts for the German army are tendered for by blind institutions, 1621.

The brushes they make at the school find a ready sale, and they supply Lincoln and Bennett with all their hat brushes, 1621.

Has not had Government contracts for brushes, but they have for many kinds of mats and rubbish baskets, 1622.

At the school they made shoes at one time, and all the shoes worn by the children were made by the boys, but it did not answer well, and was given up, 1622.

The shoes were awkward and clumsy unless a good deal of supervision was given, more than was possible, 1622.

Was not aware that attempts had been made to employ the blind in the great shoe-making districts, but can imagine it could be done if there was good sighted supervision, 1623.

Has found it almost universally true that a boy who tries to master two trades fails certainly in one, and possibly in two, 1653-4.

Thinks chair-caning is the simplest trade, and next to that of basket work, 1655.

If a boy cannot do finished and very fine basket work he can make rubbish baskets as well as the sighted, 1655.

They make a considerable number of travelling baskets; they cost a good deal, but are of capital material and strength, 1656.

They have to contend in the open market, and sell them as cheaply as they can be got elsewhere, 1657.

Have made a large number of baskets for the Parcel Post, 1658.

Speaks of the difficulties in the way of the blind generally; the first thing he finds is the fierce competition against a basket maker; gives an instance, 1675, 1752-4.

Is quite satisfied that the blind should have access to raw material of the best quality and at the lowest cost price, 1676.

A blind person can finish a basket by himself, and can complete nine-tenths of the work of brush-making, 1765-7.

Shoemaking has been given up; was not aware that at Copenhagen it is carried on to a large extent, and is considered one of the best trades for the blind, 1846-7, 1858-60.

Is not aware that in London a few blind do shoemaking at home; some of his old pupils tried it, but could not make new shoes, and it has been given up, 1848-9.

They had the partial help of a sighted teacher, but did not get on, 1851.

Has noticed the exhibits in shoemaking from Copenhagen, and thought them very good, 1852-3.

Is speaking of the shoemaking of 25 years ago; hardly knows enough of the improved methods to speak now, 1856-7.

Weaving is profitable if customers can be found, 1863-5.

Not many blind weavers make 8s. a week, as the committee gives a loom where it succeeds, and will not give it until it has got a place for it, and a chance of employment, 1866.

They sell what mats they make; the prisons undersell them, but a blind boy might make enough mats without interference from the prison labour, 1870.

Has never tried mattress-making; a blind boy could hardly do it single-handed, 1874.

Sash-line making is an occupation for girls mostly; knows of no case where a girl is maintaining herself by it, 1907-8.

Several blind girls are carrying on the trade at home, but cannot get orders, 1911-2.

The girl who learns sash-line making learns knitting, netting, and chair-caning, 1913.

Does not think the training in sash-line making altogether thrown away; the work does not fail altogether, 1913-5.

Out of 2,088 blind visited in London, 350 have had industrial training, though only 155 are following their occupations, 772.

The rest are begging and dependent on friends, or have a pension, or receive monthly doles from charities, 773.

Of the 2,088, between 500 and 600 are doing something for their own living, such as selling newspapers, turning mangles, &c., 775.

OCCUPATIONS OF BLIND—*cont.*

Gives instance of young man who left home where he was turning a mangle, and went for five years to institutions; but from want of employment had to return to the mangle, 776-84.

The difficulty is to get employment for those who are trained, 781.

Basket-making is very useful, but brush-making is difficult to carry on at home, 787-8.

## MISS LOVELL.

Has found from experience that many elder girls are physically strong, and have no special talent for music or lessons, but like doing general household work, and they do it very fairly and enjoy it, 1087-9.

They require more superintendence and assistance at first than sighted persons, 1090.

Wishes that employment in this capacity could be found for blind persons, 1091.

Has never tried allowing them to light fires; it would be dangerous to let them, 1092.

Only one girl who has left the home has become self-supporting; she is doing chair-caning, knitting, and domestic work, 1141-3.

Only knows of one girl who is kept for housework, and that one not entirely for that, 1144.

They did a great deal of straw plaiting at one time, and used to be paid for it, but it is now out of date, 1147-8.

Anything which employs the fingers of the blind is useful; has no experience of the straw plaiting; the children are employed all day in lessons and knitting and other things, 1150-1.

They never try to make brushes or draw bristles, 1156.

They have done a little in making their own clothes; think the children could do part themselves, 1158-9.

## MISS WEAVER.

Thinks there is a little difficulty in finding employment for those unable to be trained as teachers, or organists, or pianoforte tuners; and they are at considerable disadvantage as compared with the sighted, 1472.

## MISS SCOTT.

The best employment for blind children after leaving school depends on their ability; some would do well at trades who would not do at all well at music, 1565.

## MR. C. FARRER.

Cannot account for the fact that women are slow in their work; it is just the same with the younger ones; the exceptions are cases of stronger physical capacity, 2024-9.

A reason may be that most women have lost sight in infancy, and have been brought up as useless, 2030.

The blind women do brush-making and chair-caning, 2060.

No knitting is done unless a little order comes in, 2069.

Sash-line making has been given up, it paid so badly, 2070.

No women can support themselves at this trade, 2071.

A very large quantity of firewood-making is done at the institution; it is not profitable, but helps to keep the trade together, 2095-6.

Some blind can do pitch work pretty well, but it requires sight to do well, 2099.

Some of his blind people can do plain boring for the backs of brushes, 2100.

Mr. Kent, the brush-maker, employed blind people, but paid them so very low they did not stop, 2101-2.

Very few blind can complete a brush, 2105.

There is an opening for piano tuning only in the factories; one firm at Camden Town employs six, 2148-9.

## MR. W. HIBBERT.

Many blind come to London to obtain employment or something equivalent in the way of pensions, 2187-8.

The majority of blind in his district earn their living in the street, singing, selling, begging and reading, 2192-3.



## OCCUPATIONS OF BLIND—cont.

There is no opportunity for the blind to exercise their trade after they leave the institution, 2201.

At the time when the Parcel Post came into existence there was great demand for baskets, but since then there has not been much difference, 2207.

There is a very large sale for hampers; doubts whether the blind are properly taught to make them, 2208-11.

In one or two instances has known the blind follow the trade they had learnt when sighted; gives an instance, 2259-60.

A blind tailor could work a sewing-machine with assistance of wife or child to guide the work, 2261.

Has no mat-makers in his district; the difficulty is in selling their work, 2312-6.

Has none who carry on sash-line making, though believes some were taught it in school, 2317-8.

A man can complete a basket without help, and cane a chair, 2324-5.

In the Borough there are houses where they can buy the rods and canes, 2330.

They buy the materials in small quantities; they would get it cheaper if they bought it in large quantities, 2331-2.

If the institutions would supply them they would get it better and cheaper, 2333.

The blind who are able make hampers, 2336.

Chair-caning requires no tools, and takes no room, which is an advantage, 2341.

The blind do not get sufficient employment in chair-caning, 2343.

Chair-caners in the street do one in half-an-hour by the Dutch system, which is very inferior, 2344.

Has heard that Kent, the brush-maker, employed the blind; does not know why he left off doing so, 2350-2.

Has heard of one blind man doing carpentering, 2353-5.

There is nothing to prevent the blind being trained as household servants, 2387-91.

Some of the people he visits hawk things in the streets, such as shoe-laces, lights, and papers, 2417-20.

## Mr. W. TIBBLES.

Those who work have all been brought up in institutions; some are tuners, music teachers, basket-makers, chair-caners, and one knits, 2462-6.

The remuneration in basket-making is very uncertain; some get very little work, 2463.

Should think they could make vegetable hampers as well as baskets, 2469-70.

Would advocate, as a means of getting more work for the blind, formation of district committees, 2479-80, 2516.

There are one or two street readers in his district, 2507.

The blind have some difficulty in getting work; has not experienced a difficulty so much in getting a market, 2528-9.

Of the 112 he visits one or two carry on industrial work at their own homes, and seven or eight at St. John's Wood and Kilburn institutions, 2530-3.

One plays an organ in the street; thinks none sing in the streets, 2552-4.

None beg in the streets, 2556.

Knows of one man who maintains himself by a mangle, his maximum earnings might be 10s. or 15s. a week, 2586-8.

Knows no one who maintains himself by chopping wood, 2589.

Those who support themselves whom he visits are not in institutions; some work for St. John's Wood Institution and the Berners Street Institution, 2590-2.

Two are teachers at St. John's Wood Institution; they do not make anything, 2593-4.

Has no mat-makers or sash-line weavers in his district, 2602-3.

## Mr. J. L. SHADWELL.

His association employs about 50 blind people in printing or copying books, 2814.

Two stereotypers are employed by association, both blind, 2889-90.

The persons who correct the manuscripts are blind, and make a living by it, 2891-2.

Of those who have been taught trades, knows many are employed at workshop in Berners Street; some beg,

## OCCUPATIONS OF BLIND—cont.

some are employed by Indigent Blind Visiting Society and Home Teaching Society for the Blind, 2913.

Thinks 74 are employed at Berners Street; some are agents out of London and sell the goods made there, and some work at home and receive orders from Berners Street, 2914-6.

## GENERAL A. S. MOBERLY.

At the workshop the blind make baskets, ship fendoffs, cane chairs, and mattresses, they have made cork cushions, 2994-7.

Sometimes it takes four or five years before a man can earn his livelihood, and pay for his maintenance, 3010-2.

Cannot speak as to whether any of those trained at the workshop are maintaining themselves; mentions two cases of those getting on well, 3026-7.

Have not tried making brushes; have just introduced mattress-making, 3043-4, 3059-60, 3068.

Have not the means of shearing mattresses, that is done outside, 3071-3.

The form of a basket is one of the most difficult things to teach, it requires careful supervision, 3079-80.

The Greenwich Union have sent some hair mattresses to be renewed, 3069-70.

Prefers not to have blind women working with the blind men, 3077.

It has never occurred to him that moulds for baskets would be advantageous, 3082.

They can sell fendoffs readily at very small profit, 3083-4.

Is not aware of any competitors in market for fendoffs, several ship companies make their own, 3087.

## MISS BAINBRIDGE.

Has not heard of opposition in the different trades against those taught partly by charity, 3137-8.

## MR. MIDWINTER.

Has executed contracts for Government at Woolwich, and made the baskets for the Parcel Post, 3198-201.

They make all descriptions of baskets except the fancy baskets, 3202-3.

A fair profit is made on sash-line making, 3204.

They do pitch work; one journeyman is employed on it, and a number of pupils, 3205-6, 3208.

Hardly knows whether it pays; if they get anything over cost of materials they consider it pays, 3207.

Suspects strongly that some blind men hawk goods made by the sighted, representing them as made by themselves, 3217.

Bristle-drawers are paid weekly by piecework, 3221.

The sighted bore the holes in brush-making; knew one instance of blind man doing it, but it was very indifferent, 3222-3.

Some appliances are required for figured work in mat making, indicated to the blind by raised characters, 3226.

Tried using forms for moulding baskets; does not think they are of any advantage, 3255-7.

Knows of 70 to 80 former pupils who are supporting themselves, of which four-fifths are mat-makers, and more than that basket-makers, 3275-7, 3279, 3282.

## MR. MILLS.

Mattress-making is taught in the institution, not basket-making; blind men are employed in making baskets, 3311-2.

They cover ladies' dress-baskets, cane chairs, and make poultry and fish bags, 3312, 3316, 3418.

The women cane chairs, make fish-bags, sew mattress cases, and knit, 3368.

The persons who apply for work have been very badly trained; this applies principally to basket-making, 3402-3.

If they were better trained, more employment could be found for them, 3404.

## OCCUPATIONS OF BLIND—cont.

## Miss RYE.

Mentions case of boy who left her, and is now doing very well in Jersey at chair-caning, 3475.

Teaches the children chair-caning, 3478.

They knit as soon as they can hold the pins, 3484.

The girls do not use sewing-machines; has been told it does not answer for the blind, 3502.

Thinks it is a pity some more lucrative employment cannot be introduced, 3607.

Has been told sewing-machines for blind girls do not answer; there is difficulty in threading the needle, 3502, 3608.

Even if this difficulty were done away with, it is not likely the blind would be employed in preference to the sighted, 3609.

The difficulty is to find a lucrative handicraft, and one in which the sighted would not supplant them, 3609.

Considers chair-caning pays better than anything, 3610.

## MR. BURNETT.

Pupils do basket-making and chair-caning; the girls do knitting and netting, and they have just begun sash-line making, 3624, 3657-8.

A sighted basket-maker teaches basket-making and cane-work, 3680-4.

Sash-line making was introduced as being a good occupation for girls, and it is worked successfully at St. George's, 3703.

Does not know of any blind girl making a living by it, 3704.

If they had at the institution a workshop former pupils who had been taught sash-line making might go there and carry on the work, 3758.

## Miss HAMILTON.

Great difficulty with girls is to get hold of something they can earn their living by; knows of none, 3798, 3935.

Is aware that sash-line making requires two people, therefore does not see how girls could make it at home, 3865-6.

They do not teach straw-plaiting or modelling; wants to introduce straw-plaiting, 3891, 3898.

Basket-making is still carried on, brush-making is given up, 3925-30.

Knows of no industrial work in which blind girls can compete with the males; thinks they can do chair-caning as well, 3937-8.

Thinks it would be an advantage to teach them chair-caning as a means of livelihood, 3940-3.

## MR. LESTER.

Failure of blind to do work arises from imperfect training and from want of means of employment, 3965, 4067.

Mentions a case of imperfect training, 3984-6, 4190.

Sack-making does not answer well, 3988-9, 3991-3.

Forty persons are engaged in institution in writing books for use of blind; they are corrected and revised by a blind man, and then sent to the binders, 4044.

This is not so cheap as stereotyping works, 4045-6.

Of the 75 visited by the society who have been in institutions and are now employed, 21 are in workshops earning from 7s. to 12s. a week, 4113-4, 4197.

Of the rest none are maintaining themselves except two or three at basket-making, and one as a tuner, 4116-20, 4198.

Knows of no other tuners, mat-makers, or sash-line makers maintaining themselves, 4120, 4123-4, 4131-4.

Mat-making is a bad trade, the blind have to compete with prison labour, 4125-30.

Finds more difficulty in getting employment for women than for men, because they mostly do needlework, 4191.

They do not discourage needlework, but it does not pay; gives instances, 4192-6.

## MR. WILLIS.

Many of those he teaches to read are employed by the British and Foreign Blind Association as writers who partially and in one or two cases entirely support themselves, 4233.

## OCCUPATIONS OF BLIND—cont.

Nobody could get a living at chair-caning, 4241-4.

Only knows one case of basket-maker at home supporting himself, 4245.

Knows of no mat-maker earning a living at home; they cannot get employment; attributed to the prison competition, 4246-9.

Knows of none doing sash-line making; several are engaged on wood chopping, 4250-1.

Knows 14 different persons getting living by selling commodities, 4254.

## MR. WILSON.

Of the recipients of scholarships some have become tuners, 4364.

Knows of none who have failed to get employment, except from ill-health and misconduct, 4365.

Some assistance ought to be given to the blind on leaving school to enable them to start fairly, 4307, 4387.

Does not think any whom the committee have assisted have taken to begging, 4389.

Of the 200 assisted some had small shops, or were carrying on some profession not learnt at our institution, 4390-1.

Knows of no trades besides basket-making and chair-caning which blind could follow with advantage, 4392.

## MR. SIMPSON.

Annuitants of Day's Charity principally do basket-making and brush-making; very few are tuners, 4722-5.

## MR. WILLIS, recalled.

Thinks bottle-casings are the only things that can be made by the blind as perfectly as by the sighted; that is because they have a form to work on, 4884-5, 4918-21.

There is a want of ingenuity in finding out new trades in institutions, or it may be want of means, 4886-7.

Thinks it is the want of means and opportunity and not of desire that prevents the blind working, 4889.

It would be a great advantage if the blind could purchase materials at wholesale price; this is one great difficulty in their way; gives example, 4890-1.

Did not know there was a large trade done in covering bottles for spirit merchants anywhere but at Greenwich, 4924-5.

Knows of four people carrying on wood-chopping who live by it, 4926-7.

## MR. H. SMITH.

Principal trade in the Kensington workshop is basket-making, 5017.

Finds it very difficult to compete with East-end people in brush department, 5020.

Chair-caning is not done on premises; three are employed outside the shop on this, 5027-9.

Fresh trades for the blind ought to be opened; thinks they are capable of learning more, 5044-5.

He would always teach them basket-making, 5045.

Describes baskets they make, and method of making them, 5046-8.

Baskets are turned out as well as any seeing person could make them; it is not from inferior workmanship that they do not sell, 5049-50.

They are not able to buy materials in large quantities which is a disadvantage, 5051-2.

Chair-caning is a very good occupation for blind to pursue at home, 5081.

At the institution they do not make mats, mattresses, or sash lines, 5082-4.

## MR. G. BARNES.

Buys his materials at wholesale price at a warehouse, 5147-51.

Thinks there is employment for medium blind workmen in coarser stuff, 5209-10.

## MR. T. CLARKE.

It would be great advantage if the number of trades for blind could be enlarged, 5505.

Some depot for employment is required; mentions case of a chaff-cutter who could not find employment, and of a basket-maker who without help of a loan could not have performed a contract, 5503-6.

Does not advocate loans, 5507.



## OCCUPATIONS OF BLIND—cont.

MR. H. WILKINSON.

Thinks the great difficulty with regard to the blind is that many of them are not skilled workmen, or have not the willingness to work; has known cases where they will sell their tools to a sighted basket-maker, 5609-10.

Has made basket chairs; these were not taught at institution while he was there, 5611-2.

Every variety of basket-work should be taught; has taught himself to make cane garden chairs, 5613-7.

Does not think it desirable that blind should work baskets on shapes or moulds; gives reason, 5630-1.

MR. STOREY.

Thinks other trades might be opened up for blind, 5729.

Of these 160 members, upwards of 20 are working at Berners Street, and for Dr. Armitage, 5790.

Several of the girls do fancy work, make baskets, cane chairs, and mangle at their homes, 5791.

DR. ROZE.

Describes the occupation of the blind in Denmark, 5865-7.

MR. R. STOREY.

When a man is 25 or 30 he had better not touch basket-making, 6197.

At the institution they make ship fenders very much; does not think there is the same profit upon them as upon baskets, 6225-6.

For men quite unable to learn trades there is only one occupation, wood chopping, 6256.

It requires room and a certain amount of apparatus and capital, 6257-8.

The reason basket-making was unsuccessful at Sheffield he thinks was because it was superintended by a brush-maker, 6191, 6259.

MR. HAMPTON.

The blind cannot compare with sighted in mat-making, 10,125.

In basket-work the foreigners' goods prejudice the trade, 10,126-7.

Does not think one blind man out of 20 can support himself, 10,128.

If the blind have the abilities for travelling and soliciting orders it is a good occupation, 10,185.

Does not think there is a prejudice against work of blind, 10,232-3.

Blind people might compete with foreigners in strong baskets, but not in fancy work, 10,234-5.

Basket-maker in the country might make good livelihood, 10,236.

MR. CAMPBELL, LL.D., M.P.

Does not think that any blind sent to Norwood have relapsed into the semi-pauper class, 10,262-3, 10,373-4.

It is not quite so easy for girls to get situations; some have become teachers, 10,272.

Has found great difficulty in getting employment for blind who have not been to Norwood; there must always be a residuum dependent on charity, 10,280, 10,282.

Knows no pupil of Glasgow Blind School self-supporting except those who have been to Norwood, 10,338.

MR. A. W. G. RANGER.

Music is very good training for blind girls; needle-work is very poorly remunerated, 10,438-9.

A thoroughly educated blind girl will find out ways and means of getting her living; she might be a secretary with another girl to help her who has not her capacity, &c., 10,439.

Deprivation of sight would affect the carrying on of a large business; a blind person would not be able to get about and look at the details, 10,461.

In managing a commercial business there is great prejudice against the blind; illustrates this by the difficulty he has with his bankers, 10,461-2.

Has known of 16 besides himself who have gone into liberal professions, educated at Worcester; of these about 10 are earning fair incomes, 10,414, 10,474-7.

## OCCUPATIONS OF BLIND—cont.

Thinks in the case of these men it is their individuality which has carried them through, 10,479.

Education of blind should be directed towards all employments which involve superintendence and organisation, or partaking of a secretarial character, 10,532-3.

Should think music profession very good for the blind; has no personal experience as regards those who have succeeded, 10,535-9.

DR. CAMPBELL.

Makes it principal part of his business to find employment for pupils; thinks more than four-fifths get employment, 10,707-8, 10,841-5, 10,865-7.

Because a boy or girl is born in lower classes it does not necessarily follow that he should work at a handicraft, thinks majority can do better; gives instances, 10,717, 10,720-2, 10,725-6, 10,847-51.

Has known many in America carrying on successful business as book vendors; does not see why blind should not do the same in this country, 10,852.

MR. A. BUCKLE.

Gives information with reference to pupils who have left his school, 11,194-9, 11,327-8.

Situations are not found for the pupils, as a rule they succeed, 11,207-8.

There is fair demand for common class of baskets at York; suffers from foreign competition in common clothes baskets, 11,226-8.

Have been successful in making tables and chairs, 11,228-31, 11,233.

A boy with good intellect and clever fingers is required for basket-making; brushes are now being made by machinery, 11,231.

Describes mats they make which are a good preparation for basket-makers, 11,232-3.

Blind should be started with an outfit in first instance, 11,238.

Those who become blind late in life he thinks might earn a living by making common baskets and hampers, and selling a few better baskets, also by hawking, 11,266.

Forms are used for making baskets at the schools; it is a great help to the blind, 11,231, 11,420-4.

There is certain basket-work for which forms cannot be used; describes it, 11,425-6.

Describes the basket-work with which chemical bottles are covered with, 11,427-32.

Compares the successes of basket-makers with those who succeeded in music during a given period, 11,453-62.

Explains the way in which the brush trade is worked at the school, 11,471-5.

They receive 769l. for baskets worked by pupils and out-mates, there is tolerably ready sale for them, 11,476-7.

Boys are employed in making hair-brushes; girls re-seat chairs and do ordinary wool-work and knitting, 11,483.

They receive a large quantity of chairs to re-seat, 11,484.

Gives statistics as to proportion that are capable of earning livelihood by handicraft, 11,494-5.

COLONEL TURNER.

Does not think there would be any difficulty in apprenticing the blind at age of 14 to factory institutions, 11,684-5.

At the institution women draw brushes, cane chairs; knitting and fancy work does not pay, 11,713.

Great difficulty is to find capital; bristles of brushes are very expensive, which requires a great deal of capital to keep trade going, 11,713.

Describes one difficulty blind have to contend with in brush-making, 11,714.

Goals put mat-making entirely out of the question as regards profits, 11,715.

Looks upon industrial work of blind as foundation of all other work; believes it will, if properly carried out provide funds to do everything else; gives instance of the Sheffield institution, 11,722-3, 11,874.

Which if properly worked ought to have produced handsome profit, 11,722-3.

## OCCUPATIONS OF BLIND—cont.

Has never heard of blind boy being apprenticed to sighted workman, 11,757-8.

With regard to the system introduced at Indianapolis for employing blind, does not think it should be applied to England, 11,830-3, 11,683.

MR. H. L. TURNER.

A large proportion of those taught in the school at Philadelphia follow handicrafts, though nearly all study music, 12,055.

Fifty per cent. aspire to become music teachers or performers; a very small proportion succeed, 12,056-8.

Many of those who fail in music come to the workshops, 12,059.

Admits the difficulty of finding profitable occupations for the blind, 12,061.

There is no material in this country which corresponds to American broom corn; thinks it could and should be imported, 12,006, 12,152, 12,228.

From census returns of 1880 in Pennsylvania, believes that a large proportion of blind if they earn their living must do it by handicrafts, 12,090.

MR. H. L. HALL.

Thinks it is quite legitimate to employ sighted men to bring blind work up to proper selling point, 12,155-7.

At carpet weaving the blind can make good wages; describes the way in which he carries on the trade, 12,194-201.

Gives particulars as to mattress-making trade at the institution, 12,202-4.

Cane-seating chairs recommended as a means of education in New York institution, though unprofitable, 12,206.

Would teach blind to re-cane old chairs; they could make a living at it, 12,206.

Basket-making has been given up by institutions; baskets can be bought for the same price as raw material costs, 12,225.

Brush-making is abandoned on account of competition of machine-made brushes in prisons and houses of refuge, 12,226-7.

New York Institution issued pamphlet showing list of trades tried and abandoned, 12,226-7.

Per-centage of those in Philadelphia who have become self-sustaining is very small, 12,253-4.

If a man does not succeed in handicrafts, it is out of the question for blind to compete with the large establishments in Philadelphia, 12,256.

MR. J. MCCORMICK.

For the general mass of blind industrial employment is the best, 12,340.

There are greater openings for blind in literary occupations than in music, 12,342.

They could be employed as Scripture readers, and readers to blind in workshops; the Church and law is open to them, 12,343.

Blind cannot compete with the sighted, basket-makers will not employ them, and they cannot do the work at home, 12,360.

Manufacture of potato hampers is not very profitable.

MISS BYERS.

Mattress-making as a whole pays the men well, and it pays the institution, 12,736.

Brush-making is not carried on, it would not pay, 12,743-5.

One blind man from the institution is employed as a tuner, another as a polisher in a shipbuilding yard, 12,782-3.

Has applied unsuccessfully for employment for the blind at cleaning bolts; thinks she could succeed if she had time, 12,784.

MRS. J. CHAMBERS.

In Liverpool they get a great many orders from large steamship companies, and from the corporation and railway, for brushes; 12,918.

The blind make cork fenders very well, and they used to do a large trade in mattress-making, 12,918.

Blind cannot get work outside workshops unless put into some business, 12,993.

## OCCUPATIONS OF BLIND—cont.

They do not do manual work except brush and mat making and plaiting for chain mats in a few cases, 12,993-4.

MR. G. GOODWIN.

There are boys capable of going to universities and taking degrees, and entering liberal professions, 13,020, 13,036, 13,058.

Has several boys of a literary turn, but there is no opening now for them in liberal professions except through Worcester College, 13,031-5.

Would not recommend opening as teachers of languages to the seeing for the blind, 13,059-60.

MR. W. MARTIN.

Has great difficulty in finding employment for female labour, 13,790.

There is a field for female labour, if they had at institutions a teacher and thorough supervision, accompanied by Government aid, 13,794.

If he employed female labour he would board them in the institution, except those who would reside with their relatives, 13,828.

MR. W. GIBBY.

Men at his institution are principally employed in mattress-making, 13,993.

One blind man makes ship cushions on his premises; no blind are employed in the shipyards, 14,061-2.

No sighted supervision is required in making palliasses, except in cutting out canvas for the sewers, 14,014.

It is a great mistake to teach fine basket work, 13,980.

Blind can finish brushes altogether themselves, 14,026-7.

Brushes are not made at his asylum because at other institutions it is unprofitable, 14,154-5.

Rope-making is carried on largely at the asylum because there is a ready outlet for it, 14,178-9.

MR. J. MACDONALD.

Divides industrial blind into two classes; those between 15 and 25, and those between 25 and 60; of the former there are 330 in Scotland, 14,239.

Of these 180 are unprovided for, 14,240, 14,245.

In the case of elder men learning a trade basket-making would not be suitable, 14,254-6.

For those who become blind after age of 25 would recommend firewood breaking, sack sewing, and mattress-making, 14,256-7.

To meet this increased accommodation in institutions, suitable provision for maintenance of apprentices; and increased facilities for efficient instruction are required, 14,245-6.

States the occupations of those he visits, 14,299, 14,303, 14,389.

Of the 183 employed as shopkeepers or employed in other ways none were trained in institutions; they lost their sight in after life, 14,360.

MR. J. HOLLAND.

Does not think institutions provide the blind sufficiently with games, 14,605.

Chess is a splendid game for the blind, 14,608-9.

Thinks it a pity for a blind person to live entirely in a world of music, 14,634.

MR. J. KINLAY.

Believes many blind might manage basket shops successfully, 15,597.

When he commenced his shop he used to take orders for skips, and measure rooms and floors for matting; could not find many men to do that in his shop, 15,597.

If the central stores he suggests were established, thinks it would afford great opening for employment of women as packers, 15,648.

MR. T. STODDART.

Thinks a wider field of employment might be opened for the blind, 15,779.

## OCCUPATIONS OF BLIND—cont.

Mr. W. HARRIS.

For the majority of adult blind, and especially the friendless ones, industrial occupations are the best, 16,323.

Would not compel them to go into workshops; would prefer their finding occupations at their own homes, 16,323.

Broom-making in America is very speculative; there is great controversy as to whether it should be continued or not, 16,359-94.

Rev. H. J. B. MARSTON.

Many books are produced as a means of livelihood by the blind; they might be got much cheaper if the production were extended in that way, 16,585-6.

If higher education were developed so as to create a demand for books they would probably be got much cheaper, 16,590.

The majority of Worcester pupils have gone into the Church; they do not now so much; the law is open to them, 16,614-5.

Rev. N. F. McNEIL.

Several of those at Worcester College with him are in Holy Orders now; does not know that they have difficulty in administering the duties of the Church, 16,826-35.

Mr. W. BURNETT.

Gives details as to vocation as night caller, 16,999-17,021.

Mr. SCHOLFIELD.

Makes statement with regard to the work in Lancashire in the skip and basket trade, 18,787-8.

Advocates a central institution for making skips, 18,789, 18,796-7.

The blind would get material cheaper if bought on a large scale, and would be better able to compete with the sighted, 18,790, 18,896-9.

There is no large institution for making skips; some employ 50 men, 18,791.

At Bolton, in Mr. Abbot's skip manufactory, nine blind men were employed; they did their work by gauges, 18,792.

It is as impossible for blind to make a basket correctly unless guided by touch as it is to read without touch, 18,792, 18,870.

His system for making skips has reduced it to touch; illustrates this, 18,792, 18,879-81, 18,902, 18,910.

There are no blind in Preston willing to work who cannot obtain it, 18,855.

Institutions that do not use the gauge principle handicap his institution and have not such a good trade, 18,871-4.

It should be laid down as a distinct condition that a man who is a basket-maker should be one who reduced all his work to touch, 18,903.

Trades are preferable to music as an occupation for blind, 18,908.

Every blind man properly instructed can make a skip, 18,909.

By using these gauges the blind can compete with the sighted, 18,912.

Rev. S. S. FORSTER.

Gives some particulars with regard to those who have been educated at Worcester College, 20,347-54.

The law is a good opening for clever blind men, 20,355.

Music affords a large opening for the blind; thinks more might become clergymen; some might become lawyers, teachers, lecturers, and public reciters, 20,358.

Blind boy with ability, sent to a school or college to receive higher education, would make his way better than by working at a trade, 20,365.

Mr. J. J. PLATER.

Blind men are unable, as a rule, to turn out their work so as to compete with sighted labour, 20,422, 20,435.

## OCCUPATIONS OF BLIND—cont.

This arises partly from the fact that they are taught by sighted individuals, 20,429.

Employs the blind in making brown hampers; they are not employed in the higher class of work, 20,434.

In making baskets of one size frames are a useful guide, but impede the workman in point of speed, 20,440.

In the majority of cases frames are absolutely necessary, 20,442-4.

Any district where there is a great demand for baskets is the best for the blind to be employed in, 20,447.

Believes no institution in London has taken it up; thinks it very simple work for the blind, 20,448.

Some of those he has trained are earning their livings at basket-making, 20,464.

There is no reason why a blind person should not make skips as well as the sighted, 20,470.

Gets his rods from all parts of England, Belgium, Holland, and Germany; gives details as to his trade last year, 20,477-9.

The blind could make the baskets for the Parcels Post; thinks the Post Office should give preference to the blind, 20,487, 20,492.

The prospects of the blind are much improved with blind teaching and sighted supervision, 20,497.

Does not think there are more than a dozen of those who learn basket-making in the Birmingham institution able to support themselves unaided, 20,501-4.

Very few continue the trade of basket-making, 20,507-8.

Does not think it would answer to give manufacturers a consideration per man for employing blind people, 20,517-8.

*Blind Workers at Home.*

Rev. B. G. JOHNS.

Thinks that as a rule the pupils can carry on their trade at the homes to which they go, though many of the homes are dreadful, especially in London, 674.

Mr. J. NEATE.

Did pitch-work at home after leaving school, 2744. Can work the pan-work successfully at home, and knows others who have done so, 2750-2.

Mr. WILLIS.

Cites a case of a man who tried to carry on mat-making at home and utterly failed, 4275.

Mr. WILSON.

Some who work at home get on well, others do not at all; it depends on district whether there is a sale for work or not, 4330-1.

Mr. WILKINSON.

It is very little good for a man leaving an institution if he has no relation to work with and assist him, 5623.

COLONEL TURNER.

It would be very undesirable that blind should earn their living unconnected with any workshop; it is impossible for them to turn out good work, 11,822-7.

Gives reasons against the blind working at home, 11,860.

Mr. W. MARTIN.

Blind do much better in institutions than in their own homes; they would never get the orders they are getting now if isolated at home, 13,795-6, 13,867.

Mr. J. MACDONALD.

Three men taught at the workshop are basket-making at their homes; one is doing very well, another fairly well, and the other is in very poor circumstances, 14,410.

## OCCUPATIONS OF BLIND—cont.

Mr. J. KINLAY.

Blind basket-makers could not earn their living at home; has known some who have tried it and failed, 15,585-6.

Mr. R. MELDRUM.

Blind cannot make baskets at home, 16,049-50. Does not know one blind person in Aberdeen who has been taught a trade in an institution and is pursuing it at his own home, 16,108-9. Mentions the trades of those working at their own homes, 16,110.

Rev. H. J. R. MARSTON.

Blind should as far as possible gain their livelihood in their own homes after leaving school, 16,573.

Mr. W. BURNETT.

In a populous district a blind person might make his living by mattress-making at home; at basket-making he would be better in an institution, 16,963-5, 17,025-6.

Has known several mattress-makers who worked at home; both succeeded though one failed afterwards through his own fault, 16,994-7.

Mattress-making could not be done in a small room, and a special room is required for it, 16,998.

With heavy work, such as making hampers, basket-workers can make a good livelihood at home, but not with fine work, 17,027-8.

Mr. SCHOLFIELD.

Is in favour of journeymen being sent away from institutions to commence work in their own homes as soon as possible, 18,922-3.

They should sell what they can in their locality, and send the remainder to a general store, 18,924.

Unless there is a central depot a blind man who works at home cannot dispose of his surplus stock, 18,925.

Recommends that institutions should receive surplus stock of former pupils for sale, 18,926.

It would be a good thing if inspectors looked after the blind working at home, 18,940.

*New Occupations.\**

Mr. W. GILROY.

Thinks lath rendering and straw-rope making might be introduced, 14,091.

Does not think it would answer to introduce netting and sail making; making cork fenders would be a good thing to introduce, 14,020.

Could not compete with those from abroad in making straw envelopes for bottles, 14,021.

Thinks blind could do work on ships, such as cleaning boats and spinning oakum, if the difficulty of getting them on and off the ships was removed, 14,063.

It would be difficult too for blind to get about ship-yards; did not know it was done in the Clyde yards, 14,064-5.

Mr. T. STODDART.

Produces model of wire-mattress making lately introduced at his asylum, 15,780.

Has introduced hassock-making, which has answered very well, 15,780.

Mr. J. J. PLATER.

For those who become blind after the age of 20 and cannot learn a trade he suggests that they might take newspaper selling, or go round soliciting orders for morning and evening papers, 20,452.

Mentions a case of a man getting 25s. or 30s. a week in this way, 20,452.

Suggests that blind should make packing boxes, 20,481.

Dr. A. GRANHAM BELL.

The telephone business opens up a great avenue for the employment of the blind, 21,783.

\* Packing-case making was also suggested to the Commissioners as a feasible occupation by an intelligent workman.

## OCCUPATIONS OF BLIND—cont.

*Proficiency of which they are capable.*

Rev. J. P. FAUNTHORPE.

In everything which the blind can do better or as well as the sighted they should be employed, though this is impossible in nearly all cases, therefore, to aid them to do it is a mistake, 547-8.

Rev. B. G. JOHNS.

Should say that the proportion of excellent workmen educated under the best masters turned out would average one-third of the indifferent ones, 1716-9.

That one-third if placed in proper positions would with some help be able to support themselves, 1717.

The remaining two-thirds would earn a little, 1718, 1780-1.

A quarter perhaps of the workmen turned out would not be able to compete with the outside trade, and the residuum would probably helplessly fail, 1720-1, 1778-9.

The specially clever workmen compete largely with the trade; there is a very fierce competition against them, 1752-3.

A very small per-centage of boys fail entirely; a boy may go on for 18 months unable to do anything, then something seems to wake him up and he is able to do something and is saved, 1779.

Does not know what to do with those who are in their homes earning little or nothing at all, 1782-6.

They would be of no use in the central workshop, as nobody would buy their work, 1783.

Practically those inferior workmen would be left to become street beggars, 1784.

By plodding on a man might develop the power of learning; gives an instance, 1785.

Mr. MIDWINTER.

In mat-making and weaving should say that more than three-fourths become good workers, 3190.

In basket-making many do not become good workers as they have imperfect teaching, require long experience, but it is the best trade possible for a blind man to begin young, 3190.

Thinks about 75 per cent. become fair workmen sufficiently well to get a living, 3194.

Has never known a good basket-maker who could not get his living; with mat-makers it is different, as they will not have them to work in the shops with the sighted, though they can do the work better than anything else, 3196.

The blind can make mats equal to any made in the trade, 3232.

Mr. MILLS.

Thinks a great number of blind are unable to earn a proper living, either from inability to work or insufficient teaching, 3352.

Thinks blind institutions turn out the duffers, as it were; these people his workshop gets, and he has to improve them, 3352.

Thinks there are some blind people who never will be able to earn sufficient to keep themselves; mentions cases in proof of this, 3357-9, 3361-3.

There is nothing but the workhouse for such people, 3361.

A good woman caner would cane two chairs a day, 3419.

Mr. G. BARNES.

A good blind basket-maker can earn his livelihood; many fail because not taught enough, 5136-9.

Mr. H. WILKINSON.

It depends on the talent and will of a man whether a blind man can earn his living or not, 5589, 5618-9, 5622.

Mr. STOREY.

Hardly any of the blind visited by his society can earn their livelihood; from his experience blind very seldom succeed, 5717-8, 5727-8.

Mr. J. T. EDMONDS.

Few can earn their own living, owing to blindness coming upon men and women of mature years, 6113.



## OCCUPATIONS OF BLIND—cont.

MISS DANVERS.

Comparatively few women can earn their livelihood; knows none who exclusively; they do needlework and knitting, seldom earn more than 1s. a week, 6137.

MR. A. W. G. RANGER.

Thinks there is no limit to the degree in which blind can take up professions; it depends upon the will of the individual, 10,424-5, 10,460.

COLONEL TURNER.

Thinks there is very little blind cannot do if they get a fair chance, which they have never had; illustrates his meaning, 11,674-7.

*The most profitable.*

REV. B. G. JOHNS.

Has known more money made at rug-making than anything, 656.

Basket-making, mat-making, weaving, chair-caning, knitting, netting, and brush-making, seem to him to be the most useful and profitable trades to a blind boy, 1619-20, 1763.

Would speak of those trades as the most practically useful; others are carried on in many institutions which owe their success largely to their being locally useful, such as at sea ports, making ropes, and ships' fenders, 1622.

It would be most useful if some trade could be found in which the blind could be employed in the factories, 1624.

In including weaving amongst the trades for the blind, he referred chiefly to the making of cocoa-nut matting, 1625-6.

Amongst the trades not so practically and widely useful as shoemaking, is the making of sash line, as it involves the working of two blind people, 1626.

Sash line is also made by steam power, but theirs is so good it is very often sought for, 1627.

Rope-making he would class amongst the local trades, and not as being widely useful; unless a boy goes to a place where there is a rope walk, he has no chance, 1627.

Some trades are less practical than others, because a place to work in cannot always be found, 1630.

Some trades require sighted supervision to help the blind to make work good enough to sell, 1630.

Basket-making and cane work are in most universal demand, 1631, 1763.

In provincial towns and rural districts basket work and cane work will find employment for the blind, 1632.

The difficulty is one of organisation; the blind person requires a room for his special working, and a supply of material, 1633.

The commoner and simpler the employment the better for the blind, such as chair-caning and basket-making; that also includes there being no colour employed; if a blind person had to use colours he would often make mistakes if left alone, 1635.

MR. C. FARRER.

Basket and brush making are the best trades for the blind if they are to depend on their own work, and basket-making is better than brush-making, 2103-4.

MR. W. HIBBERT.

Thinks basket-making is the best trade to teach the blind, not chair-caning or mat-making, 2200, 2322-3.

MR. J. NEATE.

If pitch-work were developed and a market opened, it would supersede everything else, 2757.

MR. J. H. SHADWELL.

Thinks the best occupation for the blind is music, 2818.

If they have no turn for music the best employments are basket-making, brush-making, chair-caning, and matting-making, 2819.

## OCCUPATIONS OF BLIND—cont.

MR. MIDWINTER.

Other trades are not so remunerative as basket-making, 3191.

MR. LESTER.

Basket-making is the most remunerative trade in his opinion for the young, 3987.

MR. HAMPTON.

Basket-making is the best trade blind can learn, 10,243.

MR. CAMPBELL, LL.D., M.P.

Have not found any other industry except music that would enable pupils to be self-supporting, 10,336.

MR. A. BUCKLE.

Thinks basket-making the most suitable trade, 11,225.

MR. H. L. TURNER.

Thinks broom-making, carpet-weaving, cane-seating, and mattress-making the best occupations, 12,062.

MR. W. MANTON.

Basket-making is the most profitable trade; there is a good living to be got out of it, 13,849-50.

Mattress-making is most profitable work for women and for institution, though they find female labour outside is competing with them, 13,863.

MR. W. GILROY.

Considers straw mattress-making the most profitable occupation at his institution, 14,028.

MR. JOHN HOLLAND.

Thinks piano-tuning decidedly the best occupation for the blind, 14,613.

MR. J. KINLAY.

In Lancashire the most profitable occupation is skip-making, 15,619.

As a general rule, basket-making succeeds best, 15,620.

MR. T. STODDART.

Wire mattress-making is a very profitable trade, and is suitable for women as well as men, 15,781-2.

Finds the manufacture of articles made of wire, such as sieves; profitable, 15,841-2.

MR. R. MELDRUM.

The best employment for blind outside institutions is selling things in a small way, 16,048.

MR. G. WALKER.

At Sunderland the most successful trades are bedding, rough basket work, mat-weaving, cork fender-making, and chair-caning, 16,133.

Wire mattresses are not made in Sunderland; they do not sell, 16,134-9.

MR. W. HARRIS.

As to what is the best industry no rule can be made to apply to every case, 16,336.

MR. W. BURNETT.

In the north mattress-making is the most lucrative trade, 16,958.

MR. J. J. PLATER.

The best occupation for those who become blind after the age of 20 is basket-making, 20,450.

## OCCUPATIONS OF BLIND—cont.

If blind have exceptional musical abilities there is nothing like music and tuning, 20,451.

Brush-making is considered a good trade by some, but he never saw any brushmaker who made a living outside an institution, 20,481.

Does not think mat-making any good for blind men, 20,510-1.

OUT-DOOR RELIEF. *See under* GUARDIANS, BOARDS OF.PAROCHIAL BOARDS. *See under* GUARDIANS, BOARDS OF.

## PARTIALLY BLIND.

MISS SCOTT.

There are many partially blind, who do not get into school, 1616.

Has a great many partially blind under her; about 10 out of 25 are partially blind; sometimes parents are willing to send them to school, but some will not send them to a blind class because not quite blind, 1602-3.

Thinks partially blind would do best at trades; has a great many of these whose eyes are too bad to do lessons with the others; they get their education, and do almost as well at trades as if they could see, 1566.

The partially blind require same teaching as the totally blind, although many can see large print or write for a short time, 1610-1.

Very often they are children becoming blind, and if a strain were put on their eyesight it would probably confirm their blindness, 1612-3.

MISS MARY C. GREENE.

There are many children in London partially blind who should be at school; in some cases the teachers send them to her, in others the visitors report them as unable to go to school, 204.

Many partially blind children return to their homes, 218.

Of the 120 blind under instruction many have partial sight, but does not think the proportion is half, 219-21, 283-4.

Considers children unable to read, though able to see a little, as blind for educational purposes, 293-4, 321.

Some of the partially sighted who come to school get worse, others better; some come temporarily, and if their sight improves they return to the ordinary school, 322.

MISS RYE.

Prefers to have children with partial sight mixed with the others; they are able to help to lead the others, 3557.

THE REV. H. D. PEARSON.

Formerly a member of the London School Board from 1879-85,—359-60.

Was Chairman of the Committee that superintended instruction of the deaf, dumb, and blind, 361.

PENSIONS. (*See also* "CHARITIES.")

MR. MARTIN G. TAIT.

Is of opinion that there is a tremendous struggle on part of every blind man to obtain a pension; does not think pensions have encouraged self-help, 453-5, 767, 859.

If the pension funds, amounting to about 30,000l. a year in London, could be so applied as to supplement earnings of skilful and deserving workers, it would be a great stimulus, 767, 770, 859, 869.

When a pension is granted, as a rule it is given for the rest of the blind person's life unconditionally, 768-9.

Would be glad to see the German system, which makes pension dependent in amount and continuity upon industry of person, 771.

Knows of several cases where a person receives more than one pension, and of one man who receives about 50l., 817-8.

Would like to see pension system revised by Act of Parliament, so that limit of age of 61 might be altered and greater facilities for use of funds given, 859.

## PENSIONS—cont.

If a little money given to the blind would stimulate them to learn well, sees no objection to it, 869-70.

Thinks that endowments should assist the blind to be trained, 871.

Very few societies give pensions below the age of 60; thinks Day's Charity does so, 901-3.

Gardner's Trust gives money to extent of 3,000l. per annum; the cases are investigated very carefully, 904-5.

Thinks great efforts are now made to prevent overlapping of charities, 906.

REV. B. G. JOHNS.

To give a man a pension when he is 20 or 25 years of age is the worst thing that can be done for him, 725.

Pensions are often given when they should have been withheld, and *vice versa*, from want of previous knowledge of the blind person, 726.

There are two distinct gifts of pensions attached to the school and 12 pensioners, into the case of each of which the committee inquire, 726.

With regard to pensions to his former pupils, thinks the system would be liable to much less abuse, if only given on his recommendation, 727.

If there was more concert amongst those giving assistance to the blind, it would be better both for themselves and society at large, 728.

The pension society to which he belongs refuses to give a pension to a blind person in receipt of a pension from another society; gives instance where a husband and wife each had a pension, 729-30.

The application for pension generally comes from the blind person himself; he fills up a form, 732-3.

In getting the returns from blind people as to their condition for the Commission, there is a tendency on their part to make the worst of their cases, since there is a general expectation that many will get pensions, 1691.

Regards the pension system as thoroughly demoralising, unless for an old person, or one plunged into heavy misfortune, or as an aid to industry, 1691-3.

The present funds devoted to pensions should be devoted to those incapacitated, and not given to people until every possible chance of work had been tried, 1694.

Pensions should aid and supplement industrial effort, not supersede it, 1695.

Has thorough knowledge of a society which grants pensions of 6l. a year to persons not under 40; majority of the candidates reach 50, 60, and even 70 years of age, 1697-8, 1793-5, 1916-9.

The Gardner Trust gives pensions without reference to age; in case of Hetherington's Charity the age is 60, 1699.

In the case of a considerable number of the City Companies the age is 60,—1700.

It would be very difficult to amalgamate pension societies under a central control; gives illustration, 1701, 1949.

Sees no advantage in amalgamating the societies; if wisely managed and distributed as they are now, and not given below certain age, does not see why pensions should not work just as well, 1702.

Several of these trusts have been established for specific conditions, and it would be difficult to interfere with existing rights and intentions of donors, 1703-5.

Recommends that pensions should not be scattered as now at random, 1706.

There are separate rules for each class of pensions; with regard to Gardner's Trust, thinks anyone can apply and does not know that there is much individual inquiry, 1707.

Describes the qualifications required of applicant by his pension society, and the method of his election, 1708-11.

Pensions are given a great deal by favouritism, 1772. Does not regard the pension system has hitherto worked for the benefit of the blind; there is nothing demoralising in the pension system, 1803-4.

The system of assurance against blindness as suggested in the question would hardly reach those in the greatest need, 1806-9.

45 people are receiving pensions from his pension society, amounting to 270l. a year, 1916-9.

Has known cases of persons enjoying a plurality of pensions, 1922-3.

Thinks pensions are granted by the system of gifts, 1924.

## PENSIONS—cont.

Thinks there is some communication between societies as to the applicants for pensions, but it is very rare, 1926-7.

More searching questions should be framed and closer inquiry made; a man often gets a pension because little is known of him, and his case is pushed, 1928.

In the case of pensions given from endowments it would be a great advantage to amalgamate them upon some recognised principle, 1950.

## Mr. C. FARRER.

A few persons employed at his institution have a pension, 1999.

They get Day's pension, about 12*l.* a year, and the Clothworkers' pension, about 5*l.*, 2000.

The pensions are so small it does not make them less eager for work, 2001.

In the case of the Clothworkers' pension the blind must be 50 years old, in the case of Day's there is no limit, 2002.

Believes there are some in London who have several pensions, 2004.

If every blind person in London was entitled to a pension of 4*s.* a week, this would no doubt keep some from begging in the streets, and would bring more blind into the workshops, 2076-8.

This is done to a certain extent at his institution, because 50 or 100 per cent. is added to earnings, 2079.

Men with four or five pensions would not do any work; there are very few of them, 2082.

A man with a pension has less inducement to work than a man without one, 2083.

If every man had a pension to start with, all would be induced to work to get more, and they would be encouraged to work, 2084-5.

The institution gives several pensions to old work-people too old to work, 2097-8.

The pensions of his society are about 6*s.* a week; to some they pay more, 2165.

The pensions are not altogether given to the old people; some have been elected for them without work, and the society took the old grants over, 2166-7.

## Mr. W. HIBBERT.

Twenty-two in his district receive pensions, 2191, 2274.

Since there is very little chance of the blind earning their livelihood, would say that the giving of pensions is the best thing that could be done, 2224-5, 2265-6.

Is aware that several of the blind in his district have duplicate pensions, 2275-7.

10*l.* is the amount of a Christ's Hospital pension, some have 10*l.* from one institution, and 10*l.* from another; some have five or six smaller ones, 2278-9, 2404-6.

Sees no objection to a general pension insurance system; it might be an improvement on the present system, and if assisted when first they became blind, many would be kept from the streets and workhouse, 2366-8, 2414.

Thinks pensions a great good to those who have become blind late in life, for if they learn a trade they are too slow ever to do anything, 2266, 2381.

He receives a pension himself from Day's Charity only, 2400-3.

Those persons in receipt of four or five pensions receive them principally from the city guilds, and from all the societies, 2407-10.

Knows of two or three who have a pension from Gardner's Trust receiving pensions also from other sources; supposed they got it by mistake, 2411-2.

He would adopt the suggestion to establish an universal insurance, 2114.

Thinks it would be desirable if a register were kept of all persons in receipt of pensions; some institutions do keep it, 2416.

## Mr. W. TIBBLES.

About 15 blind in his district receive pensions, 2472, 2509, 2518.

One or two receive pensions from more than one society, 2473, 2519.

There are two or three under 40 who receive pensions, and the rest over, 2475-7, 2520.

## PENSIONS—cont.

Some of those who receive pensions do something to earn their own livelihood; does not think the pension takes away the stimulus to work, 2510-1.

Thinks it desirable to give pensions to the blind who are in part supporting themselves, even if they are under 40, and unable to entirely support themselves, 2512-3.

Thinks that those learning a trade from 15 to 25 might receive pensions whilst unable to earn anything, 2568.

## Mr. J. NEATE.

Has never applied to any institutions for pensions in consequence of being unable to sell his work, 2717.

Several persons who emboss Braille get pensions or doles from Indigent Blind Visiting Society, 2768.

Each recipient of pension must get a subscriber, 2769.

Has no pension himself, 2771.

Applied for Day's pension, 2772-3.

## GENERAL A. S. MOBERTY.

Believes one or two of his workmen get small doles, but not regular pensions, 3023-4.

Thinks most of those with them now receive a pension of 2*s.* 6*d.* a month, and coals in the winter from some society, 3025.

Some assistance in the way of pensions is required in most cases, but not as long as the blind can earn sufficient to support themselves, 3030.

Would recommend pensions to be given to old workmen, as an inducement to work well and conduct themselves properly, 3056-7.

Pensions should not be given to young people as long as they could earn something, 3058.

## MISS BAINBRIGGE.

Does not know of any special Kent pensions; thinks the blind go to London for them, 3106-7.

Recommends the establishment of a provident club or friendly society for the blind generally; does not think it could be started by private effort, 3109-10.

Thinks that a general compulsory assurance against blindness for say 10*l.* a year, might be a good arrangement, 3128.

It would be a better plan than the giving of pensions as now given, 3129.

Is aware that many blind people get several small pensions from various institutions; this often leads to idleness rather than to industry, 3131-3.

Does not think blind people who can work should have pensions; would be inclined to have a limit of age unless the man was disabled, 3134-5.

The only man they have who does not seem to get on has a pension of 7*s.* a week, 3136.

Would like the blind to pay from 2*d.* to 6*d.* a week, and on attaining a certain age or becoming disabled to have a pension, 3139.

Thinks a rule ought to be laid down by institutions that pensions will be paid only to those who have been at work and are unable to maintain themselves any longer, 3140.

## Mr. MIDWINTER.

Knows of blind persons who receive pensions from one or more societies, 3176-7.

A general registration of pensions would be a good thing, 3218.

Some blind people are so unable to do anything that they must be supported, and there are many who with a small pension could get a living, 3219, 3253.

Does not think pension should be withheld from a person because he is able to earn something, 3251.

It is desirable to encourage those who try to help themselves, but others should not be shut out, 3252.

After a person is 50 or 60 it is very desirable that he should have a pension, 3274.

## Mr. MILLS.

Pensions are necessary for the blind when they are old and sick, but some get more than their share, and others go without, 3364-5.

## PENSIONS—cont.

Thinks money now given to pensions might be better used for setting up institution for teaching and making the blind work, or else put into a common fund and distributed amongst the needy, 3366.

The best workman in his shop receives 50*l.* a year in pensions, 3366.

## Mr. BURNETT.

Does not favour establishment of more regular system for providing pensions, because pensions are not of such a character as to necessitate it, 3674.

Regards a man receiving 50*l.* in pensions as an exceptional case, and thinks managers of an institution, if they thought a man was receiving more than one pension, would communicate with each other, 3675.

Communication between pension societies would be an advantage, but it should not be compulsory, 3676.

It would be a great injustice to the blind to deprive them of pensions; inquiries ought to be made with regard to those who receive pensions, 3766-7.

Would not lay down any hard-and-fast rule as to distribution of pensions, 3769.

## Mr. LESTER.

Those who receive pensions from his society receive them from other societies; every case is minutely investigated, and if pension a person already receives is not sufficient to live on their fund is available, 4016-7, 4051-2, 4162-3, 4182-6.

To supplement the earnings of those who can work is precisely their line, 4019.

The question of pensions should be a secondary consideration, brought in to supplement deficiencies, 4053.

Intercommunication between societies might with advantage be applied to the granting of pensions, 4059-61.

Christ's Hospital gives pensions of 10*l.*, but only to those who are 61, 4106-7.

Does not think the standard of age should be lowered, 4107.

A uniform system of registration would be very valuable in administration of pensions, 4164.

Gives particulars of the Samaritan Pension Fund, 4165-81.

## Mr. WILSON.

2,500*l.* a year is given in pensions from Gardner Trust, 4283.

Pensions are given in scales of 20*l.*, 15*l.*, and 10*l.*, paid quarterly, 4286.

Those in receipt of parochial relief are ineligible, 4287-9.

No pensions are given without inquiry, and not without sufficient reason, where person is already in receipt of pension, 4295-6.

States method of making inquiry about applicants, 4297-300, 4304-5.

Thinks societies who give pensions should be in communication with each other, 4301.

Has been himself in communication with almost all societies; mentions case where he communicated with Hetherington's Charity, 4302-3.

It would be desirable to divert some of the pension money to assist those who could assist themselves, by starting workshops, if funds could be so appropriated, 4321.

States conditions upon which pensions are granted, 4323.

Each case is looked into every year; three have had pensions withdrawn for misconduct, 4324, 4355.

Pensions are given from year to year, terminable at six months' notice, 4355.

There are 3,300 applicants on the list for pensions and assistance; the pensions are given according to merit, 4406-8.

It would be difficult for societies to keep a registration of all pensioners; if each case were thoroughly examined there would be no necessity for registration, 4449-50.

Believes other societies besides his send out forms, asking similar questions about applicants for pensions, 4306, 4451, 4498.

Has always received great assistance from charities when he has asked for information with regard to pensions, 4492-7.

1 24970.

## PENSIONS—cont.

## Mr. SIMPSON.

Pensions from Day's Trust are paid quarterly, and may be considered as annuities, provided annuitants conduct themselves properly, 4610-1.

States the means taken to test the qualifications of applicants and the qualifications required, 4612-3, 4630, 4638-43, 4659-61.

There are 230 pensioners, and about 10 vacancies annually; there are 2,000 cases on the list which trustees are unable to relieve, 4621-7, 4715-8.

There is no interchange of lists with other pension societies, but information is furnished when asked for, 4628-9.

There are on an average 70 applicants yearly for the 10 vacancies, 4631.

Applicants are scattered all over the country; has more from Cornwall than elsewhere, nearly all miners; has noticed a good many applications from Nottinghamshire, 4634-6, 4670.

Not six have lost pensions through misconduct in his experience, 4637, 4662.

There is no regulation preventing a man being in receipt of other pensions; refusal to relieve depends upon circumstances, 4644-5.

If there was some combination between pension charities to prevent accumulation of pensions it would diffuse charity wider, 4646-50, 4675.

It would be desirable to make it a qualification, on part of applicant, that he had failed to get employment, 4651.

States conditions of Mr. Day's will, 4653-5, 4665-6, 4695.

It would be advantageous to give pensions as a supplement to earnings, 4656-8.

Applicants in receipt of parochial relief are disqualified or suspended, 4659-60.

Pensions vary in amount from 12*l.* to 20*l.*, 4664.

Each case is dealt with according to its merits, and is entirely in the discretion of the trustees; gives instance, 4665-8, 4737-9.

Average age of applicants is mid-life; a good many have been blind from birth; they are not registered until they are 21, 4672-4.

Describes form of application and mode of considering cases by the trustees, 4676-85, 4693-4.

Trustees have found persons in receipt of plurality of pensions; mentions case where they had to refuse application, and another case where they asked other societies to supplement the pension given from Day's Trust, 4686-91.

If a man were earning 50*l.* a year by tuning it would depend on circumstances whether he would receive a pension, but he might receive one of 20*l.*, 4726-7.

Pensioners are constantly promoted, and their condition inquired into from time to time, 4728-9.

There might be some pensioners earning sufficient to keep themselves, 4733-4.

## Mr. TERRY.

Pensions of Blind Pension Society commence at 21; states amount of the pensions and number of pensioners, 4746-8, 4755-6, 4806-8.

Describes mode of considering application, and of election for pensions, 4754, 4784-5, 4817-20, 4753, 4771, 4781, 4816.

Pensions are given to those unable to work, as well as to supplement earnings, 4758-9, 4780.

The evidence before them shows that many applicants earn nothing, and have become blind late in life; mentions a case, 4760.

Preference is given to those who become blind through accident rather than to those trained in institutions and blind from early years, 4761.

Candidates are taken who are longest on the list, and must not have an income of more than 20*l.*, or if married 30*l.*, though a good deal of latitude is allowed in applying this rule; they must not be mendicants or musicians playing in streets or ale-houses, 4772, 4776-8, 4809-11.

The benefits of the society are given without regard to creed, and parochial relief is no bar, 4774-5.

It would be advantageous to have a general administration of pensions, or all societies should be compelled to publish a list of beneficiaries, 4779, 4826.

Personal influence goes a good way in canvassing, but the merits of case are stated on the canvassing card; most deserving cases get most friends, 4782-6.

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## PENSIONS—cont.

A certificate is required every year from some responsible person as to income of pensioners, 4796.

Majority of applicants, apart from London, come from the West of England, very few from the midland or northern counties, 4797-800.

They have at present 200 applicants, and admit 54 a year, 4821-3.

On the application form the question is asked whether applicant is receiving relief from other sources; the information does not altogether give satisfaction, 4824-5.

## Mr. PRITCHARD.

States method adopted for ascertaining whether applicants are in receipt of other pensions, 4833.

Pensions are continued until death, except in case of misconduct, 4834.

In no case for election is preference given; each case is a matter for the consideration of the court, 4844-5.

Thinks it very desirable that institutions for relief of blind should have communication so that same cases are not relieved, though they seldom find anyone breaking the rules, 4847.

Begging disqualifies for a pension, and singing or selling matches, &c., 4849-51.

## Mr. WILLIS.

Would approve of a national system of insurance, allowing every blind person to have 5l. or 10l. per annum, 4943.

He receives a pension of 12l. from Day's Charity, 4939.

He got his pension after he received his present post; was obliged to state his income when he applied; does not remember what it was, 4945-8.

He applied for his pension about four years before he received his present post, 4949.

As to whether a general register of persons applying to societies for pensions should be kept, he is not prepared to speak; fancies they are well informed by clergy as to pensioners, 4993-5, 4999.

## Mr. G. BARNES.

Has a small Clothworkers' pension of 5l., 5195. This aids him in his work in purchasing materials, 5196-7.

Pensions would be a great advantage to deserving workpeople, 5198.

## Mr. OWEN ROBERTS.

Has had to dismiss two or three pensioners for misconduct; the intervention of the Charity Organisation Society has been most useful, 5231-2.

Many pensioners are engaged in industrial occupations, 5233-4.

Blind workers are at great disadvantage in competing with the sighted, for this reason, the company supplement their earnings, 5236, 5281.

Careful investigation is made about each applicant; describes mode, 4226, 5227-8.

Persons receiving other pensions not exceeding 20l. in all are not disqualified, 5229-30, 5249, 5279.

Parochial relief is not considered an absolute disqualification; if guardians stop relief the pension is stopped, 5237-8.

There is communication between all pension societies or charities from time to time, 5247.

It would be an assistance if names of all recipients of pensions were published; it would tend to prevent plurality of pensions, 5248-50, 5263-4, 5284.

Knows several persons who hold pensions up to 20l. a year; such cases are jealously watched, 5262.

If registration of names of pensioners were recommended would prefer that it should be done by voluntary effort of companies and societies, 5263-4, 5284.

There are 150 pensioners at 10l. and 600 at 5l.; the full amount of income is not at present appropriated; explains the reason, 5271, 5275-7.

Pensions are not given unless applicants are connected with the cloth trade, or unless the case is a special one, 5274.

Would not feel justified in giving pensions to those below 50 unless for special reason, 5274.

## PENSIONS—cont.

The company in certain cases would like to be able to give larger pensions, 5217, 5279-80, 5283.

Those in receipt of two or more pensions have a poor chance of being successful in the company, in comparison with others with no pensions, 5282.

## Mr. H. JACKSON.

Applicants for pensions are taken by merit, and are elected entirely by votes of court of assistants, 5292-3.

Preference, if there is any, is given to those who have applied longest or are the oldest, 5294.

Has no evidence that result of giving pension in one sum is that it is spent recklessly, but suspects in many cases it would happen, 5299.

Most of those who have applied for pensions have been blind from early years; specifies some of the cases, 5300.

Applicants have to renew their petitions every three years if unelected, 5301.

Those on list of pensions are only seen when they come for the pension once a year; no inquiry is made unless information comes from outside that necessitates inquiry, 5302-3, 5310.

A certificate is required from guardians that a man has not been begging or is not in receipt of parochial relief, 5304-6.

Describes qualifications that are required of applicants who are deaf and dumb, 5308.

At present time pensions are given to 115 blind and 48 deaf and dumb, 5309.

When the money is payable notice is sent, and the clergyman is required to certify that pensioner is living, and the guardians that he is not receiving parish relief, 5309, 5337-8.

Does not think the annuitants are earning much, though they are receiving other pensions, 5311.

There is no limit required as to amount of other pensions they may be receiving, 5312.

Thinks there is want of communication between institutions and companies to prevent a person receiving more than is necessary for him, 5313.

They encourage blind to earn their own livelihood; if person has nothing whatever to live upon he is considered no object for their charity, 5313-4, 5334, 5345-8.

No money is given specially for purchase of stock-in-trade or materials; much good would follow if they could follow out result of pension, 5315-6.

Thinks the co-operation of companies for registration of blind who receive pensions would be very good thing, 5318, 5321, 5351-7.

Pensions are paid annually; it might be an advantage to pay them monthly, but the blind are entitled to the whole 5l., 5327-33.

Recipients have to apply personally with few exceptions, but if unable to come, blind man must appoint someone to receive his pension, and the clergyman is required to attest mark of blind man to person being appointed, 5339, 5357.

Applicants must be furnished with medical certificate that they are totally blind, 5340-3.

If there was a register for all pension societies would see no harm in the publication to general public of these matters, although applicants are always in excess of pensions; but it would help to make the charities more widely known, 5349-51.

Only knows one annuitant following music as a profession, 5360.

## Mr. W. P. SAWYER.

Qualification for receipt of pension is total blindness, 5365.

Inquiries are made into character of applicant, and what his income is, 5365, 5368.

It is not customary to grant pension to those in receipt of parochial relief, 5367.

They do not decline to give pensions to those in receipt of other pensions, 5368, 5387.

It is not their custom to communicate with other pension charities, 5369.

Thinks it would be a good thing if pension charities should exchange lists of pensioners, 5370-2.

At the last distribution there were no vacancies and 83 applicants, 5379.

Candidates are taken upon their merits entirely, 5384.

If applicant had been prudent and tried to help himself that would be in his favour, 5385-6.

## PENSIONS—cont.

A man who was a street-seller would be more closely scrutinised, 5388.

Pensioners are paid every second January in lump sum, 5393-5.

Preference is given to persons of advanced age, 5397.

## Mr. W. S. PRIDEAUX.

There is no limit to age in regard to the pensions, 5407, 5438-9.

There are no limitations in application of pensions, 5409-10.

Pensioners are not given to those who require a start in life, in that case a donation is given; pensioners are given to those likely to be always in want, 5411-3.

There is no check upon a pensioner getting relief from five or six charities, 5418-9.

Inquiries are made about annuitants from time to time; there is a special investigating officer, 5420-2.

States method of investigating an applicant's case, 5421-4.

Gives number of pensioners under each charity, 5425-30.

Being in receipt of another pension is no disqualification; mentions case of a man who has 50l. a year from charities, whose case is under consideration, 5434-5, 5456.

If there were combination between societies it would reduce possibility of a man getting three or four pensions; thinks his company would aid such an association, 5436-7.

A medical certificate is required as to total blindness of applicant, but not of cause of it, 5441.

Pensioners are paid quarterly; if paid annually in many cases it would be squandered, and the blind are apt to be preyed on by others, 5457-60.

Personal attendance is required, or evidence that they are living, 5461.

## Mr. T. CLARKE.

Some pensions are paid weekly by society, others monthly; if given in lump sum blind are apt to spend it, 5467.

Every subscriber of a guinea can nominate candidate; he is taken in rotation and inquiries are made, 5468.

Relief is given independently of religious qualifications; receipt of parochial relief is no bar; but income of single person must not exceed 20l., and of married person 30l., 5470, 5525.

Strict inquiry is made as to moral character; if any are found begging or singing they are disqualified, 5499-501.

Some who receive pensions from his society receive them from other sources; this is ascertained by the forms they fill up, 5523-4.

It would prevent much imposition if societies had access to a register of names of all in receipt of pensions, 5526, 5536.

Mentions case of man and wife who receive 50l. in pensions, 5527.

Agrees that there are many persons receiving too many pensions, and many none at all, 5528.

Describes method of making inquiries with reference to applicants for pensions, 5529-35.

Pensioners are not given to those under 18,—5537.

Many of the pensioners are capable of doing work, and have been trained at institutions, 5538-9.

If the able-bodied were fully employed, existing pension societies could assist the infirm and aged.

## Mr. T. H. SMITHSON.

Does not know that any inquiry is made of applicants whether they are in receipt of pensions from other institutions, 5565-6, 5568-9.

Thinks it would be desirable that such inquiry should be made, 5567.

Explains principle on which trustees go in selecting pensioners, 5576-9.

It would be desirable to communicate with other societies to see whether applicants were already in receipt of pensions, 5580.

## Mr. H. WILKINSON.

Gives particulars of pensions he is or has been in receipt of, 5598-9.

## PENSIONS—cont.

When he applied for pensions he always stated he was in receipt of other pensions, and stated that he got his living at basket-making and chair-caning, 5600-5.

## Mr. H. II. HYAMS.

Pensions are generally paid weekly; this is found better than paying one sum yearly, 5648-9.

Pensioners are never paid less than 8s. per week, 5655, 5686.

Inquiries are made into the character and income of applicants; if considered poor, although in receipt of income, the pension is given, 5656, 5676-7, 5680-2.

Medical certificate is required that person is totally and incurably blind, 5659.

Has never communicated with any institution, except Jewish ones, to ascertain if applicants are receiving other pensions, 5663-5.

There is no limit of age; where assistance is required for blind child's maintenance or education the usual pension would be granted, 5674-5.

Most of the pensioners are doing nothing; does not think the pension prevents them working, 5676-9.

As far as possible pensioners are encouraged to be industrious; pains are taken to ascertain whether a man is able to support himself, 5683-4.

## Mr. STAREY.

Pensions are given by society to the necessitous; system of life pensions not yet established, 5706-7.

## Rev. H. BRIGHT.

Several of those in the home have pensions; they contribute towards expenses of establishment, 5961-3.

Mentions case of one inmate with pension of 27l. who contributed 21l. to the establishment, keeping the rest for clothing, &c., 5963-5.

## Mrs. STAREY.

Thinks more might be done by intercommunication between societies with regard to receipt of pensions, 5731.

Finds it much better to give pensions weekly; if given in lump sum it exposes blind to temptation, 5732-5.

Has known persons get into debt counting on pensions, and tradesmen give them credit if they know they have pension, 5734-5.

## Rev. H. BRIGHT.

Seven people in the institution have pensions; some have more than one, 6057-8.

Thinks it advisable that people should have two or three pensions, 6060-1.

## Mr. J. T. EDMONDS.

Association grants pensions paid quarterly in sums of 10s. each, 6074.

Thinks it would be very undesirable to give pensions in lump sums, 6076.

Considers pension very useful form of relief, but thinks it desirable to give further aid to teach blind to earn their livelihood, 6089.

Has found it desirable in some cases not to grant pension, but to give special relief, 6090.

Would think the two systems of pension and loan societies would work well together, 6092.

Pensions of association only amount to 40l. a year, 6094-5.

## Miss DANVERS.

Society can give any sum they please as pension, but it must not exceed 10l., 6148.

If applicant were very necessitous 10l. would be given, 6149.

Principle of society is to give sufficient to prevent applicants being paupers; in some cases 5l. additional to income is ample, 6149-50.

Most pensioners belong to the working class, though it is not limited to them, 6157.

Applicants for pensions must be widows or spinsters of good character and necessitous; health and surroundings are also taken in account, 6158-9.

Preference is given to the aged and those who have been longest on list, 6160.

A great many receive annuities from other societies, 6163-71.

It is considered rather a recommendation if person already is receiving pension, 6172.

## PENSIONS—cont.

Committee have no control over Bokenham annuity; only elect annuitant, 6175.

Each candidate has to fill up form of application, and the Charity Organisation Society investigate it when possible, 6176.

## MR. R. STOREY.

Has had small pension from Indigent Blind Visiting Society for about five years, 6239-42.

Pensions ought to be given to those in trade; few can earn sufficient to live on, 6243.

Knows many who have got pensions; they help those who are successful very much, 6244-5.

Some men get 20l. that should have 12l. from Day's Charity, and *vice versa*, 6246-8.

Knows many that have two or three pensions, 6249-52.

## MR. I. T. PRICE.

Parochial relief ought not to debar applicant from receiving pension, as in the case of the Gardner Trust, 9473-4.

## MR. HAMPTON.

Has never tried to get pensions for blind in his institution; has helped those outside, 10,139.

Pension ought to be given weekly instead of in a lump; advantage of pensions would be doubled; cites a case, 10,140-2.

## COLONEL TURNER.

Evil of pensions is that so much of the money goes to benefit the sighted, 11,709.

## DR. CAMPBELL.

If all the money spent for blind were laid out in the wisest way they would be 100 per cent. better off, 10,617, 10,737.

## MR. H. L. HALL.

When recipients receive a large sum they waste it in a short time; it is damaging to them, 12,108-9, 12,313.

Instead of distributing money he would build a factory, and give the blind a chance of earning the money, 12,314.

## MISS BYERS.

Eight persons in her institution receive pensions from "Hetherington's," "Painter's," and "Day's" charities; to one girl they give 3s. pension at their discretion from Home Teaching and Relief Society, 12,701-2.

## MR. G. GOODWIN.

If blind become unable to work they should have annuities, 13,024.

System of annuities is better than relieving blind in institutions or almshouses, 13,025-6.

## MR. J. SIME.

A considerable sum of money has been left in Dundee and other places for pensions to blind, 13,604.

This form of charity is spreading; thinks it the best form of providing for aged and infirm if there is money enough, 13,605-8.

In Scotland there are very few pensions; is afraid that one person as a rule gets more than one pension, 13,647-8.

To avoid this administrators should put themselves in communication with one another, 13,649.

## MR. W. MARTIN.

Endeavoured to raise sum in connexion with his institution for education of blind children, and maintenance of old blind females; in Edinburgh there is no pension system, 13,787-8.

## MR. W. GILBOY.

The aged blind think they ought to have a pension from the Government, 14,041-3, 14,046-8, 14,051.

Knows many blind who do not get pensions because they had not had friends to speak for them, 14,044-5.

There would be great danger in giving pensions without the supervision of a locality, 14,047.

Would like to see Government intervention in this matter, 14,049.

In the case of an utterly worthless man, the clergyman of the parish or the Home Teaching Society might report it, 14,050.

## PENSIONS—cont.

## MR. J. MACDONALD.

There are practically no pensions in Scotland; there is one fund in Dundee of 12,000l., and one at Inverness, 14,265-7.

Provision should be made by the State for employing the able-bodied, and the aged and infirm should be provided for by benevolence and parochial authorities, 14,268-9.

## MR. T. STODDART.

Was not aware that some Scotch blind people received pensions from London societies, 15,851-2.

## MR. R. MELDRUM.

Pensioned blind are very scarce in his district; there are one or two army pensioners, 15,966.

## MR. G. WALKER.

The Sunderland Association disapproves of a Government pension to blind, 16,197-9.

Objects to the blind asking Government to provide them with what other people are not provided with, except in the case of children, 16,295-7, 16,300-4.

Is quite in favour of national insurance, 16,298-9.

## MR. W. HARRIS.

There should be a public register of all pensions; some persons have more than one pension, 16,351-2.

The best way to prevent pensions being given to those who do not deserve them is to get information from the neighbourhood where pensioner lives, 16,353.

Would like pensions to be paid quarterly, instead of being paid in small sums weekly, 16,354.

If the money is spent recklessly by the blind, they should not have it, 16,355.

## MR. SCHOLEFIELD.

The system of pensions is well known to all blind in his part of the country, 18,839.

Recommends that funds for pensions should be started in every district, and that Government should grant 50 per cent. on the amount paid annually by the locality, 18,839-40.

The pensions are well spent on those receiving them in his neighbourhood; has never heard of a case where the money has been misspent, 18,841-4.

## MR. W. J. DAY.

If State aid were given to adult working blind pension societies would be greatly relieved and would be able to help those unable to earn their own livelihood, 20,692.

Thinks the pension funds are properly administered as far as they go, 20,694.

Would not make any alteration in the limit of age which govern the pensions, 20,695.

Is afraid there is great overlapping in the distribution of pensions, 20,695.

Is aware that the number of applicants for pensions are very large, and that there are very few pensions; believes attempts are made to verify information as regards each case, 20,752-4.

## MR. ISAAC THOMAS PRICE.

Represents the United Kingdom Association for the Blind, 9382.

Was educated at St. John's Wood School for 10 or 11 years; studied music as a profession; learnt no other trades, 9420, 9427-30, 9435.

When he left tried to obtain position as organist, but failed, 9436.

Afterwards was appointed a teacher at St. John's Wood; was there six years, 9437, 9440.

Is now teaching music at home, 9438-9, 9455.

Was afterwards music-master and assistant teacher in School for Blind at Plymouth at a salary of 30l., including board and lodging, 9445-7.

Was not successful there; had not enough time to give to the children, so resigned, 9541, 9448-54.

Present earnings are about 13s. a week; has no pension, but has a small income beside earnings, 4459-60.

Gives details as to the Plymouth school, 9541, 9566-8, 9588-90.

## PHYSICAL CONDITION OF BLIND.

## MRS. ALICE WESTLAKE.

Physical condition of blind children is so bad before entering the special classes, that their contact with sighted children does not improve them so much as the special instruction in blind classes, 172.

Does not think the physical condition of blind after they get into sighted schools equals that of the sighted children, 172.

## MISS MARY C. GREENE.

Physical condition varies, but in many cases it is very low, both physically and mentally, the result of neglect or over-indulgence, 193-5, 324-5.

In some cases physical health is good, but on the whole it is lower than in sighted children, 196.

## MR. HODGE.

Would say that the blind children are not nearly so robust as the others, 1008, 1015-6.

Has thought whether the cause of physical difference is that they are kept more at home, and do not get the run ordinary children do; thinks it is the system of coddling which does the mischief, 1011-2.

The blind children join in the games with other children to some extent; has noticed one case in particular, where a blind girl is as lively and boisterous as the other girls in the games, 1014.

Has frequently noticed that blind children are generally afflicted in some other way as well, 1014.

Has had no experience with blind children beyond those at his school, 1017.

## MISS BEST.

Thinks that in most cases the blind are not so robust as other children, though she could not say so with respect to those forming her present class, 1008.

In those cases where the children seem weaker than ordinary children, is of opinion that the mothers think because they are blind they can do nothing and must stay at home; finds that where they come to school early, they lose their natural timidity, and seem to strengthen physically, 1013.

## MISS LOVELL.

The larger proportion of blind children are physically and mentally weaker in her opinion than sighted children, though can hardly speak fairly as to that, since they have taken in many incapable who have been refused at other homes, 1085-6.

## MISS HISCOCK.

Does not think the blind are as strong physically as the sighted; they are defective in physique, 1227-8.

## MRS. J. CHAMBERS.

After they have been trained mental condition of blind is equal to that of the sighted, 12,942-3.

Physical condition of blind is inferior; they do not develop as they ought, 12,944-6.

## Gymnastics.

## REV. J. P. FAUNTHORPE.

Gymnastics are taught at St. George's by a drill sergeant, and are about to be taught at the parent school, 541-2.

## MRS. ALICE WESTLAKE.

Gymnastics are taught on Ling's system in the London board schools, and the children improve under it, 173-4.

Gymnastics are taught as much as there is time for, 175.

## MISS MARY C. GREENE.

Regards Ling's system of gymnastic exercises as excellent for the blind, 233-5.

## MISS BEST.

The blind girls under her do the Swedish drill on the Ling system with the rest, 1009-10, 1028.

## PHYSICAL CONDITION OF BLIND—cont.

## Miss HISCOCK.

Physical exercises are not taught in school, there is a drill master, 1245.

The children are taught military drill, not Swedish drill or gymnastics, 1246-7.

## MR. A. W. G. RANGER.

Gymnastic exercises should be taught as much as possible; tendency is not to get sufficient exercise, 10,421.

Thinks physical education is important, but it is overdone at Norwood, 10,497-9.

At Worcester College there was no little physical training, 10,419, 10,501.

Did not know that physical training at Norwood was dependent upon approval of medical attendant, 10,543.

## DR. CAMPBELL.

Refers to the prevalent habit of self-abuse among the blind, on which grounds he strongly advocates physical exercises, 10,559-62, 10,690-2, 10,745-52, 10,870, 10,900.

Exercise with Indian clubs is one of the best exercises for pianoforte players, 10,608.

Mr. Brotherhood has invented wonderful machine for exercising hands and fingers, which has been adopted at the college, 10,608.

Any pupil at the college about whom there is any doubt as to whether he shall be put to physical exercises and bathing is submitted to the doctor, 10,870-1.

## PROFESSOR CUMMINGS.

Blind are deficient in physical training, 11,086-8.

Constitutions of blind children can be strengthened by physical exercise so as to put them on a level with other children, 11,090.

## MR. A. BUCKLE.

Physical health of children is greatly helped by exercises, 11,246.

At his school a building has been erected for gymnastic exercises, 11,247.

Does not think there is more self-abuse among the blind than amongst the sighted, 11,492.

## MISS M. V. MORSE.

Special exercise is more necessary for the blind than for the sighted; the blind need it to improve physically and mentally, 11,552-3.

## MR. J. MCCORMICK.

States cost of erecting gymnasium at his institution, 12,495.

Instructor is paid 30s. a week; instructs the girls as well as the boys, 12,495-6.

## MRS. J. CHAMBERS.

Blind children need a playground, they take no exercise; if separate playground could be arranged it would be a great help, 12,898-9.

A room might be arranged for gymnastics in a national school where there are a few blind, 12,900-1.

The children at the cottage homes have physical exercise every day, drilling and ordinary gymnastics; physical development is very important in education of blind, 12,947-8, 12,970-5.

A proper system of gymnastics is very much wanted, 12,949.

Want of room is the difficulty in way of introducing system at the homes, 12,950.

## MR. J. SIME.

A gymnasium both gives confidence and develops muscular system of children, 13,548.

Gymnastics is coming to be part of ordinary training in Scotland; it is so in Edinburgh Blind School, 13,582.

## MR. W. MARTIN.

Believes introduction of gymnastic apparatus and kindergarten to be a very foundation of the salvation of the blind, 13,913.



## PHYSICAL CONDITION OF BLIND—cont.

MISS NEIL.

Is very much in favour of physical training, 14,452.  
There is no gymnasium at her school; directors expect to have one in the future, 14,453-4.  
There will always be a certain number amongst the blind who require special care, and could not go to an ordinary school, 14,499.  
Blindness is often accompanied by general weakness, 14,500.

REV. H. J. B. MARSTON.

Considers athletics and gymnastics of great importance to blind; does not consider drilling of much value, 16,544.  
Physical training is most important, therefore any college such as Worcester should be well provided for giving that training, 16,686.

MR. W. J. DAX.

The blind say that proper means are not taken to develop pupils physically at institutions; they come back in a weakly state and are not allowed proper freedom and exercise, 20,767-8.

MR. JOHN JAMES PLATER.

Is a basket manufacturer at Birmingham, 20,425.  
Employs five blind men and 12 sighted men in the winter and 16 or 18 in the summer, 20,426-7.  
He would have taught more blind men to work as basket makers had he had capital; about a dozen have passed through his manufactory, 20,431-3.  
Was brought up in the Birmingham institution; learned to make baskets there, 20,436-7, 20,454, 20,457-8, 20,495-6.  
Was not a qualified workman when he left, which was the fault of the system of training, 20,438-9.  
Describes the way in which he started his business, 20,452, 20,455.  
Has taken out several designs in basket making and fittings, 20,439-90.  
Gives details as to the blind men he employs, 20,522-6.  
Lost his sight at the age of 29; was by profession a shorthand writer and journalist, 20,640-1.  
Has been visitor to the Worcestershire Blind Visiting Society for eight years, 20,642.  
Is principally employed in the county of Worcester within a radius of 30 miles, 20,643, 20,647.  
His salary is unguaranteed, dependent on the success of the society, 20,644.  
Knows every blind person in his area; hands in list with statistics relating to them, 20,648-56.  
Travels over the whole of his district without a guide, 20,682.

## PREVENTION OF BLINDNESS. See BLINDNESS, CAUSES OF, AND REMEDIAL SUGGESTIONS.

MR. WALTER SHERBURNE PRIDEAUX.

Is clerk of the Goldsmiths' Company, 5402.

MR. HENRY DEVEREAUX PRITCHARD.

Is clerk of the Painter Stainers' Company, 4827.

ALFRED WASHINGTON GUEST RANGER, Esq.  
M.A., D.O.L.

Has been practising as a solicitor in London since 1879, 10,376-7.  
Has established a good practice; has staff of 10 clerks, 10,378-9.  
Is honorary secretary to the trustees of the scholarship fund for the blind sons of gentlemen, 13,381.  
Gives account of his career from the time he lost his sight, 10,384-94, 10,430-1, 10,457-9, 10,495.

## RELIEF. See GUARDIANS, BOARDS OF.

## SALE OF WORK.

MR. W. HIBBERT.

At the time when the Parcel Post came into existence there was a great demand for baskets, but since then there has not been much difference, 2207.  
There is a very large sale for hampers; doubts whether the blind are properly taught to make them, 2208-11.  
There is no general depôt in London for sale of work, 2202-3.  
Efforts have been made to form a depôt, but have failed, 2204-5.  
Is not aware that the local tradesmen oppose it, 2206.  
It would be a decided advantage if a central depôt were established in London, and other depôts in the provinces for the disposal of the work of the blind, 2298, 2300, 2335, 2384.  
If such a depôt were formed, the training received in the institution could afterwards be used for the maintenance of the blind, 2385.

MR. W. TIBBLES.

The blind have some difficulty in getting work; has not experienced a difficulty so much in getting a market, 2523-5.  
The opinion of those well informed on the subject is that the depôts for sale of work of blind have failed, owing to their not being conducted on ordinary commercial principles, 2577.  
Describes how he would suggest district committees should be established, 2523-4.

MR. C. FARRER.

The greatest difficulty they have is to dispose of their goods, 1998.  
It would be a great advantage if other depôts were established for sale of articles of blind manufacture, 2164.

MR. MIDWINTER.

Always has ready sale for work, has been at the school for 35 years and has never had to have general sale of accumulated stock, 3159, 3209-10.  
They have a retail shop through which the goods are sold exclusively, 3160-1.  
If the trade could be carried on to a much larger extent so that qualified travellers could be employed to get a sale, a great number might get employment, 3195.  
Thinks there is no difficulty in getting market for all goods made by good blind workmen in London, if trade was large enough to employ the necessary people, 3197.  
They sell things at market price, 3211-2.  
They employ no travellers as agents, 3213.  
When first he undertook management of trade he had circulars printed which he enclosed to customers stating what was sold and the price; he also advertises weekly in "Morning Advertiser," 3235-6.  
Thinks many institutions have failed to sell their work through it not being done properly; gives explanation of this, 3237.  
There is only institution that sells work of blind exclusively, 3245, 3267.  
Objection to selling work of sighted is that it enables other people to sell it on pretence of selling work of blind, 3246.  
Has no doubt that all work done properly by the blind can be sold, 3247.  
The income of institution might be augmented if things were sold not made by the blind; does not think they would sell more things made by the blind, 3268-73.  
Finds great competition in basket work from the prisons, 3234.  
Sees no objection to having central depôt where all blind work could be sold, there is none at present, 3242-3.

MR. J. L. SHADWELL.

Blind find it very difficult to find employment and to sell their manufactures, 2820.

## SALE OF WORK—cont.

GENERAL MOBERLY.

Have not a sale for all their work; they can sell ship fenders but not baskets, 3032.  
They have surplus stock on hand and get rid of it as they can; they made many things at first, 3034.

MISS BAINBRIDGE.

They had a large contract for baskets from the docks, 3121.  
If they could have a fair price large running Government contracts would be great assistance; have never had a contract; supposes tenders have been too high, 3122.  
Thinks it would be desirable for Government to confine contracts for work which blind can do to the blind, and pay for it at usual price at which contracts have been taken for last 10 years, 3123-6.

MR. MILLS.

For sale of work they have a retail shop, he also travels himself now and then, and they have a sighted man who travels on commission, 3327.  
They issue a price list and distribute it where they can, 3329.  
Has found a general willingness on part of public to buy blind work, 3330.  
The public do not generally give them preference over manufacturers, and they must offer goods at prices other people do, or they will not be dealt with, 3331.  
They sold 1,435l. worth of goods last year, 3332.  
It would be desirable to bring more trade to the workshops; as to how it should be done there is considerable difference of opinion, 3339.  
They do not sell their goods through other blind institutions, they deal at the Surrey Blind School to a small extent, 3340.  
The sale of work has increased during last four years, 3350-1.  
They make no profit on all they produce, 3377.  
They have the best market for baskets and fish bags, 3379.  
Finds it difficult to sell what they now make, 3378, 3381.  
They have not much stock on hand; it is worth about 350l., which is the average, 3400-1, 3417.  
If a depôt were established in London and some provincial towns for sale of goods and keeping record of blind people anxious to have goods sold, it would be an advantage, 3408, 3451.  
Thinks such a scheme could be carried out, 3409.  
They have to sell the inferior work produced at a reduction, 3446-9.  
The price they get for them would be the cost price, 3450.  
The workshop suffers from being on a small scale, capital is wanted, 3431.  
They sell articles not made by themselves; they would not sell half the goods made by the blind if they did not do this, 3452-5.

MR. BURNETT.

The institution sells its work, there is not much trade, greater facilities are required for working, 3625-7.  
There would be difficulty in disposing of work of blind if the proper arrangements were made, and the work is properly executed, 3645.  
For all trade purposes blind ought to have proper supervision, 3647.  
If societies united to supply material at cost price and find a market for work, thinks it would tend to concentrate workshops too much, and the institutions would do better in their own localities, 3665.  
Does not think a central depôt for sale of work would be a benefit, 3666, 3737-40.  
Thinks there would be greater advantage in having shops attached to each institution, 3667-8, 3661.  
At a large central depôt there would be wholesale trade only, but at a small depôt in various localities there would be a great deal of retail trade, 3668.  
Thinks a retail shop for sale of work done by blind would pay, but other articles ought to be supplied as well, 3669-70.  
A considerable trade is done at St. George's; sees no reason why they should not have some success, 3696.  
They make a large quantity of sash line and have large sale for it at St. George's, 3703.

## SALE OF WORK—cont.

Central depôt for supply of materials and sale of work might be advantageous in some districts, but only where the population is big, and where there is a likelihood of sale for work, 3741.  
If work were done in a workshop thinks it would have a sufficient sale because it would be done satisfactorily under supervision, 3762.  
A great deal of work done at present at home is unfit for sale, 3762.  
Does not see how a large depôt could exist in any neighbourhood without interfering with the retail trade, 3763.  
If Government would give contracts it would aid the workshops; but there is a difficulty with contracts in that Government officials are very arbitrary in rejecting the work, 3764-5.

MISS HAMILTON.

Thinks if work is properly done it sells as well as sighted work, 3923-4.

MR. LESTER.

There is great difficulty in selling work of blind; they cannot compete with sighted labour except in basket-making, 4021-3.  
Sees no objection to establishment of large workshops or wholesale depôts for sale of materials to blind, and for sale of work, 4071.  
Much would depend on the management of such places, 4072-5.  
Mrs. Armitage employs 60 females and loses about 200l. a year on sale of articles, 4075-9.  
A certain sort of work might probably be made to advantage and sold, though needlework could not possibly be made useful, but chair-caning and basket-making might pay, 4080-2.  
Thinks it might be an advantage to connect the work with a good wholesale firm or establishment, 4085.  
The expense of managing a depôt for sale of work would perhaps be more than the advantage gained, 4097.  
Has heard of blind agencies who have been provided with goods made at the workshops, but believes they have not given good account of the scale, 4101-3.

MR. WILSON.

Sale of work depends very much on the district a man is in, which points to deficiency of means of sale, 4331-2.  
Society has done nothing in aid of creation of depôts for sale of work, but scheme was lately brought up to start central depôt in London to supply institutions with materials, and to receive articles for sale, 4333, 4422-4, 4479-81.  
Is not aware that institutions have any objection to a central depôt, except that they sell nearly all their stock, 4334.  
Want of a sale is felt by individuals if not by institutions, 4335-6.  
If central depôt were established it would involve a large amount of buying materials; did not know that buying of material is the most difficult problem a mercantile house has to solve, 4430-2.  
A circular letter was sent to all institutions asking questions with regard to central depôt; the feeling was rather against it; gives abstract of letter and answers, 4423-4, 4452, 4479-82.  
If proposal to establish one or more central depôts in London and in large provincial centres had been before the institutions thinks they would not have refused adherence to it, 4453-4.

MR. WILLIS.

Want of success in earning livelihood is partly due to difficulty of selling a thing when made; thinks there is a prejudice amongst the sighted against blind work because of incompetency of those who have professed to do it; gives two instances, 4881-2.

MR. HENRY SMITH.

The workmen are kept on at the Kensington workshop although their work is not sold; stock is accumulating largely, 5020.  
There is a shop in the institution; finds difficulty in getting rid of goods, especially brushes, 5021-3.

## SALE OF WORK—cont.

To make up for loss on sale of goods a profit is made on goods they buy; stock is sold at large reduction, 5024-5, 5070-2.

Amount of goods sold last year was 8971., showing an increased sale, 5029-30.

The brush department does not pay, 5024, 5072-3.

The basket-making and chair-caning does pay, 5074-5.

## Mr. G. BARNES.

There is no difficulty in buying materials at wholesale prices, the difficulty is to get sale for work, 5142, 5173.

The difficulty in disposing of work is due to want of confidence in work of blind, 5208.

## Mr. OWEN ROBERTS.

Has heard blind say it would be better if their work were sold in open market; there is disposition to regard blind work as inferior if sold as such, 5235.

## Mr. STAREY.

As a rule the blind have great difficulty in getting rid of their products, 5792.

## Mr. J. T. EDMONDS.

Thinks it very much better that blind work should go to ordinary shops than to a depot for sale; describes his experience, 6083.

Thinks there is only unwillingness in shops to receive inferior goods, and not prejudice against work of blind, 6084.

The blind feel the pressure of scantiness of work, low prices, and competition, 6086-7.

## Mr. R. STOREY.

The work of blind is not quite so good and saleable as that of the sighted, 6211.

Scarcely has any difficulty where he is in selling work, 5223.

## Mr. I. T. PRICE.

A great deal might be done in direction of having depôts for sale of work, 9471.

Blind as a rule obtain work in shops established for their employment; does not think they take their work to retail shops, 9472.

## Mr. CAMPBELL, LL.D., M.P.

Does not think there is a prejudice against buying work of blind; impression is that it is not so sightly, but is better made, 10,563-5.

## Mr. A. BUCKLE.

Market for blind manufactures must be left to the different local organisations, 11,335-8, 11,340.

It would be desirable if practicable to have central depôts in different towns for sale of blind work, 11,339.

Thinks institutions could buy materials very largely, and sell them at cost price to former pupils, 11,354-9.

## COLONEL TURNER.

Is quite prepared to meet competition of sighted workmen, as he did at Leicester, 11,686-9.

Different institutions might combine and supply shops established in all large towns with their various products, 11,690-1.

Gives statistics as to sales of the shops in 1870 and 1883 in England and Scotland, 11,722-3, 11,782-3, 11,842-8.

Thinks the retail public are now satisfied that work of blind is generally good; there is great difficulty in selling goods to the wholesale public on account of jealousy, 11,797-800.

Co-operation is his remedy for the evil, 11,801.

Was not aware that a number of blind people work at their home unconnected with institutions, and that his figures as to sales of work included only those who worked at institutions, 11,819-21, 11,875-6.

Does not think central depôts for sale of work in each of the large districts in the country would answer; gives reasons, 11,856-9.

## SALE OF WORK—cont.

Difficulty of disposing of goods often arises from institutions being unable to give trade commissions, illustrates this, 11,871-4.

## Mr. H. L. HALL.

Has to contend against tremendous competition, 12,080.

American brooms are not exported to this country to any extent, 12,081.

Never puts forward the work of the blind as being blind work; sells it on its own merits, 12,084.

Gives details as to sale of brooms in United States, 12,153-5.

Can sell any quantity of corn brooms if they are good; price is not always satisfactory, 12,206.

Establishment of central depôts for sale of work would place the blind and the taxpayers in much better position than they are now, 12,229.

Would grant State aid to such depôts, 12,230.

Government has done away with convict labour to a great extent, but there is competition in all work which convicts do, 12,087-8.

## Miss BYERS.

Has a difficulty in getting rid of manufactured goods, especially of mats, 12,849.

The blind work less time when there is large amount of stock on hand, 12,850, 12,859-60.

There has been considerable loss in trade during the last three years, 12,851.

If work of blind only were to be sold, institutions could not possibly be self-supporting, 12,852-3, 12,854-8, 12,876.

Would rather sell surplus stock at cost price than keep it, 12,861-2.

Thinks there might be greater communication between institutions as to sale of goods, though she does not know that it is good to altogether stop competition, 12,865.

Does not think it would do to try and get orders in a town where there is already an institution, 12,866-7.

Thinks each institution should manufacture according to demands of neighbourhood, and supply articles to each other if they can sell as cheaply as they can be got elsewhere, 12,868.

## Mr. W. MARTIN.

Institutions have great difficulty in disposal of manufactured goods, 13,770.

Does not think co-operation between institutions is what is required, but a central depot for disposal of manufactures would be a great aid, 13,771.

Compares large sales effected by Scotch institutions with those by English institutions, 13,772.

Endeavours to avoid competition between institutions, but they sometimes come into conflict; mentions a case, 13,773.

At the meeting of managers in Edinburgh it was thought that the more competition there was the better, 13,774.

Received Government order at institution for brushes at a very low price, brought out by employing female labour, 13,793-4.

Gives details as to sale of goods at his institution, 13,822-4.

Does not think they make or lose anything by Government contracts, 13,829.

They have a large accumulation of stock; they dispose of it at lower prices, 13,830-4, 13,856, 13,879-83.

There is a little difficulty in disposing of some kinds of brushes of a Government pattern, 13,835-6, 13,884.

Does not sell a large quantity of goods purchased outside institution; so long as articles made by sighted are sold connected with the departments it is an advantage, 13,858-62.

Explains plan adopted when there is large accumulation of stock in the brush department, 13,885-8.

When trade is slack time for working is not reduced, but more energy is put on in selling, 13,889-90.

A blind traveller has placed 1,300 orders on institution's books this year; he is very persistent; others would not succeed, 13,891-2.

## SALE OF WORK—cont.

## Mr. J. KINLAY.

Would like general stores to be established in certain centres to take the overstock of workshops congregated round them, 15,551, 15,565-8, 15,593-5, 15,599-602, 15,633, 15,649-52.

Finds great difficulty in disposing of the defective work done by the blind who have been in a school, 15,555-6, 15,592.

Thinks the plan of allowing former pupils to send surplus stock to the institution is a good one, 15,590-1.

Would rather employ sighted travellers; they do their work quicker and cheaper than the blind, 15,596.

Has not the same difficulty in disposing of baskets as he has of brushes, 15,598.

The central stores he suggests should also have a stock of raw material which the blind could purchase at cost price, 15,603.

It might also advise workshops as to class of goods most in demand, 15,604.

In many cases there is a prejudice against blind work, 15,628.

## Mr. T. STODDART.

Depôts for the display and sale of goods are of great importance, 15,784.

Finds two retail shops not nearly sufficient to dispose of surplus stock, 15,848.

Endeavours to get rid of surplus stock by means of travellers; finds that they answer, 15,849-50.

## Mr. R. MELDRUM.

Blind in country districts dispose of their work as best they can, 16,057.

Aberdeen Association has instituted a system of prizes for excellence in knitting and small handicraft which advertises work and produces greater excellence, 16,057.

## Mr. G. WALKER.

Does not think central depôts for sale of goods would assist the blind; goods cannot be produced cheap enough, and at depôts they would be dearer still, 16,175.

Travellers are employed by his institute; one is blind, 16,176-7.

To relieve central institutions of the responsibility of sending out travellers and doing their business would take away the vitality existing in institutions, and which is at present a weak point, 16,178.

## Mr. W. HARRIS.

The workshops for the blind in Glasgow make baskets which they sell in Ontario (Canada), 16,331.

Has never found an institution where they made work produced by blind pay for long together, 16,332.

Advocates establishment of a central inquiry office to supply information respecting the work of the blind, but not a central depot where the manufactures of the blind should be sent, 16,376.

Would have voluntary organizations for carrying out such a plan, 16,378.

## Dr. MOON.

It is important to find employment for the blind, but if they learn a trade, when at home they find difficulty in getting rid of their manufactures, 17,507.

## Mr. J. J. PLATER.

Thinks there are openings in the supply of work done by the blind which are not taken advantage of, especially in the supply of fruit and vegetable baskets, 20,559.

## Mr. W. P. SAWYER.

Is clerk of the Drapers' Company, 5361.

## SCHOLARSHIPS.

## Mrs. ALICE WESTLAKE.

Some of the scholarships at the Royal Normal College, Norwood, are technical scholarships given by Gardner's Trust, others are ordinary scholarships, 146-7.

54 of their children obtained open scholarships at the Normal College, 93, 112, 166.

## Miss SCOTT.

Children in Standard VI. would be entitled to a scholarship, because they are examined in their education generally, and would not be taken if only musical, 1573-4.

## Mr. WILSON.

Society has founded musical scholarships at Norwood College, the highest is 60l., the lowest 20l., 4356-9, 4466.

At the Preparatory School at Norwood there are 22 scholarships, and 16 at the Technical School, 4360-1.

Each scholarship granted for one year, but a scholar is eligible for re-election at the end of each year; they are also taken on three months' probation, 4363.

There are five scholarships at Worcester College for blind sons of gentlemen, of originally 50l. each, now reduced in some cases to 20l. and 30l., 4366.

States conditions of holding these scholarships, 4367, 4370-5.

None of these scholars have gone to the universities, 4368.

There are two scholarships of 60l. each at Oxford University; thinks committee would be prepared to increase the number if it was found to be advantageous, 4455-8.

Only four applications for university scholarships have been received, 4458.

States particulars of scholarships at Normal College, 4466-73, 4487-9.

There is no difficulty in getting up scholarships at Norwood; there is at Worcester, 4483-4.

Committee receive periodical report of all scholarships, 4490-1.

## Mr. OWEN ROBERTS.

The company established scholarships at Worcester College, but discontinued them when they found the college was carried on as a private adventure, 5239, 5251.

Such scholarships were tenable at the college; mentions the case of two men who obtained scholarships from the company and went to Oxford, 5265-6.

If scheme for making Worcester College public institution takes root, thinks it would be great advantage that some scholarships were provided tenable at the Universities, 5267.

Thinks the company would view with great sympathy any such proposal, 5268.

## Mr. W. S. PRIDEAUX.

If the Worcester College were made into a public institution, thinks it quite likely his company might favourably consider the support of scholarships at the university in connexion with it, 5449.

## Mr. A. W. G. BANGER.

Gives details of the Scholarship Fund for the Blind Sons of Gentlemen, 10,382-3.

During his university course he received grants from Fishmongers' Company, Grocers' Company, and Goldsmiths' Company, 10,430-1.

Made application for these grants privately, without connexion with Worcester College, 10,507-9.

## Dr. CAMPBELL.

If managers of charities would allow a certain sum for the blind it would be of use in establishing scholarships, 10,620.

Prefers to give scholarships rather than large sums to institutions; gives reasons, 10,621-2.

Gives particulars with reference to the scholarships to the Normal College founded by the Gardner Trustees, 10,623-39.



## SCHOLARSHIPS—cont.

REV. H. J. R. MARSTON.

Is opposed to extending scholarships for the blind, 16,564.

The Gardner Scholarships at Worcester College are nominally for boys of a higher social position, but great latitude is allowed, 16,737.

Blind children from elementary schools cannot present themselves for the scholarships, unless they have received better education than is given in such schools, 16,738.

The Fawcett Scholarships are conducted by Oxford and Cambridge examiners; thinks they are of the same standard as other university scholarships, 16,739-40.

## MR. THOMAS SCHOLFIELD.

Is manager of the industrial department of the Preston Institute for the Blind, 18,778.

Was educated and trained in Henshaw's Schools, Manchester, 18,779.

Gives particulars as to his career, 18,780-4.

Invented gauges for guiding the blind in forming skips or baskets, 18,780.

Has been blind from early infancy, 18,817.

He travels for orders for his institution, and takes a person simply to act as guide, 18,971-5.

## SCHOOL BOARDS.

London.

MRS. ALICE WESTLAKE.

Instruction of the blind was formerly very bad; the first step towards reform was Mr. Marchant Williams' report upon methods and results of instruction, 85-7, 165.

Explains present arrangements for instructing the blind at centres in the metropolis, 88.

There are 120 children in London living at home now under instruction, 91, 121, 133.

Thinks there are few vagrants, but they try and catch those if possible, 91.

Attendances count in same way as those of sighted children, 97.

The training is rather expensive; superintendent's salary begins at 120*l.* a year and rises to 175*l.*; there are five assistants beginning at 70*l.* and rising to 90*l.* a year; all teachers are trained, 98-100, 110, 127-31.

The children are taught the ordinary subjects as other children, 117-9.

All the subjects are taught up to Standard VI. or VII., and physical exercises on Ling's system; the girls do knitting and sewing, 120.

The smallest number of attendances is in the remoter parts and the suburbs, 122.

The children are usually instructed half-a-day by special instructor, 123-4.

The superintendent is sighted, other teachers are blind, 125-6.

As a rule the blind children of a grade a little above lowest grade get into institutions, 132.

Does not think the number of blind children educated by the State in London has decreased since their instruction was taken charge of, 133-4.

The ladies who are paid 75*l.* a year are not certificated; considers them superior to ordinary certificated mistresses, 135.

The Education Department does not require certificated teachers in the case of blind and cooking classes, 136-7.

The five or six teachers employed are special teachers, 138.

The special teachers teach the types, 140.

Cardiff and Bradford have followed the system of the London School Board, 143-9.

Thinks it might be introduced in all large towns; the expense is the difficulty, 150.

If there are only 120 blind children in London, thinks 20 centres sufficient, 153.

The blind instructors go from centre to centre, taking as a rule two centres each per day, 157.

There are teachers enough at present, 158.

The children pay the ordinary fee of the day-school, 161.

If the parent is unable to pay the fee it would be remitted, though no difficulty has yet arisen, 162-3.

## SCHOOL BOARDS, London—cont.

The fee is from 1*l.* to 3*l.*, 164.

Does not know of any children who have gone to other schools than the Normal College, 167.

Perfectly satisfied with the work being done under the school board; it develops them both physically and mentally, 168-70.

MISS MARY C. GREENE.

When first appointed superintendent 34 children were being instructed under the school board, 181, 255.

The instruction was very indifferent, 184, 256.

120 are at present receiving instruction; the numbers have been steadily increasing, and thinks there may be some still remaining, 185-7, 241, 265.

It is the duty of the school board visitors to report to her of cases of blind children, but she hears occasionally of cases not so reported, chiefly of children moving about from place to place, 188-90, 342.

They have taken many children from the streets who would otherwise have been neglected, 206-8.

Most of the children from the London board schools pass into institutions before passing school age, 210-1, 285-6.

Majority pass into the Royal Normal College, though they go into institutions all over the country, 212-4, 288.

They pay 10*l.* or 12*l.* a year, 215-6.

Some parents are able to pay this, but in many cases the guardians help, 217.

The size of classes fluctuates greatly, owing to a certain number passing into institutions who are not replaced, and also to the fact that the London poor are a nomadic population, 224-6.

Would say that the average age of blind children in the schools is 10 years, 281.

The blind teachers go from school to school, 311-3.

When the instructors are away, the blind share in the instruction of the sighted, 314-5.

Of the 120 children in the schools 80 have been under instruction not more than two years, and 52 a little over a year, 338-41.

MR. G. M. TAIT.

Objects to the classes held in London by the teachers from the Indigent Blind Society on account of the system of doles attached to them, which consist of guide fees, and other inducements to attend, 397, 822.

Has been instrumental in stirring up the school board to educate the blind, 431, 826.

Is thankful for the progress made by the London School Board, but thinks more ought to be done, 437-8.

The teaching inaugurated by him was satisfactory; asked Mr. Barnhill, well known in Scotland in connexion with this work, to examine the schools, and he expressed great satisfaction, 829.

Has not seen report of the board's inspector at that time, 830.

Only a very small moiety of the blind are reached by the school board, 439.

Those blind not in attendance are prevented by physical disqualifications, 445.

MISS BEST.

Has 12 or 14 blind children in her school, 926.

Are classified the same as sighted children, 927.

They are taught separately in the morning by a blind teacher, and mix with the sighted children in the afternoon, 928, 943.

The blind could be taught the work taught to the sighted if there were opportunity to teach them separately; a teacher cannot very well teach one system to the sighted, and another to the blind, 929.

Has only one blind teacher who gives special teaching in reading, writing, and arithmetic, 939-41.

The blind teacher has a separate class-room, and after the general scripture lesson in the morning the blind children assemble in her room, 943.

The blind boys and girls are taught together by the blind teacher, and separate in the afternoon, 955.

Has 300 children including the blind on the books at her school, and a staff of four assistants without the blind teacher, 970-2.

Has one pupil-teacher who goes to the centre, 973. Standard I. is on her own hands, 974.

## SCHOOL BOARDS, London—cont.

In the morning the blind children go out to play by themselves, the other children not being out at the same time; the blind infants go with the other infants, but in the girls' school they have no playtime, 1027.

Half of her class are amongst the poorest; has a very poor school altogether, 1051.

Has no blind children whose fees are remitted; the board does not remit fees, but she has a case of blind child and her sister who do not pay the fees, which become in arrears and are not enforced, 1053-4.

MR. HODGE.

Has 495 children on the roll at his school, only three are blind; he had 13 or 14 blind at one time, and the teacher used to devote every morning to them, but now she only comes three times a week, 976.

The majority of his children come from a lower class than the average, 1050.

In some cases the children are fined, and they take the fine out of the school fees afterwards, 1054.

A large number of parents cannot afford to pay the fees; it strains them to do it, 1055.

MISS WEAVER.

Teaches in five schools for the London School Board; names the schools, 1327-9.

Teaches all the blind and partially blind, 1330.

Attends on certain mornings of the week, or afternoon at each school, going from school to school, 1332-3.

She prepares them for their class work, and as far as time will permit, she gives them a little of all they will receive in school, 1334-6.

She spends half a day in each school, 1337.

Distributes her time according to the number of children in each school, 1339.

Has one child of 3 $\frac{1}{2}$ , he simply learns to count and do various little things of that sort, 1342.

She teaches the children poetry, of which they are very fond, 1355-6.

She has a guide who accompanies her from school to school, a little girl; the school board do not provide this, they pay the expense, 1361-4.

Her children are mixed and of all ages, 1370.

With the other children in school the infants do a good deal of kindergarten work, 1371.

Has a good supply of books and apparatus for teaching in the London board schools, 1451-3.

Considers the education of the blind at the London board schools is good and successful on the whole, 1454.

Should think it is better than that given at blind schools, 1455-7.

MISS SCOTT.

Thinks the teaching given in the London board schools is good and satisfactory, 1533.

It is much better than the teaching she had at the Scotch institution, because the Braille system was not invented, 1534.

The teachers are most interested and kind in co-operating with her, 1540.

Finds no practical difficulty in getting sighted teachers to co-operate with her unless the blind children are feeble-minded, 1543, 1558, 1560.

Thinks the number of blind children is on the increase, not owing to the increase of blindness, but because they are better looked up than formerly, 1615.

All the really blind are reached by the London school board officers, 1616.

MISS RYE.

Does not approve of system in London board schools; gives reasons, 3571-3.

Has never had experience of board teaching, only experience of children who have attended them; only speaks of observation of one case, 3578-82.

MR. W. HARRIS.

Would make it compulsory on school boards to educate and train blind children, 16,497-500.

If parents could not pay, the locality should be required to do so, 16,501.

## SCHOOL BOARDS, London—cont.

MR. B. G. DAVIS.

Describes the steps taken by the Birmingham School Board towards obtaining education of children by the guardians, 18,333-4.

The school board is advocating the union of themselves with boards of guardians with reference to the application of the poor for the education of their children, 18,439.

The poor would not consider it so degrading to apply to the school board for relief as to the guardians, 18,442.

The people do not realise that such applications in no way pauperise them; thinks it is the view of most people that the disinclination to apply should exist, 18,443.

The fees of many who would not go to the guardians are remitted by the school board, 18,444-5.

MR. CUMIN.

Does not think school authorities require more powers, 19,560.

By transferring to school boards the administration of assistance for parents of blind, deaf and dumb children, they would be placed in a better position than those of others; does not see why this should be so, 19,561.

The question as to whether parents should be assisted in sending a child to an institution is not a case for school boards to decide, but one for private charity, 19,564.

In London the attendance officers pay the same attention to afflicted children as they do to others, 19,613.

School boards have no authority to maintain children at institutions, they can only pay the education fee, 19,618.

School boards have authority to establish special schools for afflicted children and pay money out of the rates for conducting them, 19,619-21.

To get rid of the taint of pauperism the school authorities might certify that a child ought to be educated at the expense of the rates, 19,624-5, 19,692-4.

Where school boards did not exercise the power given them of educating this class of children the department would be able to declare them in default, 19,626.

If children are taken away from home and put into institutions the local authority should have power to maintain them there, 19,691; 19,718.

Explains the control of the department and the Local Government Board over school boards and school attendance committees; would leave these powers as they are, 19,780-6.

By the combination of school authorities suitable schools for the blind, deaf and dumb would be provided in various centres, 19,695-701.

MR. CRAIK.

Would give school boards the power of contributing to institutions where handicrafts were taught, 19,992-3.

In the event of deaf and dumb or blind boys being taken from schools or institutions into the universities, it would be necessary to have some bursaries found from some other source than the existing ones, 19,996-7.

It rests with parochial boards and school boards to give a more liberal interpretation to the existing powers under which they act, 19,796.

Parochial boards can contribute to existing institutions for the blind, deaf and dumb, but school boards have no power, 19,797.

School boards in Scotland do not pay the fees, 19,804. Would give to school boards the power to subsidise special institutions instead of parochial boards, 19,819-20, 19,823, 19,877, 19,934.

The present Act gives the power to establish technical schools, but he thinks it better that school boards should be given the power to deal with technical education by contributing to institutions, 19,832, 19,834, 19,872-5.

If the compulsory education, the training and boarding of blind deaf and dumb, were transferred to the education authorities it would accomplish all that is wanting, 19,883.

Is doubtful whether school boards are not compelled under the present law to provide education for the deaf and dumb, but it would involve the necessity of their contributing to institutions, 19,884-6.

## SCHOOL BOARDS, London—cont.

If they had the power of contributing to institutions it would admit of the blind, deaf and dumb being educated up to the university, 19,887, 19,901-2.

Such power of interfering with the decision of parochial boards with regard to the payment of fees as exists is possessed under sec. 22, Act 1878,—19,935.

School boards are practically supreme except in cases where they go to the sheriff, 19,936.

## MR. E. H. WODEHOUSE.

States his reasons for objecting to the transfer of the power of sending children to institutions from the guardians to the school authority, 21,285-90, 21,315.

Gives evidence as to the action of boards of guardians and school boards with regard to paying school fees, 31,320-3.

## MISS SCOTT.

Is teacher of the blind in the London board schools, 1473.

Her district is mainly amongst the poor of Clerkenwell and Shadwell, 1474.

Teaches 25 children at present; they are in two schools, 1475-6.

She gives half-a-day to one school, and half to another, 1477-8.

Became blind when she was two years old, 1479-80.

Was trained and educated at the Edinburgh School for the Blind for five years, and then went to Norwood, 1481, 1575-8.

Went to Edinburgh at 7 years old, and left at 12, went to Norwood at 13, and remained until 19, 1482-5, 1584-7.

Received a purely elementary education at Edinburgh, being merely taught reading, writing, and arithmetic, and a little knitting, 1486-7, 1587.

At the Normal College she learnt music, and was trained as a school teacher, 1488-90, 1595.

Has been six and-a-half years in service of London School Board, 1491.

During that time has been preparing children for general elementary education to enable them to read, write, and do arithmetic by touch, 1492-3.

The other teaching is done in common with sighted children, 1494.

She learnt brush-making before she went to Norwood, 1567-71, 1589-92.

At Edinburgh she was taught to read Moon and Alston; Braille was not then used, 1579-83.

She left Edinburgh at 12; the children are supposed to leave at 14; she was at a school apart from the institution, 1584-7.

The Edinburgh Committee paid part of her expenses at Norwood, and her friends paid part; there were no scholarships from Edinburgh, 1594-5.

## MR. JOHN LANCELOT SHADWELL.

Has been member of council of the British and Foreign Blind Association since its foundation, 2785-6.

Has taught in a class under the Indigent Blind Visiting Society, but has not been connected with any educational blind institution, 2979-80.

Became blind at age of 17,—2982.

## MR. JAMES SIME.

Has been a director of the Royal Blind Asylum and School at Edinburgh for five or six years, 13,536-7.

## MR. PINDER SIMPSON.

Is clerk and treasurer of Day's Charity, 4603.

## MR. HENRY SMITH.

Has been trade manager of the Kensington workshop nine months, 5007-8.

He only superintends and does not instruct, 5014. His salary is 70l. not including board, 5064-5.

Had a commercial training in Aberdeen Blind Institution, where he was clerk, 5039, 5094.

## MR. THOMAS HARDWICK SMITHSON.

Has been clerk to the vestry clerk of St. Botolph Without, Aldgate, who is clerk to the trustees of Humston's charity, for 20 years, 5545-6.

## JOHN STAINER, Esq., Mus. Doc., M.A., R.A.M.

Is organist to St. Paul's Cathedral, and inspector of music in training colleges and elementary schools under the Education Department, 9676.

## STANDARDS ATTAINED BY THE BLIND.

## REV. H. D. PEARSON.

The children do not seem to go higher than Standard IV., 372-3.

The reason they do not go to the higher standards is not from want of ability, but that they go to other institutions, 374, 383-4.

## Miss Best.

Has five children in Standard I., one in Standard II., and the next set are in the boys' school; they are taught together by the blind teacher and separate in the afternoon, 955.

Has two girls in the 5th Standard of II and 12, which is a very fair attainment, 956-8.

Does not know how long these two children have been under education, but practically they have gone from the 2nd to the 5th Standard in the London board school, 959-62.

If they remain until 13 they will probably reach Standard VI., 963.

## Mr. Hodge.

Has one blind child in Standard I., one in Standard III., and one in Standard IV., 977.

One boy who obtained a Gardner scholarship in the Normal College was in Standard II.; thinks he was a year behind what a Standard II. boy generally is, though the difficulty was with the parents, who did not want him to go to school, 983, 992-3.

## Miss Hiscock.

Considers her children are about equal to Standard IV., 1238-9.

This is not the standard which the sighted children pass at 13, but they do not have them from the age at which sighted children begin; they have some at 10 or 11, when they begin to learn their letters, 1240.

## Miss Lovell.

Is of opinion that blind children should be taken through the standards year by year; it gives them something to aim at for which they are much better, 1098.

If the standards were to be gone through there would be need for more class books for teaching, since to dictate everything to two or three standards makes the work of a sighted teacher very hard, 1105.

## Miss Weaver.

The children in her schools pass from standard to standard, they pass a standard a year, 1461-2.

Has had blind children who have passed Standard V., and had one girl in Standard VI. who was 16 years old, 1465-6.

## Miss Mary C. Greene.

Some children have passed into Standard VI.; have none now higher than Standard V., 327-8.

## Mrs. Starey.

Is secretary of the Somers Town Blind Aid Society, 5687.

## STATE AID.

## MR. G. MARTIN TAIT.

Thinks the State should accept responsibility of education of the blind, and if it provides for the industrial training of any portion of its children it ought to do so for the blind, 443-4.

If education of any children is free, it should be that of the blind, 484.

Government should make grants for production of books for the blind, which are a very expensive feature in their work, and the sale very limited, owing to the limited number of readers, 485-6.

The blind are entitled to all the benefits provided by the country to the sighted, 899.

## Mr. Wilson.

Thinks an amendment of the Industrial Schools Acts is desirable to enable formation of industrial schools assisted by the State, or that existing schools should receive State aid, 4339.

## Mr. Hampton.

The State ought to take up education of poor blind and poor deaf and dumb; speaks on behalf of the poor blind, 10,161-3.

## Dr. Campbell.

The State cannot afford not to educate blind pauper children, to say nothing of the humanity of doing so, 10,614, 10,738.

The Government ought to pay on a regular fixed scale according to what a blind child is studying at the time, 10,615-6.

His plan would be to have a system of scholarships, the State giving a certain proportion, increasing as the blind pupil goes up through a regular training, 10,728-33.

The State ought to pay enough to educate blind children on an equal footing with the sighted, 10,734-5, 10,737.

## Dr. Armitage.

Thinks it is not essential that institutions should receive State aid, 10,913.

The State should pay by results of inspection in elementary subjects as is done in ordinary schools; the grant should be double or treble that earned by sighted children, the expenses of education being greater, 10,917-8.

There should also be a liberal payment by the State according to results arrived at by pupils after they have left school, so much per head being paid for each pupil returned by the institution as self-supporting, 10,919-22, 10,935-8, 11,012.

State inspector should visit some of the pupils to see that the returns were true, 10,938-40, 11,012.

Payment should be graduated according to minimum amount that can be earned in any particular trade, 10,941-2.

In America where the State gives 40l. or 50l. capita-tion grant, the after results in pupils are as bad as in England; thinks therefore payment by results would be better, 10,544.

In Germany education of the blind is compulsory, and the State supplies gratuitous education where relations are unable to find any portion of the expense, 10,955-6.

The very fact of the Commission being appointed he thinks shows that the State considers the blind an exceptional class and is inclined to assist them, 10,984-5.

## Mr. A. Buckle.

Thinks there should be Government inspection and grants in aid of education; Government also should help in production of books, thereby releasing charity spent in that direction for other purposes, 11,261-3, 11,266.

The grant should be paid on average attendance, and on results; either grants on results should be higher, or the standard lower in the case of blind, 11,267, 11,307-8.

Government should produce books at cost price or at reduced price for use of institutions, from which source individuals might have them supplied, 11,268-70.

Does not think it is necessary for a grant to be given to training colleges for blind teachers; gives reason, 11,272.

## STATE AID—cont.

## Mr. J. McCormick.

Blind should receive in some way a grant from the State for their education, 12,379.

State should grant subsidy for providing books for the blind; does not know whether it does so for the sighted; when master of a national school he was able to get books at reduced cost, 12,374, 12,424.

## Miss Byers.

Government should give an education grant as in the case of sighted children, 12,696.

## Mrs. J. Chambers.

If State gives a grant for blind children it should be larger than for the sighted, 12,897.

## Mr. G. Goodwin.

State should give grant for blind as in case of sighted, proportionate to extra cost of education, 13,009-10.

There is great need of Government assistance in way of books, 13,030, 13,075.

## Mr. J. Sime.

Blind should receive distinct grant from the sighted on a similar or the same principle, 13,565-6.

The locality from which blind child comes and the State should each contribute half towards its education, 13,567, 13,650-6.

At present the State gives a grant of 20s. for each pupil, suggests that the State and local authority should each contribute 5l. for the education, maintenance, and upkeep of each blind child, 13,568-70.

Does not think the grant from the State would affect voluntary contributions, 13,571-3, 13,645.

If 10l. per head, as he suggests, were given by State and parochial boards for education of blind, calculates from statistics, based on census of 1881, that the cost of educating all the blind under 16 in Scotland would not exceed 4,000l., 13,575.

Such a contribution would be a good rate in aid; would not like to say that it would be sufficient to maintain and educate child up to 16,—13,665-7.

State should make a grant for the purpose of buying books as in America, 13,587-9.

## Mr. W. Martin.

Institutions are safer with Government aid than with public aid on account of jealousy surrounding trades; many refuse to subscribe to blind asylums because they compete with trade, 13,791.

In America the State takes the entire responsibility of the blind; should not consider 5l. adequate State grant, would require 10l., 13,909.

There should be special grant for technical apparatus and educational appliances per head, supply of books, and payment by results, 13,910-3.

In making grant for educational apparatus, State should do it through a committee permanently established, advised by inspectors, 13,914-20.

Grants hereafter should be given by the State by results of examination and according to necessity of the case, 13,921-3.

Only those schools should be subsidised that came up to certain requirements tested by general inspection, 13,924-8.

To meet requirement of more special instruction required in institutions for industrial training, State should give special grants on results of such training, 13,932-6.

Would not give the grant until pupils are 16 years of age, the time when they should begin their training, 13,933.

Does not recommend Government grant for adult blind after their training is finished; at this point he thinks charity should step in, 13,937.

## Mr. J. Macdonald.

Suggests that those trained in institutions should receive aid on principle of payment by results from the State, three-fourths being paid direct to the blind, and one-fourth to the institution, 14,272.

A corresponding grant should be paid to blind who had had no such training, 14,272-3.

Does not agree that State aid, and parochial aid, should be given at the same time to the same individual, 14,290.



## STATE AID—cont.

Parochial relief should not be given to the able-bodied; the State ought to aid such men for educational, as well as industrial, purposes, 14,291-2.

Does not think State aid would interfere with voluntary contributions, but would rather stimulate benevolence, 14,293.

Recommends that the Government grant should be doubled for blind pupils, 14,294, 14,426, 14,429.

## MISS NEIL.

Blind schools should receive a higher grant than ordinary schools, in proportion to the extra expense necessary, 14,458-9.

Thinks ratepayers might pay a little more for the education of the blind, 14,460-3.

## MR. T. STODDART.

There should be Government assistance as far as pure industrial training is concerned, and for ordinary education as well, 15,791-2.

Thinks 20l. per annum would be necessary for teaching the blind, 15,794-5.

## MR. R. MELDRUM.

Double grants should be allowed blind children who pass standards in ordinary schools, 15,937, 15,942.

The industrial blind, particularly those outside institutions, require assistance from the State; unless this is done, the blind are not reached, 15,949-54, 15,967.

Suggests that as blind apprentices at institutions get an allowance for a certain time, the same thing could be applied to workers at their own homes, 15,955.

Government might entrust associations similar to his with the application of the grant, 15,956.

Approves of the suggestion made by blind working men, that additional grants for efficiency of blind children should be bestowed, 15,961.

Pleads earnestly for Government grant for books; describes way in which he thinks it might be given, 15,967-70.

Suggests a plan for giving grants for adults learning to read, 15,971.

The aim should be to aid industrial blind in their industry rather than to give them relief, 16,006, 16,080.

## MR. G. WALKER.

Is in favour of Government grant being given only on inspection to all institutions as in ordinary schools, such grant being doubled in the case of the blind, 16,204-5, 16,221, 16,300-4.

Government grant should be given for two years' industrial or technical training, after the elementary education, before pupils go into the workshops, 16,262-71.

## MR. W. HARRIS.

Would not adopt American system of subsidising the printing of books until the question of type has been settled, 16,347-8.

## REV. H. J. R. MARSTON.

Would prefer the aid of a voluntary society to State aid for enabling poor blind to get books, 16,582-4, 16,588.

## REV. N. F. McNEIL.

The State should give grants in aid of elementary education of the blind in ordinary and special schools, if they came up to prescribed requirements, 16,763-8.

The State should help in providing scholarships, from elementary to higher colleges, in the way of grants to colleges for higher education, 16,769-72.

Thinks it very important that the State should subsidise the printing of books, 16,811.

One reason for recommending a grant for the blind is to induce schools to admit them, 16,877.

## STATE AID—cont.

## MR. W. BURNETT.

State should aid those who cannot maintain themselves, and should have some control over the various charities for the blind, 16,966-8, 16,976-81.

Much money is misappropriated, and for that reason would put it directly, or indirectly, under the control of the State, 16,968-71.

Is strongly opposed to a fixed grant for the blind, as in many cases it would encourage lack of energy, 17,033-4.

## MR. E. A. ILLINGWORTH.

State aid should only be given to those whose parents cannot afford to pay for them, 15,169.

State aid is the only means of keeping up institutions, 15,170.

Does not think payment of grant on the whole school would tend to idleness, 15,176-7.

## MR. J. THOMSON.

If State aid is given it ought to be substantial, as it would cripple present sources of revenue, 15,484.

## MR. G. CRICHTON.

Any grant given for education of deaf and dumb should be in the same proportion to the total cost as in the case of ordinary education, 15,541-2.

Thinks 5l. grant would be sufficient, 15,547.

## MR. J. HENDERSON.

Any aid given by the State should be given to encourage excellent training, 15,699.

## MR. E. TOWNSEND.

If State aid were given it would not be advisable to lay down any method that should be adopted, 17,373.

## DEAN H. H. DICKINSON.

The great argument in favour of State aid is that blind are at a disadvantage in consequence of what ought to constitute an additional claim, 17,617.

Grants should take the form of a certain per-centage per head, as well as result fees on the national system, 17,640-2.

Thinks 13l. per head as suggested would not be sufficient; calculates that 20l. is required, 17,643-4.

Would have no objection to the adoption of a particular system being made conditional on State aid being given, 17,739.

## DR. MOON.

It would be a great boon if the State supplied books to the blind gratis, or could increase the number in free lending libraries, 17,501-4.

## MR. SCHOLFIELD.

Is not in favour of State aid, in competitive trade or business, 18,928, 18,941, 18,944, 18,947-9.

It is the duty of the State to educate the blind, 18,928.

## REV. S. S. FORSTER.

Higher education of the blind should be aided by the State, 20,316.

If 6,000l. were raised, the Government might be asked to double it; states precedents, 29,317-9.

## MR. W. J. DAY.

Advocates State-aided missions to a certain class of blind, 20,685.

Those who have learned trades at blind schools and settled in localities should receive aid in proportion to their character and earnings, 20,686, 20,691.

Does not think institutions could do it so well as the Government; gives his reasons, 20,687-9.

The State should appoint a qualified inspector to visit these past pupils, and on his report to the Government the money should be given, 20,690.

Suggests that these blind persons should open an account in the Post Office Savings Banks to which the grant should be paid in, 20,691.

## STATE AID—cont.

Is in favour of a Government grant to lending libraries, 20,746.

The establishment of committees in large centres for administering State aid would not meet the difficulty, 20,755-60, 20,762.

The aid he suggests if administered by the State would not affect the voluntary contributions at present given, 20,761.

## MR. B. G. DAVIS.

Does not see reason why State aid should not be given direct to institutions; if possible would apply test of payment by results, 18,386-7.

Would prefer it to be given through some other source than the guardians, 18,386.

Found on inquiry in the London board schools the teachers of the deaf and dumb were not prepared to submit to a test, 18,388.

## MR. CUMIN.

There is as much ground for giving extra grants in the case of the deaf and dumb and blind as in the case of infants taught by means of superior appliances, 19,554-6.

Mentions a difficulty likely to arise with regard to Mr. Oakley's and Mr. Sharpe's suggestion that a grant of 10l. should be given annually to children unable to benefit by the teaching in centres set up by school boards, 19,570.

Suggests that it should be confined to children ordered to go to institutions by a public authority, 19,570-1, 19,575.

Thinks that where certificates were obtained that a child was blind or deaf and dumb and that the parents could not educate him, such a child might receive the annual grant, 19,572.

Difficulty would arise as to how much should be paid in respect of three or four children sent to existing institutions, 19,573.

Mr. Fitch's suggestion that blind children should be allowed additional grant who attend the special school board classes and pass a standard examination, 19,578-9.

The Government grant to board and voluntary schools is not quite half the total cost; as to whether the same might be done for the blind, deaf and dumb depends on the Treasury, 19,583-5.

As to whether grants should be refused to schools in which there was no teacher holding a certificate; he refers to Mr. Fitch's report on the subject, 19,605.

Thinks this regulation should be changed to meet the case of blind teachers, 19,748-50.

Does not think there would be any difficulty in paying so much money to a college, provided it turned out so many teachers, 19,606, 19,645-6, 19,768.

With regard to giving a grant towards the expense of printing books for the blind, would rather increase the grant without going into details, 19,608.

Government grant should be given to institutions that took afflicted children in, but they could not be compelled to admit them, 19,627.

## MAJOR-GENERAL DONNELLY.

Would rather give scholarships to training colleges which turned out teachers of the blind, deaf and dumb, than pay upon the general working of the institution, 19, 647-9, 19,716, 19,769.

All that is required is the consent of Parliament to the payment by the Treasury of so much per head for the education and maintenance of children in institutions, 19,657.

The Government might make a grant for three years to teachers being trained for the blind, deaf and dumb, 19,755.

The grant made by the Government ought to cover the difficulty of paying the travelling fees in getting blind, deaf and dumb to suitable classes, so as to enable classes being started more convenient for them, 19,757-60.

The money for training colleges would not be paid unless the teacher was actually going into the business of teaching, 19,769.

## MR. CRAIK.

It is reasonable that school boards should receive higher grants for the education of the blind, deaf and dumb, 19,813-5.

The consent of the Treasury would be required to a higher grant, 19,839.

## STATE AID—cont.

A fair case could be made out for a more liberal grant to the blind, deaf and dumb, 19,979-80.

If extra grants were not given to institutions he would look to voluntary contributions, and does not think they would lessen although a subsidy were given, 19,981-3.

Explains the grant of 47,000l. given by the State to the universities, 19,994-6.

## THE RIGHT HON. SIR P. KEENAN.

Whatever sum is taken as sufficient to provide education for the blind and deaf and dumb, three-fourths of the total cost should be contributed by the State and one-fourth by the guardians, 20,947-8, 20,934, 20,994.

Would exclude voluntary contributions, 21,004.

## DR. F. X. F. MACCABE.

The deaf and dumb and blind possess the strongest possible claim to some State aid, 21,047.

It would be right and advantageous that such aid should be given not to special institutions but to guardians; the money would be better spent, 21,047-8.

The guardians would have to be under the inspection of the Local Government Board, 21,051-2.

Is not prepared to say what should be the proportion of State aid to the payment by the guardians; at present the State allows 4s. a head per week for every pauper lunatic, 21,055.

## STATUS OF BLIND.

## MR. G. MARTIN TAIT.

Blind are, as a rule, of the poorest, and blindness is to a large extent the consequence of vice and neglect, 469-70.

Out of 2,200 blind in London, only 12 are supposed to be ladies and gentlemen, 472.

## MR. R. B. CARTER, F.R.C.S.

Has no idea of comparative number of rich and poor children who are blind; should think poor are largely in excess, 2659.

## MR. G. MARTIN TAIT.

Considers condition of blind much improved of late years, 459.

## REV. B. G. JOHNS.

The children they deal with are much poorer than those taken in other schools; is of opinion the children at Normal College, Norwood, are in a different condition of life, 706-8.

## MISS LOVELL.

At the Home in Goldsmith's Place the children are exclusively of poorer classes, 1076.

## MRS. ALICE WESTLAKE.

The children under instruction are of the lowest class, as a rule, 92.

## MR. W. MESTON.

All the children in his asylum except two are paid for by parochial boards; the blind in the district belong to the poorest class, 14,081-4.

## MR. THOMAS STODDART.

Is superintendent of the Glasgow Asylum for the Blind, 15,767.

## MR. ROBERT STOREY.

Is foreman of basket-making at the Kent workshop, 6178.

Has had experience in the trade 42 years, 6179. Was six and a half years at St. George's Institution; was not really accomplished when he left, although considered so, 6180-2.

Describes former methods of earning livelihood, 6184-94.

He is married and has sighted children, 6260-2.

## SUBJECTS OF INSTRUCTION.

MR. C. FARRER.

Reading is a pastime to the blind, but not many take it unless they are in a school, 2072.  
If they taught reading in a school in early days they can be taught better afterwards, and will continue it, 2074.

MISS WEAVER.

She teaches her children poetry, but they like mental arithmetic and geography better than anything else, 1355-7.  
Teaches knitting but not sewing, for want of time, 1366-8.  
The subjects she teaches are entirely mental, 1369.  
Has tried to teach basket-making and paper mat-making; it is a very good thing for the children, 1372-3.

MISS HISCOCK.

Gives list of subjects taught at her school, 1225.  
They do not teach sewing, but they teach knitting, 1226, 1255.  
The blind children learn almost all kinds of housework, they learn to do knitting, and a few sew, 1255.  
There is difficulty in teaching sewing, so much individual attention is required, 1259.  
Sewing would be useful to the blind in the future if taught systematically, 1260.

MISS LOVELL.

Besides the ordinary standard subjects they only teach music at present, 1081.  
They teach sewing, knitting, and chair-caning, 1082.  
Chair-caning is taught at 12 years of age, and knitting as soon as they can begin, 1083.  
Gymnastics and Swedish exercises are taught as much as there is time for, 1153, 1186-7.  
Describes division of time for work and physical exercises at the home, 1160-1, 1203.

REV. B. G. JOHNS.

At St. George's some are taught to earn a living as piano tuners and organists, 1663.

MR. J. SIME.

Subjects of instruction for blind should not differ from those in ordinary schools, 13,576.

MISS MARY C. GREENE.

Whilst the blind are educated in ordinary schools all the teaching time is taken up with suitable lessons, except that of drawing, which only occupies one or two hours a week, 351-3.  
The children take their raised German maps into school, and follow the instruction in geography given to the sighted, 354, 5.  
Thinks they realise the geography with the touch and mind as the sighted do with the eye and mind, 357.

MISS SCOTT.

Uses the maps of the British and Foreign Blind Society, 1561.  
An ordinary child will learn as easily as seeing children from maps; they want a teacher first of all to show them the maps, 1562.  
In the upper standards she gives them the guides which are published with the maps; they are a great help, 1563, 4.  
The blind children at the Normal College do modeling; her children have done none yet, 1504.  
The best employment for blind children after leaving school depends on their ability; some would do well at trades who would not do at all well at music, 1565.  
When the other children are drawing, many blind children will hold and try to use a pencil; although drawing is of no use to them it becomes useful when they try to write with a pencil, 1502-3.

## SUBJECTS OF INSTRUCTION—cont.

MR. J. L. SHADWELL.

For arithmetic a board with holes in it is always used, and numbers are indicated by pegs in the holes, 2809.  
Has only once seen an abacus in use in a blind institution, in Rome, 2810.  
Thinks it would be useful for teaching children how to add merely, 2811.  
Considers Nelson's Royal Reader Series of much value in blind schools, 2863.  
This series was shown to enable the blind to read in the class with the sighted, 2865-7.  
Thinks an abacus would not be so convenient as arithmetic board; they take up a great deal of space, 2882.  
The octagonal arithmetical board is recommended by association, 2883.  
Octagonal board is to a blind child very much what the slate and pencil is to the seeing, 2885, 2888.  
Can suggest no improvement in the board, 2886.

MISS RYE.

Teaches the boys reading and writing, 3479.  
The rector comes and gives Bible lessons occasionally, 3493.  
There is Bible instruction every day, and are very careful about it, 3494.  
The girls are taught ordinary sewing; has been told the sewing-machine for the blind does not answer, 3502.  
The children are given training in calisthenics or athletics.  
One chief point is to encourage the children to help one another in dressing and in household duties, 3535-6.  
Teaches them cooking, but is afraid to let them have anything to do with fire, 3536.  
The children are taught in classes according to abilities, mostly from sighted books on general subjects, certain days for certain subjects, 3537.  
Teaches them music about age of seven, 3539.

MR. BURNETT.

Music is taught in the school to 12 or 14 pupils, 3753-4.  
Pupils read the Bible every morning, and have explanation; there is a Bible class once a week, and a Sunday school, 3944.

MR. LESTER.

Those who attend the educational classes of the Indigent Blind Society are taught to read embossed type, 3979.

DR. CAMPBELL.

At Normal College special attention is given to French and German, some learn Italian, in connexion with singing, 10,596.  
Musical lectures are given regularly once a fortnight, and lectures regularly in English literature; such lectures are both supplementary and also part of course of instruction, 10,603-5.  
Thinks it more important that the blind should read out their exercises than the sighted, because they have great difficulty in spelling, 10,770.  
Would most decidedly object to the standards being the same for the blind as for the sighted, 10,780-1.

MISS M. V. MORSE.

States subjects she taught on first entering the Normal College, 11,532.  
She now teaches grammar, physiology, literature, and composition, and has gymnastics, 11,534.  
The class for physiology are from age of 14 to 26, 11,538.  
Method of teaching physiology to the blind is much the same as to the sighted, 11,547-8.  
The knowledge is valuable to the blind, but not more so than to any sighted person, 11,549-51.

## SUPERVISION OF BLIND BY THE SIGHTED.

MR. BURNETT.

For all trade purposes proper supervision is necessary, 3647.  
The blind work better under sight supervision, and there are some descriptions of work the blind cannot do without sighted supervision, 3647-8.

MISS HAMILTON.

With regard to correction of bad habits thinks children should be under constant supervision of the sighted; this could not be given at her institution without more assistance, 3786-7.  
She has to attend to 28 girls in the teaching of sewing, has assistance of two blind monitors; requires some sighted assistance, 3788-90.

MR. LESTER.

His society utilises the blind as teachers as far as possible, 4025.  
All the visitors are blind men, and require guides, 4026.  
The blind make the best visitors, as they have more sympathy, 4026.  
Is a month is paid to guides, who are provided by the blind, 4033-4.

DR. ROTH.

In Denmark he found the blind working in workshops with assistance of sighted, 5868.

MR. J. T. EDMONDS.

Does not approve of blind visitors of Indigent Blind Visiting Society; thinks education and assistance of blind is better effected through sighted agents, 6108-9.

MR. R. STOREY.

Does not think sighted men are capable of turning out good blind men; is confident blind teachers are best for the blind, 6227-8.  
He was taught by sighted person at St. George's; since then they have found it necessary to employ blind teacher, 6230-4.  
In many institutions the best workers are kept as teachers, but in others it is all sighted supervision, 6235-7.

MR. CAMPBELL, LL.D., M.P.

Should say that sighted supervision in workshops is necessary, 10,318.

MR. A. BUCKLE.

Every department ought to have a sighted person intimately connected with it, 11,503.

COLONEL TURNER.

There must be a sighted foreman of the works, 11,741-3.

MR. C. FARRER.

Thinks under sighted supervision work is done more efficiently, and that it ought to be encouraged, though assistance of the blind should be taken advantage of, 2157-9.  
A blind man can perhaps show the blind how to use their tools, but afterwards sighted supervision is very good, 1993.

MR. C. HIBBERT.

The blind should work under the supervision of others rather than be left to themselves, 2250, 2264, 2297, 2299.

MISS BYERS.

Thinks there should be sighted foremen in workshops, except where partially blind could do work of foreman, 12,719-20.  
States the supervision employed in her institution, 12,719-21.

MRS. J. CHAMBERS.

Used to have blind overlookers in the workshops, but it failed entirely, 12,995.

1 24970.

## SUPERVISION OF BLIND BY THE SIGHTED—cont.

MR. W. MARTIN.

Has sighted supervision at his institution, 13,777.

MR. G. WALKER.

As far as his experience goes the blind do not suffer from want of sighted supervision, 16,153-4.  
One deaf and dumb girl is employed as a sighted supervisor; she does the work as well as an ordinary sighted person would, 16,255-6.

MR. W. HARRIS.

Blind have always needed the help of the sighted, and in his opinion always will, 16,323, 16,504-6.

REV. H. J. R. MARSTON.

Thinks it desirable that boys as a rule should be allowed to take country walks by themselves; at Worcester College there was much supervision of elder boys outside the college, 16,545-6, 15,707-9.

## SUPERVISION OF FORMER PUPILS.

REV. B. G. JOHNS.

After the blind leave St. George's, they keep up connection with them as far as possible, but in many cases they never hear of them again, 665-6.  
Knows of no organisation which appoints certain persons to correspond with the parent institution, and to act as guardians over the blind who have left the institution, 1634-5, 1676, 1687.  
No power exists in England to devote school funds for such an institution as is suggested in the question, 1689.  
A central workshop would partly affect the assistance given to former pupils as carried out by the institution at Dresden, 1690.  
Keeps a register of the pupils, and can easily get at them after they have left school, 691-2.

MR. W. HIBBERT.

The German blind institutions keep their former pupil under supervision and assist them in their work, 2385-6.

MR. J. L. SHADWELL.

Thinks it most desirable that institutions should watch over their former pupils in their after lives; start them in business, introduce them to customers and give them advice, 2824-5.

MR. MIDWINTER.

Institution does not, as a rule, follow the pupils outside, 3166-8, 3171, 3278, 3281, 3305.  
Thinks it would be desirable, if possible, to know what becomes of the pupils, but it would not be easy to ascertain nor to find employment for a large number in any central position, 3172, 3284.  
They have a record at institution of all pupils admitted and trades learnt, but nothing more, 3280.  
Believes about 30 years ago every pupil was written to whose whereabouts could be found, but does not think so many answers came back as were expected, 3286.

MR. BURNETT.

Believes an arrangement has been made to follow former pupils in their career, which will be carried out eventually, 3641.

MISS HAMILTON.

No record is kept of old pupils; it is proposed to do so, 3855-6.  
Thinks it very desirable, 3857, 3918.

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SUPERVISION OF FORMER PUPILS—*cont.*

Has lost sight of pupils who have learnt trades; thinks it would be well if correspondence were kept up with them, 3915.

Believes that in parts of Germany and in Paris annual visits are made to each old pupil, 3916-7.

## MR. WILSON.

Thinks the German system of looking after former pupils a very good one; that it could be followed in England, and ought to be done, 4433-4.

If an independent society would take responsibility of starting old pupils in life and assisting them it would be almost better than throwing it upon the schools, 4435.

## MR. WILLIS.

Does not know of any institution that visits the blind at their homes; thinks it would be a very good thing if institutions could follow up those who have left, 4895-6.

## REV. H. BRIGHT.

Thinks institutions ought to follow up blind pupils after they leave, and provide for sale of work, 5976.

## MR. R. STOREY.

Follows up those whom he has taught; mentions two doing very well, 6216.

## MR. I. T. PRICE.

Institutions might do much more towards obtaining employment for those who have left, 9469.

Some plan of supervision of those who have left might answer, 9470.

## MR. HAMPTON.

Does not think existing institutions could keep record of blind who have left, and follow them up and provide work, as most blind who are very poor go away from everyone's notice, 10,209-12.

Knows what becomes of all pupils; makes it his business to secure institutions for them, 10,705-7.

Four-fifths at least get employment, and of the remainder he knows generally where they are, 10,708-11.

## DR. ARMITAGE.

Suggests that the State should give a grant to institutions for all former pupils, and who are self-supporting, 10,919-22, 11,012.

Describes system adopted in Germany by institutions for keeping touch with former pupils, and assisting them whenever necessary; thinks the same should be followed in this country, 10,924-32, 10,935, 10,945-6.

The work of looking after former pupils would be very much harder for directors of institutions, and would involve a good deal of expense, therefore the grant to such institutions should be liberal, 10,935.

Those institutions in America which adopt this principle show better average results than those that do not, 10,936.

Institutions should make returns of former pupils, and a State inspector should visit some to ascertain that the returns were true, 10,938-40, 11,012.

The State must intervene in any system of looking after former pupils; illustrates the advantage of the system, 10,947.

Thinks a change will soon be made at Norwood in this direction, 10,951.

Anticipates very great difficulty in introducing this system into the country owing to the trouble and responsibility thereby thrown on directors, though State aid will act as a powerful lever, 10,981-3.

Knows where most of the former pupils have settled, 11,041-3.

## MR. A. BUCKLE.

One great thing needed is that institutions should take more interest in former pupils, 11,209.

Keeps a register of all his pupils, but of several he has had no information since they left, 11,437-41.

SUPERVISION OF FORMER PUPILS—*cont.*

## COLONEL TURNER.

Institutions do not take much care of former pupils, 11,657.

Pupils should not be taken in for a certain number of years, and then turned out, 11,658.

Gives his opinion of the Birmingham Institution; thinks perhaps too much is done there for former pupils, 11,658-9.

## MR. J. McCORMICK.

Finds great difficulty in following career of those who work outside the institution; does so as far as he can, 12,349, 12,409-11.

## MR. W. D. HALL.

No provision is made by institution for training in after life; some get into workshops, some have friends to help them to musical career; sometimes they drift into the workhouse, 12,537-8, 12,544, 12,572, 12,600.

An organisation is wanted to assist pupils after leaving educational institutions, to enable them to earn their own livings, 12,539-41.

## MR. J. HOLLAND.

The blind require assistance after leaving institutions, and a little overlooking, 14,588, 14,620.

Supervision from the institution is the best plan, 14,589, 14,622.

The appointment of a number of intelligent and philanthropic people as guardians of the blind would probably be a good idea, but blind should not be propped up too much, 14,624.

## MR. J. KINLAY.

It would be an advantage if a report could be made by local agencies to one central department as to conduct of the blind, 15,616.

This would have the effect of keeping them in good habits, and making them industrious and thrifty, 15,617.

## MR. G. WALKER.

Proposes to follow up as far as possible all pupils who leave the institute, 16,143.

## MR. W. HARRIS.

Supervision of former pupils by institutions is unnecessary; they do not care to be followed up, and if of good character will not be without friends, 16,350.

## MR. SCHOLFIELD.

Institutions will not keep in touch with former pupils unless they turn out creditable work, 18,937-8.

## MR. W. J. DAY.

There would be no difficulty in getting information as regards past pupils by institutions if proper registers were kept, 20,748-51.

## SUPPLEMENT TO WAGES.

## GENERAL A. S. MOBERLY.

Advocates payment by piece-work instead of weekly wages, and would not supplement their earnings with grants, 3021.

## MR. G. BARNES.

At Berners Street institution he earned at piece-work from 10s. to 18s. a week, his earnings were not supplemented, he first earned 10s. to 18s. at place where the sighted were employed, 5181-6.

The earnings of blind do not come up to more than half what the sighted earn, 5192-3.

Thinks some assistance ought to be given to a blind man to supplement his earnings, 5194.

SUPPLEMENT TO WAGES—*cont.*

## MR. I. T. PRICE.

The blind who work hard can only earn a certain amount, and even if skilful, it might be often desirable to supplement their earnings, 9482, 9526.

Thinks more might be done from public sources to supplement earnings, 9483.

Does not think the State ought directly to supplement earnings, but should bear considerable portion of educational expenses, 9528-9.

Is inclined to think that wages should be paid blind by piece-work, and should be supplemented to enable him to live in comfort, 9578.

## MR. CAMPBELL, LL.D., M.P.

Wages of the workers in the asylum are supplemented, 10,300, 10,314, 10,361-2.

If avoidable thinks it undesirable to subsidise wages, 10,315.

It is the system throughout Scotland, 10,316.

This is one reason why the ways and means are not sufficient for the demands, 10,317.

Blind are superintended to prevent them wasting their time, but believes the subsidies are necessary to enable them to support themselves, 10,375.

## MR. H. L. HALL.

A large proportion of the blind can be made self-supporting, and the rest nearly so, and to them it would be more economical to make up the deficiency, 12,290.

Such supplementary aid would not be governed by each main efficiency, 12,290-1.

## MR. J. McCORMICK.

If workshops were established he would not subsidise earnings of the workmen, 12,363-4.

Blind should work longer hours than sighted to put them on equal terms, they would earn more wages; his workmen do so voluntarily, 12,365, 12,399, 12,441-2.

Rather than subsidise wages of those who are not able to earn sufficient to keep themselves, he would pay them to do nothing, 12,397-8, 12,401-3.

Has had several instances where people on withdrawal of supplement to their earnings have got good wages, 12,404.

## MR. W. MARTIN.

Generality of blind workmen could not support themselves without a subsidy, 13,872-3.

If workshops were established everywhere by Government, blind workmen must as a rule have subsidy, though some would scorn to take it, 13,874-6.

## MR. W. GILROY.

In his institution a penny is given to workman for every mattress made, 13,973, 13,997, 14,034-5.

No supplement is given in basket-making, payment being made according to list of sighted people, 13,974.

The earnings of men unable to earn their livelihood are supplemented at the institution, 13,991.

Some blind suffer from nervousness, and are slow in their work, and their earnings should be supplemented, 14,012.

In some trades good workmen would require to have their wages supplemented, 14,013.

## MR. W. MESTON.

Taken as a whole about one-third of the wages paid to the blind in the asylum is supplementary, 14,094, 14,168.

In the case of rope-makers and mattress-makers it is rather more than one-third, and of basket-makers rather less, 14,168-72, 14,174.

Describes method adopted at the asylum for supplementing wages, 14,175-7.

Earnings of adult blind should be supplemented by the State, 14,335.

## MR. J. HOLLAND.

Any assistance given by the State or the public should be given to supplement earnings; if blind are proved not to be doing their utmost they should not receive a halfpenny, 14,621.

SUPPLEMENT TO WAGES—*cont.*

## MR. J. KINLAY.

Supplements workmen's wages according to their circumstances in life, 15,571-2, 15,584.

Much prefers supplementing wages to giving alms and doles, 15,615.

It is not necessary for every blind workman to have aid; many can live by their earnings, 15,633.

## MR. T. STODDART.

In workshops each man should get his earnings, which should not be supplemented to any great extent, 15,808.

Those unable to earn a livelihood should have their wages supplemented, 15,809.

## MR. G. WALKER.

In the Sunderland Institute the giving of any bonus is discontinued, 16,130.

Objects to supplementing earnings of honest and industrious men, 16,294.

Disapproves of blind getting anything, because they are blind, 16,295.

## MR. W. HARRIS.

In some cases a subsidy will be needed for blind between the time of leaving school and earning a livelihood in the workshop, 86,334-5, 16,395-6.

Is in favour of subsidies where they are needed, 16,374.

## MR. J. J. PLATER.

The wages of the blind in institutions should be supplemented out of the funds of the institution, 20,486

## G. MARTIN TAIT, Esq.

Has been secretary to the Home Teaching Society for the Blind for 15 years, 388-9.

## TEACHERS.

## MRS. ALICE WESTLAKE.

Thinks there is great advantage in having trained teachers, 101.

## REV. J. P. FAUNTHORPE.

Is of opinion that ordinary certificated teachers can teach the blind without special training better than others, 498-9, 514.

A trained mistress would easily learn the method and appliances for teaching the blind, 504.

At St. George's Blind School the blind teaching was deplorable under untrained teachers; recommended that the committee should appoint certificated teachers, and they now have three who have been in sighted schools, 512.

Cites report of Mr. White on the Christmas examination of the school, recommending employment of certificated teachers, 513.

## MISS MARY C. GREENE.

Thinks there is great advantage in employing blind teachers; it stimulates the ambition of the children, and the teacher knows better how to treat the children, and is more likely to gain confidence of the parent, 236-40.

Is strongly of opinion that elementary instruction of the blind can be given by sighted teachers, 432-5; 876.

Every certificated teacher should be qualified to teach the blind up to the age of 10, 439-9a, 734, 739.

Has consulted two experienced teachers, one of whom said there was no difficulty in superintending lessons of the blind in Moon's type, and the other that she would have no difficulty in instructing the blind in Braille's type, without previous instruction, 735-7.

Did not consult them as to necessity of increase of staff if teachers had to instruct the blind, only as to its practicability, 738.

Obviously there would be greater difficulty in case of teachers instructing blind children than only sighted children, 740.

## MR. G. M. TAIT.

Does not object to blind teachers; in London it may be well to have them where the blind are congregated, but in the country the ordinary teachers can do it, 576

## TEACHERS—cont.

A sighted teacher is able to approach the teaching of a subject better than a blind teacher, 877.

Does not think there would be any great difficulty in country districts in the way of ordinary teachers finding time to devote to the blind; in London it is done, 878-9, 907.

An ordinary teacher could take the blind with the sighted; there would be no difficulty about the oral and literary work; the arithmetic would be more difficult, 880-1.

The same may be said of masters in workhouses as of those in schools, 886-7.

## Mr. HODGE.

Agrees as to the advantage of having a blind teacher, 981.

Under the London School Board a special teacher outside the school gives a start in the blind work, and then the ordinary teachers carry it on, 1036.

Does not think that the special teaching a blind child requires is too difficult for an ordinary volunteer teacher outside the school to undertake, 1038.

## Mrs. BEST.

One teacher cannot well teach the work to the sighted, and a separate system to the blind, 929.

Every certificated teacher can teach the blind if he or she takes the trouble to learn the system, 932.

Thinks there is no difficulty in acquiring necessary qualification for teaching blind children on part of certificated teachers, 933.

The blind teacher in her school has another school at Shadwell in the afternoon, 943-4.

Thinks her salary is 65l. a year, 945.

Is satisfied with her own part of the staff in the school, 969.

## Miss HAMILTON.

Is strongly in favour of having certificated teachers both for boys and girls, 3816.

## Mr. CAMPBELL, LL.D., M.P.

Thinks training of blind has suffered from want of good teachers, 10,261.

## Dr. CAMPBELL.

For a certain grade of teachers at the Normal College they are American, believes for that grade they are better than the English; illustrates his meaning, 10,657-8.

He selects the teachers and nominates them to the committee, who elect them, 10,659-61.

Thinks the teaching of the blind very inferior in England; regards the college as model for bringing about revolution in treatment of young blind, 10,662-3.

Describes method of training the teachers at the college, 10,568-9.

Five teachers have gone to London School Board, one to Bradford, and one to Cardiff, 10,685.

Several blind teachers are employed, not because they are blind, but for their qualifications, 10,686-7.

Teacher's salary after he has stayed so long at college is increased 5l. a year, the maximum being 100l., 10,723-4.

The teachers trained at the college to teach blind in other institutions are themselves all blind; seeing teachers are never taken for regular course of training, 10,754-5.

In selecting teachers those who have gone through a regular normal course of training are preferred, 10,764.

Gives details as to staff employed at the college, 10,822-7, 10,901-2.

## Mr. A. BUCKLE.

Head teachers in his school are sighted; has some blind assistants, 11,206.

Experience is that teachers educated in ordinary way make efficient teachers in the blind school, 11,272, 11,297.

Uncertificated teachers are properly inferior to those certificated, 11,274.

For 50l. a year with board and lodging they get a good certificated master, 11,278.

Teachers are trained at the school, 11,279.

## Miss M. V. MORSE.

It is more necessary that a person should be trained to be a teacher than that he should have special training; reading and writing must be specially learned, 11,579-80.

## TEACHERS—cont.

Talented blind persons are taken at Norwood expressly for literary training, 11,584-7.

Any of those who were trained and took good certificate at her training college would be able to instruct almost any blind pupils, 11,610.

## Colonel TURNER.

A special staff of teachers would be required to teach the blind in board schools, but provision is now made under the Act, 11,752, 11,784.

## Miss BYERS.

Has heard that it takes very little time for ordinary teacher in board school to acquire mode of teaching the blind, 12,802-3.

## Mrs. J. CHAMBERS.

Finds older teachers are more patient and considerate with the blind, and bring them on better; certain training is necessary, 12,896.

## Mr. G. GOODWIN.

Does not think teachers of blind need be specially educated, 13,014.

Does not agree with keeping boy on as assistant in same institution he has been brought up in, 13,020.

## Mr. CUMIN.

Agrees with Mr. Fitch as to the importance of enthusiasm and self-devotion in the teachers of blind, deaf and dumb, 19,642-3.

They should be as thoroughly trained as those in ordinary schools, 19,644, 19,715, 19,754.

All other things being equal the best plan would be to send certificated teachers in ordinary schools to be specially instructed in the mode of teaching the deaf, dumb, and blind, and that they should then receive a special certificate from the inspector, 19,733-6.

The regulations with regard to the requirements of a certificated teacher in every school should be changed to meet the case of a blind teacher, 19,748-9.

## Mr. CRAIK.

No provision is made at present for the qualifications of teachers, 19,842-3.

The teachers of blind, deaf and dumb, should have the same grant as those of ordinary elementary schools, 19,851-2.

The department would have power to make exemption in requiring a blind teacher to pass the drawing class before obtaining a certificate, 19,910-1, 19,913-4.

As to the interchange of certificated teachers between England and Scotland, 19,922-3.

There are two blind schools in receipt of grant in which the teachers have had no special training, 19,963.

It would be very advisable that special certificates should be granted to teachers of the deaf and dumb; it might be found necessary to give a grant for their training, 19,967-8.

It is doubtful policy for a school board to specially train a teacher who may afterwards go and accept office under another board, 18,969.

Thinks that if teachers are to continue to receive grants teachers of the deaf and dumb and the blind have a strong claim to a share in them, 19,970.

It would be very desirable to offer inducements to the best certificated elementary teachers to become teachers of the deaf and dumb and blind, but the department could not offer higher salaries, as they paid through the school board, 19,971-2.

The department might offer a better grant to boards employing specially trained teachers, 19,973.

## TECHNICAL INSTRUCTION. See under INDUSTRIAL TRAINING.

## THE RIGHT HON. AND RIGHT REVEREND DR. TEMPLE, LORD BISHOP OF LONDON.

Is one of the committee of Gardner's Trust, 17,437.

## MR. WILLIAM ELLIOTT TERRY.

Is secretary of the Blind Pension Society of the United Kingdom, 4743.

## MR. WILLIAM TIBBLES.

Is a junior teacher of the Home Teaching Society for the Blind, 2443.

Has been blind since three months old from inflammation, 2444-5.

His salary is 1l. a week, with 3s. for a guide, 2446.

His district includes Kentish Town, Hampstead, Kilburn, Hendon, and Portland Town, 2447.

The number of blind registered in his district is 112, of whom 21 are under 15, 37 are married, 28 work, and about 14 not all in his district who support themselves, 2448-53, 2534.

Twenty-two have been to blind institutions, 20 are in workhouses, 2454-5, 2535.

Two of those in workhouses work in the laundry, the remainder are incapable of work, 2456-7.

Twenty-eight are in institutions or schools that he visits, 2458.

He was taught a little music at St. John's Wood school, but he has no particular talent for music, 2487-90.

He learnt also a little brush-work, but did not attempt to follow it, 2491, 2545-8, 2596.

It would have been to his advantage to have learnt a trade thoroughly; unless he had received his present employment he would have felt it, 2492.

Obtained this appointment when he was 21, 2493.

He left school at 17, and lived with his friends until he was 21, 2494-4a, 2547.

He has no pension, 2495.

He has been married a long time to a sighted lady, 2500-1, 2502.

Does not assist his wife in any work she does, though he would be able to assist his wife in many household duties if he had no other occupation, 2504-5.

## TRADES UNIONS.

## Mr. C. FARRER.

The trades unions are very prejudiced against the blind working at all, 2091.

## Mr. J. McCORMICK.

Under the trades union laws, seeing workmen will not work in the shops with the blind, 12,479.

## Mr. W. MARTIN.

Sighted basket makers are employed at his institution; there is no jealousy about their employment, as the blind are trades unionists and in a majority, 13,796-8.

## TRAINING COLLEGES.

## Miss BEST.

In her career at training college could have learnt with the aid of text-book enough of the best system of teaching blind without interfering with general proficiency, 999.

Instruction in the teaching of the blind would have to be very elementary at the training colleges, 1000.

Thinks the subject might be sufficiently started in case occasion arose for teaching it, but it could not be thoroughly taught with the pressure there is, 1001.

There would be no difficulty in training colleges in getting this primary instruction so far as the learning it goes, it is a question of time, 1020.

Does not think the learning the system would occupy much time; it seems to be a thing which is become acquainted with by association with the blind children, 1021.

## Miss LOVELL.

Thinks ordinary teachers might easily acquire in the training college sufficient knowledge of the types for teaching the blind, in which case it would not be at all a burden to teach a capable blind child in a rural school, 1120-3.

## Miss BYERS.

Does not think training institution necessary, so long as people can be got properly educated; the teacher at her school was only two months learning type at Norwood, 12,799.

Thinks Norwood gives all special training necessary, 12,801.

## TRAINING COLLEGES—cont.

## Mr. CUMIN.

There is no reason why existing colleges might not have departments for training teachers for the blind, deaf and dumb, 19,717, 19,739.

Thinks there might be two sets of students in training colleges; those who reside in the institution, and those who go for the day, 19,774.

## Mr. CRAIK.

Gives details as to the grants paid to training colleges, 19,844-50, 19,888-92.

The teachers of blind, deaf and dumb should have the same grant as those of ordinary elementary schools, 19,851-2.

Would be glad to see grants made that would facilitate the training of teachers for the blind, and deaf and dumb, but special grants to existing institutions, would be different to the grants now paid, 19,893-4.

The only ground for giving grants for training teachers is that it is necessary to keep up separate establishments, 19,894.

If a training college were connected with an institution, it would be on the same principle as existing colleges, and there would be no difficulty in recommending a grant, 19,895-6, 19,919-21.

Training colleges would be disinclined to admit blind persons unless encouraged, 19,912.

Teachers of blind and deaf and dumb require longer training, and therefore would require a grant for three years instead of two, 19,915-8.

States where present teachers get their training, 19,951.

An examination to test the special fitness of teachers to teach the deaf and dumb and the blind would be very useful, 19,954.

If they were sent to training colleges known to give thorough education, it would be a great advantage; thinks the schools in England are better for training, 19,956-7.

States where present teachers get their training, 19,951.

An examination to test the special fitness of teachers to teach the deaf and dumb and the blind would be very useful, 19,954.

If they were sent to training colleges known to give thorough education, it would be a great advantage; thinks the schools in England are better for training, 19,956-7.

States where present teachers get their training, 19,951.

An examination to test the special fitness of teachers to teach the deaf and dumb and the blind would be very useful, 19,954.

If they were sent to training colleges known to give thorough education, it would be a great advantage; thinks the schools in England are better for training, 19,956-7.

## LIEUTENANT-COLONEL MANSFIELD TURNER.

Was connected with the Leicester Institution for Assisting the Blind, a branch of the Easton Road Institution in London, 11,651-2.

## TYPES.

## General.

## Miss MARY C. GREENE.

Was engaged in teaching the Howe system at Perkins' Institution, Boston, 243-4.

The Howe system excluded all other modes of reading and embossing, 246.

The point system is now in use in that institution, 247.

The American Braille is adopted by Americans, 248.

When first appointed superintendent under the school board, the Roman system and Moon's was used, Braille's very little, 257-64.

Almost all the children now read in Braille, Moon's is used a little, the alphabetical system not at all, and the Roman system is excluded, 266-71.

Braille's system is the only type taught for writing purposes, 272.

In the case of older children who are dexterous of finger has introduced Moon's writing frames; several teachers can write it, and have taught possibly half-a-dozen, 273.

Braille is used for ordinary instruction in writing, and Moon as a means of enabling them to write in ordinary characters of the sighted, 274-5.

Thinks it is impossible to make the blind good spellers unless they have a good system of writing which they can also read, 318-20.

## Mr. G. MARTIN TAIT.

With regard to literature there is great difficulty as to expense in the production of books; hopes one result of this inquiry will be recommendation of at any rate only two types; at present publishers do not know what the blind want, and books are in hands of charitable workers, 811.



## TYPES—cont.

Mr. HODGE.

Thinks it would be an addition to the curriculum if every teacher sent to a training college learnt to read blind type, 996.

Would find no difficulty in instructing one or two blind in a country village school in the raised type, 1018.

Any intelligent person might learn the use of those appliances in a week, or a day perhaps; it is what he has to do in his ordinary work as the blind come under his notice; he treats them exactly like the sighted children, 1019.

Miss LOVELL.

Has found no difficulty in acquiring knowledge of the type and methods of tuition for the blind, 1119.

Thinks ordinary teachers might easily acquire in the training college sufficient knowledge of the types for teaching the blind, in which case it would not be at all a burden to teach a capable blind child in a rural school, 1120-3.

The Moon and Braille and Roman systems are taught in her school; some take up out of school the Worcester College type, 1190.

Roman type is used for communicating with their friends, otherwise the children write in Braille always, 1191-2.

Braille and Moon are taught consecutively on alternate days, 1193.

They have not the same facility for learning the Roman type as for Braille or Moon, 1194.

Miss BEST.

Thinks it would require very little labour to get a general idea of blind type, because it is reduced to a system, 996.

In her career at training college with the aid of a text book could have learnt enough of the system of teaching blind without interfering with general proficiency; that is to say, if there were black dots in the text book representing the pricked dots of the Braille system, 999.

Does not think the learning the system would occupy much time; it seems to be a thing which is become acquainted with by associating with the blind children, 1021.

At her school the children are taught to read and emboss in the Braille system; has never seen the Moon system, 1024-6.

Mr. W. TIBBLES.

Of those he visits, 95 read in Moon's type, 20 in Braille's, and 26 in Lucas', 2458-61.

Has 348 books in Moon's type in his district, 2471.

Mr. J. NEATE.

Learnt Moon's, Braille's, and Lucas' systems before he went to St. George's, at Ebury Street, Red Lion Square, and Willis' classes, 2693, 2739-40.

Does Braille printing at his own house, 2760.

Mr. J. L. SHADWELL.

States systems in existence when British and Foreign Blind Association was founded, 2788.

He learnt Moon, Lucas, Frere, Roman, Braille, and New York systems, 2950.

Was led to discourage all systems except Braille, because none except that and New York systems could be written, 2951.

Miss RYE.

Moon's and Braille's type writing is taught and reading in both, 3480-2.

She also teaches writing in Austin's system, 3482.

Mr. BURNETT.

The school was originally established for purpose of embossing and teaching Lucas's type; they now teach Braille as well, 3618.

They do not print Braille, 3619.

If there was one universal type for the blind it would be much better, 3651.

In selecting a system thinks that system is the best which would enable blind to communicate with one another and also with the sighted, 3715.

## TYPES—cont.

Miss HAMILTON.

Her committee authorise the teaching of both Braille and Lucas, 3844.

Lucas and Braille are taught at institution; girl of average capacity could learn to read well in three months in either system 3795-6.

Until recently taught in Lucas's system, but now teaches Braille's first, 3870.

Mr. LESTER.

Those who attend educational classes of his society are taught to read embossed type, 3979.

In most classes they use Braille and Moon, the latter for the old, 3980, 4152, 4219.

Thinks no one system should be universally adopted, 3983.

Can read Braille's, Moon's, and Frere's types himself, 4139, 4204.

Used to read Roman type when he could see, but gave it up as it was not adopted for touch of blind man, 4140-4, but see 4207-11.

Mr. H. WILKINSON.

Can read Frere's, Lucas's, and Moon's types; prefers Frere's, 5595.

Does not understand Braille at all, 5596.

Learnt Lucas's system at Lucas's school; Moon's system was brought to him by home teachers until he could read Lucas's, 5597.

Rev. H. BRIGHT.

Learnt reading and writing in Moon's and Frere's systems, 5991.

Can write in Roman type, and is sufficiently conversant with Braille to use it, 6002-7.

Three inmates of the self-supporting branch of the home can read Braille; one has learnt since she came; they also read by Moon's, Frere's, and Lucas's, 6026-8.

A visitor from the Home Teaching Society teaches Moon's, 6029.

Learnt Alston system at institution; that and the pencil were usual modes of correspondence, 6049-50.

Has no experience of writing in pencil; is aware that are blind people who have, 6051-2.

Mr. J. T. EDMONDS.

Instruction is given by association in Moon's type only, except by request of blind person, 6101, 6103.

Miss HISCOCK.

There are three systems of reading, Alston's, Braille's, and Moon's, 1248-9, 1280.

Braille is taught last; finds it takes perhaps three months before they can read it fluently, 1286-8, 1310.

Has school books on the Alston system, none in Braille, 1269-73.

The children write out exercises and their lessons by Braille and by Roman letters, 1274-5.

Miss WEAVER.

Has found it a great advantage in the system of teaching by the different types to write a thing down two or three times to impress it on the memory, 1378-9.

Uses the Braille system herself for writing, 1380.

Has tried no other system, keeps up her own writing from having seen how to write, 1381.

Has taught several children to write with pencil on the card with Moon's apparatus, 1381-2.

Uses Braille and Moon for reading, 1386.

Uses Moon very little, teaches some of the younger children the Moon letters, 1387-8.

As a rule her children become good spellers, some never learn to spell well, 1389.

Thinks the blind children are better spellers than the sighted when they have been the same time in school; it has nothing to do with the writing, they generally spell according to sound, 1390-2.

They use Nelson's Royal Readers principally and the geography, 1393.

## TYPES—cont.

They are published in Braille's type, 1394.  
Of the children under her instruction, out of seven at Stephen Street School four can read fluently, 1427.  
They read both Moon and Braille, Braille principally, 1427-8.

Rev. B. G. JOHNS.

Most of the books used are embossed by the resident musical instructor and by one or two boys, 1750-1.

When an ordinary pupil comes to St. George's, he is given Roman letters first, and if he cannot master it, he is tried with Moon, and will probably pick up a little Braille, besides doing other little things, 1834.

They have a primer, an English grammar, and history in Roman letters, 1835.

Does not think they have any other printed class books in regular use in Braille or Moon, 1836-41.

Mr. C. FARRER.

Would keep his accounts in Alston's system if he were to use any, 2035-7, 2042-7.

Uses Alston's system in corresponding with a blind person, and would prefer it to any other, 2038-9, 2135, 2168-9.

Knows Braille to some extent, but it is too puzzling to use for the purpose of writing, 2040-1.

Mr. W. HIBBERT.

The majority of the blind he visits read in Moon's type, about six in Braille's, four in Frere's, and five educated at St. George's in Alston's, 2180-3.

Has 450 books in his library for the district in Moon's type; thinks Moon's type is the easiest and best, 2262.

Knows the Braille system, prefers it to any other as a writing system, not as a reading system, 2287.

There would be no difficulty in it as a reading system if a child's touch was equal to it, 2288-90.

Those who read Alston's system in his district cannot read fluently, 2307-11.

At the Ebury Street class, Moon's system of reading is taught; formerly Frere's was used, and latterly Braille's has been introduced, 2398.

There is no instructor from his society in that class, 2399.

Mr. I. T. PRICE.

It is desirable that the same elementary books should be used by blind as by the sighted, 9404.

Embossed book in first three standards should be uncontracted, 9405, 9542.

Was educated in Lucas's type; is familiar with Moon's, and can recognise ordinary print when embossed, 9421-3.

Mr. CAMPBELL, LL.D., M.P.

Roman type was formerly taught at the asylum, but now Braille is introduced, 10,326-8.

Mr. A. W. G. RANGER.

Writes Braille, but is not very proficient, 10,395, 10,397, 10,473.

Mr. A. BUCKLE.

Children at his school begin with Moon's type and then go on to Braille, 11,184.

Roman type written with Guldberg lead pencil is used for corresponding with the sighted; and Braille type for corresponding with the blind, 11,185.

The Guldberg machine for writing is one that can be used by all blind persons; ordinary pupil with one hour's lesson a week can learn it in six months, 11,186-8.

Pupils in the school can read Worcester type, and Moon and Braille, 11,298-302.

Does not recommend adoption of one type to exclusion of all others, 11,303, 11,305-6.

Mr. J. SIMS.

It would be an advantage if there was one uniform type, 13,583.

## TYPES—cont.

Mr. J. MACDONALD.

The society teaches children to read by Braille entirely; previously Moon and the Roman type were taught, 14,207, 14,216-9, 14,342.

Society provides books in Braille for young and for adults, 14,220-1.

About 45 per cent. of those of mature years whom he visits can read either Braille or Moon, 14,262.

Finds difficulty in teaching them in some cases, 14,263.

Principally teaches them Moon; a number of adults read Braille, 14,264, 14,341.

Braille was introduced five or six years ago because the Roman did not suit, 14,277-8.

By Braille children can write their exercises in school, and there is also better literature, 14,279.

There was formerly no difficulty in teaching the Alston type, but it served no purpose in after life, 14,340.

A few adults have been taught to write in Braille, but they are not taught as a rule, 14,343.

They have never expressed any desire to be taught, nor have shown to be suffering from any deprivation therefrom, 14,344.

They write in ordinary writing, and use a tablet with raised lines, 14,345-6, 14,418-20.

The society has about 180 volumes of Braille in circulation; one-third are portions of the Scriptures, 14,399-400.

The number of Braille readers is increasing, 14,401.

Miss NEIL.

Principally employs Braille system in her school, formerly the Roman, 14,504-5.

Mr. J. HOLLAND.

Has found great difficulty in getting books for the blind; it would be a great advantage if free libraries circulated books for the blind, 14,598-600.

A play of Shakespeare for 3s. is very expensive when the sighted can get one for 1s., 14,635.

Mr. R. MELDRUM.

All his pupils read Moon; some read Braille; the old people are not taught Braille, 15,924-5, 16,082.

Teaches the blind ordinary writing; has invented an apparatus for writing any kind of type, 15,928-9, 16,085.

Mr. W. HARRIS.

The type question will never be settled as long as people go on improving it, 16,339-40, 16,405.

In 1876 the London School Board decided that the type used by the seeing was the best for educational purposes, 16,339.

The blind as a rule do not care about reading to themselves; it is only the aged and infirm who read such books as are printed in raised type, 16,343-4.

Current literature cannot be printed quickly enough into type for the blind to read it, 16,345.

Accounts for types becoming obsolete owing, amongst other causes, to their promoters dying, 16,341, 16,405, 16,408.

Braille type is much more used since his death 40 years ago, but that is because there are more people, and the education of blind is better looked after; the same applies to New York type, 16,409-12.

Believes some form of point type will be adopted, but perfection has not been reached in any system, 16,413.

Those who are going to conduct the education of the blind ought to be judges as to whether a type is suitable or not, 16,414-8.

Thinks the reason why the London School Board have altered their decision as to the type is that they have put their teaching in the hands of the Royal Normal College, 16,420-2.

Rev. N. F. McNEILL.

For writing he uses a Remington type-writer; writes to the blind by Braille, 16,859-62.

There should be a choice of types for the blind, 16,863-4.

Books embossed in Greek character are of great utility; this printing should be further developed, 16,865-8.

## TYPES—cont.

Portions of the Greek Testament are embossed by the Worcester Society, 16,869-70, 16,915-21.  
It would be desirable to have a depot where books for blind printed in every country and system could be procured, 16,871.

## REV. H. J. R. MARSTON.

Writes to his friends with an ink pencil on ordinary paper with a bit of wire under it; correspondence by means of a type-writer would be very useful, 16,677-8, 16,692-3, 16,726.

Braille and Roman type are the two best for educational purposes, and the American type is most beautiful, 16,723, 16,730.

Government should subsidise Roman, Moon, and Braille types, giving the largest subsidy to Braille, 16,731.

## REV. C. H. ANDRAS.

Has taught blind to write ordinary type by a system of his own, 19,143-5.

The blind in Woolwich workhouse are taught to read Moon's type, 19,147.

## REV. S. S. FORSTER.

The Worcester Printing Society is in very low water; it prints the Roman type which is unpopular; it also prints Braille; gives other particulars, 20,366-7, 20,369, 20,394-401.

Recommends the Government should take up the subject of providing books for the blind, 20,371.

## MR. W. J. DAY.

Learnt Moon, Roman, and Braille types; prefers the Roman, but is compelled to use Braille owing to the short supply of books in Roman type, 20,645-6.

Teaches adult blind whatever type they are capable of learning; is guided in his decision by their previous occupation, 20,706-7.

In the case of a person with soft hands he would begin with Roman type and then teach him Braille; if he failed in Roman type he would try him with Moon, 20,708-12.

Moon type is the best for the aged, the Roman for children, and Braille for those who wish to follow a particular line of study, 20,726.

Moon, Roman, and Braille types should all be taught if the opportunity afforded, 20,734-5.

Thinks it desirable to encourage the blind to acquire a knowledge of letters used by the sighted, and of writing with a pencil, 20,736-7.

## American.

## MR. J. L. SHADWELL.

Has had some experience of writing in the New York type; he thinks it decidedly inferior to Braille, 2844-5, 2854.

The general decision in France and Germany is in favour of Braille, in America of the New York system, 3852.

Describes New York system, 2853.

From experiments he made, found he could write rather quicker in New York type, 2856.

Is told that the New York notation for acquiring music is very cumbersome, 2856.

## MR. A. W. G. RANGER.

For enabling persevering person to get his education thinks Braille is the best, but American Roman type is more generally applicable though rather severe to get over first of all, 10,388, 10,465.

The American paper enables the type to retain its clearness, 10,398.

This type is not much used in England; English Roman type is very fair, but not so good as American, 10,400.

Does not think that person arriving at a certain age, when his touch is not so fine, would not be able to read American type; it can be read by majority of blind, 10,465-7.

Has not had very great experience in this regard, except in his own case, 10,468-9.

Thinks it the most pleasant to the fingers of any type he ever touched, chiefly owing to the fact that it does not go below the line, 10,470-1.

Knows of no means of writing in the American type, 10,480.

## TYPES—cont.

## MR. H. L. HALL.

In America there is every two years a convention of education of the blind; formerly they were almost exclusively in favour of line letters; latterly the point has been gaining ground, 12,037, 12,180-1.

Thinks that eventually the point will be adopted as the general type; gives his reason for thinking so, 12,038.

Believes there is no one, young or old, who can read the line, but can read the point much better, 12,039.

Describes the line letter, 12,041-2.

Braille is used by several institutions for musical purposes; no system is universally used, 12,138-40.

There are two point systems, both used for music, 12,141-2.

It is greatly to be desired that there should be one system for all the world, 12,143-4.

Point system has been making its way for 10 years, 12,171.

Knows of no books printed in Braille in United States except what are done by hand, 12,172.

In Philadelphia Braille is used to teach music, but they have lately introduced New York point, which is a modification of Braille, 12,172-3.

Hands in list of books printed in New York point system for educational purposes, 12,175-7.

Majority of schools use Roman type of some kind or other; none use Moon educationally, 12,178-9.

The interest on the money appropriated by Congress for printing books is divided *pro rata* among schools, each one getting its quota in the type it wants through the American Printing House, 12,182-3.

Personally he uses New York point type; thinks it is making more progress than Braille, 12,220-2.

## MR. W. HARRIS.

Compares the two types of Braille and New York, 16,349.

Mentions the types in use in America, 16,364-5.

The State printing house issue works in Boston line type and New York point, 16,366.

Boston type is a modification of the Roman; everybody can read it, 16,367-9.

The period of learning a type varies with the individual blind person as with the seeing one; believes the blind can and do learn every type they please; mentions instance, 16,370.

## REV. N. F. McNEIL.

Reads the lessons in American type; it is not very generally used in America chiefly owing to the expense, 16,754-8.

American type must be very well printed to be legible; we seldom get such printing in England, 16,804-5.

## Braille.

## MRS. ALICE WESTLAKE.

Braille's type cannot be deciphered without a key, but the children communicate with their own friends, 145.

The adoption of the particular type (Braille's) is left to the instructors; their opinion is that it is easier to read, 160.

## MISS MARY C. GREENE.

Considers Braille's system as principally valuable in furthering education, not merely as a means of teaching writing, 305-7.

## REV. H. D. PEARSON.

Braille's system is adopted generally in the London board schools, sometimes Moon's is used, 386.

## REV. B. G. JOHNS.

The blind themselves prefer the Braille type, 659.  
Braille varies a little after use; thinks that which is done by a clever Braille writer by hand is stronger than that done by any other process, 1749.

Thinks there must be some books of the Scriptures in the Braille system, but does not know of any, 1951.

## TYPES—cont.

## MR. G. MARTIN TAIT.

Braille's system is the one generally adopted on the continent, but the works on the continent are not to be compared with those in England in circulation or execution, 806.

Great efforts have been made to teach the blind Braille's type, but has not found in London 50 cases of those engaged in manual labour who could read fluently, 807, 882.

Thinks Braille's system infinitely superior in the way of writing; has no interest in promoting one system more than another, 920-1.

## MISS LOVELL.

Teaches the Braille system on alternate days entirely in writing, but lets the children read other types, 1114.

Arithmetic is taught on the Braille system because it is more easily written than any other, 1157.

Thinks children learn Braille the quickest, but cannot say; Roman is not used in her school, 1195-6.

## MISS HISCOCK.

Recommends Braille system for correspondence amongst themselves, and for taking notes, and the embossed Roman letters for communicating with the sighted, 1300-1.

## MISS WEAVER.

They did not teach Braille at Brighton, she learnt it at Norwood, 1441-2.

Would say the Braille system is undoubtedly the most advantageous to the blind, 1446.

Found in her case that all her friends took it up and both read it and write it, 1447-8.

It is a system that must be learned separately, 1449-50.

## MISS SCOTT.

The Braille method is a very valuable invention for reading and writing, not for arithmetic, 1535-6.

Copies most of her school books, grammars, and geographies in Braille; in any other system this would be impossible, 1536, 1538.

The children actually learn from the same school books as the other children do; they use Braille's Royal Readers, 1537.

The arithmetical type is learnt in a few minutes; Braille is very easy; many teachers can now teach it, 1546.

## MR. W. TIBBLES.

Thinks the Braille system is of advantage for educational purposes, 2607.

## MR. J. L. SHADWELL.

The Braille system has nothing to do with arithmetic; it is not a convenient system for working sums, 2809.

Thinks there is general agreement as regards superiority of Braille system for education papers, 2823.

There is no other system by which writing can be accomplished in the same way as by Braille, 2846.

The general decision in France and Germany is in favour of Braille, in America of the New York system, 3852.

The simple alphabet of Braille is very easy; it takes a long time to master the contractions; this deters some people, 2873, 2921, 2939-40.

Blind children ought to understand the contractions to read or write with facility.

Thinks it would be an advantage for blind children in village school to learn uncontracted Braille rather than not read or write at all, and this a lady might be able to teach, 2875-7, 2922-3.

There are a large number of ladies engaged in writing books for the blind in contracted Braille; it is possible, therefore, for anyone to master the contractions, 2879-81.

Considers Braille the best system, because it can be written, and books can be got into smaller space, 2919-20.

1 24970.

## TYPES—cont.

In French a number of signs are used for accented letters, which his association have used for abbreviations; found also same signs in Italian books, but did not find abbreviations in French or Italian, 2936.

The sighted could not read Braille without a key, 2944-6.

Is aware that there is a system of pin-point printing, has tried it himself; but so far from blind being able to read it, he could not himself, 2947-8.

New York system is modified form of Braille, 2952.  
Decided in favour of Braille before the association introduced the contractions, 2953-4.

## MR. BURNETT.

The blind ought to know the Roman type; believes Braille to be the easiest and quickest way of communication for blind, but sighted person requires a key, which is a disadvantage, 3651.

Thinks the Roman and Braille are the only types of great advantage to the blind, certainly in England; believes Braille is more universal on the Continent, 3652.

Thinks the most useful type and the easiest for communication with one another is Braille, but they should also be educated in the other system for communication with the sighted, 3716.

For education in school Braille is the easiest and best, 3717-8.

Children require a system that will give facility in doing sums, writing from dictation, &c.; other systems fulfil these conditions, but not so easily as Braille, 3719-20.

It would not take long for ordinary intelligent person to learn Braille; no doubt a parent would take the trouble to do it if children wrote in Braille, 3721-3.

Looks upon the Roman and Braille system as almost the same as writing and shorthand writing, 3726-7.

## MISS HAMILTON.

Has a preference for Braille system as a means of education and for educated blind, 3821-2, 3825.

Would reserve one of the other types for aged blind, who lose their sight late in life, 3823.

Thinks many sighted will not take trouble to acquire knowledge of Braille, but does not think blind ought to be sacrificed, 3830-3.

The Roman system could be learnt in one third the time Braille is learnt, but afterwards it is a very slow system, 3875-6.

Prefers Braille in preference to any other system, but also prefers Roman as another, because it enables blind to communicate with sighted, 3877-80, 3909-10.

Has only known one person who could not learn Braille, 3881.

Gives list of reading books published in Braille, 3907-8.

## MR. LESTER.

Finds a little difficulty in teaching Braille to the old; has one case of a man 80 years old just beginning to learn it, 3981-2.

Is of opinion that the Braille system of reading is unquestionably the best adapted for the blind, 4044.

A great advantage in Braille is that a letter can be as easily read by a blind person, as a sighted person could read a letter from a friend, 4047.

Would say that the Braille system is the best for teaching purposes for blind up to 60 years of age, 4063.

Has conducted correspondence, and kept private accounts in Braille; there is no system in which he could have done the work so satisfactorily, 4156-60.

Has used one of Wedgewood's frames for writing on carbonised paper with his finger, 4161.

## MR. WILLIS.

If people are intelligent they can learn Braille up to any age; mentions a case, 4255.

## REV. H. BRIGHT.

Finds Braille useful for correspondence and manuscripts, 6008-15.

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## TYPES—cont.

His wife reads and writes Braille, and they find it very easy to correspond by means of it, 6017-9.  
Braille has disadvantage that correspondence can only be conducted with those that know the system, 6024.

## MR. J. T. EDMONDS.

Has been told by teachers that Braille, though difficult to learn, gives great satisfaction when once learnt, 6102.

## MR. I. T. PRICE.

Would strongly recommend adoption of Braille type, 9403, 9552, 9563.

Thinks ordinary teachers could be got familiar with Braille; extra payment would have to be given to those who qualified in it, 9406-7.

## MR. A. W. G. RANGER.

For enabling persevering person to get his education thinks Braille is the best, but American Roman type is more generally applicable though rather severe to get over first of all, 10,388, 10,465.

No type bears the slightest comparison as to general advantage with Braille, 10,481, 10,488.

## DR. CAMPBELL.

Thinks Braille writing is very good up to a certain point; where pupils have a great deal of writing, and music, &c. they lame the muscles of the hand, 10,771-5.

For bringing children into proper use of their hands Braille is very valuable, 10,776.

## DR. ARMITAGE.

Only system of reading and writing worthy the name is the Braille, 10,977.

Found great opposition when he introduced Braille; seeing people could not give up that idea, because Roman system was best for the sighted, therefore it was best for the blind, 10,978.

Seeing teachers also feared adoption of Braille would give them more trouble, 10,979.

Before 1868 Braille was not used by more than 16 people in England, not a single school used it, 10,989-95.

## MR. A. BUCKLE.

For educational purposes thinks no type so good as Braille, 11,304, 11,344-6.

## MR. J. McCORMICK.

Braille is so easily learned that acquaintances of blind learn it and correspond with them in it, 12,443.

In the case of writing to ordinary tradesman, the blind would get it done for them; one of his pupils has given up old system for Braille, 12,443-5.

## MR. W. D. HALL.

Every blind person should be taught to write Braille, 12,522.

Since Braille has been brought within reach of blind, their education has very much improved, 12,544.

## MISS BYERS.

Knows five adults who are learning Braille, and are very pleased with it, 12,760-1.

Intelligent adults could in general learn Braille, 12,762.

There was no difficulty in introducing it in her society; describes way it was introduced, 12,762.

First formed her opinion as to advantage of Braille from information of societies than from blind people, 12,815-22.

In school work he would adopt Braille exclusively, 12,823.

Blind people should write letters in Braille, and sighted people should learn the key, 12,825-6.

It would be very good thing to teach both Braille and ordinary writing, 12,827.

## TYPES—cont.

## MRS. CHAMBERS.

Braille books are not used in the school, but they have them in the cottage homes, 12,988-91.

## MR. G. GOODWIN.

Thinks there is no type like Braille for blind, especially Braille with many contractions, 13,028.

Literature should be confined to one type; has not found workmen cannot read Braille; they prefer it, only reason they do not read so well as boys is that they have not the practice, 13,028-9, 13,050.

His pupils who are basket makers continue to read Braille in the workshops, 13,048-9.

In reading Worcester type boys do not take to it at all, 13,075, 13,081.

## MR. W. MARTIN.

Braille system is unquestionably the one that must be introduced, 13,920.

## MISS NEIL.

Braille should be certainly employed for teaching the young reading and writing, but would teach them all types, 14,506-7.

## MR. R. MELDRUM.

Could not as a rule teach Braille to those becoming blind late in life, 16,055.

Would endeavour as far as possible to teach the blind to write like other people; does not call the Braille system writing, 16,086-7.

Braille is very useful for educational purposes; does not approve of the writing by Moon's tablet, 16,089-90.

## MR. W. HARRIS.

An advantage in Braille is that the books can be printed in a more portable form; but this is not an advantage for educational purposes; explains his meaning, 16,342-3.

## REV. N. F. MCNEILE.

A Bible printed in Braille type would be less cumbersome than one in large Roman type, but not than the American, 16,801-3.

The Greek type was considered preferable at Worcester to the old way of communicating Greek to the blind by Braille, 16,872-4.

Contracted Braille is complicated and difficult to learn, 16,190.

## REV. H. J. R. MARSTON.

Thinks Braille very valuable for education, but contracted Braille is very mischievous; Moon is valuable for aged persons, 16,723, 16,730.

## DR. MOON.

Braille is useful for children, but when the fingers get hard it must be thrown aside, 17,498-9.

Has not heard or known of so much as two cases where blind over 60 have learnt Braille, 17,509-11.

Thinks he would hear of cases where old persons have succeeded in learning Braille, 17,512-4.

Has met with cases in America where basket makers who have learnt Braille at school continued to use it, 17,515.

Many blind can write Braille but cannot read it after it is written owing to the contractions; Braille does not profess to give orthography with any accuracy, 17,516-7.

Cannot understand how all contractions in Braille are orthographic which express the full spelling of the word; does not know contracted Braille, 17,518-23.

Points out defects in Braille contractions, 17,524-30.

Advantage of his type is that it is easier to read, fewer contractions, 17,531.

Is aware that there are several systems of Braille, 17,532-3.

## MR. SCHOLFIELD.

The Braille type, if properly applied, is all that can be desired, 18,818.

## TYPES—cont.

## REV. S. S. FORSTER.

Every English blind boy should be taught the Roman type; no blind boy could be educated without Braille, 20,372-3.

Recommends the Braille system of writing, 20,384.

## MR. W. J. DAY.

He teaches Braille writing whenever a blind person is willing to learn it, 20,722-4.

## Braille and Moon.

## MRS. ALICE WESTLAKE.

Braille's type mainly taught in board schools; the Moon system is taught to a small extent; thinks teachers prefer the Braille system, 141.

Does not find that by the use of Braille's or Moon's system that blind children are isolated unnecessarily from sighted children, 142-3.

## MISS MARY C. GREENE.

Moon and Braille adopt signs as indicating letters, as do all alphabets, 278.

## MR. G. MARTIN TAIT.

Gives statistics with regard to number of children in connexion with institutions, and under visitation who read in Moon's and Braille's types, 447-51, 803, 842-5.

For all purposes thinks Moon's type superior to Braille's; Ling's system of Moon's is the only one of use to a blind working man; for well-to-do blind children going in for music, Braille's type ought to be taught for early instruction, 808, 883.

At the London board schools the children learn both Moon's and Braille's type, 833.

Is not aware that Braille's system is generally taught in schools; has a return showing that it is not as much used as Moon's, 849-51.

Is not aware that the blind read more fluently in Braille type than in Moon's. Thinks that the reverse might be the case, 888.

In the board schools now there are books in both Braille's and Moon's type, though when teachers were appointed from the Normal College they introduced Braille's system, 892-3.

In the Sunderland institution the Braille and Moon systems are taught, the former for correspondence and the latter for reading and tangible use, 918-9.

## MR. HODGE.

His boys used the Moon system at first, now they use the Braille, 1025-6.

## MISS LOVELL.

Teaches the Moon type also; does not find it hinders them; a little girl from Oxford who passed first in Standard II., and is now in Standard III., learnt both Braille and Moon in three months, 1115.

She is ten years old, and if she had been brought at age of five would not have been behind other children, 1116-8.

## MISS WEAVER.

Thinks Braille's system is by far the easier than Moon, 1383-5.

Prefers teaching Braille entirely; gives as far as she can say three fourths of her time to teaching Braille, and one fourth to Moon, 1429-35.

## MISS SCOTT.

The Braille and Moon systems are taught in her school, Braille principally; Moon is used when the children are feeble-minded, or having lost sight at eight or nine years old they cannot so readily learn Braille, 1551.

Thinks Braille more useful; can read Alston's a little, but has never used it, 1553.

## TYPES—cont.

## MR. J. L. SHADWELL.

The British and Foreign Blind Association came to conclusion that Braille was the best type generally, but Moon's in certain cases, 2789-91.

They decided that steps should immediately be taken to introduce Braille in all blind institutions, and discourage use of all other systems except Moon's, 2794.

Is of opinion that Moon's should be retained for hard-handed blind, but with that exception Braille should be universally adopted, 2795, 2797, 2817.

Thinks Braille should be taught universally for purpose of reading and writing, and in case of those who have lost their sight late in life, or of those whose hands have become hardened, the Moon system had better be used, 2943.

## MISS RYE.

Prefers Moon's system for reading and Braille for writing, 3583.

## MISS HAMILTON.

Would recommend Moon's type for the aged and Braille's for the education of young, 3824-5, 3882-6.

## MR. LESTER.

When the system of touch is compared, Moon is more easily taught than Braille, 4065.

## MR. WILLIS.

There are some too hard in the touch to learn Braille; such people he recommends to learn Moon, 4259-60.

Thinks these two systems are all that are required for old or young, 4261-3.

## MR. WILSON.

His opinion is that Braille type is the best for education, and Moon's for those who become blind late in life, 4379.

Does not think it desirable to perpetuate other systems, 4380.

## MR. THOMAS CLARKE.

Has found Moon's the most acceptable, and much easier for the adult blind; Braille is coming into use, but is difficult for adult blind, 5482.

## MR. J. McCORMICK.

Type for blind should be limited to Braille and Moon; bye and bye Braille he thinks will be used alone; at present Moon is very useful for the aged, 12,377, 12,425.

Young men under 30 learn Braille as quickly as Moon, 12,426.

## MR. W. D. HALL.

Finds that in life blind cannot always learn Braille; Moon's type, or some other is necessary for them, 12,592.

## MISS BYERS.

Home teachers principally teach Moon type, but also Braille; would like to see it more widely introduced in home teaching with Moon, 12,759.

For old people Moon type is the best, but intelligent adults should certainly learn Braille, 12,763, 12,824.

The adult workmen prefer being read to, intelligent ones read themselves, 12,764-6.

Before Home Teaching Society was started no blind in Sunderland read by any system but Moon; the School Board on recommendation of society began with Braille, 12,813-4.

## MRS. J. CHAMBERS.

Advocates use of Moon for workpeople, but for the young Braille is very nice, 12,925.

Advocates Braille only for purpose of communicating with sighted; ordinary writing is not taught, 12,927-8.

Braille and Moon are taught in the school; children can feel Braille when young, but when they get into the workshops they cannot keep up Braille, 12,935-7.

## TYPES—cont.

Mr. J. SIME.

Advantage of Braille over Moon is very great in point of compactness, 13,584.

A child can easily learn Moon as well as Braille, but the latter is preferred, 13,585.

Mr. W. HARRIS.

In his remarks at the York Conference 1883 he spoke favourably of Moon's type, and objected to Braille on account of its contractions, 16,340.

Dr. MOON.

Moon type is generally taught first, and Braille is then learnt more easily, 17,498.

One advantage in his system is that there is the full orthography. Braille is very contracted which renders it not so certain as his in reading, 17,504.

If children are not taught Moon they will learn it when they grow older, because Braille would be of no use to them, 17,500, 17,508.

His system had its origin in Brighton School where he was a teacher; they have now adopted Braille; does not know the reason, 17,581-2, 17,583.

Lucas.

Mr. C. FARRER.

The quickest system to use in keeping accounts is Lucas's, 2047.

Does his calculations chiefly mentally, 2118.

He learnt the Lucas system at St. John's Wood school, and can read it twice as fast as any other, 2132-6.

Not so many people read that system as used to do; they mostly read Moon's now, 2138-9.

Mr. W. TIBBLES.

He could read Lucas' type at 10 years old; it took him about two years to learn at the institution at St. John's Wood, 248-6.

Lucas' system was the only system taught when he was at St. John's Wood institution, he can now read Braille, Moon, and Lucas, 2605.

Mr. BURNETT.

The market for Lucas's books is decreasing, 3724-5.

Miss HAMILTON.

Not much literature has been printed outside the Bible in Lucas's type, 3837-8.

Moon.

Mr. G. MARTIN TAIT.

The books in use in Moon's type are by thousands against hundreds in any other type, 452, 803, 807, 897, 900.

Hands in book as a specimen of Moon's type adapted to 250 languages; books in Moon's type have sold to number of 161,000 volumes. Annual sales amount to 6,000; reads statement received from Dr. Moon, 798, 853-6, 894, 898.

Price of books to the poor and teaching societies is for materials and workmanship, embossing and binding only; the affair is managed by Dr. Moon free of cost, but must be paid for on his death, 799-800.

Moon's type is in use nearly throughout England, 804.

Moon's type has large circulation in America, and on continent, 805.

The Bible is in a large number of volumes, and a working man can scarcely obtain it, it costs 5*l.* or 6*l.*, 812-4.

His society presents copies of the Bible sometimes, and the Bible Society make grants to those recommended to them, 815.

The blind are read to by their family, but this is very different to reading themselves, especially amongst the poor, 816.

The books lent by his society to the children are in Moon's type, 831.

Have no Braille books to lend, 836.

## TYPES—cont.

Moon's system is taught almost exclusively by the society; believes a few branch societies teach a little of Braille, 837-9.

Has never had a request for a book in any other type than Moon's, 841.

The returns given in answer to question 447, referred to schools for training the young, 846.

All the secular works published by Dr. Moon are suitable for use in Roman Catholic schools, 863.

Does not think Dr. Moon has printed a Douay version of the Bible in French, Italian, or English, 864.

There are very few abbreviations in Dr. Moon's works; a new one is being adopted of putting "t" and "h" together, 873.

Thinks some of Dr. Moon's works are abridged, 874.

At the beginning of the movement one of the society's teachers was appointed to teach in Moon's type in the board schools, 890.

The pupils were then instructed in Moon's type for three or four years, 891.

There is a writing press by Moon's plan, and a whole system, 920.

Miss HISCOCK.

Believes the Moon system is nearly approaching to an alphabetical system; there is very little difference between formation of letters, 1298-9.

Rev. B. G. JOHNS.

Has a very large number of books in Moon's type; it lasts about as long as the Roman type, 1748-7.

Mr. J. L. SHADWELL.

Any educated person could learn Moon's system at a sitting, 2924.

If object is to enable the blind simply to read and to save teacher trouble, Moon's system is best, 2925.

In the Moon system there are hardly any contractions, and in the Roman none at all, 2941-2.

Literature in Moon's type is very small, 2955.

It is printed in 48 languages, but it is only the Bible over and over again in all those, 2957.

There are a few educational books, but has found choice of books extremely limited, 2958.

Is aware that several classical books have been printed at Worcester; has been told that some are printed in ordinary great type, 2961-2.

Mr. BURNETT.

Has some of Moon's books in the school, but the system is not taught, 3654.

Thinks Moon's is better than Lucas's, because it approaches nearest to the Roman type, 3655.

Mr. WILLIS.

Nearly all their London pensioners can read Moon, 5490.

Rev. H. BRIGHT.

Thinks Moon's system undoubtedly the best for those who become blind late in life, 6030-1.

Mr. I. T. PRICE.

Thinks Moon's type is the best for older people whose hands are hardened, 9553.

Mr. HAMPTON.

Has books on Moon's system in his institution; finds them more easily read by a man who has been at work, 10,134-6.

Mr. J. McCORMICK.

If the State granted subsidy for books he would not like to shut Moon out, 12,427.

Mrs. J. CHAMBERS.

Society uses Dr. Moon's books for adult blind; receives them from Dr. Moon direct, 12,921-2.

Society pays for them generally; sometimes they receive small grant, 12,923-4.

## TYPES—cont.

Miss NEILL.

Moon type is very good for older people, and for those whose hands become hardened by work, 14,511.

Mr. R. MELDRUM.

Finds Moon's system most serviceable for reading, 16,054, 16,081.

Braille is very useful for educational purposes; does not approve of the writing by Moon's tablet, 16,089-90.

Mr. W. HARRIS.

One cause for success of Moon is that there are more books in that type, 16,340.

Rev. N. F. McNEILL.

Thinks the Moon type is greatly overrated it has no advantage over the Roman if the letters are the same size, 16,795-6.

Rev. H. J. R. MARSTON.

Thinks Braille very valuable for education, but contracted Braille is very mischievous; Moon is valuable for aged persons, 16,723, 16,730.

Dr. MOON.

States the number and character of books printed in his type, 17,486, 17,535.

Gives particulars with regard to his establishment, 17,487-8, 17,564-75.

The books are sold below cost price, and there is no hope of their being cheaper, 17,489-90.

Gives particulars as to cost of setting up type, 17,491.

Prefers his type to the American; it is more easily tangible to the blind on account of simplicity and clearness; illustrates this, 17,493-4.

Out of 50,000 blind in America not more than 10,000 can read American type; 40,000 require his books; has established home teaching societies there, 17,494.

Fully three-fourths of the blind in the United Kingdom cannot read Roman type; only the very aged and infirm cannot read his, 17,495-6.

Circulation of Moon type on the continent is not large, 17,505, 17,576.

Employs 12 people, but has sufficient work to employ 100 for seven years if he had the funds, 17,506, 17,500, 17,592, 17,558, 17,591.

Does not think Moon is still being taught in the London board schools, 17,536, 17,450, 17,554.

The School Board passed resolution that Moon should be taught, and asked him to supply particular books and gave him a grant; will furnish the correspondence, 17,537-54, 17,590.

Has all the books necessary for the first four standards and part of the fifth printed, 17,555-6.

Would advocate his system even if it were not his own, 17,557.

Has more readers over 50 years of age than under, 17,559.

Thinks the London School Board should teach the blind ordinary writing; produces a machine he has invented for the purpose; explains it, 17,559-62.

States the cost of the Royal Reader, 17,588-9.

The more books printed at his establishment the more money he would lose, 17,586.

Rev. S. S. FORSTER.

Moon type is very good for the aged and feeble-handed, 20,372.

Roman.

Miss MARY C. GREENE.

The Roman is not so easily read and learnt, and could not be used for writing, 276-7.

Does not think it essential to teach the blind the formation of the ordinary alphabet of the sighted; considers that the character for A is A to them to all intents and purposes, 279-80.

## TYPES—cont.

Rev. B. G. JOHNS.

Thinks as a foundation that type should be used which brings the blind as closely as possible to the rest of the world, would therefore give them the Roman type; though if the children cannot learn the Roman type they teach them something else, 659.

Mr. G. MARTIN TAIT.

The Roman system is dying out; it is most used by the Worcester College and the York School, 922.

Scholars cannot feel the Roman characters, there are too many lines, 923.

Miss HISCOCK.

The children acquire Moon's easiest, 1250.

Considers Alston's system, the Roman letter, the most useful, 1251, 1261.

There are two modes of embossing, the Roman letters and the Braille, 1252.

Roman letters are used mostly for correspondence with the sighted, 1253-4.

Alston's system is the most useful because the blind are to a certain extent on an equality with the sighted, 1261, 1281, 1293-4.

All the children read Alston, 1262.

Alston's system is taught first, and afterwards Moon's is learnt very quickly, 1263, 1310.

Should say that it takes a child perhaps six months to read Alston system fluently, 1264.

After the children have read Alston's they will read Moon in a very few weeks, 1265.

Braille is written quite twice as quickly as the Roman letters, 1276-7.

There is not much preference with the children between Alston and Braille, 1292.

Thinks there is an advantage in the Alston, because it does not isolate the children from the sighted people, 1293-4.

When a child writes in the Alston system, any other child not specially educated could read it, but in Braille there must be a key to decipher it, 1296-7.

Recommends Braille system for correspondence amongst themselves, and for taking notes, and the embossed Roman letters for communicating with the sighted, 1300-1.

If a child comes to the school knowing Braille or Moon he is taught the Alston characters, which is used for education and correspondence with the outer world, 1308-9.

Miss WEAVER.

Has a little knowledge of the Roman system; has never been a successful reader in Roman type, 1456-7.

Learnt to emboss in Roman type at Brighton, 1439.

Miss SCOTT.

Does not think Alston as useful as Braille, it takes too long to write, and a child could never hold its place in a class, with Braille it can, 1554-7.

At Edinburgh she was taught to read Moon and Alston; Braille was not used then, 1579-83.

Hardly ever uses Alston now, 1599.

Would never teach Alston herself in school; one system is as much as children can master at that early age, 1600-1.

Mr. C. FARRER.

Looks upon Alston's system as the best because the sighted can read it, but cannot read Braille, 2046.

Mr. J. L. SHADWELL.

Is aware they use Braille in Italy; only found Roman system used in one institution, 2928-32.

Has heard that in Germany there is a Stuttgart type, a Roman type, 2933.

Is not aware the Roman type is used in Amsterdam, 2934-5.

In the Moon system there are hardly any contractions, and in the Roman none at all, 2941-2.

Thinks it would be advisable to obliterate altogether the employment of Roman type from education of the blind, 2981.



## TYPES—cont.

## MR. BURNETT.

The blind ought to know the Roman type; believes Braille to be easiest and quickest way of communication for blind *inter se*, but sighted person requires a key, which is a disadvantage, 3651.

Thinks the Roman and Braille are the only types of great advantage to the blind, certainly in England; believes Braille is more universal on the Continent, 3652.

Looks upon the Roman and Braille system as almost the same in writing and shorthand writing, 3726-7.

## MISS HAMILTON.

Only advantage of corresponding in Roman type is that the sighted can read it, 3829.

Her girls have picked up Roman type for themselves; it is easily learnt for writing, not for reading, 3835.

The Roman system could be learnt in one third the time Braille is learnt, but afterwards it is a very slow system, 3875-6.

Prefers Braille in preference to any other system, but also prefers Roman as another, because it enables blind to communicate with sighted, 3877-80, 3909-10.

The Roman pin-point writing cannot be read as easily as Braille by the blind; a good deal depends on the paper, 3909-13.

## MR. LESTER.

Does not know of any adult person who can read Roman type fluently, 4145-9.

Several people have been taught by the Bristol system, which is worse than Roman, 4150.

As a rule those who have learnt Roman at school leave it off when they leave, 4151.

## MR. WILLIS.

Knows of no one who reads the Roman type; many know it, 4256-8.

## MR. A. W. G. RANGER.

Thinks there is advantage in using Roman type; sighted person can see in a moment what a blind student is doing, but does not think poorer could ever take it up, 10,486.

Prefers the small Roman type to the larger, probably because he can read Howe's American type, 10,521-2.

If it were known that books were printed in this type many persons would use them, 10,527.

## DR. ARMITAGE.

No school throughout the world where blind directors have arrangement of education, teaches Roman type except as a writing system, 10,980.

## MR. J. McCORMICK.

To write letters as well as those shown him, a blind person would have to learn the ordinary sighted type, 12,446-9.

It would be very desirable to teach blind to write in same characters as the sighted, as an adjunct to education, if there was time for it, 12,451-3.

## MR. W. D. HALL.

It is very desirable blind should be taught ordinary writing, 12,593-5.

## MR. J. SIME.

Every blind child should be taught to write by printing frame in ordinary writing type; intelligent blind pick it up very readily, 13,590.

Blind can use type writers with facility; hands in specimen of Remington type done by girl in the institution, 13,591.

Type writers would be very useful for education of those likely to be engaged in any profession, 13,592.

Alston type was ordinary type formerly used in Scotland, 13,672.

## MISS NEIL.

Would teach blind ordinary writing, 14,508-10.

## TYPES—cont.

## REV. N. F. McNEILL.

At school he used ordinary Roman type; recommends that all should learn by this type; Braille is invaluable as a means of communication, 16,786-90.

Advocates blind writing; the ordinary current hand rather than only Braille, 16,791-2.

Thinks the Moon type is greatly overrated; it has no advantage over the Roman if the letters are the same size, 16,795-6.

The advantage of reading the same type as the sighted is so great that those who become blind in old age should be taught it, 16,798-900, 16,857-8.

Has had experience of the aged learning the Roman type; they made very fair progress, and has heard some read it as well as those who read Moon, 16,816-8, 16,913-4.

Thinks there are sufficient number of readers in Worcester type to justify the continuation of the printing in that type, 16,850-2.

Prefers Worcester type to any other; it is quite as good as Moon's, except in the figures; it is not so easy as the plain letters of Braille, 16,853-6.

## MR. W. HARRIS.

Would recommend that educational books should be printed in the ordinary Roman type, 16,371.

A great majority of the blind lose sight after they have learnt Roman type; if they care to learn any other afterwards they will soon do so, 16,371.

With reference to Mr. Wait's statement as to the Roman or Boston type he would say the success in learning depends very much upon the teacher, 16,419.

Believes there has never been a good well-printed Roman type in this country, 16,450.

## REV. H. J. R. MARSTON.

Every educated blind child should know the common Roman letters, 16,723.

Does not care what form of Roman type is adopted, provided ordinary letters are used, 16,725.

If a boy cannot be taught ordinary writing, he should learn type writing, 16,726.

Does not think it desirable to teach blind to write ordinary characters of the seeing, 16,728.

## DR. MOON.

Aged blind will not learn the Roman system after they have learnt his type, 17,584.

It is an advantage that they should learn the Roman system; makes stamps with Roman letters for their use in writing to friends, 17,585.

## REV. S. S. FORSTER.

Every English blind boy should be taught the Roman type; no blind boy could be educated without Braille, 20,372-3.

Large-sized Roman type is the best for old people and smaller type for young people up to the age of 20, 20,378-9.

It is not as easy to learn small type as Braille type, or as the large Roman characters, 20,380-3.

Roman letters cannot be written except with great difficulty, 20,386.

If blind have been able to write before becoming blind they generally write Roman type with a pencil, 20,387-8.

## MR. W. J. DAY.

He teaches children the Roman type; it places them on a level with the seeing, and their parents can share in it, 20,673, 20,705, 20,725, 20,730, 20,738-40.

If a man is not able to learn Roman type he would have to go to a bigger type, 20,713-5.

Several of those he visits can read Roman type, a few can read Braille, 20,718-20.

Should suppose that those who read Roman type can write it, 20,721.

The only type that puts the blind on a level with the seeing with regard to writing is the Alston type, 20,731.

## UNEDUCATED BLIND.

## MR. C. FARRER.

Does not think more than 10 per cent. of blind can read and write, 2049.

## MR. W. TIBBLES.

Has four or five children in his district who do not go to school at all; in two cases feeble health is the reason, 2581-3, 2618.

Some of those not prevented by infirmity do not go to school, 2619.

## MISS RYE.

Has observed great improvement in children taken from their homes: they are there brought up as helpless, and are taught nothing, 3587-8.

## MR. LESTER.

There are a great many untrained blind of mature age, 3974, 3978.

Most of the blind in London are those who become blind in after-life, and have had no training as blind in institutions, 3975-6.

The majority of the poor blind cannot read, 4041-2.

## MR. WILLIS.

Many aged are not able to read, owing generally to their having become blind in later years, and having been taught no system, 4224-6.

## MR. H. JACKSON.

The blind they have to deal with are mostly aged persons who have not been taught anything whatever, 5299.

## MR. STOREY.

Most of the blind visited by Society have become blind late in life, and are unable to read, 5713-4, 5772.

## MR. A. BUCKLE.

Some pupils come to the school utterly uneducated and neglected, 11,240.

It would be great advantage for them to go to national schools even without having a large amount of instruction, 11,241-2.

## MRS. J. CHAMBERS.

Has immense trouble in teaching blind children, because they have been neglected; many are kept entirely untaught, 12,887.

Parents do not teach their children, either from having no time, or not the knowledge or energy, 12,960-1.

## MR. J. SIME.

There must be about 360 or 400 blind children of school age in Scotland to be provided for altogether, 13,575.

## MR. J. MACDONALD.

Believes there are many blind children in Scotland not under his mission who remain at home all their time of childhood, 14,214.

## MR. R. MELDRUM.

Has six children of weak intellect in his district receiving no education; they have not been sent to any asylum, it is nobody's business to see that they are sent, 15,913-20.

## MR. G. WALKER.

Only knows of two uneducated blind children in Sunderland of school age out of a total of 14 blind children, 16,305-7.

## DEAN H. H. DICKINSON.

In Ireland there are 996 blind who are uneducated, 17,672.

## MR. W. J. DAY.

Three-fourths of the blind he visits cannot read; many might learn if they took the trouble, 20,696-8.

## UNEDUCATED BLIND—cont.

## MR. B. G. DAVIS.

Gives statistics with reference to the deaf, dumb, and blind in Birmingham, 18,321-2, 18,369-70, 18,408-11, 18,415, 18,431-3, 18,452-3.

About one-third are likely not to require State aid, 18,323.

Many of them are at home getting no education, 18,324, 18,371-4.

The school board are quite satisfied with the education given in Birmingham to the blind, deaf, and dumb, 18,381-2.

Explains the reason the board have not taken more action with regard to the education of the blind, deaf, and dumb, 18,422-6.

There is great necessity for speedy legislation, 18,446-7, 18,450-1.

## THE RIGHT HON. SIR P. KEENAN.

The children in workhouse schools he apprehends are not taught, but are simply present, 20,943-4.

## MR. GEORGE WALKER.

Has been conducting a class under the school board in the Blind Institute at Sunderland for four years, 16,114-5.

Is secretary of the United Kingdom Association of the Blind, 16,116.

Has been through all the departments except one of the Sunderland Institute; had no peculiar training as a schoolmaster, 16,120-5, 16,131.

## MR. HENRY WILKINSON.

Is a basket-maker by trade; learnt it at Bristol Asylum, 5583, 5585.

Became blind in 1809,—5584.

When he first came to London got a journeyman's situation at a basket-maker's, 5586.

Taught himself chair caning; one trade gave him insight into the other; now does more chair caning than basket making, 5587.

Has made a livelihood for 62 years, but has earned more money by helping his wife at the mangle than at his trade, 5588-9.

Left Bristol as brightest pupil ever discharged, but had great difficulty in getting into the art of London basket making, 5591.

Has always worked independently; has worked great deal in wholesale trade, 5593.

Went to the Bristol Asylum at age of 12; left when he was 20; is now 83,—5620.

Has been married several times; he gave up mangling when his first wife died; he has maintained himself up to time of receiving pension, 5633-9.

## MR. ALFRED WILLIS.

Has been teacher and visitor of the Indigent Blind Visiting Society for nearly 10 years, 4220-1.

Has 87 in his district; visits them once a fortnight, sometimes oftener, 4222-3.

Has been blind 16 years; spent the first four at St. John's Wood School, and learnt music and chair caning, 4227, 4229.

Has not followed up his music for want of employment, 4228.

Did not earn enough after leaving school to maintain himself; was allowed 7s. a week by his sister until he occupied his present position, 4230.

Visits people employed at St. George's, Peckham, and Greenwich workshops, 4239-40, 4903-5.

Has a salary of 71l. a year, subject to a deduction of 14l. for a guide; he also gets a pension of 12l. from Day's Charity, 4231-3, 4939-41.

## MR. ARTHUR WILMOI.

Was brought up at Norwood College; went at age of 17 and was there seven years, 11,638-40.

Obtain pupils immediately after he left as teacher of music, and earned livelihood at end of first year, 11,641-2.

Produces ledgers showing detailed account for a week, 11,643-5.

Uses his singing more as an advertisement to make himself known, 11,646.

Gets to five guineas for singing engagements, 11,647.

## MR. WILSON.

Has been secretary of Gardner Trust since foundation, 4276-7.

## WORKHOUSES.

## MR. G. M. TAIT.

Hands in letter from a lady superintendent who has worked for 30 years, as to industrial training of adult blind in the union, 756.

The 18 teachers of his society visit all the unions in London by permission of authorities, 756-7.

If there were a general rate in London, there might be united action with a view to bringing together blind children for education and training in workhouses, 757.

There are a number of children in London workhouses receiving no special training except from his society's teachers, 758-60.

Such children are really, so to speak, trained for pauperism, either remaining there all their lives, or begging in the streets, 761-2.

Is aware that boards of guardians have power to send blind children to blind asylums, of which some have fully availed themselves, 763-4, 819.

Has evidence to prove that there are blind children in workhouses throughout England, 765.

Could supply list of number of blind children in workhouses; draws attention to evidence from Liverpool on the defects of present system, 766.

## MR. W. HIBBERT.

Has three workhouses in his district, 2251.

The blind work at nothing except knitting as an amusement; the majority are advanced in years, 2252-4, 2256, 2433.

At St. James's, Westminster, the blind did wood chopping, 2254.

Under the supervision of the sighted, the blind could do a great deal in that way, though it depends on their age, 2255.

About 25 of the 124 in his district are in workhouses, 2267.

The majority would gladly remain at their own homes and accept out-door relief, but some would be compelled to go to the workhouse through bad health or infirmities, 2374.

Though out-door relief is discouraged in general, would make an exception in the case of the blind, because a blind person who suffers in health has no other place to go to but the workhouse, and his home is broken up and he is obliged to remain there, 2375.

Those in workhouses have no instruction in reading except what he gives them, 2434.

The instruction is in Moon's type, the society finds the books, and he teaches them every fortnight, 2435-8.

Does not think it desirable to have schools attached to workhouses; many of the blind are past instruction, 2439-40.

The average age of the 25 in workhouses would be 60 or 70, some are 80; there is only one blind child who is a cripple, 2441-2.

## MR. W. TIBBLES.

Of those he visits 20 are in workhouses, 2455.

Two of those work in the laundry, the rest are incapable of work, 2456-7.

## MR. WILLIS.

There are circumstances in which he recommended a person to go into the infirmary, but as a rule does not think a blind person any more than a sighted ought to be sent to an infirmary or workhouse for want of outside help, 4944.

## MRS. STACEY.

The blind from the workhouses are allowed to attend meetings of the society; it would be great benefit to blind if social meetings were held nearer the workhouses for them, 5797-802.

## MR. HAMPTON.

Blind have great dread of workhouses; they become mutes in them by keeping to themselves, and are aggravated by those who have no feeling for them; cites a case, 10,130-2, 10,231.

## WORKHOUSES—cont.

## Miss M. V. MORSE.

Finds children from workhouses as intelligent, but not as well trained, as others; cannot give the proportion, 11,566, 11,614-6.

## MR. W. GILROY.

Many blind are forced into the workhouse; they decidedly object to this, because they get amongst those they dislike, 14,042-3.

If put into separate wards it would remove a great deal of objection, but they have strong prejudice against the workhouse, 14,057-8.

## MR. W. MESTON.

Unless a sufficient annuity can be given to blind requiring relief to keep them respectably they would be better in the poor house, 14,101-4.

The class that descend to pauperism should not have out-door relief, 14,105.

Thinks the blind are well treated in the poor-houses, 14,107.

Blind prefer receiving out-door relief, 14,146-7.

## MR. J. KINLAY.

Has never known any blind people go to the workhouse, 15,629-30.

If an old man is not supported by his friends he would have to go to the workhouse, 15,632.

If he were obliged to apply to the parish for relief would prefer out-door relief to going to the workhouse, 15,634.

Thinks the blind should be allowed to remain at home, 15,635.

## MR. R. MELDRUM.

A good many blind in his district are in the poor-house; they are not treated differently from other paupers, 15,932-4.

The poor-house test should not be applied in the case of blind people; would give them out-door relief on a more generous scale than is given to ordinary paupers, 15,935-6.

Objects to establishment of almshouses for blind, 15,973-4, 16,005.

Parochial boards apply the poor-house test not so much to have a cheaper result in each case as to deter applicants, 16,012.

## MR. G. WALKER.

The very poorest blind in Sunderland object to enter the workhouse, 16,200, 16,216.

Is of opinion that out-door relief should be given more generously, 16,201.

## MR. J. R. BROWNE.

Does not think any of the inmates of St. George's workhouse are those who having learnt a trade in an institution have been unable to earn a livelihood, 18,258.

Gives particulars as to the inmates of St. George's workhouse, 18,252-5.

There is no provision except the workhouse in London for those deprived of sight by accident, 18,256.

Mentions the case of a man in the workhouse whom he has tried to get into institutions all over England, 18,256.

The blind are treated as the old and infirm and are mixed with them, 18,261-3.

The paupers in the same ward read to them as an act of kindness, 18,264-5.

States the cost of maintaining blind in special schools, 18,268-72.

States cost of maintenance in the workhouse, 18,273.

Special institutions should be provided for those who have become blind in middle years, who have no friends to support them, 18,257.

The cost of their maintenance should be a charge upon the Metropolitan Common Fund, 18,257.

The blind would not look upon it as relief in connection with the poor law, 18,278-9.

Hands in rules for the treatment of inmates of the workhouse, 18,283.

Children are admitted into the workhouse; deaf and dumb or blind are placed in institutions, 18,302, 18,309-10.

## WORKHOUSES—cont.

The blind in the workhouse attend classes held by voluntary associations; they sometimes return the worse for drink, 18,284-6, 18,304-6.

## REV. C. H. ANDRAS.

Authorities of workhouses do not take sufficient interest in the blind in workhouses in giving them occupation, 19,137, 19,194-5.

Has known many blind inmates capable of being taught to do work, 19,138, 19,196-7.

Gives details with regard to the inmates of Woolwich workhouse, and their treatment, 19,141-3, 19,146-56, 19,180-1, 19,198-9, 19,216-9, 19,233-48, 19,260-6.

The workhouse at Greenwich is utterly unfitted for the reception of the blind, both as regards the classes among which they are thrown and the arrangements of a workhouse, 19,160-7, 19,229.

Constantly has complaints as regards the people they have to associate with, 19,165.

Would advocate a special establishment for the blind, 19,168.

Blind are seldom allowed out-door relief, and are forced to go into the house, 19,171-3.

All the blind are classed as infirm, and are not placed in the infirmary unless they are sick, 19,175-8, 19,255-6.

The young blind are sent to be educated at Sutton and North Hyde as soon as possible, 19,191-2, 19,220.

Except his visits and one or two others the blind in the workhouse are quite isolated from the world, 19,201-2.

The sighted inmates do all they can to help the blind, 19,204.

It would be a good plan for the Poor Law Commissioners to establish asylums for the blind, 19,211-2.

It would be cheaper to associate all the blind together than for guardians to pay perhaps 10s. a week for a man, 19,213-4.

If baskets were made in the workhouse the profit would go to the guardians, 19,215.

There is a better spirit among blind paupers, and they are more attentive to religious duties, which proves they could be educated more, 19,222-3.

Frequently the blind are sent to the hospital; there is no systematic medical treatment at the workhouse, 19,226.

Blind persons coming to the workhouse should be sent off to a special hospital paid for by the rates, 19,227.

It is better to give out-door relief to the blind if they have friends to live with, but in many cases they are best off in the workhouse, 19,173, 19,249, 19,287.

Cases of blind who seek admission as casuals are very rare, 19,250-2.

Army pensioners who come to the house are treated on the same terms as the others; their pension is taken away, 19,253-4.

Blind should be put in a separate ward, and some of the superior paupers should be put with them, 19,267-8.

Does not advocate the young being kept in unions at all, 19,267.

Would send young men to industrial schools, 19,270.

Guardians should be compelled to send adult blind who come into the workhouse to workshops for instruction, 19,285-6.

## MR. E. H. WOODHOUSE.

Gives details as to the inspection of London workhouses, 21,158-71.

Does not think the condition of the blind in workhouses in the country is altogether satisfactory, though no general reports dealing with the subject have been made, 21,172-6, 21,196, 21,213.

The board considers the blind deserve greater consideration than those who have by their own faults become paupers, 21,178-9.

The guardians have ample powers to allow exceptional treatment, and in many cases do, 21,180-1.

Does not know that the board has any evidence that the blind paupers in workhouses are a better class than ordinary paupers, 21,188.

There is no special treatment of the blind apart from other persons in workhouses, except that the guardians, officers, and inmates are more kind to them, 21,191, 21,230.

The blind are not always placed on the infirm list, 21,192.

The board consider it desirable that further facilities should be afforded for the instruction of blind persons, 21,194.

## WORKHOUSES—cont.

It would be very difficult to make provision for anything being earned in a workhouse by blind, and it would raise discontent, 21,212, 21,249.

Thinks it very desirable the more of the blind should be removed into separate institutions; cannot produce any special inspector's report that has made such a recommendation, 21,214-5, 21,238, 21,250-1.

The defective treatment of the blind could not be remedied by the Board without legislation, 21,216.

In most workhouses the number of blind would not be sufficient to be taught a trade, 21,217.

There is no power of combining to send them to a central place; the Board encourages the guardians to send the blind to workhouses, 21,217-8.

There is no reason why workhouses should not adopt the rules as to the treatment of the blind that the workhouse of St. George's-in-the-East has done, 21,222.

The management of a workhouse is a matter for the discretion of guardians, 21,224.

The Board's inspector has it in his power to suggest a more generous treatment of the blind in workhouses, 21,226.

The treatment of the blind in different unions is very various; no official complaints have been made as to their neglect, 21,234-5.

As to the allegation against the Wolverhampton guardians, 21,212, 21,242-7.

It would require a very simple alteration of the law to establish a central institution for the blind in London, 21,252-4.

Is in favour of having a separate institution for the pauper blind outside London, 21,255, 21,301.

Workhouses are reported on once a year, but the inspector visits them oftener, 21,256.

The Board's inspectors have a statutory right to attend the meetings of the boards of guardians, 21,257.

As to a girl of 19 years of age left uneducated nine years in the workhouse school at Newcastle the guardians were not justified in their action, 21,264-71.

States the principle on which the Board allows sums of money for maintenance in institutions, 21,272.

If a Local Government Board Asylum were established it would be a good thing to have a school in connexion with it for the young for educational and industrial training, 21,306-8.

Separate infirmaries do not exist for the blind in small workhouses; in some instances they have special wards; does not think this desirable, 21,309-13.

## DR. F. X. F. MACGABE.

The blind and deaf and dumb are placed on exactly the same footing as ordinary paupers in workhouses, 21,061-2.

The blind in workhouses are classed with the infirm, 21,064.

The deaf and dumb are treated with more indulgence, and are generally employed in the sick wards as nurses, and in cleaning the wards, 21,065-6.

The out-door relief is liberal; such relief is a charge upon the whole union, 21,067-9.

The blind always prefer out-door relief, 21,080.

Where the blind are well-conducted and have decent homes the guardians give out-door relief, but if found begging they are forced into the workhouse, 21,081.

Would leave it to the discretion of the guardians as to whether the blind should be sent to blind asylums or receive out-door relief, 21,134.

There are some workhouses where it has appeared an undue number were returned as deaf and dumb, and on inquiry by an inspector it was found very few were fit cases for asylums; hands in the return, 21,144.

States the average cost in workhouses in different provinces, 21,145.

Deaf mutes have not to be admitted to the workhouse; blind sent for treatment to a hospital must be sent to the workhouse, but not if they are sent to special institutions, 21,154.

## WORKSHOPS, SYSTEM OF.

## MR. W. TIBBLES.

It would be a great advantage in certain districts to establish workshops in connection with district committees if possible, or independent of them, 2525-7.

Does not think that the formation of large depôts in each large town would answer the purpose of district committees, whose object would be to urge their friends to give the blind work, 2614-5.

Thinks there is ample room both for voluntary and State-aided system; State aid is required, 2616-7.



WORKSHOPS, SYSTEM OF—*cont.*

REV. B. G. JOHNS

Thinks there should be some central dépôt for supplying materials at cost price and act as agency for providing work; such dépôts should be established in centres, as for instance, one or two in London, 723-4, 1676, 1690, 1776-7.

More than one dépôt would be required in London, and he would establish as many as were needed in the chief centres throughout the country, 1930-1.

Thinks a thoroughly efficient body of six or eight men in each district would administer the centres better than Government superintendence, 1932-5.

Does not see that there would be any special advantages in having a Government connection, 1938-40.

MR. J. NEATE.

Thinks if more workshops were set up, the blind would get on better, 2726, 2758.

The fact that workpeople can purchase work of the blind is not sufficiently known, 2727.

If there were more shops in good thoroughfares there would be a more ready sale for pitch-work only, 2728.

GENERAL A. S. MOBERLY.

Thinks it would be very advantageous if provision of workshops extended to every county, 3019, 3091.

One of the difficulties in way of workshops is to get a market, 3035-6.

A central dépôt would be a good thing where people could buy material at trade price, 3037.

Thinks that if workshops were established they should be carried on under voluntary superintendence, 3092.

Does not see why it should be more satisfactory if there was Government superintendence, 3093-5.

MISS BAINBRIGGE.

Establishment of small workshops seems much wanted under management of local committees, for production and sale of work, and to which men could be drafted from the institution, 3103, 3105.

It is merely a question of organisation; does not know whether they would require subsidising, but thinks the thing might be done by private effort, 3104.

Thinks in every county or centre of population there should be one large workshop where the men could be taught, and a number of small shops in connexion with it, managed by local committees, 3105.

Would not have workshops too large in a particular district; it would not be good to collect too many blind in one neighbourhood, 3108.

Would not greatly increase number of blind in her institution, but would establish a number of small workshops to which the trained blind could be drafted, 3108.

Thinks local subscriptions would come in for support of workshops; if the men were sent back to the places from which they came, the local people might take an interest in them and give them work, 3111.

MR. MILLS.

It is necessary to have sighted supervision in all workshops, 3385.

MR. J. BURNETT.

Has heard that there are 80 blind in Portland town whom it would be great benefit to employ if a workshop could be found; his committee propose to employ journeyman in a workshop, and provide means for sale of work, 3649-53.

Object is to establish workshops in which the blind who have learned a trade may work for journeyman's wages, 3664.

Thinks there would be greater advantage in having workshops attached to each institution rather than a central dépôt, 3667-8, 3761.

Thinks work done in the workshops would have sufficient sale, because it would be under supervision and done satisfactorily, 3762.

If Government would give contracts it would aid the different workshops for the blind; the Government officials are very arbitrary at the wharves and docks, in rejecting work of blind, 3764.

WORKSHOPS, SYSTEM OF—*cont.*

MR. LESTER.

Thinks the blind should work at workshops rather than at their own homes, 3994.

One remedy for imperfect training and want of employment is the establishment of suitable workshops generally in London; takes the Leicester system, Mr. Harris's, as a model, 4068-70.

If materials could be brought at present workshops it would be an advantage, 4098.

MR. WILLIS.

Thinks workshops for employment of blind and for sale of materials a splendid thing for the blind, and preferable to their working at home, 4271-4, 4379.

If workshops were established, pupils should be able to continue trade previously taught, 4379.

Would prefer that such workshops should be general, and free to other pupils, besides those of institution, 4380.

MR. WILSON.

More workshops for blind are required; would have them established by fresh charities if State aid could not be obtained, 4307-10, 4412-14.

Funds would have to be raised for support of new workshops other than funds now being raised, 4312, 4315-6.

There is room for one or more large workshops still in London and some in many provincial towns, 4313-4.

Committee of Gardner's Trust have assisted existing workshops, 4317-8.

The society desire, as far as practicable, to utilise existing institutions, rather than start new ones, 4319-20.

It would be desirable to divert some of the pension money to assistance of those who could assist themselves, by starting workshops, 4321.

To prevent blind falling into vicious habits, the preventive is to multiply workshops, or give grants to individuals who work at home, 4330.

Has visited workshops in many places, and thinks some improvement might be made; Government inspection might be advantageous, 4409-1.

MR. B. STOREY.

If a blind workshop were started in London and in each provincial town, under a committee, it would greatly relieve the blind, 6200-1, 6215.

With one skilled hand at their side, the inferior men would get on; sighted labour would be too expensive, 6202-3, 6212-4.

Such workshops would pay their way, 6204. Mentions case of two men working as partners, 6205-8.

MR. A. BUCKLE.

For dull fingered workmen and those of dull intellect workshops should be provided, 11,235.

More workshops are wanted in large towns for the blind unable to succeed working alone, and to teach those who have lost sight late in life; they are endeavouring to do this at York, 11,265, 11,315-6, 11,523-4.

COLONEL TURNER.

Contemplates establishment of workshops for the blind, and using deaf and dumb where ordinary sighted labour is now employed, 11,672, 11,756, 11,759.

Hopes some day to see factories for the blind (objects to the name workshops) established on large scale, every institution taking its own branch of trade, 11,685-6.

Is quite prepared to meet competition of sighted workmen as he did at Leicester, 11,687-9.

Finds from return of institutions that about 6,000 able-bodied blind are out of employment, and willing to work who earn at least 2s. 6d. each a week would save ratepayers more than 40,000l. a year, if his scheme were adopted, 11,694, 11,731, 11,775-81.

Would attach workshops to institutions where men could be apprenticed after leaving institutions, 11,729.

Suggests establishment of central bureau where all associations should be gathered together and a register

WORKSHOPS, SYSTEM OF—*cont.*

of work kept; mentions a case showing necessity for such a thing, 11,736-8.

It was attempted at Birmingham, and three institutions joined in it, 11,737, 11,809.

MR. J. MCCORMICK.

Workshops in large towns where there are any number of blind are required more than anything, 12,359, 12,386-7.

Some place is wanted which would find the material and employ the workmen and sell the produce, 12,361-2.

Would have boarding-houses connected with workshops for young men; married men would live outside, 12,366-8.

Such workshops would be managed by local committees of charitable people, 12,388-9.

If a grant were given by State towards their building, thinks they ought to be self-supporting, 12,390-2.

Would have boarding-houses for young women if working in out-shops, 12,400.

His board would be disposed to consider advisability of erecting boarding-houses in connexion with the workshops, 12,487-8.

MR. W. D. HALL.

Does not think workshops afford sufficient subsistence to pupils who could earn their living if they had work to do; workshops employ too many hands, 12,541.

MISS BYERS.

Children should be taken straight from school into an industrial institution if considered suitable, and if there was work for them, 12,637.

For first year parents should keep them or the guardians, 12,637-8, 12,691.

Would let them find their own lodgings; would not have lodging-house in connexion with the workshops, 12,689-90.

If workshops were established generally in which blind could produce articles made from materials supplied at trade price, thinks there would be sufficient trade to enable a considerable number to be self-supporting, 12,852.

MR. G. GOODWIN.

Approves system of workshops in all large towns; workman has much better chance in them than by beginning himself or going into sighted shops, 13,021.

At first blind could not earn enough in workshops to maintain themselves; would admit none but efficient workmen, 13,023.

Some provision should be made for lodging workmen near workshops if they can be provided at moderate rate, 13,027.

MR. J. SIMS.

Describes working of system of workshops and boarding-house in connexion with them at his institution, 13,602-13,637-41.

Thinks blind get on better in institutions than in setting up on their own account; many who have attempted to have returned to his institution, 13,613-6.

All of good character are taken into the workshops when possible, according to the state of trade, 13,736-7.

MR. W. MARTIN.

Shows the necessity that workshops should be supported by charitable funds in the matter of competition with other manufacturers, 13,938-43.

In Scotland there is a very friendly spirit between institutions in giving over parts of contracts to one another, 13,948-50.

Establishment of a central dépôt for buying material and obtaining contracts would require large amount of capital, and business and talent in those composing the committee, 13,951.

The fact that one of the committee might be bribed in the matter of buying and selling should not deter establishment of central dépôt, which would be of great advantage to blind, 13,952-3.

MR. W. GILROY.

Establishment of workshops would be a great boon to the blind; they cannot carry on trade by themselves, 13,984.

Boarding houses should only be provided for those who have no friends near the workshop, 13,985.

WORKSHOPS, SYSTEM OF—*cont.*

If workshops were established believes the blind could become self-supporting, 14,012.

Finds it a great advantage to have a traveller in connexion with the workshop, 14,018.

MR. W. MESTON.

Thinks that if not workshops technical schools should at least be established in connexion with educational institutions, 14,116-7.

Would carry on educational and trade training under the same roof up to age of 14, the trade training being given in a technical workshop; gives his reasons, 14,117-9.

It would not be advisable for the young children to mix with the adults in the workshops, 14,117.

Children's work could be disposed of more advantageously and economically in connexion with workshops, 14,120.

Blind cannot earn as much in their own homes as in the workshops; cites a case, 14,136-8.

MR. J. MACDONALD.

Workshops in every town where the number of blind warrants it should be established, 14,246-7.

It would be more economical to have a number of blind working in one centre than a workshop in every town, but difficulty would arise in the case of moving adult blind who have families, 14,248-53.

Blind would not board in the workshops, and their occupations should be simple for those between 25 and 60, 14,254.

Would draft the younger and more active blind into larger institutions to be trained to skilled handicrafts, 14,254-5.

Thinks a number of small workshops might co-operate and send their work and get material from a central dépôt, 14,258.

One central dépôt for the whole of Scotland would be too large an undertaking, 14,259.

Thinks the memorial of the blind workmen conveys expression of the opinions of all blind workmen in institutions in Scotland, 14,306-8, 14,334, 14,363-9.

The workmen feel they are not sufficiently represented upon the committees of existing institutions; does not know to what extent the opinion prevails, 14,363-5.

Has no definite opinion himself on the subject, 14,367.

Instead of congregating blind in large institutions would have them in smaller workshops, 14,376.

If they live in family as in Scotland, the evils of the congregate system are reduced to a minimum; possibly they become clannish by this means, 14,376-7.

MR. JOSEPH KINLAY.

Describes formation of the workshop in Liverpool, 15,558-4.

Has a large amount of stock on hand, 15,566, 15,580-1.

Directors continue to employ the blind even when there are no orders, 15,567.

People are put on short time when no orders are coming in, 15,578.

His is the only workshop where brushes are made with his spiral machine, 15,582-3.

Workshop although under the Factory Act, has never been inspected, 15,636-8.

Thinks it would be a good thing if all workshops were under the same rule as regards inspection, 15,640.

MR. T. STODDART.

The blind ought to go into workshops for the blind in same way as sighted apprentices go into ordinary sighted shops, 15,776.

Workshops for the blind should be established in all large centres of population, 15,785.

Would have institution and sale shops combined, 15,786.

Workshops should be carried on on commercial principles, 15,807.

Has recently appointed in his institution a blind foreman, who does very well, 15,810-1.

Questions the advantage of putting blind men on the governing body of an institution, 15,812.

Some dissatisfaction has been expressed by blind that their interests are not looked after in institutions in Scotland; thinks that has been got over, 15,813-5.

WORKSHOPS, SYSTEM OF—*cont.*

Friction was caused in his institution through a deduction of 10 per cent. off the wages, as industries were not paying well, and the funds were low, 15,815-6.

In workshops for the blind the people must be kept in constant employment, but in times of depression an ordinary employer pays off his hands, 15,817.

Government might aid the institutions by showing a little preference in giving them work, 15,817, 15,869-70.

Has secured Government contracts by open tender for baskets for the parcels post simply by quoting lowest price, 15,819-20.

Does not think it desirable that anyone connected with an industry carried on in the institution should be on the board of directors, 15,821-4.

Adults should not as a rule be admitted beyond 40 years of age, 15,825.

If workshops were established in towns, does not think the distance the blind would have to go would be a disadvantage; they would gradually take up their residences within reasonable distance, 15,833-6.

It has always been the rule to teach people their trades in the institution, 15,837-40.

Gives details as to financial condition of the workshop, 15,892-6, 15,898-9.

Blind asylums can work at a profit when the wages are at the same rate as those paid to the sighted, and where allowance is made for extra loss of material, 15,897.

## MR. R. MELDRUM.

It is much better that blind should work in an institution and live outside, 16,101-4.

## MR. G. WALKER.

Would leave the blind as far as possible to their own resources with the assistance of workshops worked by local committees, 16,179.

Advocates the presence of one or two blind representatives of workmen on the committees of institutions; there is at present a lack of close correspondence between the committee and men that ought to exist, 16,179-81, 16,184, 16,187-8, 16,224.

Such representative need not necessarily be one of their own body, but it should be left to the workmen to choose; 15,183.

If the representative did not conduct himself satisfactorily the blind themselves would quickly deal with the man, 16,185-6.

The blind in his district think that there should be Government inspection of workshops, 16,189.

If an inspector has the right now to go into workshops he never exercises it, 16,191-3.

Inspection would act as a brake on the expenses of workshops, which in many out of all proportion, 16,194-6.

Experience is against the theory that a committee goes amongst institutions to ascertain their views of the workers, 16,225.

For the blind generally ordinary work of workshops is much more profitable than music, 16,238.

If the blind have sufficient confidence in a blind gentleman or lady, he would let him or her be upon the committee of the institution, but he thinks the majority would not have that confidence, 16,250-2.

The blind men want blind representation; in exceptional instances a sighted representative might be chosen, 16,280-1.

## MR. W. HARRIS.

Thinks it is an advantage to most blind to work in a workshop; quotes his remarks as to the advantages of workshops made at the York Conference in 1883, 16,323.

It would not be fair to interfere with workshops conducted by private individuals from private sources, 16,328, 16,372.

There is great difficulty in getting sufficient funds to work them, 16,328.

Success of American institutions is attributable to the aid given by the State enabling them to get first-rate managers; small institutions cannot afford that, 16,328.

WORKSHOPS, SYSTEM OF—*cont.*

Would prefer to see the trade accounts of workshops prepared in a tabulated form, such as is issued by the Education Department, 16,372.

Thinks the school board system a very good one in respect of management of every description, 16,372.

The charitable portion of the accounts should be separated from the trade portion, 16,373.

Workshops are under the Government Inspector of Factories, but is not aware that they are inspected, 16,379-80.

With reference to Mr. Wait's statement that every plan for employing blind on a large scale in workshops has had to be abandoned, he thinks that under certain circumstances workshops can be carried on with success, but it is very rare, 16,385.

At Indianapolis the workshop is let to a sighted person, who carries it on with success for his own profit, 16,385.

Gives a sketch of the working of the system at Indianapolis, 16,432-3.

Has never heard that the contractor puts the pupils on work that pays him best and not upon work best for them, but should expect him to do so, 16,434-5.

Thinks it is a matter of indifference whether there is a blind representative of working men on the governing body or not; would not himself object to it, 16,451.

Gives details as to the Leicester workshops, 16,452, 16,513, 16,517.

Institutions suffer from want of sufficient correspondence with each other, 16,461.

Co-operation is wanted; thinks this would be met by the scheme prepared and handed in by him for establishing central institute, 16,462.

There should be a recognised organ of the press for all matters relating to the blind in connexion with the institute, 16,463, 16,508.

A biennial conference of all institutions open to the public would be very advantageous, 16,464-5.

Institutions in America show greater co-operation than in England, 16,466.

Such conferences and central institute as he suggests would open out new avenues of employment and be a centre of information, 16,467-8.

His scheme contemplates that all assistance shall for the present be of a voluntary nature; thinks it might be taken up by the Gardner Trustees, 16,469-74.

Suggests that there should be a commercial traveller or commission agent to help to sell the goods, 16,477-9.

The goods would not be sent to the central institute. It would only act as a place for obtaining intelligence, 16,475.

As a rule in workshops work is provided whether the goods are sold or not, 16,512.

Compared the Saxon system of treating blind workers with the English system of workshops, 16,514-6.

## REV. H. J. R. MARSTON.

Has not the same objection to workshops that he has to asylums, 16,580.

## MR. W. BURNETT.

There is a workshop for the blind in Newcastle conducted by a committee of gentlemen; thinks about 20 blind are employed, 16,986-9.

## MR. SCHOLFIELD.

Advocates a central institution for the making of skips, 18,789, 18,796-7.

Does not think it would be fair to ask for State aid, but if the matter were brought before the public thinks private benevolence might help, 18,798-9.

Explains his suggestion as to the formation of central institutions and their working, 18,824-33.

A general council to regulate all institutions would be of advantage; the system on which the blind are looked after wants unifying, 18,834-5.

Good institutions are ruined by institutions where the work is defective, 18,835, 18,927.

Recommends that the salary of head masters of schools workshops should depend on the business turnover to some extent, 18,926.

WORKSHOPS, SYSTEM OF—*cont.*

## REV. C. H. ANDRAS.

Workshops should be established for teaching the blind trades, 19,208.

## MR. J. J. PLATEE.

In workshops the teachers, collectors of accounts, and managers should be all blind; institutions are too much for the benefit of the sighted, 20,484.

Suggests that in certain districts where baskets are wanted central workshops should be built for blind workers, 20,512, 20,516.

WORKSHOPS, SYSTEM OF—*cont.*

Such workshops ought to be self-supporting, 20,514. Thinks 10s. or 12s. would be as much as the workmen would earn, 20,515.

## MR. W. J. DAY.

Workshops destroy the self-reliance of blind altogether; if they have the means of starting shops of their own they should do so: knows several cases, 20,772-3.

## DEAF AND DUMB.

## LIST OF HEADS.

NOTE.—The names of Witnesses which also occur in their alphabetical order in the Digest are omitted from this list, but will be found prefixed to the volume of Evidence.

Age of entering School, *see* Duration of School Life.  
America.  
Apparatus and Appliances.  
Apprenticeship.  
Association of Deaf and Dumb with the Hearing.  
Aural System.  
Australia, Education in.  
Boarding out of Deaf and Dumb.  
Causes of Deafness, *see* Deafness.  
Census.  
Classification of the Deaf.  
College of Teachers.  
Combined System.  
Comparison between Deaf and Dumb and Hearing Children.  
Compulsory Education.  
Conferences.  
Cost of Education, *see also* State Aid.  
Day Schools compared with Institutions (*see also* Boarding out).  
Deaf and Dumb, General Condition and Education.  
Deafness, Causes of.  
Dumbness, unconnected with Deafness.  
Duration of School Life.  
Education Department.  
Education of Deaf and Dumb.  
Employment of Deaf and Dumb.  
Guardians, Boards of.  
Gymnastics and Physical Exercises, *see* Physical Condition of Deaf.  
Homes for Deaf and Dumb Children.  
Imbeciles.  
Industrial Training.

Inspection.  
Institutions.  
Instruction under the London School Board.  
Intermarriage (Blood Relations).  
Intermarriage (Deaf with Deaf).  
Missions.  
Newspapers.  
Occupations of Deaf and Dumb.  
Oral System.  
Advantages.  
Duration of Instruction.  
Results.  
Teaching of.  
Parochial Boards, *see* under Guardians, Boards of.  
Pensions.  
Physical Condition of Deaf.  
Religious Instruction and Services.  
Science and Art Department.  
Semi-mutes.  
Sign and Manual System.  
Duration of Instruction.  
Results.  
Teaching of.  
State Aid.  
Subjects of Instruction.  
Supervision of Former Pupils.  
Teachers.  
Uneducated Deaf and Dumb.  
Visible Speech.  
Workshops, System of.

## AMERICA.

## MR. A. GRAHAM BELL.

Gives history of the centralisation policy first adopted by the United States in the education of the deaf and dumb, 21,359.

Explains the reasons which led him to urge the policy of decentralisation and the extension of the day-school system, 21,360, 21,762.

Holds in copy of the Bill passed by the Wisconsin Legislature, the object of which was to encourage the growth of little schools, 21,360-3, 21,767-8.

Disagrees with Dr. Gallaudet as to the value of private schools in the United States, 21,366.  
Existence of private schools shows grave dissatisfaction with institutions, partly on religious grounds and partly with regard to not teaching speech, 21,367-71.  
Is of opinion that there is a wish for more instruction in speech than is given in the combined schools in America, 21,372-4.  
Disagrees with Dr. Gallaudet in calling the Pennsylvania a typical combined institution, 21,374, 21,376.  
The average cost of education of a deaf child in an American institution is \$223.28 c. per annum, 21,458-60.



## AMERICA—cont.

Explains the difference between some American schools which use the terms combined, manual and oral, 21,822-5.

Hands in table of comparison showing the growth of American schools for the deaf from 1857 to 1887, 21,492.

The tables in the American Annals of the deaf and dumb are thoroughly reliable for America, 21,493.

In the mute State schools the pupils get a very much less number of years' instruction than the hearing children, on account of the expense of boarding them, 21,536, 21,538.

Thinks it would be better for their parents to board them where possible, 21,537.

The best results he has seen in America in teaching English is in the Western Institution at Rochester, New York, 21,574-5.

Proposed to gauge the general success of American institutions from the statistics of the National College, 21,585-6.

The proportion of the congenitally deaf to the whole deaf mute population is more than one half; in the National College it is only 10 per cent.; cannot say what the cause is, 21,585-9.

By the convention in California the feuds between the upholders of different systems have come to an end, but the diversities are as strong as ever, 21,592-5.

Has never known American institutions select cases of deaf; as a general rule they decline to receive weak-minded pupils, 21,636-8.

The reason so few deaf are taught articulation in America is because teachers cannot be got familiar with the mechanism of speech, 21,677.

All the States are agreed in adopting central institutions for the deaf, but each State has its own education laws, 21,730-1.

Every State charges itself with the responsibility of educating the deaf, 21,732-3.

Private benevolence has been diverted by the very generous State aid, 21,740.

Does not think the inspection of State institutions is conducted by competent inspectors; they should be, 21,742-7.

Describes the facilities afforded in America to children for attending school, 21,774.

The first infant school for deaf in America has just been opened at Boston, 21,774-5.

Gives particulars of the deaf and dumb homes in connexion with day schools in America, 21,796-7.

## DR. E. M. GALLAUDET.

Describes organisation and functions of boards of charity in the United States, 13,110-1.

Describes exterior organisation of schools for deaf in America, 13,112, 13,122, 13,261-2.

In most States there is a general education rate, in others schools are supported by the taxes, 13,113-4.

The corporate organisation of schools has shown the best results, 13,115.

Some institutions have endowments; thinks they should be allowed use of income without interference from the State, which has produced disastrous results, 13,116-7, 13,262-4.

In case of corporate institutions the difficulty of State interference is avoided, 13,118.

President of United States is by Law of Congress head of his (the witness's) college, because it is situated in Washington, 13,119-22, 13,355.

Support of pupils is in most cases provided for by an allowance from the State for each pupil, 13,123.

Institutions so receiving grants are subject to State inspection, 13,124.

Describes interior organisation and management of schools in America, 13,125-7.

Separate classes have separate classrooms, and sexes are separated, 13,127, 13,198.

Simple religious instruction of undenominational character is given, 13,127-9.

Of the 11 private schools five are oral, three combined, and one experimental, 13,130.

Refers briefly to early work of schools for deaf mutes in America, 13,132.

Describes introduction of oral system into America, 13,133.

A large majority of the schools are carrying on combined system, speech being taught as much as possible, 13,139.

## AMERICA—cont.

Reads extract from article in the "International Record of Charities and Correction" with reference to Convention in California, 13,139-40.

Reads resolution unanimously adopted at Convention in favour of oral teaching; all who had schools in which manual method only was used voted for it, 13,140.

States course of study in American institutions, 13,173.

Refers to institution of Illinois which has a department entirely devoted to instruction in art, 13,173.

What is aimed at in America is general instruction in art, 13,177-8.

In several schools there are departments for Kindergarten work, and prominence was given to it at Conference in California, 13,179.

The greater number of schools have a larger or smaller number of shops in which trades are taught, 13,181, 13,362-3.

Very competent mechanics, varying from 16 to 20 years of age, have been turned out, 13,181-2.

Gives details as to age at which industrial training is begun, and the work that is taught, 13,182-3, 13,190.

Reason that they are very earnest about teaching trades while boys are in school is that they are very close trades unions in America, under which number of apprentices are limited, 13,189-90.

Feeling in America is against extension of day schools in favour of boarding schools, 13,192.

Makes statement with regard to higher education of deaf which has been provided for in the college at Washington, 13,211-5.

All primary education is free in America, but not all collegiate training; in that the deaf have an advantage, 13,216-8, 13,249-50.

Describes course pursued by institutions in determining the qualification of teachers, 13,257-8.

Applicants for positions as teachers are required to be of very high order of education in America; great object is to secure permanency, and salaries are paid on which they can marry and settle, 13,259-60.

In institutions governed by the State the teachers often have no knowledge of teaching; in corporate schools they are chosen with great care, 13,264.

No attempt is made to pay teachers of deaf by results; it would be impossible to judge of their efficiency in this way, 13,265.

Quadriennial meetings of the standing committee of the Convention of California are held; gives particulars with regard to them, 13,102-4, 13,266-71.

It is customary for institutions to publish little magazines containing things of interest in reference to teaching of the pupils, 13,273-4.

Most Canadian institutions are upon the combined system; in their management there is considerable difference; gives an instance, 13,276-7.

As regards inspection in America the practice differs widely; describes different modes, 13,280, 13,347-8.

Deaf and dumb and blind generally go to deaf and dumb institutions, 13,281-3.

Describes feeling in America with regard to the resolutions adopted by the Congress in California, 13,306.

Gives number of deaf being taught under different methods in American schools, 13,427.

Give some details as to State grants for building schools in the United States, 13,438-9.

There are no State institutions for deaf and dumb in New York, and consequently no grant as in the case of the blind institution, 13,490-4.

In New York there are means of education on oral and combined systems, 13,495-7.

In New England there is legislative provision making it possible for parents of deaf to send their children to schools conducted on either oral or combined system, or to change from one to the other, 13,498-9.

## APPARATUS AND APPLIANCES.

## REV. W. STAINER.

Special class rooms are essential, and should be well lighted, 6449-50.

Children should sit in circle at desks, so as to have a good view of the teacher's face, and see each other, other apparatus is same as in ordinary schools, 6451.

## APPARATUS AND APPLIANCES—cont.

The audiphone was tried in school board classes, and produced some results; describes it, 6495-8.

Describes audiometer, 6499-501.

Pictures ought not to be used in earlier stages of instruction unless teacher cannot give individual attention to children, 6506.

## SIR W. B. DALBY.

Does not advocate use of audiphone, 6737-8.

## MR. SCHÖNHEIL.

In his school he uses the ordinary books for teaching; where that is not done, books are written specially approaching approximately to ordinary books, 7560-1.

## MISS HULL.

Appliances are not as perfect in England as in Germany, 7863.

English wall pictures are much needed; there are nothing but German pictures, 7864-8.

Pictures should represent the same objects as children see in daily life, 7869.

States reason of great importance why teacher should have English pictures, 7869.

Elementary text books must be different to those of other children, 7870-3.

## MR. H. W. WHITE.

Approves of the Heinecke circular desks, 8077-8.

## MRS. DANCY.

Uses circular desks in her school; they are useful for dictation, 8632-4.

## MISS PATTISON.

Pictures are a great help in teaching; describes them, 8800-5, 8821-3.

Some of the books used in ordinary schools are used, 8806.

Uses sheets for teaching articulation, 8807-8.

Would not teach from pictures if she could get the model of the real object, 8824-6.

## APPRENTICESHIP.

## MR. RICHARD ELLIOTT.

Children who remain the full time seem to have no difficulty in getting on in after life, in understanding what people say or making themselves understood, 6795-8, 6807-8.

There are no special funds for apprenticing boys when they leave, but part of the funds of the charity are devoted to that purpose, 6304.

His committee have appointed an officer to supervise the children apprenticed, and render any help to them that is necessary, 6304, 6836.

Was employed himself in this capacity, and found very little difficulty in dealing between masters and apprentices, 6805-6.

In some cases there is great difficulty in getting deaf mutes accepted as apprentices, 6838.

## APPRENTICESHIP—cont.

## MR. W. HOWORTH WARWICK.

Those children are apprenticed for whom applications are received, 7059-60, 7207.

Average cost to charity is 10*l.* for boys, and 5*l.* for girls, 7062.

States trades to which they are apprenticed, 7064.

They receive no training to qualify them, 7065, 7144.

Apprenticed girls are usually dressmakers and milliners, 7107.

Difficulty arises sometimes in apprenticing deaf mutes with hearing people, 7142-3.

No regular price is paid for apprenticeship, 7146-7.

Trades were formerly taught, but were given up on adoption of apprenticeship system, 7165-6.

A person is employed to look after apprentices; the provision is very valuable, 7169-70.

The apprentice officer reports monthly upon the London cases; and some apprentices and their masters come before the committee, 7172-3, 7211.

Old pupils are not to any extent looked after when their apprenticeship is served, 7175-6.

Apprentices get as good wages afterwards as ordinary persons, 7178.

Half the apprentice fees are paid when the child is bound, the rest at the end of 12 months if everything is satisfactory, 7209-10.

With regard to country cases they write to independent persons for reports, 7211-2.

## MR. W. VAN PRAAGH.

Thinks apprenticeship ought to be extensively carried out; it is one of the greatest necessities to deaf boy, 7275.

His plan is to apprentice boys at 14 or 15 until 21, to work half-time, 7276-7.

Finds that those in higher, middle, and humble classes do extremely well, 7278.

Has discharged about 150 pupils, and he hears the best news of all who are apprenticed, 7933.

Has no difficulty in apprenticing boys, 7934.

## MR. DE CASTRO.

When satisfied as to the business a child is capable of doing, apprenticeships are sought by advertisement and by examining books of the Jewish board of guardians, 7412.

An industrial committee is appointed to visit masters twice a month to see that the boys are comfortable, 7412.

If child is not apprenticed he goes back to his parents or guardians, 7417.

In every case but one children have turned out useful artisans, 7389.

Institution pays premiums of 20*l.* and 30*l.* a head, 7389.

The trades chosen are generally sign writers, boot riveters, brass polishers, and the girls, dressmakers, 7389.

## REV. C. M. OWEN.

On leaving school children should be apprenticed; every institution should have apprenticeship fund, 8166, 8192, 8239.

Some institutions have large apprenticeship funds, as for instance Old Kent Road Institution, 8240-2.

At Edgbaston they have a fund of 40*l.* and never give less than 5*l.* for apprenticeships, 8243-4.

Hitherto there has been no systematic visiting of apprentices at Edgbaston, but a more careful system is to be developed, 8246.

## MRS. DANCY.

If children have not remained at school long enough to be taught to speak it is difficult to obtain apprenticeships, 8662.

## APPRENTICESHIP—cont.

DR. DAVID BUXTON.

Describes the unsatisfactory state of apprenticeship system in London 30 years ago; fancies it is weaker still now, 9224, 9355.

If a master does his duty by the apprentice, thinks that being deaf is no barrier to acquirement of trades such as deafness is not an insuperable barrier to, 9225.

MRS. HUTH.

Some of those who have left the school have been apprenticed to a trade by their parents, 9636-7.

MR. W. J. HILLYER.

Very little is done in the way of apprenticing by association, one girl has been apprenticed to a dress-maker; supervision is exercised over her, 9935-7.

DR. E. M. GALLAUDET.

Apprenticeship in America is generally done by parents or friends, 13,286.

The practice is so general of teaching industrial work in school it would not be natural for institutions to apprentice their pupils when they leave, 13,286-7.

MR. E. A. ILLINGWORTH.

Tradesmen in different trades will not take apprentices for shorter period, although they have received some instruction in the institution, 15,066.

MR. A. LARGE.

Every institution should have an apprentice fund, 15,382.

MR. J. THOMSON.

Pupils are apprenticed immediately on leaving the institution, and are found in nearly every employment in the city, 15,490.

Very often supplement wages of poor apprentices for a year or two, 15,492-3.

Thinks it most important that there should be some funds available for that purpose in all deaf and dumb schools, 15,494.

MR. J. HENDERSON.

Deaf and dumb in Glasgow are apprenticed to regular trades as the hearing are, 15,677.

There is no difficulty in finding situations for them, and masters are very glad to get them, 15,678.

The difficulty deaf apprentices have in getting on with their masters is counterbalanced by the greater attention they give to their work, 15,737.

MR. E. TOWNSEND.

There is a difficulty in getting deaf and dumb apprenticed, but where masters have once had them as apprentices they will take others over and over again, 17,280.

In Hull there is an apprenticeship fund for paying the fee and providing clothes for the apprentices, and also for providing them with tools on termination of the apprenticeship, 17,280.

MR. H. BROOM.

The majority are apprenticed for five years; some trades will not take them under seven years, 18,201.

His care of apprentices does not always cease on termination of apprenticeship; tries beforehand to induce their masters to retain them, 18,202-3, 18,239-40.

The committee of Old Kent Road institution give 5l. premium for a girl and 10l. for a boy, 18,204.

Has four apprentices on his list orally taught. They seem to be doing almost as well as the sign taught. Three of them were born deaf, 18,206-7.

## APPRENTICESHIP—cont.

MR. G. B. DAVIS.

School board funds are not available to apprentice deaf and dumb, 18,400.

If the question were raised it might involve helping other poor children, 18,401.

Is not sure that the duty should fall upon the school board, 18,042.

## ASSOCIATION OF DEAF AND DUMB WITH THE HEARING.

MRS. WESTLAKE.

It would be quite impossible to teach deaf and dumb with ordinary children, nor can itinerant teachers be employed, 6274.

MR. ELLIOTT.

In his opinion it is far better to educate deaf and dumb together, and apart from ordinary children; gives reasons, 6894-6.

REV. W. STAINER.

The more the deaf and hearing can be mixed up the better, 6572, 6642-5.

If the deaf are put together after education the benefit of oral instruction is entirely neutralised, 6573.

SIR W. B. DALBY.

If children are being educated on oral system they should mix with speaking persons, and not be placed in institutions, 6695.

Would recommend that physical exercises and games should be like those of other children, and would associate deaf mutes as much as possible with ordinary children, 6725-6, 6734.

MR. W. VAN PRAAGH.

If children can remain with parents and friends it is best for them; gives reasons, 7272, 7319, 7327-9, 7335-9.

It is more advantageous to deaf to associate them with the hearing, than to confine them to those like themselves, 7381.

Deaf child ought to see daily life in all its phases, cannot see this if in a large asylum, 7381.

MR. DE CASTRO.

Thinks it would be a disadvantage that children after school hours should go to the homes of their parents or friends, 7410.

Would have deaf and dumb children educated together in early life, 7440-1.

MR. SCHÖNTHAL.

Deaf and dumb children in Germany are not taught with hearing children or with blind children, 7518-9.

There are some deaf and dumb schools connected with blind schools, 7519.

MR. H. W. WHITE.

Deaf and dumb children should associate as much as possible with hearing people, 7993-4.

REV. C. M. OWEN.

Is in favour of holidays once a year instead of twice a year for deaf and dumb children, 8181-2.

DR. E. S. THOMPSON.

Deaf children should mix and communicate as soon as possible with hearing people; if thrown together they are apt to intermarry, 8321, 8380.

## ASSOCIATION OF DEAF AND DUMB WITH THE HEARING—cont.

MRS. DANCY.

The deaf children do not join freely in recreation at the board school, the other children are not blind to them, 8758-61.

MISS PATTISON.

The deaf children very rarely play with the other children at school, the girls agree pretty well, but the boys illtreat the deaf boys, 8835-40.

Thinks the deaf children should mix with the hearing in the early stages if the hearing children would speak to them, 8891-3.

MRS. HUTH.

Children would lose knowledge to a certain extent if they went home to their parents, but those who are experienced think it advantageous that they should mix with those at home, 9626.

If parents continue to talk to them it is an assistance, 9626-7.

MR. W. T. HILLYER.

Thinks deaf and dumb should be educated separately, 9909.

MR. A. LARGE.

Thinks it a great advantage to educate deaf and dumb under the same roof as the hearing; gives reasons, 15,262-3, 15,446.

Has heard no complaints on the part of hearing children, 15,264.

Does not agree with Dr. Craik's report with regard to educating the deaf and dumb with the hearing at Donaldson's Hospital, 15,265-6.

No opinion has been expressed by the governors to the Education Department on the question, and no steps have been taken to transfer the deaf and dumb to a separate institution, 15,267-8.

The deaf and dumb have to be stimulated to mix with the hearing, 15,439.

Has never seen any unwillingness on the part of the hearing to mix with the deaf and dumb, 15,440-3.

Makes statement with respect to the moral effect and influence the association of the two classes have upon one another, 15,443-4.

Thinks it would be a great loss to the deaf and dumb if they were moved from the hospital, 15,446-7.

In the hospital the hearing and the deaf are in the same sick ward, and it has a happy influence, 15,449.

The children frequently visit their parents and relations in the town, and those who have no friends are sent out in groups to accustom them to the streets, 15,450-1.

MR. W. SLRIGHT.

Would treat the deaf and dumb as much like ordinary children as possible, 17,048.

Deaf and dumb are the better for mixing with the hearing for the first five or six years, rather than receiving special instruction by any system, 17,159.

MR. H. BROOM.

The more the deaf and dumb children mix with the world the better, 18,140.

MR. A. GRAHAM B.

Deaf children brought up in close association with a large number of hearing will receive great advantage in after-life from their former school-fellows, 21,468-9.

Deaf and dumb children should mix with speaking children in play hours, 21,465, 21,651, 21,919.

It is important that pupils in schools should be brought into contact with the hearing in a greater and greater degree as their education advances, 21,781.

## AURAL SYSTEM.

REV. W. STAINER.

Explains term "Aural instruction," 6576.

i 24970.

## AURAL SYSTEM—cont.

SIR W. B. DALBY.

Does not think the aural method develops the latest aural power, it is not of much value, 6739-43.

DR. E. M. GALLAUDET.

Describes process of teaching by aural method; mentions successful case, 13,147-51, 13,153-5.

Results show a large number of persons have been classed as deaf, whereas they have a small amount of hearing, 13,151.

Commends the auricular method as one deserving of great attention, 13,152, 13,157.

The number to which system is applicable varies from 10 to 20 per cent. of whole number of deaf mutes, 13,262.

Many are so congenially hard of hearing that they are classed as deaf mutes, 13,300.

Many aural cases are found amongst those who become deaf; explains this, 13,467-8.

MR. E. A. ILLINGWORTH.

Has tried to teach children with a tube and by the aural system; found his class at Doncaster improved very much by it, 15,153-7.

Thinks the use of the instrument might be generally attended with great success in institutions, 15,158.

MR. A. GRAHAM BELL.

Numbers of those congenitally deaf are only very slightly hard of hearing; gives instances of congenital deaf mutes being taught to speak, 21,392.

Gives account of tests applied to pupils in institutions to determine the per-centage of those capable of receiving auricular instruction, 21,394-6.

The system of auricular instruction if constantly pursued enormously develops apparent hearing power, 21,398-9, 21,688.

Describes the auricular method as carried on in America in four schools by the conico-cylindrical conversation tubes, 21,400-2, 21,483.

The audiphone was tried in Nebraska and found to be of no use; experiments made with it at the New York Institution shows that it should not be entirely discarded, 21,402, 21,689.

Describes the audiometer invented by himself and Mr. Clarke, 21,402-5.

Some of those who received auricular instruction developed into hard of hearing persons, 21,403.

Gives statistics as to the per-centage of those found to be semi-deaf, and capable of being orally taught, 21,403; 21,684-5.

Gives particulars as to the four institutions in America which adopt auricular instruction, 21,484-7.

Describes method of procedure for investigating cases which should be treated aurally, 21,686.

Describes the auricular instruction in the Nebraska Institution, 21,687.

Some pupils appear to be totally deaf by every test, but can hear and imitate sound by the audiphone, 21,689.

Thinks that a child whose ancestors for generations have used their vocal organs and received ideas through the ear must have acquired something of the same hereditary aptitudes, 21,811.

Pupils who receive auricular instruction are often drafted off into elementary schools, 21,842.

## AUSTRALIA, EDUCATION IN.

MR. H. E. CROFTS.

The institution in Sydney is trying to start a class on the oral system; other children are taught on the manual, 20,165.

The standard of education is fairly good, 20,166. They would not compare favourably with those taught on the oral method, 20,167.

In Adelaide they are trying to introduce the oral system entirely, but there are difficulties in the way, 20,168, 2,201-2.

Believes the Government gives a small grant to institutions in Australia, but they are principally supported by subscriptions, 20,169.

Q



**MR. JOHN BARBER.**

Is principal of private school for deaf and dumb at Brondesbury, 8897-8.

Has been a teacher 27 years, 8900.

Describes his experience as teacher of deaf and dumb, 8901.

Taught by sign system for 19 years, and began oral system eight years ago; is well satisfied with the change, 8902.

His pupils are those of well-to-do parents who prefer them to speak than to make signs, 8903-4, 8985.

Takes pupils from four years of age, 8905.

Has one teacher, five boys and six girls as pupils, 8907-8, 8982.

States circumstances under which he learnt oral system, 8992, 9028-29.

**MR. ARTHUR H. BATHER.**

Is Assistant Accountant-General of the Navy, and honorary secretary of the Royal Association in Aid of the Deaf and Dumb.

Very little attempt was made at the Manchester School for Deaf and Dumb to keep up his speech, 19,036-7.

He was brought forward as an instance of the possibility of teaching the deaf and dumb to speak, 19,038.

No attempt was made to teach him lip-reading, 19,039.

Has taught himself lip-reading very little; can sometimes guess from the lips, 19,040.

Asked Mr. Van Praagh to teach him on the oral system, but was told he guessed the words too fast, and that the result would be doubtful, 19,052-3.

It would be a great disadvantage to him if he could only communicate to his clerks by writing or finger language, 19,080-1.

**MR. WALTER SLOW BESSANT.**

Is head master of the Manchester School for the Deaf and Dumb at Old Trafford, 14,637.

Began to teach on oral system 10 or 12 years ago, first saw the system at Mr. Schöntheil's school, 41,706-7; 14,734.

Has been a teacher of the deaf and dumb for 18 years; entered as a pupil teacher in the Doncaster institution; has received diploma from the College of Teachers, 14,728-30.

Was trained to teach sign and manual system, 14,733.

**BOARDING OUT OF DEAF AND DUMB.****Mrs. WESTLAKE.**

If children were collected at institutions and properly classified, their instruction would be better carried on, 6300.

It would be more desirable to board deaf and dumb in special families, who would carry on instruction, than to collect them in institutions, 6372.

It would be possible to have large institutions where small classes could be held, and children boarded in neighbourhood, but expense would be great, 6383-5.

Does not think Government would give grant for such a purpose, 6386.

**REV. W. STAINER.**

By collecting children at large institutions, better classification and discipline is obtained, and perhaps economy, but less individual attention, 6464.

Thinks an institution containing 40 or 50 preferable to a larger one, 6464.

Knows of no public institutions where higher education is carried out, 6566-7.

**BOARDING OUT OF DEAF AND DUMB—cont.**

There are higher private schools which go on line of public elementary schools, and carry pupils to more advanced state, 6568.

The system of teaching in them is almost universally the oral, 6569.

**MR. ELLIOTT.**

By extension of school board system, districts should be grouped together, and school buildings and boarding houses erected for education of deaf and dumb, 6954-5.

Such institutions should be managed by committee of school board, 6956.

Where such buildings cannot be established, school boards should pay for education of deaf and dumb at existing institutions under Government supervision, 6958-60.

**MR. W. VAN PRAAGH.**

If children cannot stay with parents or friends best thing is to board them with families, 7272-3.

Finds people who board the children take great care of them, 7274.

He can get exceedingly good homes for 9s. a week; this amount would be reduced in country, 7273.

Such houses must be under special control, 7273, 7366.

No boarding houses are free, 7368.

Compares system of boarding out on Continent with that which his association adopts, 7368.

**MR. SCHÖNTHEIL.**

In villages and small towns where proper homes can be provided for deaf, day schools are preferable to boarding schools, but in towns he would concentrate children in schools, 7617-8.

**MISS HULL.**

After children have been certain time in institutions they might be placed out in families and attend as day pupils, 7861-2.

**MR. H. W. WHITE.**

Would have no objection to children being boarded out after two or three years in a boarding school, 7997.

The expense of boarding schools is greater, but influence of the discipline is better and the attendance more regular, 7998.

Has no objection to the homes in connexion with the board schools to which many children are taken in the evening from Monday to Friday; would prefer their remaining there, 8032-4.

**MR. HUMPHREY BROOM.**

Is visiting inspector to the apprentices under the Old Kent Road Asylum, and Sunday lecturer to the Royal Association in Aid of Deaf and Dumb in Oxford Street, 18,130.

Was teacher in the Old Kent Road Institution on the combined system, 18,132-3.

Has 74 pupils from Old Kent Road whom he visits, 18,199-200.

His salary from the Old Kent Road Institution is 30l.; is also employed as their collector, and gets a commission, 18,245.

**MR. JOHN RICHARD BROWNE.**

Has been clerk to the guardians of St. George's-in-the-East for 10 years, 18,247-8.

**DR. DAVID BUXTON, F.R.S.L.**

His official work in connexion with deaf and dumb dates from 1841 until 1884, 9177.

Was on staff of Old Kent Road Asylum, and succeeded to head mastership of Liverpool School in 1851, 9178.

Teaching was all on combined system then, 9179.

Describes his experience of the oral system, 9364-5.

**MR. JOSEPH DE CASTRO.**

Is one of the committee of the Jews Deaf and Dumb Home, 7386.

**CENSUS.****SIR W. B. DALBY.**

Census returns are absolutely unreliable, because it requires great pains to estimate in case of young children their amount of hearing, and it is difficult for mothers because of the deafness of their children, 6715.

**DR. E. S. THOMPSON.**

Census statistics show number of deaf living to and above the age of 40; is less than at earlier ages in ordinary people, 8311.

**DR. DAVID BUXTON.**

Thinks the last census falls very short of accuracy, 9186.

Is of opinion that the increase in the census of returns of deaf and dumb population between 1851 and 1881 was due to the attention called to the obvious blunders made in the return of 1851, 9187-8.

The statement as to number of deaf children between ages of 5 and 15 in the last census is an assumed result, 9189-90.

In the year in which 1,700 places were reported as total accommodation, 1,971 children were in those places, 9191-4.

Reads paragraph from memorial presented in 1885 to Vice-President of Committee of Council with regard to statistics relating to deaf and dumb in census of 1881, 9317.

The number of deaf children of school age is assumed; there are strong grounds for presuming that there are a great many more than the assumed number gives, 9318-21.

To obtain more reliable statistics, inquiries should have larger scope, should have reference to points selected beforehand, and be submitted to a competent verifying authority, 9335.

The Irish Census Commissioners' programme is the best to follow, 9336.

**MR. MURRAY.**

Census returns do not give whole number of the deaf, 10,071.

**DR. E. M. GALLAUDET.**

Hands in statistics as to the number of deaf mutes in the United States, 13,105-9, 13,357.

One in 1,800 of population in America is deaf; compares this proportion with that of Europe, 13,105, 13,356.

**MR. J. HENDERSON.**

Should say the census returns are generally inaccurate, 15,655.

**DEAN H. H. DICKINSON.**

Is of opinion that the census returns of Ireland for 1871 are accurate, 17,597-9, 17,684.

Thinks that there is a real decrease in the number of deaf and dumb as shown by the application to the different institutions, 17,600-2.

The total number of deaf and dumb was 3,933, and of dumb who were not deaf 1,143, 17,604.

States the relative proportion of deaf mutes in the different religious bodies in Ireland, 17,657, 17,664-6, 17,677-80.

In 1886 only 481 deaf mutes out of 4,783 were maintained out of the poor rates, 17,657.

Does not think the census includes children as dumb who are unable to speak; cannot refute that this has never occurred, 17,701-3.

**MR. J. W. NORTH.**

According to census of 1881 there are 1,000 deaf in his district; thinks there are more, 17,976-9.

**MR. A. GRAHAM BELL.**

Makes statement with reference to Dr. Gallaudet's answer to question 13,105 that the census returns of 1880 in America were unreliable, 21,355-8.

**CENSUS—cont.**

Gives details as to the census of 1880, 21,360, 21,431.

Hands in an analysis of the tenth census of the United States relating to the deaf and dumb results, 21,457.

Urges a proper classification of the census returns, 21,366, 21,285-91, 21,598-602, 21,974-7.

No American census is reliable but the 1880 census, 21,808.

The judgment of the census taken is not to be trusted with regard to the proportion of deaf mutes thought to be idiots, 21,809.

**COLLEGE OF TEACHERS.****MR. RICHARD ELLIOTT.**

Has attempted, with others, to found College of Teachers for the Deaf and Dumb, both for obtaining a better class, and raising the status of existing teachers, 6962, 7005-14.

Describes constitution of college, 6963-8.

Examination is conducted both in the oral and sign system, 6969, 6994-8.

Diplomas are granted on successful examination, 6974.

A minimum standard of examination is required from candidates, 6999-7004.

Some of the existing teachers who came up for the last examination had passed through a course of anatomy and physiology, 7015.

The committee examined in anatomy and physiology; a medical expert will probably do so in future, 7019-21.

Ability to read spelling on the fingers, and the making of natural signs are the only optional subjects of examination, 7022.

Describes management of examination in the practical instruction of oral and sign taught classes, 7023-36.

All who choose are examined, however or wherever trained, 7037.

**MR. W. VAN PRAAGH.**

Explains his reasons for not taking part in College of Teachers, 7360-1.

With regard to statement that existing training colleges refused to examine teachers trained elsewhere which necessitated starting of College of Teachers, refers to rules of his college, 7362.

**REV. W. STAINER.**

Describes objects of College of Teachers, 6593-608.

Founded the college for raising teaching and status of teachers, 7811a-3a, 7856a.

In the two other training colleges those trained in other colleges had no opportunity of passing examination or obtaining certificate, 7814a, 7817a-9a.

Hands in circulars sent out at time of founding college, making public the scheme, 7814a-5a.

Committee were elected by votes of principals of institutions in United Kingdom, 7816a.

Hands in circular sent out with reference to election of committee, and modified scheme as to obtaining certificates at the college, 7816a.

Colleges prefer to train their own teachers, and wish to have them recognised in some way; considers his college essential to give a status to such teachers, 7821a.

Should say that the curriculum in which his college examines is more comprehensive and more practical than that at Ealing; gives reason for statement, 7822a-3a.

A library is in course of formation, 7824a, 7834a.

Explains the three classes of members, A, B, C, 7825a, 7851a-3a.

Lectures are given entirely to his own teachers at present; hopes to extend them, 7831a, 7836a.

Twelve assistant masters were presented for examination, 11 passed, 7823a, 7837a, 7838a, 7873a.

No direct tuition given at present; it may have to be undertaken, 7836a.

All institutions approved of college being founded except the two training colleges which give their own certificates, 7837a.

Has reasons to think certificate of college will be highly appreciated, 7839a.

The Glasgow teachers who obtained certificates all passed very well, 7841a-2a.

## COLLEGE OF TEACHERS—cont.

Margate Institution has passed resolution that all their teachers will be expected to obtain certificate of the college, 7839a.

The statement with regard to refusal of Ealing College to examine teachers he made on authority of students themselves, 7819a, 7848a-50a.

Examination in other systems except oral is not a necessity for obtaining certificate, but examination on sign system is given to meet exigencies of the case; hopes sign system will ultimately subside, 7822a, 7859a-61a, 7865a-70a.

Sees no reason why the colleges that grant certificates should not all unite, 7862a-4a.

States his objections to having three examining bodies, but so long as colleges are supported by private bodies, he cannot expect that there will be one examining body for all, 7945-50.

Mr. H. W. WHITE.

Certificate given by College of Teachers is more easily obtained than at either of the other two colleges; mentions cases in proof, 8016-8, 8085-9.

Mentions subjects on which examination is more severe at Ealing, 8019-21.

The examination for the sign system by college retards progress of oral system, but he does not think it altogether out of place under present conditions, 8057.

If Government grant were introduced objections would disappear; gives reason, 8058.

Dr. E. S. THOMPSON.

Regards the examination in sign system by College of Teachers as tending to prolong the system, and that it is not necessary, 8403-4.

Mrs. DANCY.

Has a diploma from College of Teachers; had already passed through examination; it was not necessary to go through another, 8755-7.

Miss PATEISON.

Has received a diploma from College of Teachers, 8850.

Miss HARE.

A certificate was sent her from College of Teachers; she was not required to pass examination, 9112-3, 9158-9.

She was asked whether she wished to receive it; does not consider it has been of any use to her, as she had certificate from Ealing, 9114-8.

## COMBINED SYSTEM.

Rev. W. STAINER.

From his experience combined system cannot be carried out side by side with pure oral system, 6516.

Sir W. B. DALBY.

It is quite impossible to teach manual as well as oral system, 6709, 6750.

Miss HULL.

Would prefer to have the sign system than the combined, 7896.

Mr. W. VAN PRAAGH.

Has great abhorrence of combined system, 7944.

Dr. E. S. THOMPSON.

The combined system has been found a failure, 8342.

Rev. C. RHIND.

Would prefer to send children where combined system was taught in order to test by which the pupil could best be taught, 8434, 8486, 8537.

Has taught by both systems, and has brought forward pupils who had power of speaking, 8434.

His experience is that signs help him to explain what he is teaching in writing or on oral system, 8438.

Mentions case of deaf mute who learnt oral system after learning sign system; a deaf person can drop his speech when he likes, and use signs when he likes, 8540-4, 8586.

## COMBINED SYSTEM—cont.

Mr. J. BARBER.

Is not in favour of combined system, 9009-11, 9078.

Dr. DAVID BUXTON.

Describes the combined system, 9180.  
Mentions an incident in connexion with his teaching combined system at Old Kent Road Institution, 9379-80.

Dr. E. M. GALLAUDET.

In schools on combined system in America the tendency is to a diminishing use of language of signs, 13,167, 13,237.

Reads extract from a paper of Dr. Fay presented at the Convention in California, making comparison between oral and manual methods, 13,201, 13,349.

In schools in America where combined system is practised, there are distinctively oral classes, and there are separate oral school branches of larger institutions, 13,291.

In his opinion a great deal is lost by separating orally taught from those taught by sign and manual method, 13,296.

Explains the different methods of carrying on combined system in the schools in America, 13,299.

His opinion stated at Milan Conference in favour of combined system he still holds, 13,427, 13,470.

Thinks higher and larger results can be obtained by combined system, 13,466.

Thinks he may speak for educated deaf in America, and say that the weight of their opinion is in favour of combined system, 13,474.

Considers combined system has gained ground in America in consequence of older schools having adopted oral system, 13,487.

Mr. W. S. BESSANT.

Does not think it desirable to adopt the combined system; each system should be taught entirely on its own merits, 14,694, 14,923.

Oral instruction under the combined system cannot be satisfactory, nor the sign system in connexion with the oral, 14,702.

States what he understands by the combined system, 14,924.

Thinks both the sign and oral system require to be taught, but would prefer their being taught in separate institutions, 14,926.

It is not desirable at present to establish only one system for education of deaf and dumb, 14,927.

Mr. F. B. ILLINGWORTH.

Would adopt either pure oral or the silent method, but not the combined system, 14,998.

Objects to the combined system, because it does not give the oral system any chance, 15,003.

States what he understands by the combined system, 15,035.

Finds his opinions are almost identical with Dr. Gallaudet's, 15,036.

The American combined system is not what is understood in this country by the combined system, 15,037.

Has no objection to the combined system as carried out by Dr. Gallaudet, 15,040.

Mr. E. A. ILLINGWORTH.

Teaches at his institution half oral and half manual systems; all the pupils are mixed, 15,054-5.

The combined system would be a good one for pupils under instruction for less than four years, and for a longer period the oral system, 15,210-1.

Mr. A. LARGE.

The combined system only is taught in his institution, 15,309, 15,346, 15,363-9.

It takes under the combined system from seven to eight years to give a child such an education as one leaving an elementary school would acquire, 15,316.

Explains method of giving first lessons to deaf and dumb in his school, 15,354.

Is strongly in favour of the combined system, 15,448.

Mr. J. THOMSON.

His school is on the combined system; uses the double-handed alphabet, 15,495.

## COMBINED SYSTEM—cont.

Is in favour of the combined system, 15,519, 15,531.  
If children are not taught orally, would give them oral and gymnastic exercises, 15,532.

Mr. J. HENDERSON.

For the majority of the deaf and dumb thinks the combined system is the best, 15,738-9.

If there was to be only one system, would say the combined was the best, 15,740.

Those taught on the combined system have a greater knowledge of written language, 15,751.

Mr. W. SLEIGHT.

Is in favour of the combined system, and to teach a child as much language as possible, 17,128, 17,149.

Thinks it is possible to teach the two systems in the same school, if there are special teachers; thinks children would speak all the better, 17,130-1.

There are some children whom he would teach on the combined system, but there are others on whom time would be better spent in teaching them entirely the sign and manual system, 17,157-8, 17,207.

Explains his practice of teaching the combined system at his school, 17,208-10.

There is considerable confusion in the public mind as to the term "combined system," it would be advisable to agree upon certain definite terms, 17,214-6.

Mr. E. TOWNSEND.

Is in favour of the combined system for those who show aptitude for speech, 17,336, 17,418.

There is no disadvantage in mixing children taught by this system with others, 17,379.

Those partially taught on oral system communicate with each other by spelling and signs, and at home with their friends by word of mouth, 17,380-1.

Mentions a case of a deaf mute taught on the combined system who is one of the best lip readers he knows, 17,388.

It is possible for a pure orally taught person to use alphabetical signs as well as the oral system; mentions Mr. Farrar as a case in point, 17,404-8.

His pupils educated on the combined system have no difficulty in making themselves understood by the outside world with educated persons, 17,424-5.

Mr. J. W. NORRU.

The opinion of deaf and dumb amongst whom he works is in favour of the combined system, that those who show aptitude for articulation should be taught it, 18,088-9.

None of these persons have been taught on the pure oral system, 18,107-10.

Sir Henry ISAACS.

Has great objection to the combined system, 18,733, 18,757.

In the case of a person who has finished his education on the oral system, he sees no harm in his learning the finger alphabet, 18,671.

Mr. H. E. CROFTS.

Is not in favour of anything like a combined system, 20,227.

Has never heard of any advocate of the combined system in New Zealand, 20,230.

The Right Hon. J. Chamberlain.

Is strongly in favour of the combined system, 20,572, 20,583.

It would be desirable to adopt the combined system in the London board schools, but would not make a stereotyped rule by legislation, 20,583, 20,596.

Mr. A. GRAHAM BELL.

Is of opinion that the increase in oral teaching in sign institutions in America has been due to the pressure of public opinion, 21,501.

As to the definition of the term "combined," 21,654-6, 21,713-5.

What is meant by a combined school in America generally is where the sign language is employed as well as manual and oral instruction, 21,656-8, 21,715.

## COMBINED SYSTEM—cont.

Believes that there is no combined system in America, it is simply the sign language in disguise, 21,718.

In combined schools the sign language is used as the language of communication with the mind, and the pupils study written and spoken language as ordinary children would a foreign language, 21,825.

States his opinion of the results of instruction in the combined schools in America, 21,832-3.

## COMPARISON BETWEEN DEAF AND DUMB AND HEARING CHILDREN.

Mrs. DANCY.

From experience of the children she has had under her thinks their physical condition much weaker than of ordinary children, they die earlier, 8712-6.

Mentally they are on average with hearing children, 8717-9.

When children first come to school they are much behind hearing children, they make up deficiency if long enough under instruction, 8743-4.

A deaf child coming to school at age of eight, and knowing as much as ordinary child of six, will not know as much when he leaves at 14 as a hearing child of 14 would, 8745-7.

Mr. J. BARBER.

The health of his pupils has been as good as that of ordinary children, 9034-5.

Finds mental aptitude as good as in other children, 9037-9.

Mrs. HUTT.

Thinks deaf and dumb have quite as great mental aptitude as other people, often give greater satisfaction to employers because they can concentrate their minds on their work, 9658.

Mr. W. T. HILLYER.

Doubt whether health of deaf and dumb is as good as that of ordinary persons, 9900.

Dr. E. M. GALLAUDET.

Considers deaf and dumb will compare favourably with hearing people as to morality, 13,410.

Thinks that on the whole the deaf get on better than most persons of their station in life, the training in special schools raises the standard of capability, 13,462.

Does not know that there is more secret vice in the deaf and dumb than in other people, 13,480.

Rev. W. STAINER.

Thinks a deaf child will in early stages bear comparison with hearing child, but doubts whether it would after lapse of a few years, 6560.

If proper means were supplied sufficiently early to a deaf child he could be made nearly equal to one who could hear, 6560.

As it is at present a hearing child has greatly the advantage, 6561.

Deaf and dumb are physically weaker than other classes, 6628.

Sir W. B. DALBY.

Does not find deaf mutes more frequently deficient in intellect than other children, 6682.

General intelligence of deaf and dumb, among poorer classes especially, equals that of other children; powers of observation are more accurate, 6722.

They are just as healthy as other children, and has not noticed that they are more liable to disease, 6724.

Where educated without speaking they are more liable to pulmonary diseases, 6724.

Mr. Schöntheil.

After eight years' instruction a deaf boy ought to be on same level as hearing boy of 13, 7525.

Deaf child requires at least four years more teaching than hearing child, 7526.



## COMPARISON BETWEEN DEAF AND DUMB AND HEARING CHILDREN—cont.

REV. C. M. OWEN.

In every way deaf and dumb will compare favourably with other classes, 8193.

Does not think deaf and dumb are more unhealthy than other children, they may be so in institutions, probably from inherited disease, 8265-6.

REV. C. RHIND.

Sees no difference in the morality between deaf and dumb and the hearing, 8507.

MR. W. SLEIGHT.

A deaf and dumb child's mind is three years behind that of a speaking child, 17,081.

As a rule the deaf and dumb are as healthy as others, 17,137.

Deaf and dumb do not exhibit the timidity ordinary people do, 17,185.

MR. H. BROOM.

As a class the deaf and dumb are not so mentally competent as hearing children, 18,220-2.

SIR HENRY ISAACS.

The sense of sight and the faculty of perception seem more acute in deaf and dumb persons than in ordinary persons, 18,669, 18,739.

## COMPULSORY EDUCATION.

MRS. WESTLAKE.

Isolated children are left out of instruction on account of expense of special teachers, 6277, 6292.

Does not think Education Department would make grants large enough to pay competent teachers for isolated children, 6281-3.

School Board has no power to make grants to institutions for training isolated cases, and does not think department would give it them, 6279, 6284.

Guardians have power of doing it, 6285.

If school board took legal steps to enforce attendance, magistrates would not support them, 6286-7, 6356.

Education of deaf and dumb is theoretically compulsory, but magistrates do not support the school board, 6289-90.

It is very much a question of health with children, 6293-4.

School board visitors report all deaf and dumb children they come across; many are imbeciles who are dumb in consequence and incapable of instruction, 6277, 6315-7.

Advocates compulsory attendance at school, 6354-7.

REV. W. STAINER.

Has had much difficulty on account of irregular attendance, 6452.

The irregular attendance induced him to start homes for the children, 6455.

Irregularity arose chiefly from distance at which majority resided from centres, 6456, 6457.

If there were sufficient centres doubts whether all the children would attend, 6456.

Does not think a central institution is necessary for carrying out compulsory system in London, 6458.

Thinks it would be desirable that school boards should carry out compulsory system through the guardians, 6467, 6475.

Considers the difficulty is the source from which money is to come; suggests that Government should give capitation grant of 10l., 6467.

Would not make Poor Law Act compulsory unless brought into connexion with Education Act, which would compel children to be sent to efficient elementary schools, 6468-9, 6565.

Upon result of Government inspection they would receive grant of 10l. a year, 6470-1, 6614.

If grant of 10l. were given institutions would probably extend, if not guardians could exercise power and build schools, 6476.

## COMPULSORY EDUCATION—cont.

Thinks that about 300 children attend out of 500 in London, 6610-2.

The non-attendance of two fifths arises from insufficient school room, and does not imply unwillingness of friends to send their children, 6647-8.

Describes difficulties which have arisen in way of education of blind in London as regards teachers and accommodation, 6650-1.

There is not sufficient room for separate class room in all the board schools, 6652.

MR. R. ELLIOTT.

Deaf and dumb children should attend school for not less than seven years, and should be allowed to remain longer than other children, 6812-3.

Education should be made compulsory, 6814.

MR. W. VAN PRAAGH.

Is aware that there are many deaf children not in school in metropolitan districts; thinks this would be overcome by establishment of more centres, 7202a.

Some parents are very reluctant to send children to school for deaf, 7269.

Was under impression School Board had made provision for all pauper children in London, 7905a.

Would make attendance of deaf children at schools compulsory, 7976a.

MR. DE CASTRO.

Thinks deaf and dumb ought to be compulsorily educated, 7403.

Should certainly not think that all Jewish deaf and dumb of school age are at school, though the number is not large, 7434, 7449-50.

MR. A. KINSEY.

In any scheme of compulsion allowance must be made for the three or four years deaf child is retarded compared with hearing child, 7668-70.

MISS HULL.

Education of deaf and dumb should be compulsory, 7894.

MR. H. W. WHITE.

In his opinion half the deaf and dumb children are not at school, 7764, 8026-7, 8029-31.

Is in favour of compulsory education, 7965.

DR. E. S. THOMPSON.

Advocates compulsory education of deaf, 8349.

REV. C. RHIND.

Thinks it most important that education should be compulsory.

Same plan should be adopted as in case of hearing children, 8467-8.

MRS. DANCY.

Thinks it would be possible to compel all children to go to school, 8619.

Some children who come long distance attend irregularly, 8620-1.

Parents are very anxious to send children to school, and are more in favour of compulsion than formerly, 8622-3.

Calls on parents himself, instead of the Board School visitor; thinks all the deaf in her district are at school; does not know about other parts, 8624-8.

MR. J. BARBER.

Is in favour of compulsory attendance of deaf, 8924.

## COMPULSORY EDUCATION—cont.

DR. DAVID BUXTON.

Education of deaf and dumb should unquestionably be made compulsory, 9196.

MRS. HUTH.

Finds it extremely difficult to make the children attend; gives instance of deaf and dumb parents with four or five deaf children who have given great trouble, 9609-10.

Education of deaf and dumb should be made compulsory, 9611.

MR. W. T. HILLYER.

Is in favour of compulsory education of deaf, 9855. Has great difficulty in inducing poor parents to send children to institution. State aid might be of some assistance in this respect, 9853-8.

DR. E. M. GALLAUDET.

In only two or three states in America can authorities compel attendance of deaf and dumb children, 13,846.

MR. W. S. BESSANT.

According to census return of 1881 there are 556 children in Lancashire and Cheshire who ought to be under instruction, 14,638.

Of these only 180 are in his school, and 140 in the Liverpool school, 14,638.

Assumes that not more than half the deaf and dumb children of school age are under instruction, 14,638-9.

States result of inquiry he made of all school boards in his district with reference to this, 14,639-44.

Compulsory power which exists with regard to other children should be enforced in the case of deaf and dumb, 14,655, 14,772, 14,878.

His committee are of opinion that education should be compulsory at an early age, and should continue eight years, 14,659-60.

Thinks the figures he has given with regard to number of children not under instruction are altogether illusory, 14,787, 14,790.

The children overlooked are for the most part of the lower classes, 14,791.

MR. E. A. ILLINGWORTH.

Thinks all deaf and dumb children should be compelled to go to school, 15,086, 15,169.

MR. A. LARGE.

It would be very advisable if school boards were empowered to send deaf and dumb to a board school, and communicate with the master of a special school to suggest means to the parents of educating the children, 15,414.

MR. J. THOMSON.

Deaf and dumb children should be compelled to attend school, 15,465.

There are very few in his district who do not go to school, 15,511-2.

MR. J. HENDERSON.

The school board officer in Glasgow brings cases of deaf and dumb under his notice as a missionary or of the principal of the institution, 15,694.

MR. E. TOWNSEND.

Compulsory powers to school boards or guardians to educate and maintain children are absolutely necessary, 17,245, 17,333.

States his views with regard to carrying out his idea of compulsory education, 17,245-6.

Children should be compelled to come to school between the ages of seven and eight years old, with a minimum term of seven years, 17,247.

## COMPULSORY EDUCATION—cont.

DEAN H. H. DICKINSON.

Thinks poor law guardians should be compelled to educate the deaf and dumb, or that some State provision should be made for their education, 17,610.

The difficulty of educating deaf and dumb does not arise from unwillingness of parents to part with their children, but often from their inability to pay, 17,612-3.

No representation has been made to the Government with regard to the recommendation of the Census Commissioners as to compulsory powers being given to guardians, 17,728-9, 17,762-3.

Thinks it ought to be taken up by the Roman Catholics, 17,730.

MR. A. WELSH.

Is in favour of compulsory education of the deaf and dumb, 17,864.

The school boards in his district have done nothing as yet towards their education, 17,864-6.

Does not think the board is to blame, as no one has brought the matter before them, 17,920-2.

MR. J. W. NORTH.

In his opinion compulsory education is absolutely necessary, 18,024, 18,031.

The attendance officers should visit the houses and find out cases of deaf and dumb. Does not think that in Manchester they know those of school age, 18,032.

MR. A. H. BATHER.

Is in favour of the compulsory education of deaf and dumb, 19,058.

MR. H. E. CROFTS.

Education in New Zealand is compulsory, but parents have such advantages for educating their children, it is to their advantage to keep them at school, 20,117-8.

MR. A. GRAHAM BELL.

Would not advocate a system of compulsory attendance unless schools were provided within easy reach, and the wishes of parents are consulted on the methods of instruction, 21,763-6.

The limit of distance within which there must be suitable schools might be increased in the case of the deaf, 21,771-2.

MR. CUMIN.

A special statute would be necessary to compel children's attendance at institutions or day training schools, 19,586-7, 19,658-9.

In scattered districts central institutions would have to be set up, and the children not already provided for compelled to go to them, 19,628, 19,704-5.

Parents can claim children when they have passed Standard IV.; this would be wholly inapplicable to the blind, deaf and dumb, 19,660-2.

If industrial training were required in addition to a better literary instruction a statute to enforce attendance would be necessary, 19,663.

Children could only be placed in special schools for carrying on higher literary education and manual instruction by the consent of parents, 19,668-5.

Where there is difficulty of access, the local authority should be empowered to pay the travelling fees, 19,761.

School boards can alter the radius of two miles to three miles by a byelaw; thinks they should have power to put it over three miles, 19,763-4.

MR. ORAIC.

Is doubtful whether compulsory education of the deaf and dumb, and blind can strictly be imposed by the Scotch law, 19,798-9, 19,828-9.

Facilities for education must be at the door of the parents, otherwise the law cannot be made compulsory, 19,800.

With regard to compulsory powers legislation would be required, 19,835, 19,839, 19,841, 19,925.

Unless there was very wide power of defraying expense it would be impossible to put compulsory clauses in force, 19,841.

## COMPULSORY EDUCATION—cont.

If schools are not provided within three miles it makes it all the more necessary that power to pay for maintenance and travelling expenses should be given, 19,906-7.

The enforcement of the compulsory clauses does not rest with the department but with the school boards, 19,926-7.

The school boards do not enforce the compulsory clauses at five years of age, 19,926.

The department has no power to force school boards to exercise their compulsory powers or to prosecute, 19,928-30, 19,936.

School boards can be forced to supply the means of education, but not to fill their schools when provided, 19,931-2.

A reason why deaf and dumb have not been educated in Scotland is that in many districts there are no convenient schools, 19,938.

Has great doubts as to the advisability of adding to school board powers that of the paying of travelling expenses, 19,998-9.

In many cases for the blind and deaf and dumb it would be a great advantage; it would need a special Act of Parliament to alter the code for the purpose, 20,000-1.

## THE RIGHT HON. SIR P. KEENAN.

In Ireland, the feeling on the whole is in favour of compulsory attendance; he himself would prefer to make it compulsory, 20,937-40.

## CONFERENCES.

## MR. KINSEY.

Attended the Milan Congress in 1880, 7651.

The three resolutions with regard to the oral system, a necessity for a provision of education by Government were passed unanimously, 7651.

Conference of head-masters and other workers in institutions held in 1877 in London, 7652.

Describes increase of interest created by Ealing Society between Conference of 1877, and Congress of 1880, 7653.

Congress at Brussels in 1883.

Believes invitations to Milan Congress were sent to all head-masters or secretaries of institutions known to be in existence; is certain that invitations were not sent only to advocates of one system, 7747-9.

Germany was represented by Dr. Treibel of Berlin, probably sent by Government, 7750-1.

Large proportion of those who attended Congress were sign teachers, and went away advocates of oral system, 7752-4.

## DR. DAVID BUXTON.

Reads passage from letter he wrote to the "Times" with reference to the Milan Congress, 9275.

Was organising secretary for this country of the Milan Congress, 9284.

Every institution had an invitation, the same was done in case of other countries, 9285-7.

Is under impression majority of those who attended congress were at first not in favour of oral system, 89.

Numbers at conclusion in favour of oral system was 160 against 4, only one representative from Germany being present, 9291-4, 9381.

Meeting could not be called packed, wrote an article afterwards to prove this, 9295.

Gives reasons why more representatives were not present from Germany, 9296.

## DR. E. M. GALLAUDET.

Was present at Convention at Milan, 13,402.

French Commissioner and teachers who went to Convention came away converts to oral system, and it was adopted in France as the State system, 13,402-5.

Describes constitution of the Milan Convention; in no sense was it a representative body, 13,520.

Is well aware that the invitation of the committee was extended to all teachers of deaf of all institutions, but the few American and English delegates present represented far larger constituencies than the French and Italian who outvoted all the rest, 13,522.

## CONFERENCES—cont.

Great regret has been expressed in America as regards the rigid rule laid down by the London School Board as to oral system of teaching, and surprise is felt that the action of the Milan Convention had a greater effect in England than in America, 13,528-9.

## COST OF EDUCATION. See also STATE-AID.

## MR. W. VAN PRAAGH.

Capitation fee of 10*l.* would be sufficient simply for education, 7289.

Thinks a deaf and dumb child would cost country 30*l.* a year with board included, not clothing, which parents should supply, 7292-4.

It is necessary to devise a plan whereby parents not actual paupers should pay for children's instruction according to their means, 7876*a*.

## MR. DE CASTRO.

Cost of education per head at institution is 42*l.*, including everything; small institutions cost more than large ones, 7339, 7437.

Expenses of staff are much larger in educating on oral system than on the sign system, 7468.

## MR. A. KINSEY.

Fees charged to in-students at the school are 50*l.* a year, including everything, out-students pay 45*l.*, 7684. Fees of pupils vary from nominal sum of 200*l.* to 20*l.*, 7685-9.

## MRS. HUTCH.

Expense of each child in Doncaster school is 15*l.*, including sending to and fro, education, and board, 9621-2.

## DR. E. M. GALLAUDET.

From calculations has found that notwithstanding the great expense the education and maintenance of the deaf entails, the saving to the state in America by educating them, over what it would lose by neglecting them, is enormous, 13,248-9.

30*l.* is average cost per head in America, and 60*l.* in Paris, 13,344.

## MR. W. S. BESSANT.

Cost per head in Manchester is 25*l.*; parents pay to the full extent of their capacity, 14,774-5.

Of the 180 pupils in the case of 15 only can parents pay the full cost, 14,776.

Committee have made a rule that no children can be admitted without payment of 3*s.* 6*d.* a week from the parents; when they are unable to pay, application is made to the guardians for the 20*l.* allowed by the Local Government Board, 14,777, 14,793-4.

## MR. W. SLEIGHT.

Cost per head in his school is 20*l.*, 17,124-5.

## MR. A. H. BATHUR.

When parents cannot pay, the parish should bear the expense of education, 19,065.

## MR. HENRY CRAIK, C.B.

Is Secretary of the Scottish Education Department, 19,791.

## MR. GEORGE CRICHTON.

Is chairman of the Govan Parish School Board, 15,536.

Makes statement with reference to the education of the deaf and dumb under his board, 15,537-8.

## MR. HERBERT EDWIN CROFTS.

Has been one of the teachers of the Sumner Institution in New Zealand since 1884, 20,069-70.

Has been trained entirely by Mr. Van Asch, the principal of the institution, 20,073.

## MR. PATRICK CUMIN, C.B.

Is Secretary of the Education Department, 19,550.

## SIR WILLIAM BARTLETT DALBY, B.A., M.B.

Is aural surgeon to St. George's Hospital, 6672. Has been on committee of the Association for Oral Instruction of Deaf and Dumb, 6692. Thinks that 50 deaf mutes pass through his hands in a year, 6745.

## MRS. DANCY.

Has been head teacher of the Surrey Lane Board School a year and a half, and had a class at Bermondsey under the School Board five years, 8591-3. Went to Fitzroy Square to be trained to be a teacher for about five years, 8617-8, 8704-9. Her salary is 150*l.*, 8753.

## MR. GEORGE BENJAMIN DAVIS.

Has been clerk to the Birmingham School Board for 17 years, 18,319-20.

## DAY SCHOOLS COMPARED WITH INSTITUTIONS. (See also BOARDING OUT.)

## MRS. WESTLAKE.

Has thought there are disadvantages in training deaf and dumb in day schools; would prefer their being under continuous instruction in institutions, 6369-71.

## MR. W. VAN PRAAGH.

Deprecates taking children from their homes and sending them to institutions; gives reasons, 7327-9, 7335-9.

Is against having large building with 200 or 300 associated together, 7340, 7381.

Deaf child ought to see daily life in all its phases, cannot see this if in a large asylum, 7381.

## MR. A. KINSEY.

Would send isolated cases in country to nearest school; they could not be taught at board schools unless there was a special instructor, 7790.

They could not be taught manual system; it takes four years to be trained as sign-system teacher, 7791-2.

## MR. J. BARBER.

Isolated cases of deaf and dumb should be sent to institutions, 8939.

## MRS. HUTCH.

Is in favour of instituting class-rooms in ordinary schools, where children would have advantage of mixing with other children during playhours, 9611-5.

It is difficult to provide education for deaf in village schools, 9632.

It would be better to have some central school under some local authority, 9632.

## MR. W. S. BESSANT.

The Manchester School Board have shown no disposition to form a class for deaf and dumb, 14,668.

Thinks it would be impracticable and an inefficient way of educating them to collect deaf and dumb in day schools, 14,663-4.

Does not think it would be less expensive than if education were conducted in one centre, 14,665-7.

A certain number from country districts would always require to be sent to institutions, 14,668.

Deaf and dumb are able to instruct one another. On this account it is an advantage to congregate them in institutions, 14,843-4.

Education of deaf and dumb by sign and manual system could not be so successfully attained in a day school as in a boarding school, 14,850.

Has never met a deaf and dumb person efficiently taught in a board school, 14,879.

## MR. F. B. ILLINGWORTH.

Prefers as a rule to take pupils as boarders, but where parents possess more than average intelligence it is an advantage for pupils to be day scholars, 14,974*a*.

Does not find that mixing day scholars and boarders is detrimental to the morals of the school, 15,021*a*.

1 24970.

## DAY SCHOOLS COMPARED WITH INSTITUTIONS—cont.

Finds the boarders make better progress than the day scholars, 5022. Is in favour, therefore, of deaf and dumb being educated in institutions rather than in day schools, 15,023.

## MR. E. A. ILLINGWORTH.

Has seen a class of deaf and dumb in a board school at Leeds. It seems to be working very well, 15,052. If such classes become general, there will always be some deaf for whom institutions will be more suitable, 15,053.

## DEAN H. H. DICKINSON.

Day schools are only practicable and useful in large towns, 17,645.

It would be more economical to group children into institutions where they would be more effectively taught, 17,647, 17,748.

A day school was attempted in Dublin, but failed from want of sufficient number of pupils, 17,648.

## MR. A. WELSH.

In large places day schools should be established in preference to boarding establishments, 17,860-1.

The parents prefer day schools, and where they are too poor to pay the fees, there is great difficulty in getting the guardians to do so, 17,862-3.

The deaf and dumb in Oldham would make a class of 20 to 25; it would be a convenient centre, 17,869-71.

Is only aware of one child being sent to the ordinary board school, 17,896-7.

Children taught in a day school would learn quicker and many things that they would not learn in a boarding school, 17,912.

Thinks parents would take more interest in them, 17,913.

Those educated in boarding schools lose the habit of communicating with others, 17,954.

There might be class-rooms in the ordinary schools to keep the deaf and dumb apart from the other children during school hours, 17,955-6.

## MR. J. THOMSON.

Deaf mutes are better looked after in every way in institutions than in board schools, 15,457-9, 15,466.

## MR. E. TOWNSEND.

Classes have been set apart in London, but it has been found necessary to supplement them by homes; he thinks it best to educate deaf and dumb exclusively in institutions, 17,334-5, 17,374-6.

## MR. J. W. NORTH.

Deaf and dumb should be taught in separate institutions; gives his reasons, 18,033-6.

## MR. H. BROOM.

Where a sufficient number cannot be got together to form a class, or in the case of delicate children, institutions will be necessary, 18,143-5.

In large towns it would be desirable to have classes or smaller institutions, 18,146, 18,197.

Institutions are better than board school classes, 18,198.

## MR. J. R. BROWNE.

Thinks institutions decidedly preferable to school board classes, 18,303.

## MR. G. B. DAVIS.

The school boards are of opinion that they should have power to send the children to residential institutions, 18,325, 18,418.

Instruction cannot be given satisfactorily in day classes, 18,326.

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DAY SCHOOLS COMPARED WITH INSTITUTIONS—*cont.*

Inquiry was made into the system in 1885, and the system was not approved of; gives reasons, 18,327, 18,376, 18,406-7, 18,417.

The difficulty would be that cases could not be selected in day classes, and a sufficient number of years' attendance could not be guaranteed, 18,349.

Day classes would probably cost a little less than residential institutions; states estimated cost, 18,375, 18,378.

Children would be physically better in institutions, 18,377.

Education in classes could not be provided in Birmingham for infants; there would not be enough to make a class in any one place, 18,412-6.

## Mr. A. J. HIPKINS.

The influence of institutions is prejudicial; would wish to see education of the deaf and dumb brought in contact with the hearing in early life, 18,557-60, 18,574-5, 18,611-3.

If the orally taught could be sent to schools where they attend the educational course, and then mix with the other children, it would be an advantage, 18,561.

Mentions the case of the well-known animal painter, Mr. Trood, who was so brought up, 18,565.

In 1886 or 1887, at Ghent, a school of 100 deaf and dumb was attached to an orphan school of 150, 18,567-8a.

It is prejudicial to the deaf to be always communicating with each other and not with the outside world, 18,595.

If they were educated in day schools and either lived at home or boarded with families, this would be mitigated, 18,596.

Disapproves of the association of deaf and dumb, it keeps them too much together, 18,619.

## THE RIGHT HON. SIR P. KEENAN.

He held a conference with head inspectors who were not so hostile to admitting blind and deaf and dumb into the national schools as the district inspectors, 20,933.

Thinks it desirable to send the deaf and dumb and blind to institutions rather than to distinct schools, 20,949-50, 20,980-1.

It would be necessary to at once recognise the principle of denominationalism in establishing institutions, 20,951-2, 20,962.

With help from the State and the guardians, is sure the Roman Catholics and Protestants would gladly take the education of the children so subsidised, 20,953-4.

One advantage recognised is the influence of discipline they would be subject to, 20,959.

Mentions instance where a boy was very successfully educated in a national school, 20,960-1.

Is of opinion that whether education is given in institutions or in schools, they must be denominational; gives reasons, 20,964-5, 20,967, 20,986, 21,005-6.

Parents would infinitely rather send their children to institutions, 20,972.

The contact of blind children with the seeing is a great advantage to them, but their education will proceed more satisfactorily in an institution, 20,983.

Does not think it is any hindrance to the success of institutions that they are chiefly in Belfast, Cork, and Dublin, but rather the reverse, 20,996-9.

## THE RIGHT HON. J. CHAMBERLAIN.

Would prefer to have the deaf and dumb in separate institutions; in large centres they might be brought into the board schools, 20,578.

There would be no difficulty in having them taught in board schools in special classes, and boarded in institutions, 20,579.

Probably there would not need to be more than one institution in a county, 20,581.

## Mr. A. GRAHAM BELL.

One of his principal reasons for extending the day school system is the prevention of inter-marriages of the deaf and dumb, 21,457.

DAY SCHOOLS COMPARED WITH INSTITUTIONS—*cont.*

Does not propose to abolish institutions, but to supplement institutions by a large development of small day schools, 21,464, 21,760.

Where it is practicable he would affiliate the day schools with the public schools, the children being in special rooms with special teachers, 21,464.

A point in favour of day schools is that the children can be got into school at a younger age; the institution plan does not bring half the deaf under instruction, 21,469, 21,725.

He would object equally strongly to day institutions if the pupils were thrown exclusively together; the deaf and hearing should be mingled in every possible way, 21,527-8, 21,650, 21,784.

Institutions are not favourable to the oral system, but day schools give a stimulus to the acquisition of speech, 21,585.

If the system adopted by the London School Board were carried out it would meet his views, 21,466-7, 21,652-3.

By the children going home to their parents under the day school system, in a majority of cases the teaching is helped, 21,724.

Doubts whether the discipline and moral tone of institutions are of advantage to the children, 21,726.

Does not contemplate the establishment of local homes for children sent to day schools except as an alternative to the greater evil of institutions, 21,770.

At the Horace Mann School, Boston, two advanced oral classes were sent into an ordinary public school with good results, 21,781.

Would not take children out of their homes unless it was absolutely necessary, and it would be better to put them in homes with hearing families than in institutions, 21,830-1.

## Mr. DE CASTRO.

Is in favour of establishing a home rather than of treating children as day scholars, 7414.

If child is brought out of a poverty stricken home his status is raised, 7415.

Has not found that children get disgusted with their homes if they go back, 7416.

Thinks system of education in institutions like his is the best, but does not think they could be kept up if established, owing to want of means, 7447.

## Mr. SCHÖNTHAL.

Objects strongly to deaf and dumb being left to charity, does not object to institutions since they are unavoidable, 7528-30.

If boy has intelligent parents who will take pains with him, it is best for him to go home and mix with the world, otherwise he is best in an institution; mentions exceptional case, 7549-53, 7617.

If children go to bad homes they resort to natural signs and injury is done, 7554, 7617.

## Mr. A. KINSEY.

Thinks little children should be under instructors until able to communicate with hearing world, and that there is an element of danger where children come to and go from home, 7775, 7785-6.

## Miss HULL.

It is of great importance that children should be boarded in early stages of education, all signs must be put down, teachers also obtain greater moral influence, 7859-60.

## Mr. H. W. WHITE.

Is in favour of boarding schools as opposed to day schools, 7992, 8033.

In homes or lodgings same supervision cannot be exercised as in a school, nor is the same interest taken in the education of children by a stranger, 7995-6, 8033.

## Rev. C. M. OWEN.

Is strongly against system of day schools, 8177, 8189, 8299.

DAY SCHOOLS COMPARED WITH INSTITUTIONS—*cont.*

Children want to be under some constant moral training and discipline which only a home or institution can provide, 8182, 8300-1.

All instruction of deaf and dumb should be in institutions in both systems, and where accommodation is not sufficient State should build, 8302-3.

## Rev. C. RHIND.

Would prefer institutions to the deaf being taught in schools, at home they are ridiculed by other children, and ought to have special supervision, 8471-3, 8487, 8528-30.

## Mrs. DANCY.

Finds no disadvantage in children going home to parents, except of irregular attendance, as they are all deaf together, 8649-52, 8727-8.

Poor parents do not keep up their children's education at home, 8650-1, 8683-91.

Sometimes the deaf children are mocked when they return home by other children, perhaps that might be a drawback to their going home, 8653-5.

## Miss PARTISON.

Considers some such arrangement as Mr. Stainer's homes necessary to get the children to attend the classes, 8629-31.

## Mr. J. BARBER.

Prefers deaf children being boarded in institutions on account of irregular attendance and want of proper supervision if sent to schools, 8936-8, 9049.

Would very much favour establishment of provincial centres subsidised by the State for education of deaf and dumb in the district, 9050.

## Dr. DAVID BUXTON.

Describes his experience at the Liverpool Institution of day school and boarding school systems, 9200-1.

If deaf and dumb children were collected from different parts of England into one school it must be a boarding school, and maintenance must be provided from public source, 9202.

Day schools are possible in large towns, but not in sparsely populated districts, 9203.

Boarding schools are really necessary, 9207.

Evil of an institution is that the observation of the children cannot expand with their minds, in a day school by living in their homes they bring into school outside ideas, 9207-8.

The principle of training children as boarders for first two or three years of school life, and then sending them home to their friends is a good one, but it depends on the influences they are placed under, 9209.

## Mrs. HUTCH.

If deaf parents have not learnt oral system would not think it desirable to send orally taught child home, an institution would be better, 9629-30.

## Mr. W. T. HILLYER.

Thinks education of deaf and dumb should be given separately; difficulty would arise in providing for this unless central institutions were established, 9911-3, 9944.

## Mr. MURRAY.

It would be better to educate deaf and dumb in institutions; states his reason, 10,085-8.

## DEAF AND DUMB, GENERAL CONDITION AND EDUCATION.

## Mrs. WESTLAKE.

Deaf mutes are not trained so easily as those that become deaf, 6378.

Deaf mutes have done fairly well with oral system, 6379-80.

Majority of children in school board classes are deaf mutes, 6380.

DEAF AND DUMB, GENERAL CONDITION AND EDUCATION—*cont.*

## Rev. W. STAINER.

Explains characteristics of those deaf and dumb, and those deaf only, 6486.

Is unable to make distinction in teaching deaf mutes, and those who become deaf later in life; classification is very difficult to carry out in his classes, 6547.

Deaf mutes and deaf cannot be taught on precisely the same system, 6548.

It would be very desirable to keep accurate statistics with respect to the deaf; it is now under consideration of the school board, 6578-81.

Under ordinary circumstances deaf and dumb and the blind should be kept wholly apart, 6670.

## Sir W. B. DALBY.

Any child unable to hear voice at distance of two or three feet from ear he would class as a deaf mute, 6674.

A child may be quite dumb, yet have considerable hearing power, 6676.

Should say that partially deaf are often classed as absolutely deaf in institutions to their disadvantage if instructed in oral system, since more accurate estimation of their hearing would be useful, 6678-80.

## Mr. W. VAN PRAAGH.

Deaf mutes are as a rule more intelligent than those who have acquired deafness, 7267.

Finds that congenital cases are, as a rule, much better to deal with than cases of acquired deafness, 7344.

Children who become deaf often suffer slightly from mental incapacity, it depends on cause of deafness, 7267, 7344.

His experience is that there are more deaf boys than girls, 7373.

There is great misconception on account of the word "dumb" being applied to all deaf and dumb; explains, 7374-5.

Divides deaf and dumb into two classes; those congenitally deaf and those who become deaf after birth, these he divides according to degree of deficiency, 7380.

Quotes from paper read at International Health Exhibition as to necessity of sending child to school immediately its deafness is ascertained, 7380.

There are very few defects of speech combined with deafness, 7951.

Every deaf child can be brought to speak except idiots, 7951.

Deaf children with cleft palates are extremely rare, and they can learn to speak as imperfectly as hearing child with cleft palate, 7951-2.

## Mr. DE CASTRO.

Boys are more often deaf than girls, 7432.  
Has not found greater proportion of deaf mutism amongst Jews, 7446.

## Mr. A. KINSEY.

Voices of those who become deaf in later years are better than those of born deaf, 7660.

Unless carefully taken in hand when children become deaf and taught on oral system they become dumb.

## Mr. H. W. WHITE.

There might be one or two deaf with defective vision or other malformation whom he would not attempt to teach, especially in large class, 8082-3.

## Rev. C. M. OWEN.

Does not see why it should be advantage to deaf to use their throats and respiratory organs more fully than if remaining silent, 8267.

## Dr. E. S. THOMPSON.

Thinks there is special formation as regards mouth and nose in the deaf, because in a large proportion of instances they breath through the mouth entirely, 8310.

## DEAF AND DUMB, GENERAL CONDITION AND EDUCATION—cont.

Deaf mutes as a rule take little exercise, and do not use their chests fully, which causes disease, 8310.

Mortality among deaf mutes between ages of 18 and 30 is very high, 8310.

Deaf are from hereditary and acquired causes below average in vitality, 8312.

Deaf children should be encouraged to take exercise more rather than less than other children, 8320, 8390.

There is greater aptitude amongst deaf and dumb to avail themselves of the hearing than amongst ordinary children, 8375-6.

Attributes mortality amongst deaf mutes to their low vitality and their greater liability to accidents, 8386.

Is distinctly of opinion that the deaf are more subject to pulmonary complaints than the blind, 8387-8.

Cases of dumbness irrespective of deafness are very rare, 8396.

Is not aware of any book on physiology which gives special instruction in this subject, 8398-402.

If a child is born deaf, the fact of having a talkative nurse would have very little effect, 8410.

Average life of deaf person is probably 8 or 10 years shorter than that of other people, 8418-9.

## REV. C. RHIND.

Bronchitis and chest disease are prevalent complaints among deaf and dumb, 8508-9.

## MRS. DANCY.

Always examines children's throats before training, sees malformation at once, 8729-32.

Sometimes notices they breathe through their mouths more so than ordinary children, 8733-4.

## MR. W. T. HULLYER.

As a class deaf and dumb are more or less infirm, 9852, 9898.

Many are wanting in intelligence, or scrofulous, 9899.

## MR. MURRAY.

Condition of deaf and dumb in London is very wretched, and deaf mutism is increasing, 10,016-7.

Has had several cases of girls becoming deaf after they could speak; depends on their age as to whether they altogether lose speech, 10,022-6.

A deaf person allowed to grow up uneducated leads to almost imbecility, 10,039.

## DR. E. M. GALLAUDET.

Compares the degrees of deafness and dumbness, 13,417-22.

## DEAFNESS, CAUSES OF.

## REV. W. STAINER.

Has no doubt that congenital deafness is an hereditary taint, 6552.

## SIR W. B. DALBY.

Divides deaf mutes into two classes, those born with congenital deformities, those whose deafness arises from diseases in early life, where loss of hearing is absolute or partial, 6673, 6702.

There can be no doubt that deaf mutism runs in families without defective intelligence, 6687-8.

In certain cases early surgical treatment will prevent absolute deafness, but there are large proportion that no treatment will affect, 6703-6, 6727.

There is no physiological connexion between deafness and dumbness, one is a result of the other, 6710-1.

Those who are dumb and not deaf are imbeciles, 6712, 6719.

Statistics as to causes of deafness and other matters would be very useful, 6714.

It is within his knowledge that children dumb have been able to get better by treatment of ordinary surgeons for their malady, 6727.

## DEAFNESS, CAUSES OF—cont.

Catarrhal inflammatory affections of middle ear demand immediate treatment and seldom obtain it, 6728, 6732.

It would be of advantage if there were more general knowledge on the point, 6729.

Of the cases that pass through his hands the causes of deafness is in the majority inherited deafness, 6746.

Thinks absolute deafness results as much from that cause as from disease, 6747.

Deafness from scarlet fever is very prevalent, would class it before deafness from congenital syphilis, 6752-4.

Deafness arising from congenital syphilis is very prevalent, 6755.

Generally finds child who is deaf from inherited syphilis either has, or has had, opacity of cornea, 6756.

## MR. RICHARD ELLIOTT.

Health of children quite as good as that of ordinary children; a few are physically delicate, 6880.

Most common cause of deafness is, as expressed by the mothers, through fright while they were "carrying," 6881.

Thinks about 30 per cent. are cases of acquired deafness; proportion is decreasing perhaps owing to medical skill, 6882-3, 6931-3.

His information from inquiries is that parents do all they can in applying for medical treatment of their children, 6884.

Always makes inquiries as to whether deafness and dumbness is acquired or congenital, 6881, 6885.

Offspring of deaf and dumb parents more likely to be so affected than the offspring of other people; gives instances of cases in his school, 6886-7.

Can give no statistics as to particulars of deaf and dumb children, family, &c.; it would be very desirable that all institutions should keep such, 6899-900.

Has no cases of deafness and blindness; a proportion of children have defective eyesight, 6912-3.

Eight per cent. out of 500 are the offspring of blood relations, 6938-9.

## MR. W. HOWORTH WARWICK.

Gives statistics as to the causes of deafness of children under his care, 7159.

## MR. H. W. WHITE.

It is very important that accurate statistics should be kept as to causes and degrees of deafness, 8079.

## REV. C. M. OWEN.

Does not consider that deafness is necessarily hereditary, 8252.

Very often children are deaf from scrofula or some inherited disease, 8265.

## DR. E. S. THOMPSON.

Scarlet fever is probably most common cause of deafness; mentions other causes of deafness, 8392, 8408.

To make preventive treatment public thinks some instructions might be distributed throughout schools, though thinks more might be done through medical profession, 8393.

The suggestion to send paper containing information as to prevention of deafness to parish authorities is worthy consideration, 8393a-5.

Congenital deafness is not common, but it is difficult to find out whether the deafness was congenital, 8406 8420.

It is most important that reliable statistics of causes and degrees of deafness should be kept in all schools, 8416.

Is inclined to think that more than half the cases of deafness is due to illness and less than half to congenital causes, 8420.

## MRS. DANCY.

The majority of her pupils are deaf mutes, some have become deaf from inflammatory diseases in infancy, 8614.

## DEAFNESS, CAUSES OF—cont.

## MR. MURRAY.

States chief causes of deaf mutism which he found after three years inquiry, 10,021, 10,067-8, 10,100-1.

Statistics should be kept in all institutions of causes of deafness, 10,070.

## DR. E. M. GALLAUDET.

In some cases post-mortem examinations of deaf are held in America; is inclined to think that more frequent examinations might be very useful, 13,381-3.

## MR. W. S. BESSANT.

Gives statistics as to number of cases of deaf mutes in his school where relations were deaf and dumb, 14,938-9.

## MR. F. B. ILLINGWORTH.

Statistics are kept by his institution as to causes of deafness of pupils; this is done in all institutions he is acquainted with, 15,012-3, 15,016.

It would be very desirable that Government should insist upon uniform statistics being kept in all deaf and dumb schools, 15,015.

States the means taken to remedy defective sight of the pupils, 15,017-9.

## MR. E. A. ILLINGWORTH.

Half the deaf in Scotland are born so; can give no reason for it, 15,119-20.

## MR. J. HENDERSON.

In many cases would say that deafness arises from accident or disease, but in the majority of cases is congenital, 15,741.

Scarlet fever is a very common source of deafness, then measles, and the other ailments childhood is liable to, 15,752.

The majority of deaf mutes are congenitally deaf, 15,743.

## MR. W. SLEIGHT.

The thickening of the tube between the throat and nose, sometimes the result of scarlet fever, is one of the causes of deafness, 17,071-2.

Does not tabulate the causes of deafness at his school, except as to whether pupils are born deaf or not, though frequently parents do not know this themselves, 17,12.

Is in favour of some information being given as to causes of deafness, 17,163-4.

Cases of deafness following scarlet fever should be diagnosed by medical men, and if tabulated such information might be acquired as in many cases to trace causes which are preventible, 17,165-8.

In some cases there should be a more careful medical inspection at institutions, but it is for parents to undertake the responsibility for any operation performed, 17,137-8, 17,179.

Some children have the nerve power for hearing the smallest noises, but have not the mechanical power to distinguish articulate words, 17,179-80.

## DEAN H. H. DICKINSON.

Deaf-mutism is frequently the result of scrofula; scrofula has diminished with improved habits of living, and diminution of intermarriages of mutes, 17,602, 17,683.

Thinks congenital deafness is greatest in certain counties, where the habits of living are the lowest, 17,603, 17,683.

Has not found that deaf-mutism is hereditary, but scrofula is, 17,604.

Has never known children to be deaf and dumb through vaccination, 17,719.

## DR. F. WARNER.

Mentions case of a child attending a Liverpool school who was a subject of congenital syphilis attacking the hearing and the brain, 19,116.

## DEAFNESS, CAUSES OF—cont.

## MR. A. GRAHAM BELL.

Recommends that the census takers should inquire into the cause of deafness, 21,384.

Every institution report records the causes of deafness of the pupils admitted, 21,408.

Explains his diagram showing the results of an investigation of cases of deaf mutes reported in the census, 21,409-15, 21,421, 21,427-30, 21,432-5, 21,804.

States the general results of his investigation, apart from the diagram, 21,416.

There has been a great epidemic of deaf mutes of late years, chiefly due to cerebro-spinal meningitis; scarlet fever occupies second rank, 21,416-20.

The indications are that the congenital deaf mutes of the country are increasing at a greater rate than the population at large, 21,431, 21,435-6.

Before the year 1831 he believes there were no deaf mutes born of deaf mutes, 21,437-8.

One of the chief causes of congenital deafness is a hereditary predisposition, 21,441, 21,802.

Is inclined to agree with Sir William Dalby that deafness is due to arrested development before birth, 21,442.

It is a popular idea in America that mental impressions on the mother before birth have influence on the child; does not believe it himself, 21,441, 21,443.

Explains the investigation he is now at work upon in examining the ancestries of families containing deaf children, 21,444-5, 21,451-3.

Directs attention to some curious phenomena in connexion with deafness, 21,448.

Makes statement with regard to correlation between deafness, blindness, and idiocy, 21,449-50; 21,483.

Assumes that in the majority of cases some ancestral cause operates in producing congenital deafness, and that there is an arrest in the development of the nervous system, 21,450.

Is specially struck with the presence of twins and triplets in the families of ancestor of large families of deaf mutes, 21,450.

Mentions some curious sex peculiarities with regard to deafness, 21,454-6.

Makes suggestions as to the classification of deafness; the two important elements are the amount of the defect, and the age at which the defect occurred, 21,383, 21,473-4.

Proposes to divide the deaf into great classes, the sporadic and non-sporadic; it is not possible to decide who were and who were not born deaf, 21,475-9.

Presents a full classification of the cause of deafness in the United States, and an analysis of all the causes of adventitious deafness, 21,487-8.

It would be desirable to have special medical supervision of schools, 21,800.

It is very important that the British Government should collect correct statistics relating to causes of deafness, 21,801.

Does not find syphilis to be a cause of deafness in any large number of cases, 21,803.

## THE VERY REV. HERCULES HENRY DICKINSON, D.D.

Is Dean of the Chapel Royal, Dublin Castle, 17,594.

In 1884 became connected with the Deaf and Dumb Institution as member of the juvenile committee, 17,595.

## MAJOR-GENERAL F. D. DONNELLY, C.B., R.E.

Is Secretary of the Science and Art Department, South Kensington, 20,002.

## DUMBNESS, UNCONNECTED WITH DEAFNESS.

## DEAN H. H. DICKINSON.

The total number of dumb who were not deaf in Ireland in 1871 was 1,143,—17,604.

Some of those dumb and not deaf are idiots, but not all, 17,605.

Only knows three or four cases of dumb who are not deaf, and yet are not absolute idiots, 17,606-7.

They could not be kept in his institution, which is only educational, and it is very difficult to get them into idiot asylums, 17,608.

Does not think the census includes children as dumb who are unable to speak, 17,701-3.

Was surprised to see that the proportion of dumb not deaf was so great; cannot account for it, 17,704-5.



## DURATION OF SCHOOL LIFE.

Mrs. WESTLAKE.

Children leave at age of 13, it would be better if they remained longer, but there are difficulties, 6304-5, 6321. Children join the schools at all ages, it depends on formation of new class in district, 6321.

Should think they get on an average five years schooling off and on, 6323.

Does not think education of children is long enough, would not think eight years an unfair period to fix, 6336-8.

REV. W. STAINER.

There is no fixed period of education under the school board, 6429-33.

Five years is about average for which institutions take children, if period were extended to eight or ten years it would be advantageous to pupils to give them insight into manual occupations, 6484, 6625.

Some parents would be anxious to take children away at 13 or 14 so as to derive benefit from their employment, 6622.

Less time is given in this country to education of deaf than in Italy or America, 6623.

One reason that they do not remain longer at school is that they enter late, 6625.

To educate children for eight years would prefer to take them at age of seven or eight, though he would not consider it undesirable to take them at five years of age, but could not say they were sufficiently started at 13, 6638.

SIR W. B. DALBY.

His impression is that teaching should not commence before age of seven, 6733.

MR. W. VAN PRAAGH.

Deaf and dumb should be sent to school at six years old, 7268, 7271.

MR. SCHÖNTHEIL.

Admits children to home at age of seven, and keeps them if possible until 15,—7473.

After four years teaching a deaf boy is much on same level as hearing boy, with four additional years ought to be on same level as hearing boy of 13,—7525.

MR. A. KINSEY.

Would keep children at school 10 years, 7663.

They generally tell parents to leave children at the college for eight years, 7667.

Deaf child is retarded three or four years as compared with hearing child, 7668.

MR. H. W. WHITE.

Oral system should be begun from ages of seven to eight and continued eight years, 7976-7.

REV. C. M. OWEN.

In three years under sign and manual system, or combined system, child can be taught a great deal, children at school between 10 and 13 do not do so well as between eight and eleven, 8141.

To educate them properly children ought to be at school from between seven and eight until 16,—8142.

MRS. DANCY.

As a rule the children in the London Board Schools are not kept longer than age of 13, most are imperfectly educated, 8596-7.

If pupils remained from four years to 12 or 13 they could receive a good education, 8598.

Thinks deaf children could be taught at six years old, there is no reason why they should not come at same age as other children, 8599-600.

Three years is average length of attendance in her school, 8629.

## DURATION OF SCHOOL LIFE—cont.

Miss PATTERSON.

Does not think children ought to stay less than eight years at school, and ought to come at age of six or seven, 8811-2.

MR. J. BARBER.

Thinks pupils should begin education early, 8906. His pupils generally stay nine or ten years, 8947. Has had children come to him at 10 years old, they are much harder to reach, 8949-50.

Miss HARE.

Deaf children should be kept at school longer than ordinary children, 9136-7.

Would prefer that the eight years training of deaf child should begin at age of seven or eight, 9139.

DR. DAVID BUXTON.

Deaf children ought to continue at school longer than ordinary children, 9197.

Ten years would not be too long for school life of deaf, but is afraid English public would not stand it, 9198.

MR. W. T. HILLIER.

Girls are elected to institution for three years, subject to re-election, thinks they ought to remain longer to get sufficient education, 9845-9.

MR. MURRAY.

Some of those educated for three years on sign and manual system are able to get their livelihood, 9973-4, 10,040-2.

DR. E. M. GALLAUDET.

Children should be sent to school at seven years old, 13,146, 13,172, 13,416.

Where practicable children should receive instruction at home, or in a kindergarten with other children at an earlier age, 13,416.

MR. W. S. BESSANT.

If children could be kept at school 10 years they could receive a good secondary as well as elementary education, 14,755.

Would make it obligatory on all children to remain at school at least nine years, 14,770, 14,878.

Instruction given is not so satisfactory as it might be, which he attributes to the short period children are at school, 14,796-7.

MR. F. B. ILLINGWORTH.

It would not do to take children at too early an age, or nurses would have to be provided for them, 14,978.

If children enter school at age of seven it would be early enough, 14,979.

Would make it compulsory on them to remain eight years, 14,980.

The average length of time children remain at his school is four and a half years, 15,032.

MR. E. A. ILLINGWORTH.

Children are admitted to his institution from ages of 7 to 15; thinks they might be admitted at age of 6, 15,043.

They remain on an average five years; very few remain until 18, 15,094, 15,178.

Finds it a great disadvantage that children come in at different ages; as soon as they are about 14 their parents take them away to work, 15,095, 15,113.

It would be a good thing if parents were compelled to send their children at six and to let them remain until 16, 15,096-7, 15,178-9.

It is not unreasonable to allow deaf children a longer time than others, 15,098-9.

## DURATION OF SCHOOL LIFE—cont.

Scotch parents allow their children to remain at school longer than in England, but not as long as he would wish, 15,115.

Parochial boards are worse than parents in ceasing to support children at school after the age of 13, 15,115-6.

MR. ALFRED LARGE.

Children are admitted at eight years old to his institution; does not think they ought to be admitted earlier, 15,255-6.

If removed from their parents at earlier age the strain would be too great for them to undergo, 15,257.

If children come at age of seven they should remain until 14 or 15,—15,270.

At present the children have to leave at 14,—15,276.

Children's time at school should be lengthened, but the constitution of the hospital will not admit of it, 15,319-20, 15,370.

MR. J. THOMSON.

Education of deaf and dumb should commence at seven years old, 15,455.

Children remain on an average four years; it is hardly half the length of time required, 15,462-3.

Parents often take them away as soon as they can earn a little, 15,464.

Objects to children coming to the institution before seven years of age because their requirements would take up too much time of the officials, 15,506.

MR. W. SLEIGHT.

In Italy children are educated as young as five years old, 17,049.

When he first went to Brighton he took children at five or six, which was two or three years younger than other institutions; are now taken at older age than at almost any other institution, 17,050-2, 17,101, 17,191-3.

The children are kept on an average six years; would like to keep them longer, 17,080.

Children are received as a rule at seven years old; the age has been changed owing to the little progress made in the first two years, 17,193-5.

MR. E. TOWNSEND.

The minimum school term should be seven years, 17,247.

Has great difficulty in keeping children as long as five years; parents either wish to put them to work, or cannot keep up the payments, 17,346.

A further difficulty is the late age at which children are received, 17,346.

DEAN H. H. DICKINSON.

Children are taken into the Claremont Institution at from six or seven to 12 years old, and are kept until 15, 17,623, 17,733-4.

Deaf and dumb should have eight years' instruction, especially under the oral system, 17,624, 17,735.

They require twice as long a time for teaching as ordinary children, 17,625, 17,706.

Would take the ages of from seven to 15 as the years for education of deaf and dumb, and that compulsion and State aid should be continued during that time, 17,706-9.

MR. J. W. NORTH.

Deaf and dumb should remain longer in school than other children, long enough to pass a standard similar to the elementary schools, 17,997-8.

MR. HUMPHREY BROOM.

An extended period of education should be given to deaf and dumb so as to admit of technical instruction being given, 18,135-7.

Deaf should have more time for education than others, 18,152.

## DURATION OF SCHOOL LIFE—cont.

MR. B. G. DAVIS.

Education of deaf and dumb would have to be given from ages of eight to 14,—18,350.

In any alteration of the law it would be advisable to give a longer period of education to the afflicted classes than to others, 18,851.

There would be always a difficulty in getting hold of children till they were nine or ten, 18,351-3.

MR. A. H. BATHER.

Education of deaf and dumb should begin at age of six, 19,059.

It should continue 10 years if on the oral system, and six or seven on the manual, 19,060.

MR CRAIK.

Compulsory powers would have to be obtained with regard to the earlier admission of children and their attendance after the age of 14, 19,835, 19,841, 19,925.

There is no limit to the time when children can stay at school, 19,903.

DR. F. X. F. McCABE.

The deaf and dumb and blind should be kept longer at school than the ordinary age for the purpose of receiving industrial and technical training, 21,053.

## EDUCATION OF DEAF AND DUMB.

Mrs. WESTLAKE.

Results of education are fairly good, but teachers have many difficulties to contend with, 6299.

Education of deaf and dumb is not half as satisfactory as that of the blind, 6305.

Children who have been at school five years can carry on conversation moderately easily, 6324-5, 6329-31, 6334.

If the children were taught system of finger talking, and not by speech, they would have great difficulty in conversing with parents who cannot spell, and more difficult still with others, 6349-50.

REV. W. STAINER.

The deaf and dumb can never be enabled to speak like other people, and the period of gathering meaning of others from motion of the mouth during school period is very limited, 6428-37.

Considers only very few are able to take up position in life as though not deaf, 6438.

Difficulty of teaching is very great in present stage of oral instruction in England, 6438-9.

Speech and language in education of deaf and dumb should be separated; speech is not necessary, language puts them on equality with others, 6537, 6545.

Education of deaf will not be complete until something has been done such as he is now doing, 6538.

Believes a fair knowledge of language would carry many through workshops, and enable them to learn a trade which they are often unsuccessful in learning, 6639.

They are taught to write in institutions, but knowledge of language is only acquired after long and proper training, 6640.

MR. W. VAN PRAAGH.

Explains his plan for better education of deaf and dumb, 7324.

If once a deaf mute can speak English, and has a knowledge of language, he can learn any other language, 7326.

Increase of power should be given to school boards for instruction of deaf by means of special Education Act, 7876a, 7904a.

MR. SCHÖNTHEIL.

England is behind other countries in supporting education of deaf and dumb, 7561.

## EDUCATION OF DEAF AND DUMB—cont.

Mr. A. KINSEY.

Is not aware that there is any college for sons of gentlemen like Worcester College for the blind, 7730-1. Mentions cases of deaf and dumb who have been at universities, 7732.

Knows of no fund or society by means of which sons of poor deaf and dumb could be advanced, 7733. Describes deaf and dumb schools he visited in Germany, France, Italy, and the United States, 7622-37.

Compares the mode in which foreign schools are supported with those in this country, 7665.

Describes course of training given to teachers at Milan, 7678.

Draws comparison between school at Riehen and his own, 7781.

Miss HULL.

Thinks there should be complete separation between less intelligent and more intelligent, as carried out in Herr Engelke's institution, 7838.

There would be more even emulation between the weak-minded themselves than between them and the bright children, 7890.

She recommended this for benefit of the children, not for the teachers, 7892-3.

Describes schools she visited on Continent, 7817-37.

At Schleswig the weak-minded were completely separated from dumb, such as would be classed as idiots in England; describes course pursued with regard to weak-minded by Dr. Engelke at Schleswig; through all schools there was one common system, 7838, 7842.

As a rule each class had a separate room, 7839. Most schools have very good gymnasias, 7843.

Did not see any trades taught, 7844. Both boarding and day schools existed; if children were boarded out the homes were superintended by heads of institution, 7848-9.

Those with whom they boarded endeavoured to carry out same system of speaking, 7850.

Foreign schools take children of as low an intellectual class and as poor as the sign schools do in this country, 7919-20.

The system in Belgium is not purely oral; schools are in transition stage, 7921-5.

States sources from which foreign institutions are supported, 7930-2.

Mr. H. W. WHITE.

Much of success of a school depends on good classification, 7986.

Separate schoolrooms ought to be absolutely insisted on, in order that children's attention should not be distracted, 7987-91.

One room ought not to contain more than 10 children, 8094.

This country is far behind Germany and Switzerland in education of deaf and dumb, 8097.

Rev. C. M. OWEN.

Would mix the sexes at school up to age of leaving; prefers their being in one large room together, 8186, 8189-90.

Dr. E. S. THOMPSON.

Describes what is done by the State in Norway for deaf and dumb, blind, and imbeciles, 8354-60.

In Norway and Italy he is under impression the deaf spoke better than in England, 8371.

Best school he saw abroad was at Christiansa, under Frii Rosing, 8391.

Rev. C. RHIND.

Deaf children should be taught separately from other children, 8469.

## EDUCATION OF DEAF AND DUMB—cont.

The partially educated break down in writing simple sentences and require explanation of words by signs, 8498.

Half of those educated are able to write and understand simple sentences, much depends on care of children after leaving school, 8499.

And a case of deaf, dumb, and blind boy describes way in which he was educated, 8582-5.

Mrs. DANCY.

Deaf require more trouble and care bestowed on them than other children, it is more difficult to teach them when they begin, 8602-3, 8608-9.

Has 14 children, average attendance 12, if all attended regularly it would be too many to teach, 8605-6.

They are formed into classes and taught five hours on five days a week, 8607, 8610-2.

Poor parents do not endeavour to keep up children's education at home, 8650-1.

Does not think it would be possible to teach deaf mutes to sing, 8736.

Miss E. M. PATTISON.

Her children are mostly taught individually, it depends on the children how long it is before they are put in a class, 8788-92.

With present staff each child gets 20 minutes individual teaching, 8796.

Deaf children are received in the school whenever they apply, it is much harder for the teachers, 8827-8.

Thinks in case of big boys that they should be taught by themselves, 8867.

Mr. J. BARBER.

Gives a great deal of individual attention to his pupils, 8909.

To a child of four or five instruction of not more than an hour a day is given, during rest of time child is learning to write and doing kindergarten, 8911.

Thinks more schools are required for teaching deaf, the want has been supplied in London by the School Board, 8927-31.

Deaf and dumb must be in separate classes, 8996. Would prefer not to have so many as 54 in one room, 8998.

Many deaf are mentally capable of being fitted for liberal profession, 9055.

Would think it advisable that exhibitions at Universities should be established, 9056.

There should not be more than 10 pupils in a class, 9065.

Miss HARE.

Croydon School Board informed her that they had no deaf and dumb children, 9197, 9140-1, 9173-5.

Has heard that other boards have said the same thing, and on inquiry deaf and dumb children have been found, namely, at Leicester, 9142-7.

Ten pupils are as many as a teacher can take, 9054.

Dr. DAVID BUXTON.

Draws attention to the spread of education of deaf and dumb, 9256-8.

Admissions to a school every week, month, or on any day breaks into continuity of classes, 9261-2.

Is in favour of the deaf matriculating at universities oral system will enable them to do this, 9278-9.

Knows of no institution for deaf analogous to the Worcester College for blind sons of gentlemen, 9350-1.

The only college analogous to Worcester College is one at Washington, from which he holds diploma, student from Margate has lately gone there, 9351-2.

Doubts whether there would be sufficient number of trained deaf to justify founding exhibitions to universities, 9353-4.

## EDUCATION OF DEAF AND DUMB—cont.

Mrs. HUTCH.

Is in favour of instituting class rooms in ordinary schools for the deaf, 9611-5.

These would involve special teachers and extra expense, for this reason Huddersfield School Board have not undertaken teaching of deaf, 9616-8.

With 10L. capitation grant they would accept duty of educating the deaf, 9620.

In small towns central schools might be established, 9633.

Association favours establishment of night schools for uneducated, and higher class for others, 9639-40.

If provincial centres were formed better results would subsequently be attained in trade pursuits, 9659.

Mr. MURRAY.

More facility ought to be given for education of deaf and dumb than in case of ordinary children, 9987.

Education of deaf adults is attended with great difficulty, 9995-6.

Dr. E. M. GALLAUDET.

Most institutions in America recommend parents to teach children writing before coming to school, thinks majority do not come with any knowledge at all, 13,172.

The greatest alleviation which can be given to the deaf is mental development and power of expressing themselves in verbal language on their fingers, or by writing and power of reading; giving of speech occupies secondary position, 13,425.

Instructors of deaf in America look upon education of deaf as a matter of right, and not at all as one of charity, for this reason the word asylum is very offensive, only two institutions retain the name, 13,477.

Mr. W. S. BESSANT.

It would be most desirable for the State to establish a college for higher education of deaf and dumb, 14,725-7.

Agrees that nothing requires so much patience as teaching deaf and dumb, 14,743-5.

Sexes should not be educated under the same roof, 14,687-90.

Every precaution is taken at Manchester to keep them separate, 14,691-2.

Is of opinion that to be efficient education of deaf and dumb should be in boarding schools, 14,769.

Does not think it would add to the cost to isolate the two sexes, 14,804-6.

The advantages of separating the sexes would outweigh any advantage gained in maintaining the family character of an institution by keeping the sexes together, 14,808-10.

Attaches considerable value to drawing being taught, 14,820, 14,823.

Strongly recommends the class-room system, 14,890.

If after a year's trial a child shows no talent for drawing he should be otherwise employed, 14,962-5.

Mr. E. A. ILLINGWORTH.

Thinks it undesirable to establish infant schools; gives his reasons, 15,044-6.

Mr. A. LANGE.

Advocates infant schools for those who might benefit by being removed from parental influence, 15,259, 15,408.

Children of respectable class should go to other schools to be disciplined and moralised, rather than to special schools, 15,259, 15,408-10.

If semi-mutes and semi-deaf are put in the same class with the absolutely deaf one retards the progress of the other, 15,304-5.

In any reconstruction of the scheme of the hospital establishment of evening classes for those working by day for their livelihood would be a great boon, 15,324.

There is no higher class for deaf and dumb in Scotland; does not know whether there would be many candidates for it, 15,327-8.

1 24970.

## EDUCATION OF DEAF AND DUMB—cont.

An accurate knowledge of language is a very great benefit to the deaf, 15,248-9.

Mr. JOHN THOMPSON.

It might be an advantage to have preparatory infant school connected with his institution, 15,456.

Parents ought to begin the education of their deaf and dumb children very early, and train them in the habits of order and regularity, 15,504-5.

Success in the education of the dumb is not so much a question of system as proper application of the system, 15,535.

Acquisition of speech is most valuable, but written language is the mainstay of the deaf, and can be thoroughly imparted on the silent system, 15,535.

Mr. J. HENDERSON.

Finds the blind in Glasgow fairly well educated, 15,661.

Would advocate the most efficient training for deaf and dumb child from its sixth year until its education was complete, and then put it on its own resources, 15,698-700.

There should be some means whereby deaf and dumb after they leave school should have an opportunity of improving their education, 15,700.

Night schools would be a very judicious thing for benefit of deaf and dumb, 15,701.

A few might get education as other adults do, but the majority would not; they would require a special teacher, 15,702.

None are attending ordinary evening classes to his knowledge in Glasgow, 15,716.

There was a special ambulance class in which 25 deaf were taught and examined; this was all done in the sign and finger language, 15,717-8.

Mr. W. SLEIGHT.

There is a generally mistaken idea as to the knowledge of language which the deaf and dumb can acquire; explains his meaning, 17,139.

Mr. E. TOWNSEND.

School board classes for deaf and dumb have not been established in Birmingham owing to the adverse report of the London School Board system in 1885, 17,232-4.

Explains the action subsequently taken by the Birmingham School Board; 17,235-7.

Would not advocate sending children before the school age of seven to institutions; infant schools have been proved to be useless and expensive, 17,248-50.

Grants could be given to free blind schools, 19,671-4.

Gives details with reference to the grants given by the Department to training colleges, 19,675-90.

The Department do not consider themselves at all limited in requiring a school within two miles; gives illustration, 19,756.

It would be very difficult for the Government to lay down a particular system of teaching. The best way would be to leave it open to experts, 19,724, 19,775-9.

Technical instruction is under the Science and Art Department; schools get larger grants for it than if it were under the Education Department, 19,787-9.

The guardians have appointed a special committee for dealing with these applications separately, 18,440.

The school board would wish the guardians to form a rota to receive such applications away from the offices, 18,440-1.

The poor would not consider it so degrading to apply to the school board for relief as to the guardians, 18,442.

The people do not realise that such applications in no way pauperises them; thinks it is the view of most people that the disinclination to apply should exist 18,443.

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EDUCATION OF DEAF AND DUMB—*cont.*

The fees of many who would not go to the guardians are remitted by the school board, 18,444-5.

## MR. CUMIN.

Does not think school authorities require more powers, 19,560.

By transferring to school boards the administration of assistance for parents of blind, deaf, and dumb children, they would be placed in a better position than those of others; does not see why this should be so, 19,561.

The question as to whether parents should be assisted in sending a child to an institution is not a case for school boards to decide, but one for private charity, 19,654.

In London the attendance officers pay the same attention to afflicted children as they do to others, 19,618.

School boards have no authority to maintain children at institutions; they can only pay the education fee, 19,618.

School boards have authority to establish special schools for afflicted children and pay money out of the rates for conducting them, 19,619-28.

Guardians can contribute towards the maintenance and education of children at institutions, 19,622-3.

To get rid of the taint of pauperism the school authorities might certify that a child ought to be educated at the expense of the rates, 19,624-4, 19,692-4.

Where school boards did not exercise the power given them of educating this class of children, the Department would be able to declare them in default, 19,626.

At present it is purely voluntary on the part of guardians whether they pay for children's instruction beyond the elementary standard or not, 19,666-8.

## MR. CRAIK.

Thinks that the education of the blind should be treated exceptionally, 19,838.

Gives details as to the administration of the Scotch Education Acts, showing that there is excellent education provided for all except the deaf and dumb and blind, 19,853-68.

Fresh legislation for education, so far as Scotland is concerned, is not needed, 19,876.

It would be desirable that special provision should be made in the Code for the education of the deaf and dumb and blind in Scotland, 19,961-2.

Instead of teaching higher literary subjects to the deaf and dumb and blind, it would be possible to teach them useful handicrafts, 19,991-2.

## THE RIGHT HON. SIR P. KEENAN.

Is in favour only as a *dernier ressort* of engrafting the education of the deaf and dumb and blind upon the national school education, 20,934.

Makes statement as to the course he thinks best to pursue with regard to their education, 20,934, 20,987-9.

Would leave it to individual institutions to adopt the particular methods of education they thought best for the deaf and dumb, 20,941, 20,955.

If he were to express an opinion with regard to the systems, he would say he liked both, 20,942.

Reads extracts from replies received from inspectors of whom he made inquiry as to the question of providing education for the blind and deaf and dumb, 20,933.

He held a conference with head inspectors, who were not so hostile to admitting these children into the national schools as the district inspectors, 20,933.

Attaches the greatest importance to the opinion of the six head inspectors, 20,958.

If preliminary education could be given to a blind child in a national school before going to an institution, he would master what the institution taught him in a shorter period, 20,982.

A limit should be placed on the expense of institutions; if a certain system, such as the oral system, commanded a large share of public recognition, its expensiveness should not bar its operation, 20,995.

EDUCATION OF DEAF AND DUMB—*cont.*

Makes statement as to the general system of education in Ireland, 20,928-30.

The Commissioners of National Education have never contemplated admitting the blind, deaf, and dumb and imbeciles to national schools, though they are not excluded, 20,931-2.

Found on inquiry that there are only seven deaf and dumb; five deaf and one blind in the schools, 20,932, 20,956-7.

From inquiry he finds that there are hardly any children in Dublin, Cork, and Belfast who are blind or deaf and dumb not in institutions, 20,966, 20,934, 20,968.

There is nothing in Ireland to make it compulsory to have certificated teachers, 20,978.

## DR. F. X. F. MCCABE.

States the provisions of the Irish poor law bearing upon the subject of deaf and dumb and the blind, 21,021.

There are 750 blind and deaf mutes in special institutions at the cost of the poor rate; a large proportion probably are proper subjects for idiot asylums, 21,027-8.

Gives statistics with regard to deaf mutes in Ireland, 21,033-6.

The census returns, 21,036-41.

The Local Government Board has nothing to do with institutions, 21,057-60.

## DEAN H. H. DICKINSON.

Thinks it would be well to have a definite system for education of deaf and dumb, 17,740.

## MR. A. WELSH.

Would recommend that drawing should be taught to the deaf and dumb, 17,868.

## MR. J. W. NORTH.

If deaf show aptitude for drawing it is advantageous to cultivate it, 17,996.

## MR. HUMPHREY BROOM.

The deaf and dumb should share the same benefits of education as the hearing, 18,139.

The adult deaf and dumb are not as well educated as they should be; many from want of mental capacity, 18,150-1.

## MR. B. G. DAVIS.

The education of deaf and dumb in Birmingham compares favourably with that given some time since; describes what efforts have been made, 18,364-5, 18,397-9.

## MR. C. S. PERCEVAL.

Deaf and dumb children may pass as idiots who have had no proper education, 19,018.

## MR. A. H. BATHER.

All higher education of deaf and dumb must be by individual tuition, otherwise the expense would be out of proportion to the number capable of receiving it, 19,082.

## MR. GRAHAM BELL.

Does not advocate any restriction in regard to methods of instruction; would have numerous small schools dependent for life upon the results obtained, 21,365, 21,898, 21,750, 21,747-8.

Urges the importance of devising some practical method of testing by results and getting statistics relating to adult deaf and dumb to show the influence of methods in after-life, 21,366.

EDUCATION OF DEAF AND DUMB—*cont.*

Makes suggestion with regard to the classification of the methods of instruction; thinks the basis of classification lies in the language of communication, 21,285-91.

The important principle should be to teach a child to think in the language of the people among whom he lives, 21,559.

The whole question of the education of the deaf is the question of language teaching, 21,559, 21,837.

Directs attention to the importance of continually using the language it is intended to teach deaf children as advocated by George Dalgarno, 21,563-5.

Describes the way in which language should be taught, 21,566-8.

Explains the way in which he taught language to a pupil, according to George Dalgarno's method, 21,694-702.

The best system to impart knowledge of language to a child within the school limit of five years would be that by which the greatest repetition of English words could be brought to the senses of the child, 21,813.

Suggests that recourse should be had to the method by which words can be presented with the greatest rapidity to the eyes of a deaf child; advocates, therefore, the cultivation of the habit of reading, 21,813-4.

Describes the teaching he gave in the case of a child four years of age, who previously knew nothing, 21,815-17.

Information relating to methods of home instruction should be diffused among parents, 21,973.

Every child's hearing should be tested when it first enters a school, and its education guided accordingly, 21,996.

## EDUCATION DEPARTMENT.

## MR. P. CUMIN.

The word "children" is held by the Department to include all children, and therefore the blind, deaf, and dumb, 19,552, 19,576, 19,611-2, 19,650.

The Department has never been applied to compel a school board to make provision for the blind, deaf, and dumb, 19,765-6, 19,552, 19,614, 19,728-9.

Application has been made for more liberal aid to blind, deaf, and dumb taught in school board classes, 19,553.

Reads an application from the London School Board, 19,553.

The Department could recommend a loan for building accommodation for blind, deaf, and dumb, and could pay in respect of the children, 19,557-8, 19,656.

If managers of a voluntary school would not undertake the education of blind, deaf, and dumb, the Department would set up a board school, 19,565-6.

This action would break down where there are only three or four blind; thinks therefore the blind, deaf, and dumb should be sent to institutions at the public expense, 19,567-9.

Explains the action of the Department with regard to giving grants to training colleges, 19,593-600.

It would be within their power to give grants to colleges for the training and examination of teachers of the deaf and dumb, 19,596-7, 19,602.

No grant is given to a school where there is no certificated teacher, 19,604.

No application for assistance has been received from the Worcester College, 19,609.

No application has been made for free schools for the blind, deaf, and dumb, 19,610, 19,669.

Hitherto no special grants have been allowed for afflicted children or for training teachers; such children have been allowed to be put on the exception schedule, 19,651-4.

Grants could be given to free blind schools, 19,671-4.

Gives details with reference to the grants given by the Department to training colleges, 19,675-90.

The Department do not consider themselves at all limited in requiring a school within two miles; gives illustration, 19,756.

It would be very difficult for the Government to lay down a particular system of teaching. The best way would be to leave it open to experts, 19,724, 19,775-9.

Technical instruction is under the Science and Art Department; schools get larger grants for it than if it were under the Education Department, 19,787-9.

## EMPLOYMENT OF DEAF AND DUMB.

## MRS. WESTLAKE.

The children, in few cases she has followed, are working at trades with parents, 6319.

## REV. W. STAINER.

Thinks Mr. Oakeley's statement that deaf and dumb have no difficulty at Manchester in obtaining employment is open to criticism, 6477-82.

Reason why deaf and dumb do not succeed in getting employment is imperfect education generally, 6535-7, 6570.

Thinks system of apprenticeship in majority of cases breaks down, 6570.

Would be glad to recommend that capitation grant of 10l. already proposed to be given to institutions should be continued to deaf and dumb on leaving, 6641.

Large number of deaf and dumb in London are unemployed, they get assistance from charities, 6663-5.

Deaf and dumb can get employment much more easily than the blind, they can do almost every trade, 6666-7.

Cannot conceive an employer being unwilling to employ workmen because educated by charity, 6627, 6671.

## SIR W. B. DALBY.

It is very difficult for some deaf mutes to obtain employment after they leave school; gives reason for this, 6735.

Mr. Fawcett was anxious to employ deaf and dumb at the Post Office, but the scheme fell through, 6736.

## MR. W. VAN PRAAGH.

Has had no difficulty in obtaining employment for his pupils, because the majority are children of well-to-do parents, 7309.

## MR. SCHÖNTHIEL.

Those taught on the sign system have not an equal chance of employment as those taught on the oral system, the latter can make themselves clearly understood, and can understand what masters say, 7504-6.

Has former pupils in London earning livelihood, 7507.

## MR. A. KINSEY.

Mentions case of boy at the school whose parents want to go to work, and whom he wishes to have as assistant secretary, 7676-7.

## REV. C. M. OWEN.

It is very difficult to get employers to take the deaf and dumb, they think them much below the average, 8195-6.

Employers in Brighton come again and again to school for pupils, they are so pleased with them, 8197.

As a whole the deaf get a very fair amount of employment, and compare favourably in that respect with other classes, 8247.

Some are constantly out of employment, because they have been badly trained, 8247.

Should think two thirds maintain themselves, 8248.

Of females only a very small percentage get their own living, 8249.

## REV. C. RHIND.

Should say that the deaf are earning livelihood as well as hearing people, some are out of work, 8461.

Some blind are not deserving, they drink and quarrel with their masters, 8462.

## MRS. DANCY.

An orally taught boy would be on better footing than one sign taught, and thinks they are more employed, 8698-9.

## MISS PATTISON.

Some of the girls that have left her have become dressmakers, 8816-8.

EMPLOYMENT OF DEAF AND DUMB—*cont.*

Mr. J. BARBER.

By the oral system the deaf are better able to get employment, 8978-9.

Dr. DAVID BUXTON.

Trades union system is against the deaf, 9229.  
Question as to whether deaf should be admitted to benefits of trades union was brought before one of their meetings, and claim was conceded on his representation, 9229.

Mrs. HUTH.

Deaf in her neighbourhood find employment in mills, and other places, 9634.  
Agent of association tries to find employment for them as soon as they leave school, 9634.  
In these cases employers generally communicate orders by writing, 9635.

Mr. W. T. HILLIER.

Has difficulty in finding places for girls, 9843, 9956, 9959.

Mr. MURRAY.

Deaf and dumb have great difficulty in finding employment, 10,077.

Dr. E. M. GALLAUDET.

The number of unemployed deaf in America would be found to be very small; generally speaking there is no prejudice against them, 13,199-200, 13,248.  
Does not think it necessary to establish special places where deaf and dumb may be helped to earn their living, they can do so side by side with the hearing, 13,285.

Dr. E. M. GALLAUDET.

Is President of the National Deaf Mute College at Washington, 13,101.  
Attended Convention in California of instructors of deaf mutes in America, and is chairman of the standing executive committee, 13,104.  
Presents minute from the proceedings of the Convention, 13,102.

## GUARDIANS, BOARDS OF.

Rev. W. STAINER.

Poor Law Act provides means for educating every deaf and dumb child; is under impression it gives powers to guardians to maintain and educate them, 6465, 6468.  
Thinks they have power to form centres by a combination of unions into districts, appoint officers, and bring together the deaf mutes, 6466, 6564.  
The payments to institutions throughout the country by guardians vary from 12l. 10s. to double that amount, 20,788.

The action of boards of guardians with regard to assisting the deaf and dumb are very irregular; in most cases applications to pay for children at his homes have been refused, 20,908-9.

Rev. C. M. OWEN.

Guardians or school boards should be compelled to arrange a scheme of combined education and maintenance of dumb and blind, 8178-80, 8270.

Dr. DAVID BUXTON.

Board of guardians can contribute to maintenance of deaf in institutions, 9920.  
If guardians would pay for maintenance, and school board for education, the difficulty would be met, 9920.

Mr. W. T. HILLIER.

Under Act of 1879 guardians of poor are authorized to contribute towards maintenance of deaf and dumb, 9832.

GUARDIANS, BOARDS OF—*cont.*

Have a good many deaf inmates at institution from different unions for whom guardians pay 22l. as cost of maintenance not including clothing, 9832-4, 9838-40, 9885-7, 9933.

Mentions one instance where guardians refused to pay this amount, 9837, 9931-2.

Mr. MURRAY.

The present voluntary power of guardians to send adults deaf to institutions should be made compulsory, 10,063, 10,066.  
Guardians should pay total cost in such institutions, and also for deaf children in special institutions, 10,064-5.

Mr. F. B. ILLINGWORTH.

Has only had two cases of guardians refusing to pay where application has been made, 14,972.  
Thinks it should be made compulsory on guardians or education authorities to provide for deaf and dumb, 14,973.

Mr. E. A. ILLINGWORTH.

In a few cases parochial boards have refused to pay for children, 15,047-9.  
He has got the ladies' society in connexion with his institution to do that which, in his opinion, the guardians ought to have done, 15,050-1, 15,126.  
In some cases guardians pay something for maintenance, 10l. a year is the most, 15,079-80, 15,100.  
Several boards will cease paying for a child at the age of 13; gives instance, 15,115-6, 15,125-7.  
Parochial boards are not compelled to assist deaf and dumb pauper children, 15,167.  
Sees no advantage in accepting State aid in preference to payment by the guardians, provided they were compelled to keep children at school for a certain period, 15,170.

Mr. J. THOMSON.

Has difficulty with parochial boards; in some cases they question the inability of parents to pay, 15,475-7, 15,508.  
In such cases children are sent by private assistance, or are admitted free, 15,478.  
Guardians will not educate the deaf if they can get rid of the burden; unless the parents are paupers they are unwilling to send the children, 15,507.

Mr. W. SLEIGHT.

At one time the guardians would not give help; recently they have very much altered, 17,219-21.  
The grant paid by the guardians is not sufficient to cover expenses; has many times applied for increased grants, 17,225-6.  
Explains the practice adopted by guardians of paying grants, 17,225-9.

Mr. E. TOWNSEND.

States the rule passed by the Birmingham Board of Guardians with regard to sending deaf and dumb to school, 17,237-8.  
The guardians have power to spend 20l. for children in his institution; in certain cases they are paying that, 17,241-4.  
Quotes instances where boards of guardians have refused to contribute to the maintenance of children in schools, 17,250-61, 17,267-75, 17,278, 17,338-40.

Dean H. H. DICKINSON.

There is great difficulty in persuading guardians as to the duty and economy of educating the deaf and dumb, 17,611, 17,658-9.  
Eleven children in his institution are paid for by the guardians. The maximum payment is 15l.; this does not cover the cost, 17,614-6.  
Children are not refused admission, although the guardians do not give assistance, 17,659-60.

GUARDIANS, BOARDS OF—*cont.*

Mr. J. W. NORTH.

Knows cases at Stockport where parents are unable to educate their children, and the guardians will not do it, 18,022.

Cannot say that formal application has been made, but some boards refuse to send children to school unless compelled, 18,024-6.

Mr. J. B. BROWNE.

The St. George's guardians have only two deaf and dumb chargeable, 18,260, 18,294-8, 18,301.  
Children are sent to school or institutions, 18,302.  
It is permissible to guardians to send children to school. Thinks it should be made compulsory, 18,308-12.  
Is aware that the guardians are permitted to send deaf and dumb children to school without making the parents paupers, 18,318.

THE RIGHT HON. J. CHAMBERLAIN.

The power to provide means of education for the deaf and dumb should not be left to the board of guardians; would prefer its being transferred to the new county councils, 20,580.

Mr. E. H. WODEHOUSE.

Out of 336 rate-supported children, 286 are in special schools, which shows that the guardians are fully alive to their duties, 21,201-6.  
The Local Government Board have only certified four deaf and dumb institutions, and have fixed 20l. as the maximum payment by guardians in the case of three, 21,276.  
Norwood being an exceptional case is certified for 30l., 21,277.  
The maximum sum is entirely optional, 21,278.  
If the Commission recommended the oral form of instruction, the increased expense of education would be a ground for raising the amount allowed, 21,282-4.

Mr. B. G. DAVIS.

Describes the steps taken by the Birmingham School Board towards obtaining education of children by the guardians, 18,333-4.  
The power of compulsory maintenance should be transferred from the guardians to the school board; gives reasons, 18,332, 18,334-42, 18,356.  
From an economic point of view the blind, deaf, and dumb should be educated, 18,343-4.  
Education of afflicted classes should be made compulsory, 18,357.  
The ratepayers would be quite willing to pay through the school board for the education of the children, 18,365.  
Describes the action of the board of guardians in Birmingham, 18,367.  
Persons applying to the guardians have to attend in person, 18,379-80.  
Guardians are permitted to send deaf and dumb children to school without making the parents paupers, 18,383.  
Although not made a pauper a decent man would feel his position a degrading one, 18,384.  
The Local Government Board restricts guardians to paying a maximum sum of 20l.; if application were made more might be allowed, 18,434-7.  
The school board is advocating the union of themselves with boards of guardians, with reference to the applications of the poor for the education of their children, 18,439.  
The guardians have appointed a special committee for dealing with these applications separately, 18,440.  
The school board would wish the guardians to form a rota to receive such applications away from the offices, 18,440-1.

GUARDIANS, BOARDS OF—*cont.*

The poor would not consider it so degrading to apply to the school board for relief as to the guardians, 18,442.

The people do not realise that such applications in no way pauperises them; thinks it is the view of most people that the disinclination to apply should exist, 18,443.

The fees of many who would not go to the guardians are remitted by the school board, 18,444-5.

Mr. CUMIN.

Guardians can contribute towards the maintenance and education of children at institutions, 19,622-3.  
At present it is purely voluntary on the part of guardians whether they pay for children's instruction beyond the elementary standard or not, 19,666-8.  
If children are taken away from home and put into institutions, the local authority should have power to maintain them there, 19,691, 19,718.  
The number of blind and deaf and dumb uneducated in Scotland shows great remissness on the part of the parochial boards, 19,939-43, 19,948.  
A great many of those unaccounted for may be brought up in institutions, 19,950.  
Guardians pay the fees of children at special institutions in the case of those well able to send their children to ordinary elementary schools, 19,742-6.  
If the control of the education of these children were taken out of the hands of the parochial boards he does not suppose they would meet the expenses further than meeting a certain amount of the school board rate, 19,985-7.

THE RIGHT HON. SIR P. KEENAN.

Would impose the duty upon guardians of finding out and sending deaf and dumb and blind children to institutions whether inmates of workhouses or not, 20,935-6, 20,946.  
Poor-law guardians ought to contribute a portion of the cost of maintenance and education of children at institutions, 20,945.  
Before imposing the duty on guardians to contribute to the education of the blind and deaf and dumb, he would wait until the State had agreed to contribute, 20,974-6.

Dr. F. X. F. MACCABE.

Is of opinion that it is not necessary or advisable to render compulsory the payment by the guardians for the maintenance of children in institutions, 21,026.  
Guardians as a rule have not shown disinclination to take advantage of the provision of existing enactments, but rather the opposite, 21,026-7, 21,042-6.  
If the State made a grant to the guardians for the education and care of blind and deaf and dumb, the relieving officers would make a return to the guardians of all cases, 21,049, 21,149.  
The present restriction as to a maximum payment by guardians of 5s. should be removed and the payment proportioned to the amount allowed per head by the State, 21,054.  
It is doubtful whether unions can combine to establish a home for the blind, except for educational purposes, 21,082-3.  
Thinks it might be possible under section 7 of the Poor Relief Act, 1862, for guardians of a workhouse to make special arrangements for the blind and deaf and dumb, and that guardians of other unions might send these cases to it, 21,084, 21,088.  
In the event of all existing institutions being full, guardians ought to have an alternative power of setting up institutions of their own, 21,085.  
Such an institution is wanted in the west of Ireland, 21,086-7.  
Would extend the power to relieving officers in Scotland of looking after imbeciles, and reporting to the guardians, and the blind, and the deaf, 21,090-2.



GUARDIANS, BOARDS OF—*cont.*

Is in favour of a union rate rather than a national rate, 21,094-5.

Thinks guardians should be enabled to pay for the education of blind, deaf, and dumb, up to the age of 21, 134-41.

If a larger share came from the State, the guardians would be more likely to keep the children on longer, 21,142.

Is confident that if the State assisted the guardians, they would not be found wanting, 21,143.

The cost to the guardians in the case of deaf and dumb in institutions, is, for adults, 5s. 7d. per week, and for children, 5s. 8d., 21,147-8.

The guardians do not care to pay so large a sum, unless the children are improvable. The responsible authorities of the asylums are the judges, whether they would be improved, 21,148-9.

Guardians sometimes arrange with parents that they shall contribute something towards the sum paid out of the rates, 21,152-3.

Has found no reluctance on the part of parents to apply to the guardians, but the contrary, 21,154.

## MR. CRAIK.

It rests with parochial boards and school boards to give a more liberal interpretation to the existing powers under which they act, 19,796.

Parochial boards can contribute to existing institutions for the blind, deaf, and dumb, but school boards have no power, 19,797.

Has never heard of any difficulty on the part of parochial boards to pay the fees for deaf and dumb, 19,810.

Would give to school boards the power to subsidise special institutions instead of parochial boards, 19,819-20, 19,823, 19,877, 19,934.

Courts of law would not hold payment of the education fee as pauperising the parents, 19,821.

Some boards would probably object to have this payment handed over to them, 19,822-4.

There is no limitation in the powers that parochial boards have to contribute to institutions, 19,836.

Such power of interfering with the parochial boards with regard to the payment of fees as exists, is possessed under section 22, Act 1878, 19,935.

## MR. E. H. WODEHOUSE.

States his reasons for objecting to the power of sending children to institutions from the guardians to the school authority, 21,285-90, 21,315.

Parents are legally pauperised if they receive relief for the education of their children; states the exceptions, 21,316-9.

Gives evidence as to the action of board of guardians and school boards with regard to paying school fees, 31,320-3.

Sees no way of drawing a line between those pauperised by vice and those pauperised by adversity, except the latter might be given greater comfort, and be treated with greater humanity, 21,352-4.

The Local Government Board fixes the maximum sum guardians may pay, within which sum they may make such arrangements as they are able, 21,276, 21,281.

## MISS MARY HARE.

Has a private school for deaf and dumb at Norwood, 9088.

Holds honours certificate from Ealing College, 9088, 9122-3.

Gives details with reference to her school, 9085-7, 9089-91, 9102-5, 9148-9.

Learnt pure oral system for two years at Ealing; took charge of classes, 9092-4.

Refused application to take sign-taught child on account of her other children, 9096-8.

Is in the Croydon School Board district, 9107.

## MR. GEORGE FREDERIC HEALEY.

Is hon. sec. of the Liverpool Adult Deaf and Dumb Benevolent Society.

Hands in document containing the evidence which he wishes to give before the Commission, 15,041.

## WILLIAM T. HILLYER, Esq.

Has been since 1879 secretary of the British Asylum for Deaf and Dumb Females at Lower Clapton, 9821-2.

## HOMES FOR DEAF AND DUMB CHILDREN.

## REV. W. STAINER.

His homes are independent of the school board; there are none others except those provided by him, 20,779, 20,783-4, 20,786.

They are certified and under Government inspection, 20,780-2, 20,879-80.

The school board visitor visits his homes, to verify their attendance at school, 20,785.

He would not refuse a child sent from any part of England; 38 come from places outside London, 20,787, 20,840.

The charge to guardians of 18l. 5s. a year has been fixed by the Local Government Board; it now includes clothing, which the former payment of 16l. did not, 20,789, 20,907.

His charges are somewhat less than at institutions, 20,790.

The children are sent to the board schools and pay the ordinary fee of 2d., 20,791-2, 20,841.

With the money he receives he ought to be able to feed and clothe the children as well as at institutions, 20,794-5.

Furnishes the dietary scale, 20,798.

Gives particulars as regards the meals at the homes, and the medical attendance, 20,799-813, 20,845-7, 20,857-8, 20,868-78, 20,914.

Gives evidence as to the closing of the class in Southampton Street, Pentonville, 20,815-9, 20,823-6, 20,859-62, 20,895-9.

Special medical reports are made by the medical attendants on the matron calling attention to the cases, 20,820-2.

Mentions the cases of his children now in hospitals, 20,827-8.

Makes statement as to the case of Richard Jones, 20,829-30, 20,920-4.

There are 150 in the homes; 50 are paid for by their parents, and are mostly charitable cases, the rest by the poor law guardians, 20,831-4 to 20,836.

The children are all treated alike; except in cases where 16l. is paid, the friends have to pay for the clothing, 20,835.

Endeavours to give them as generous a diet as they require, 20,839.

He drew up the dietary himself; it was not taken exception to by the medical man, 20,842-4, 20,892-3.

The homes are carried on at his own risk; he is 2,000l. out of pocket, 20,848-50.

He is assisted to a limited extent by contributions; has no committee, 20,851-4, 20,881.

Gives details as to his visits to the homes and their management, 20,855-6, 20,900-6.

No medical register is kept in the homes, only a general diary. There is no regular medical attendant; thinks that there should be one, 20,863-7, 20,893-4, 20,915-8, 29,925.

The instruction of the deaf and dumb in the board schools could hardly be carried out without supplementing it by homes, 20,884.

The construction of the day school system and his homes ought not to be a more expensive system than that of institutions, 20,885.

The cost per child in institutions is not less than 20l. and sometimes 40l., and in many cases institutions are endowed and well supported, 20,886-7.

HOMES FOR DEAF AND DUMB CHILDREN—*cont.*

Is of opinion that the institution system is the best, 20,888, 20,891, 20,906.

The day school system of instructing the deaf and dumb would have broken down without his homes, 20,890.

States the object with which he originally started the homes, 20,908.

Hands in statement of the receipts and expenditure, 20,910.

Hopes to hand over the homes to the Government, 20,889.

Is willing to have a committee to control the homes; he took action in that direction a few years ago, 20,912-3.

He got ladies to visit the homes, but the attendance fell off, 20,919.

Has recently furnished baths in the Boys' Home at a cost of 50l.; hopes to do the same for the other home, 20,926.

## MR. E. H. WODEHOUSE.

The Board allowed Dr. Stainer to raise his charges to 18l. 4s. not 18l. 5s., probably because it was 7s. a week exactly, 21,273-5.

## MISS S. E. HULL.

Has been one of the committee, and is lady principal of the Society for training teachers of the Deaf since its foundation, 7809-10, 7813.

Has every time examined in the annual examination, 7811-2.

Has visited the principal institutions on Continent and in America, 7814-5.

## MRS. HUTH.

Represents committee of the Huddersfield Deaf and Dumb Association, 9595.

## MR. EDWARD A. ILLINGWORTH.

Is head master of the Edinburgh Institution for the Education of the Deaf and Dumb, Henderson Row, Edinburgh, 15,042.

## MR. FREDERIC BELLERBY ILLINGWORTH.

Has been head master of the Liverpool School for Deaf and Dumb since 1884.—14,966-7.

Was previously in the Edinburgh Institution for 11 years, and for three months head assistant of the Liverpool School, 14,968.

## IMBECILES.

## REV. W. STAINER.

There are a few cases of idiopathic dumbness, but they are very rare, 6486.

Often takes them unwillingly on probation; if they do not receive benefit refers them to parish or secretary of an institution, 6488.

There is great difficulty in getting admission to Earlswood; has sent some to Darent, 6489-90.

In cases of idiopathic dumbness the brain is principally affected, 6562.

## SIR W. B. DALBY.

There is great liability to mix up two classes of deaf-mutes and imbeciles, but cannot say to what extent, 6683-4.

Does not know that there is more idiocy in combination with deaf-mutism than in case of other children, 6685.

IMBECILES—*cont.*

Those who are dumb and not deaf are imbeciles; such children are often regarded as deaf, 6712-3, 6719.

## MR. W. VAN PRAAGH.

A great deal can be done to promote intelligence in idiots, but they cannot be taught to speak; cause of dumbness is different from that in deaf mutes, 7267.

## MISS HULL.

Explains difference between idiots, imbeciles, and weak-minded children, 7828-9.

Believes there are some children in asylums could be made self-supporting; speaking persons, 7927-8.

## DR. E. S. TROMPSON.

Dr. Langdon Down tells him that patients are brought to him as imbeciles whom he finds simply deaf, 8352.

Thinks there are some in idiot asylums who might be educated on oral system, 8353.

Cases of idiopathic dumbness dependent upon cerebral diseases or malformation of vocal organs, 8397.

## SIR ARTHUR MITCHELL.

There are no cases in the institutions of deaf and dumb cases being treated as idiocy, but he has heard of idiots being treated as deaf and dumb, 18,534-8.

## DR. SHUTTLEWORTH.

About 25 per cent. of imbeciles remain dumb after training; very few are deaf also, 19,357-8, 19,422-3.

Deaf and dumb asylums will not take them, nor does his asylum admit those coming from institutions very freely, 19,359-60.

Tries to teach them by the oral system; in four cases it has succeeded, 19,360, 19,423-4.

Some are taught on the sign system, but the oral system is preferred, 19,431-3.

It would be a great advantage if one of the staff were sent to receive oral training at a school, 19,445.

## DR. FRANCIS WARNER.

Has found many with defective brains among the deaf and dumb in the classes of the London School Board, 19,129-30.

## MR. A. GRAHAM BELL.

Finds it very common for deaf mutes, especially where they belong to a family having deaf mutes, to have cousins not brothers and sisters, who are idiots, 21,450.

Thinks a large number of deaf mutes are returned as idiotic who are not so; this fact does not disturb the classification to any great extent, 21,479, 21,809.

Many children simply deaf are sent to idiot schools, 21,480-1.

Idiotic children are sent to deaf and dumb institutions sometimes, 21,482.

The correctness of the returns depends on whether the observers were competent to decide upon the mental condition of the deaf and dumb child, 21,482.

The feeble-minded are much more common among the deaf than the hearing, 21,482.

## INDUSTRIAL TRAINING.

## REV. W. STAINER.

No attempt has been made for many years to give industrial training in schools, children are not kept long enough to justify it, 6484.

## INDUSTRIAL TRAINING—cont.

If period were extended to 8 or 10 years it might be advantageous to give all pupils insight into manual occupation, 6484.

Industrial training should be given in last two years, 6625.

Has undertaken to give pupils opportunity of learning use of tools out of school hours independently of the school board, 6485, 6625.

Considers such training essential, 6626.

MR. W. H. WARWICK.

No trades are taught at his school; whole time is taken up for educational purposes, 7201.

MR. A. KINSEY.

If technical education does not interfere with general education of the deaf, would like to see it, 7662.

Thinks some decided effort should be made to give technical education at end of ordinary education, 7662.

MR. W. VAN PRAAGH.

State ought to prepare children to enter ordinary workshops to learn trades, 7925a.

REV. C. M. OWEN.

Is against any trades being taught in schools; all the time is required for obtaining general knowledge, 8166-7.

DR. DAVID BUXTON.

Is opposed to combining workshops with schools; there is enough to do in schools in teaching general knowledge, 9227-8.

The teaching of elder boys and girls the use of tools in school is a valuable idea, but it should be done in later stages of education, 9229, 9355.

DR. E. M. GALLAUDET.

Among managers of institutions in America feeling is decidedly in favour of teaching traders while pupils are in school, 13,181, 13,363, 13,463.

If period of school life can be prolonged to seven years, does not think industrial training would lessen development of education, and if it does not occupy too large a proportion of time from day to day, 13,400, 13,459.

Industrial training might be beneficial to health, 13,401.

MR. W. S. BESSANT.

If children remained at school until 16 would begin industrial training at age of 14, 14,708, 14,811, 14,940-2.

Would teach them special trades, 14,709.

It would be very useful to give children handicraft training at school; boards of guardians are very anxious they should learn trades, 14,711.

Cabinet-making, turning, wood-carving, and engraving might usefully be taught, 14,712.

Is aware that in France industrial training begins earlier than 14, but is of opinion that the demands of education are so great that a deaf and dumb child requires in the early stages all the recreation he can get, 14,812.

Even if industrial training were given so as to be a recreation, thinks in his early years a child would be better devoted to a literary course, 14,813-4.

If industrial training were of a non-specialised kind, it would be desirable to associate it with other education, 14,816-9, 14,942.

Thinks a trial might be made of sending pupils at age of 14 to the technical schools in Manchester before establishing workshops in the institution, 14,961.

Some of his pupils have done very well in the technical schools; the drawback would be the time occupied in going to and fro, 14,961.

MR. E. A. ILLINGWORTH.

Provision for teaching trades after children leave school is wanted, 15,062.

Does not think it advisable to extend the industrial training in his school, 15,064.

## INDUSTRIAL TRAINING—cont.

Is not in favour of industrial training in connexion with schools, 15,065.

Children have so much time taken up in school that they require all their leisure time for outdoor recreation, 15,068-9.

The boys are employed in gardening at the institution, 15,069-71.

MR. A. LARGE.

It would be injurious to teach trades to children as early as age of 14; gives reasons, 15,270-1.

Has heard that those who have deaf and dumb apprentices taught in institutions have often to be re-taught what they have learnt, 15,272-3.

Attributes this to commencing training at too early an age, 15,274.

If children remained at school up to 16 would consent to their learning a trade there after age of 14 for a part of the time, 15,275, 15,282, 15,412.

It would be an advantage in his institution a special department for teaching pupils the art of using tools, 15,413.

MR. J. THOMSON.

Finds that to give industrial training in the school takes too much from the educational training, 15,479.

If children remained at school eight years they might be taught industrial training with ordinary education, 15,480-1.

Would teach them to use their hands early, 15,482.

MR. J. HENDERSON.

No trade is taught in the Glasgow Institution; seldom finds any of those he visits with any knowledge of a trade, 15,675.

Is of opinion deaf should not have such training until they leave school, 15,676.

MR. W. SLEIGHT.

It is desirable to give boys exercises in institution to accustom them to use their hands, unless it is done with a view to give them a trade; an institution will never make a skilled workman, 17,088-91.

MR. E. TOWNSEND.

If trades are introduced into an institution, workmen to teach them must be introduced, which is not always desirable, 17,279.

Would teach children the use of tools and to be industrious in the institution, but the consensus of opinion of masters is against teaching trades there, 17,279.

DEAN H. H. DICKINSON.

No trade is taught at the institution; it was found to interfere with education, 17,619-20.

The girls are taught needlework, and the boys farming and gardening, 17,621.

The deputation from the Claremont Institution that visited English institutions reported against the practicability of combining industrial with school training, 17,776-8.

MR. A. WELSH.

It would be a great benefit if some technical instruction were given in deaf and dumb schools, 17,845.

Is not aware that the deaf are taught handicrafts at school, 17,944-5.

They go to the workshop quite ignorant of the work; it would be an advantage if they had some elementary technical education, 17,946-7.

In the cotton mills before earning wages they go as learners, and are only promoted when vacancies occur, 17,946-7.

MR. HUMPHREY BROOM.

The knowledge the deaf and dumb have now who leave his institution is of great advantage to them, 18,164.

## INDUSTRIAL TRAINING—cont.

MR. B. G. DAVIS.

Thinks some technical education to the children in the schools would be most desirable, 18,360-2.

During the later years of school life, the ordinary and technical instruction might be combined, 18,363.

MR. A. H. BATHER.

Is not in favour of trades being taught at institutions, because no master will take a workman without an apprenticeship, 19,061-3.

The children should be taught to use their hands in carpentering, &c. in institutions, 19,064.

MR. A. GRAHAM BELL.

Is in favour of the deaf and dumb going to technical schools after their education is finished, and being taught the elements of industrial trades, 21,468.

Describes the plan adopted in Boston for giving technical training, 21,468.

Most of the American schools have industrial departments attached to them, 21,470.

Deaf and dumb in adult life do not follow the trades taught in institutions; recommends the teaching of the elements of trades instead of specific trades, 21,471.

Draws attention to the Rev. E. E. Hale's paper in "American Annals of the Deaf," on the subject of what trades should be taught, 21,471-2.

Industrial education during the period of school life should be as much as possible confined to the elements of special trades and the use of tools, 21,777.

After school life the Government might aid in apprenticing children, 21,777.

Industrial training at school might be directed to the physical development of pupils, 21,778-9.

Technical instruction might be given a year before the pupil's graduation, 21,843.

Sees no reason why deaf persons should not attend technical schools as well as the hearing, 21,844.

## INSPECTION.

MRS. WESTLAKE.

Deaf and dumb are not examined by Her Majesty's Inspector; thinks there ought to be more inspection; committee will not face expense, 6306.

It would be very desirable to have special examiner, 6360, 6365.

MR. RICHARD ELLIOTT.

Does not think it advisable, nor would committee wish to have school examined by Government inspector, 6842-3, 7038-46.

Examination is conducted by himself, and by independent examiner appointed by committee, 6790, 6841.

MR. W. H. WARWICK.

Committee wish to keep control in their own hands, and do not want Government inspection, 7181, 7246.

MR. DE CASTRO.

If State aid were given would have no objection to Government inspection by a qualified person, 7448, 7610-2.

Only drawback to Government inspection would be if it interfered with the religious instruction, 7448, 7607.

MR. A. KINSEY.

Would advocate inspection of all schools for deaf and dumb by Government, whether private schools or receiving State aid, 7672-3, 7675.

Inspectors would have to be experts, 7674.

MISS HULL.

Would very much like the school to be put under Government inspection, 7914-8.

I 24970.

## INSPECTION—cont.

MR. W. VAN PRAAGH.

State aid would involve State inspection; such inspection should be specially qualified, 7881a-2a.

Provided inspector is satisfied that children are being taught, so far as their intelligence will allow, they should be paid for rather than under special standard, 7883a-3a.

Thinks State should test results as to whether pupils after leaving school can maintain themselves, 7928a.

REV. C. M. OWEN.

Institutions should be brought under Government supervision, not inspection, 8172.

Payment of grant should not be payment solely by results, but on capitation system, provided fair general result were attained, 8172.

Sign and manual schools would stand test of payment by results, but it would not be fair on other institutions, 8174.

Standard should not be same as in ordinary schools, 8175-6.

MISS PATTISON.

Has had no Government examination yet in the school; Mr. Stainer examines the children, 8851-2.

MR. J. BARBER.

If schools receive State aid they should be inspected, 8941-2.

Certainly thinks private schools should be inspected, 8943-4.

Inspectors should be properly qualified, not the ordinary inspectors, 8945.

MISS HARE.

Thinks all public institutions should be inspected regularly, and private schools from time to time, 9099.

Inspection should be by an expert, 9100.

DR. DAVID BUXTON.

If State aid were given he would expect inspection, which should be skilled, 9343-5.

MR. MURRAY.

Committee of his institution would have no objection to Government inspection, 9989-90.

If conducted by qualified inspector it would be an advantage, 9991, 10,110-2.

Some margin would have to be allowed in applying test to old pupils with those of younger age, 9994.

DR. E. M. GALLAUDET.

Inspection of institutions by Government would not be tolerated in the United States, and would be inconsistent with their constitution, 13,369.

Is of opinion that inspection by a local board having local interests would lead to better results than that made by inspector appointed over a large territory, 13,370.

MR. W. S. BESSANT.

If State aid were given his committee would see no objection to inspection, 14,654, 14,674, 14,782.

By inspection he does not mean educational inspection, but such as his school at Manchester has, 14,670-1.

Schools should not be brought under Government inspection against the wishes of the authorities of the schools, 14,672.

If grants were withdrawn in consequence of not being under inspection, thinks they should be compensated in some other way, 14,673.

Would have no objection to an inspection such as is carried out by existing inspectors, 14,681-3.

The committee would not object that the grant should be dependent on the approval of the inspector, 14,684.

Inspectors should be persons with experience of deaf and dumb, 14,685.

Government should not prescribe by what system the deaf and dumb should be taught, 14,686.

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## INSPECTION—cont.

There is an apprehension on the part of managers of some institutions as to the form inspection would take, 14,824-5.

It would be possible to have a system of inspection which would recognise a variety of systems pursued in institutions, as in the case of industrial and reformatory schools, 14,826-9.

## MR. F. B. ILLINGWORTH.

His committee have expressed opinion that if they received Government grant it would be on understanding that they had free liberty as to modes of teaching, 14,982-3.

## MR. E. A. ILLINGWORTH.

His school is not under inspection; holds a public examination once a year, 15,136-40.

## MR. A. LARGE.

Would have no objection to Government inspection of his school, 15,290.

Inspector ought to be a specialist, 15,377, 15,403. If it were understood that inspector would make allowances he would be in favour of the grant being given on results, 15,378-81.

## MR. J. THOMSON.

Government aid should be attended by inspection, 15,485.

Inspection should be of a technical character, 15,486-7.

His school is examined; agrees with the report of Dr. Kerr as quoted in the question with regard to the results of the oral teaching, 15,530.

## MR. G. CRICHTON.

With State aid he would have inspection; such inspection should be skilled, 15,548-9.

## MR. CUMY.

If State aid were given for the education of blind, deaf, and dumb, special inspectors should be appointed, 19,603, 19,730-1.

Inspectors also might give certificates to teachers that they were competent to teach the blind or deaf and dumb, 19,603, 19,732, 19,740-1.

So far as education was concerned, the system of payment by results on examination would apply in the distribution of Government grants, 19,629-36.

A special code would have to be adopted; in London a liberal interpretation is given of the present code, 19,637-40.

The deaf and dumb and blind should be paid for in the same way as infants are paid for, 19,641, 19,706-14, 19,720.

School boards would only pay the grant to institutions on the inspector certifying that they were efficient, 19,702-3.

If a code could be made acceptable to all persons interested, that would be the best plan, 19,721-7.

## MR. CRAIK.

Has never heard from inspectors that the deaf and dumb are presented for examination, 19,801-3.

There are two blind schools in Scotland which are inspected, and to which a grant is paid, 19,807-8.

With the consent of the Treasury, the education of all blind, deaf, and dumb could be inspected by properly qualified inspectors, 19,809.

School boards could meet the requirements of such inspectors under the present law, 19,809.

There is no guarantee that institutions are properly managed, 19,837.

As endowed schools and high schools are inspected, so also blind schools could be, 19,897-9.

Inspectors have a discretion in examining blind children, and they earn a grant, 19,914, 19,924.

The code is quite applicable to the deaf and dumb, 19,924. If special provision were made in the code for the education of the deaf and dumb and the blind, a special

## INSPECTION—cont.

inspector would have to be appointed, but the consent of the Treasury would have to be obtained, 19,662, 19,974-5.

Ordinary inspectors would soon acquire the necessary experience, but an expert would be very useful, 19,976.

In certain respects, though not in all, the standard of examination would have to be lower, 19,977-8.

## THE RIGHT HON. SIR P. KEENAN.

If national aid were given to institutions suggests that should be placed under the Commissioner of National Education, 20,991.

Would give the inspectors plenary powers as inspectors, 20,992-3.

## DEAN H. H. DICKINSON.

Wishes for State aid, because Government inspection would follow, 17,639, 17,714.

If his teachers were certificated as in ordinary schools the institution could be examined and receive a grant, 17,713-6.

Does not think the National Board provides or giving such certificates to teachers of deaf and dumb, 17,716.

## MR. A. GRAHAM BELL.

Thinks it would be possible for the State to institute a system of inspection and payment to schools on the results attained, while leaving each institution to pursue its own methods, 21,748-51.

## INSTITUTIONS.

## MR. W. S. BESSANT.

*Manchester School for the Deaf and Dumb at Old Trafford.*

State number of children awaiting admission, 14,645.

Funds do not allow of the full number being taken, 14,646-8, 14,881.

Children are admitted from six to 12 years of age, 14,656-8.

Drawing is taught by a special master, and pupils send up drawings to South Kensington; each year a grant has been earned, 14,715-7.

Gives details as to staff at the school, 14,750; 14,898-9.

Children not admitted at an election stand over until the next; none are refused, 14,880.

Describes arrangement adopted for teaching the two systems, and the manner of selecting pupils, 14,890-5, 14,959.

In his school only the sign system and the oral system is taught, 14,925, 14,928.

No industrial occupations are taught except a little wood-carving and fret sawing, 14,943.

## MR. F. B. ILLINGWORTH.

*Liverpool School for the Deaf and Dumb.*

Day scholars are taken as well as boarders, 14,974, 15,020-1.

All day scholars are admitted free and get free dinners, 14,975.

Charges for resident pupils are 10l., 12l., and 14l. according to age, 14,976.

Children usually leave at age of 16, 14,977.

Committee have refused to apply to have the school certified, in order to obtain the full grant allowed by boards of guardians under the Local Government Act, 14,984.

No industries are taught, 14,985.

## MR. E. A. ILLINGWORTH.

*Edinburgh Institution for Education of Deaf and Dumb.*

There is an apprenticeship fund in connexion with the school; does not think it has been used yet, 15,063.

Each child costs the institution 25l. for education and maintenance, 15,080.

Gives details as to administration of the institution, 15,081-3.

## INSTITUTIONS—cont.

When he first went to the institution found many children completely imbecile whom he had to get rid of, 15,107-8.

Thinks there are about 50 deaf and dumb in Edinburgh and districts; children are taken into the institution from all parts, 15,145-6.

After children have been admitted a doctor looks through them when all are assembled; he does not take them individually, 15,148.

He himself tests their hearing, 15,149-51.

## MR. ALFRED LARGE.

*Donaldson's Hospital, Edinburgh.*

The scheme of the Educational Endowments Commissioners give the governors power to establish a class for higher education of deaf mutes above age of 14, 15,280-1, 15,328.

An inspection is made of the school by one of Her Majesty's inspectors, engaged by the governor, but no grant is received or has been asked for, 15,283-9, 15,290, 15,347-9.

For the higher education of those in the hospital thinks it would be advisable to establish another centre, 15,329-30.

Gives particulars as to the management of the hospital, 15,331-8.

Those bearing the name of the founder and of his mother are given a preference, 15,415.

Children are not taken from other institutions, 15,417.

Last year there were not sufficient candidates to fill up the vacancies. Thinks the Endowed Hospital's Commission has unsettled the minds of people, 15,430-1.

## MR. W. STREIGHT.

*Deaf and Dumb Institution at Brighton.*

Every case admitted into the institution is taken to an aurist first, 17,074.

There is no medical examination, but a medical certificate is required, 17,077, 17,178.

Pupils are taken at older periods of life than almost at any other institution; there are three classes of pupils, 17,101-3.

There are no free children; the institution is the most self-supporting in the kingdom, 17,103-4.

Gives details as to the teaching staff, 17,105-9.

All the deaf and dumb in Sussex are sent to his institution, 17,187, 17,200.

The number at the institution for the last few years has been from 80 to 90, 17,196-8.

## DEAN H. H. DICKINSON.

*Claremont Institution, Ireland.*

Institution was founded in 1861; the average number of inmates was 100, the Roman Catholics being now sent to the Cabra Institution, 17,596, 17,622, 17,650-1, 17,661-2.

Gives particulars as to the staff of the institution, 17,626-9, 17,692-700.

Notice is sent to all clergy requesting them to forward the names of mutes in their parishes to be placed on the list of candidates, 17,635.

The national school books are used to some extent, but there is no definite system, 17,636-7.

The institution is too large for present wants; the present number is only 40, 17,661.

In Ireland there are no means of communication between institutions, 17,673.

Institution is governed by a committee, and is about to be incorporated under the Endowments Commission as a governing body, 17,674.

Children are not obliged to leave before 16 and until situations are provided, 17,732.

The reports contain full information of the children, 17,736-7.

There is medical inspection by an oculist and aurist, 17,738, 17,768.

States the charges at the institution; 17,774-5.

## INSTITUTIONS—cont.

## MR. H. E. CROFTS.

*Summer Institution, New Zealand.*

The institution was founded in 1880, 20,075.

There is no other for the deaf and dumb in New Zealand, 20,076, 20,170-1.

There are 43 deaf children in the institution, 20,078.

Parents pay 40l. a year for board and education; if they cannot they pay what they can afford, and in some cases the children are admitted free, 20,080-7.

Gives details as to the staff, 20,088-92, 20,245-54.

There are 14 children partially deaf; there is a medical examination, 20,093-4.

The oral system is taught exclusively, 20,095-8.

He is accustomed to give the first instruction, similar to that followed by Mr. Van Praagh, 20,097-8.

No religious instruction is given of any kind; does not know of any representation having been made on the subject, 20,102-10, 20,198-200, 20,215-9.

Hands in table of the daily hours of instruction, 20,015, 20,126-8.

States the instruction given in the first, second, third, and fourth year, 20,116, 20,139, 20,143-6.

Children come from all parts of New Zealand; gives particulars, 20,119, 20,208-11.

The school is visited by the Inspector-General, 20,124.

Teachers are trained on the spot entirely, 20,125.

No trades are taught, 20,129.

Boys are taught gardening, 20,126, 20,130-2.

Those boys that have left are working at home with their parents, 20,133.

They are capable of carrying on ordinary conversation, 20,134-5.

The girls are trained for household work, 20,138.

Natural signs are used in teaching, but are dispensed with as soon as possible, 20,140, 20,295-9.

The children among themselves use natural signs to a certain extent, 20,141-2.

Parents are well satisfied with the results of the schooling; reads the report of the director for 1885, 20,147-53.

Reads extract of the report of Mr. J. H. Pope, to the Secretary for Education, 20,154.

The funds of the institution are found out of the imperial fund, 20,172, 20,229.

There is no compulsion as to teaching the deaf and dumb; they attend the institution voluntarily, 20,173-5.

The amount they pay is assessed by the resident magistrate, 20,176.

Children are admitted at the age of six. There is no limit of age at which they are received, or for which they are retained, 20,177-8.

No deaf mute has yet left the institution, 20,182.

The children have no knowledge whatever of the finger alphabet, 20,187-90.

As to the deaf with defective sight, he cannot say how they would be treated, 20,191-6.

Has only come across one deaf case amongst the Maories; the child could not be got in the institution, 20,206-7.

Considers this institution compares very favourably with the one in Fitzroy Square and Miss Griffith's in Glasgow, 20,213-4.

All the classes are in separate rooms, 20,242-4.

## THE RIGHT HON. JOSEPH CHAMBERLAIN, M.P.

*Deaf Mute College, Washington.*

The college is divided into two branches, the primary school and the college, 20,535.

Gives description of the college and the impression he formed of it, 20,537-8.

The children were being taught orally. The teacher communicated both orally and by the manual language, 20,541-2, 20,603.

It was impossible to teach a large class orally, 20,543, 20,633.

In the first class some of the children who were peaking had only had six months' instruction, 20,544-5.

The pupils spoke with facility, but not rapidly; they did not approach ordinary conversation, 20,547.

Their written answers were exceedingly intelligent, 20,548-9.

The teacher put questions by the finger alphabet, and the children mostly answered in writing, 20,550.

## INSTITUTIONS—cont.

The proficiency of the children in ordinary education appeared equivalent to what it would have been in ordinary country primary school, 20,550-1.

Thinks the school is obliged to admit any that come to the school except those of weak intellect. The college and school is for the whole of the States, 20,552-4, 20,612a-3, 20,628.

Gives his impression of the pupils he saw in the college, 20,555.

The pupils in the college come from various parts of America, having been instructed on either the oral or combined system, 20,556-7.

The teachers conversed orally with their pupils, and in every case in which he (the witness) spoke to a pupil he was understood, 20,559-60.

There were exceptional cases where the faculty of speaking did not exist, 20,560.

The pupils conversed by the fingers among themselves; the object of teaching them orally is to enable them to communicate with the outside world, but the manual method is the best among themselves, 20,562, 20,587-9, 20,604.

The instruction at the college seemed to him to be successful, 20,563-7.

Was struck with the organisation and higher education at the college; some remarkable cases of success were mentioned to him, 20,568-9.

The college is chiefly supported by a grant from the federal congress, 20,574, 20,611.

The largest number in a class was 20; in some there were only six, 20,597-8, 20,632.

The children were classed according to capabilities and according to subject, 20,599.

Boys and girls were taught together, 20,600.

There were teachers who were deaf mutes, 20,601.

In the speech he made to the pupils does not think it would have been possible for them to understand him from the lips, 20,606, 20,555.

No lectures were given orally, 20,607.

Does not think the children in communicating orally guessed what he said, but attempted to read from the lips, 20,609-10.

The majority of the children had been born deaf; one youth, who spoke remarkably well, had not been, 20,615, 20,555.

All the children do not pass into the college from the primary school; thinks there is an examination, 20,629-31.

The principal object of the college is to a general education on the combined system, 20,634.

## DR. E. M. GALLAUDET.

Pupils are educated and maintained free, 13,220-3, 13,228.

Entire help of students comes from fund appropriated by Congress, those able to pay are expected to do so, only five per cent. pay expenses, 13,224-7.

Gives particulars as to cost of education at the college, 13,230-6.

States course of study pursued, 13,236-8.

Makes statement as to admission of students, and reads paragraph with reference to the occupations followed by students from the college, 13,239-43, 13,448-9.

The degrees at the college equal those of other colleges, but a university degree is a step in advance, 13,244-5.

Medical examination is made of those coming to the school, as well as periodically, 13,378-80.

Describes way in which diplomas are granted from the college, 13,384-5.

Semi-mutes were not so taught to speak in the college before oral system was introduced, they were in some of the manual schools in America, 13,430.

At present there are 50 students at the college; five or six have been educated in oral schools, the rest in schools on combined system, 13,451.

Lectures are never delivered *viva voce*, they would not be understood, 13,453-4.

Describes daily routine in the primary school and in the college at Washington, 13,505-9.

Greater part of communications between pupils and teachers is by manual alphabet and writing, 13,510.

In oral teaching looking glasses are used, and no two classes are in one room, 13,511-2.

Gives details as to the staff of the college, and the salaries and hours engaged in teaching, 13,513-7, 13,531-5.

## INSTITUTIONS—cont.

Method and arrangement of classes and instruction in the same as prevails in the State institutions throughout the country, 13,518.

## MR. A. GRAHAM BELL.

*On Institutions generally.*

Thinks it might be advisable to have a minority representation of deaf and dumb on the governing bodies of institutions, 21,847.

The institution plan should be avoided as much as possible, 21,971.

As boys grow older they should be in a separate school, but should not be debarred from associating with persons of the opposite sex, 21,971.

With regard to the other pupils, recommends what is known as the cottage system instead of the institution plan, 21,971.

*Asylum for Deaf and Dumb at Old Kent Road and Margate.*

## MR. W. HOWORTH WARWICK.

Has five or six paying children at the asylum, and 15 children sent by the guardians, 7071-2.

As to the refusal of applicants and the extension of the asylum, 7074-80, 7084.

Children are admitted between ages of 7 and 10, 7082-3.

Children are of the indigent class, 7097, 7196-200.

About to build additional accommodation at Margate in order to carry out the oral and sign systems, 7099-102, 7187-95.

The dual system adds very much to the cost, 7103-4.

No preference is given to taking London children, 7109-10.

Thinks as efficient education as possible is being given, 7125.

If subscribers were deprived of their votes their subscriptions would be lost, 7134-6.

There have been 68 deaths during last 25 years from ordinary diseases, 7137-9.

Moving the school to Margate has been very beneficial, 7140-1.

Gives particulars with regard to the income and management of the funds of the asylum, 7049-58, 7148-55, 7213-4, 7239-45.

Favours boarding schools as against day schools, 7179-80.

If the number of children were doubled they would not receive so much personal supervision as at present, 7202-3.

Election of committee, 7215-20.

Cost per child averages 34l., including master's salary, 7145, 7156, 7221-4.

Have large playgrounds and usual appliances, 7228-9.

Do not allow sea-bathing, 7231-3.

## MR. ELLIOTT.

Has the educational supervision of 318 boys and girls, the domestic department being looked after by a matron, 6767-9.

Children are received between ages of 7 and 10, elected by the subscribers, and come from the very poorest classes, 6782-4, 6977.

Mostly taken free of cost, a few are on the pay list, and the boards of guardians send a few and pay 25l. a year, 6785-6, 6846-9.

Majority of the children come from London, 6823-6.

Children for admission from London are examined, those from the provinces are taken on probation; any found physically unfit refused admission, 6908-9.

Except in cases of decided idiocy would rather take a child on trial than absolutely refuse admission, 6910-1.

Children remain on an average five and a half years, 6981.

Have no hard and fast rule as to length of school career, the committee consider the circumstances of each case, 6982, 6984.

*Association for Oral Instruction of Deaf and Dumb.*

## MR. W. VAN PRAAGH.

Describes details and organisation of school of the association, 7280-6.

## INSTITUTIONS—cont.

Parents are asked how much they can afford to pay for the children, and if statement is found true children are admitted at their own fee, 7295.

Everyone is admitted possessing necessary qualifications, 7296.

Every poor child is sent to Mr. Stainer's classes, or to Mr. Elliott, 7297.

No child is admitted free, the minimum charge is 10l. a year, 7297.

Fees amounted last year to 712l. 17s. 6d., and expenses to 1700l., 7300.

Students fee is 50l. for 12 months and 30l. for 18 months, if students cannot afford to pay they are taken at their own fee, 7301.

Those trained at other institutions are examined for fee of three guineas, and teachers sent from other institutions are trained free of charge, 7303.

Describes method of examination, 7307.

Instruction in physiology is conducted by himself, 7308.

Children are taken irrespective of creed, no dogmatical instruction is given, 7315-6.

States what association has done with regard to training teachers for other institutions, 7333.

At present moment there are 37 boys and 21 girls in the school, 7372.

Anybody is examined at the college on payment of the fee, 7889a, 7895a-8a.

Considers that the college provides for all wants of teachers, and that his college and the Ealing College able to supply demand of the Kingdom, 7891a.

All teachers sent by any other institutions are trained free of charge, 7892a.

Does not consider College of Teachers necessary, 7894a.

*Jews Deaf and Dumb Home.*

## MR. DE CASERO.

Gives details of the home, 7388-95, 7422-30, 7436.

There is no other Jewish Institution for deaf and dumb in England, 7397.

If there were room no child would be refused except under certain age, 7407.

Selection of children is made by committee, if voting system was adopted thinks those who had no friends would be left out, 7419-21.

If there were vacancies does not think children of other than Jewish persuasion would be taken, 7422.

No trades are taught, 7422, 7433.

## MR. SCHÖNTHIEL.

Numbers in school have increased from 12 to 31 since he has been there, 7472, 7545-6, 7583.

About 20 pupils have passed out from institution, 7543-4.

Has some day-boarders who after school go home to their parents, 7547-8.

Examinations at the school are what he calls "shows" to elicit subscriptions when in want of money, 7580-1.

Could take in greater at the school if building was enlarged, he could superintend any number with proper assistance, 7584-6.

*Training College for Deaf and Dumb at Ealing.*

## MR. A. KINSEY.

College was established because no English teachers could be got in England, 7639.

34 teachers have received certificate; persons are admitted by preliminary examination, 7640-2.

Describes course of instruction at the College, 7643-6.

Explains action of his college towards the College of Teachers, 7647-50.

Have no children in the school paid for by guardians, 7665-6.

In 1884 pupils' fees amounted to 1,376l. including lip-reading fees, or fees of adults who have come to learn oral system, 7691.

## INSTITUTIONS—cont.

Educational salaries were 751l., 7692.

States salaries paid to the teachers, 7694-5, 7803-5.

Institution is a private house belonging to one of committee, it is proposed to build a larger one, 7696-7.

No pupils have yet been turned out, 7702-3.

Out of 100 who have presented themselves for certificates has trained 34, 7711-2.

Of the others some failed in examination, or were not qualified to be teachers, 7713.

Thinks probably Par's examination is harder than in the other institutions, 7714.

Of those who failed in examination some went to Fitzroy Square, 7717.

States cost of keeps of inmates of institution, 7726.

Founder was so anxious to get pure oral system introduced that society only took children of educated parents, 7666, 7734.

Founder desired to have the school established for the poor only, 7735.

Children of all kinds are taken so far as mental capabilities go, is certain they have had children at Ealing so mentally deficient that they would not have been admitted into a sign school, 7737.

Explains plan adopted with reference to students' fees at the college, 7740-6.

Practising school at institution consists of 20 children, they all pay for being there, 7756-8.

Has never carried child through whole course of instruction, has only been engaged at institution seven years, 7759-60.

Objects of college is to train teachers and diffuse system, and get all deaf children educated on oral system, 7763.

Teachers leave at about 20 and 30, 16 have gone to London School Board out of 34, one to foreign institution, five to provincial boards, the rest are in private families, or retired, 7770-3.

15 are in the Manchester Institution, 7774.

## MR. H. W. WHITE.

During his connexion with Ealing College no outside persons were examined, 7957.

Describes state of affairs which he found when he first went to the Manchester Institution, 7969-72, 8038-42.

Makes statement with reference to the refusal in 1884 by Ealing College to examine students from Manchester Institution, 8062-9.

The question of admission of pupils during the term at institutions requires alteration, the extra work entailed by students filtering in was a great evil at Manchester, 8098-103.

## DR. E. S. THOMPSON.

Previous to establishment of College of Teachers, resolution was passed that they would be willing to examine others besides those of its own body who came up for examination, 8365.

Nobody outside the college has presented himself for examination, 8366.

Students of his training have applied to College of Teachers and received certificates without further examination, 8367.

Has examined the papers of students at Ealing for some years in anatomy and physiology, which have proved the teaching is very thorough, 8413-5.

*Royal Association in Aid of Deaf and Dumb.*

## REV. CHARLES RHIND.

States the objects of association, 8423.

London divided into five districts, there are two chaplains and several missionaries, five lay missionaries, 8424-6.

They endeavour to look over whole of London, and visit the suburbs, 8427.

Services at the Church are entirely in sign system, 8428.

Advises children to go to the Margate Institution, if too young sends them to the board school under Mr. Stainer, 8429-33.



## INSTITUTIONS—cont.

Lectures are given every week and are much appreciated, 8455-6.

Receipts of institution in last report were 2,204l., and expenditure was 412l. less than that, 8457.

Church was built out of subscriptions, there is another at Deptford, 8459-60.

Each visitor and missionary has his district, and make notes for inspection of committee, 8484.

MR. J. BARBER.

*On Institutions generally.*

Objects to the system of votes at institutions, many deserving cases are unable to gain admission, 8932.

It would be advantageous to establish institution for education of deaf sons of gentlemen like Worcester College for the Blind, 9051-4.

*Huddersfield Deaf and Dumb Association.*

MRS. HUTH.

Describes object of association, 9596, 9599, 9664. Children are sent to school at Doncaster principally, and some to Manchester, 9597.

No formal application for admission is needed by institution, and no statistics are kept as to causes of deafness and other circumstances, 9648-9.

Doncaster Institution is supported by subscriptions, 9650, 9653.

Parents provide funds generally for sending children to Doncaster, sometimes the guardians supplement funds which association gives, 9652.

Gives some particulars with reference to formation of association, 9655.

The principal mode of communication is by signs, 9663.

Finds that those for whom recreation and amusement is provided continue to come; greater numbers are uneducated, 9660-1.

*British Asylum for Deaf and Dumb Females.*

MR. W. T. HILLYER.

Describes objects of the institution, and modes of admission, 9822-5, 9845-7, 9862-3, 9939-42, 9946-8.

Is the only institution for adult deaf and dumb, 9832, 9877-8.

Average cost of maintenance is 22l., 9834.

The majority of inmates are very infirm and old and not capable of much education, 9851-2, 9861.

Gives details as to funds of the association, 9865-70.

When institution was established in 1851 inmates as young as 13 were taken; teaching was on sign and manual system, 9880-3.

Association is endeavouring to separate young and old, the infirm and those capable of instruction at institution, 9897.

States staff of institution, 9954.

MR. D. MURRAY.

Those under 10 are not admitted to institution; are elected for three years, subject to re-election, 9964-5, 9970-1.

Adults are given lectures two or three times a week, the young ones are always under education, 10,038.

Has two children under oral instruction, partially initiated before they came; the teacher is not fully able to teach them, 10,043-50.

They do not profess to teach oral system at the institution, 10,097.

Knows one case of person discharged from the institutions returning to the workhouse, 10,106.

## INSTRUCTION UNDER THE LONDON SCHOOL BOARD.

MR. WESTLAKE.

Gives history of education of deaf and dumb by London School Board, 6269-70.

Deaf and dumb are taken out of their districts, and collected in centres, 6271-3, 6366-7.

Gives list of centres in London, 6295.

Largest attendance is in Bethnal Green, 6296.

If children were collected at one centre and properly classified instruction would be better carried on, 6300.

Refers to Mr. Sharp's report of instruction of deaf and dumb in London, 6307-8.

There are 313 deaf and dumb on the books, average attendance 67 per cent., 6309.

No statistics are kept with regard to causes of deafness; thinks it most important that full information should be got from parents, 6351-3.

Mr. Stainer superintends the classes and gives general report of work, 6362-4.

In several schools there are special rooms for deaf and dumb, 6368.

Gives cost of teaching deaf and dumb, 6381.

Largest number on roll is 54, at Boundary Lane, average attendance 39, 6403.

Children are subsidised by private funds to extent of the voluntary contributions received for providing the homes, 6409-10.

REV. W. STAINER.

Describes steps he first took for education of deaf and dumb in London, 6413-23, 6585-7.

There are seven centres in London, 6447.

Each centre has four special class-rooms, and the children attending are boarded in the homes, 6459.

The maintenance of many children is paid for by guardians; of others by individuals, 6460.

The guardians pay 16l. a year, 6462.

In addition to permanent boarders there are weekly boarders from Monday to Friday, 6463.

Case of isolated children is being met by board of guardians, there is great improvement in that direction, 6465.

Children are under instruction five hours a day, very little preparation is required of them, 6502-3.

Fees are the same as those of ordinary children, 6504.

Compares the instruction given in institution at Milan with that under the London School Board, 6590.

The deaf use the playground attached to the schools, the special class rooms are built on the girls and infants playground, 6655.

Of the children in schools 164 are boys, 149 girls, 6662.

SIR W. B. DALBY.

Would like to see some education provided for children who come to the hospitals in London, 6690-1.

MR. SCHÖNHEIL.

It is almost impossible for education of deaf under the School Board to be good, course of instruction is so short, 7534-6.

MR. A. KINSEY.

There is an attempt being made in the board schools to introduce an American innovation and abandon the strict Ealing training, 7707.

The novelty consists of beginning the teaching in middle of system; explains his meaning, 7709-10.

MISS PATTERSON.

Gives details of organisation of her classes, 8779-87, 8853-4, 8859-73.

Has a room in the infants' department of the Winchester Street board schools at the top of the building, 8832-3.

Is divided from the other part of the school, 8834.

## INTERMARRIAGE (BLOOD RELATIONS).

MR. W. S. BESSANT.

From returns made by parents, finds that there are only three cases of deaf mutism in which there was relationship between parents before marriage, 14,937-8.

MR. E. A. ILLINGWORTH.

Thinks deaf offspring are more due to cousins marrying than to intermarriage of deaf; will hand in statistics, 15,121-2.

MR. E. TOWNSEND.

There are more cases of deaf-mutism from consanguineous marriages than from intermarriage of deaf, 17,349.

DEAN H. H. DICKINSON.

Does not know that Protestant deaf and dumb intermarry more frequently than Roman Catholics. Cousins cannot marry without a dispensation, which must be paid for; probably in the case of the poor it is not paid for, 17,680-1.

Where consanguineous marriages are most frequent, thinks probably deafness is greatest, 17,682.

MR. A. WELSH.

His experience is that the children of congenital mutes are not deaf, 17,876, 17,963-6.

MR. H. BROOM.

Intermarriage of first cousins is frequent in his experience, 18,224-5.

MR. A. GRAHAM BELL.

There are no statistics proving undeniably that a consanguineous marriage is a cause of deafness, except the report of the Halifax Institution for 1877, 21,447.

There is abundant proof that such marriages occurring in families in which there is already deafness increases the deafness in the offspring, 21,447.

Refers to Dr. Darwin's statistics with regard to consanguineous marriages, 21,447-8.

MR. STAINER.

Some cases of deafness might be attributed to consanguineous marriages, 6550.

SIR W. B. DALBY.

Marriages with blood relatives have an influence to arrest development of inner ear; has proved it by repeated experience, as for instance in the case of the Jews, 6689, 6720.

MR. RICHARD ELLIOTT.

Has cases of the offspring of first cousins in the school, in which nearly the whole family are abnormal in some point, 6886.

MR. W. HOWARTH WARWICK.

Gives some facts with regard to blood-relation cases, 7162-4.

MR. W. VAN PRAAGH.

Finds that some parents of deaf children are first cousins, or related in second generation, 7383-4.

MR. DE CASTRO.

Does not think there are more deaf and dumb children among the Jews owing to their intermarrying, 7401.

Does not know sufficient number of cases to justify conclusion that intermarriage among relations produces deaf children, 7402.

## INTERMARRIAGE (BLOOD RELATIONS)—cont.

MR. H. W. WHITE.

Larger proportion of deaf and dumb in Switzerland is undoubtedly created by closer intermarriage of families, 8003-4.

DR. E. S. THOMPSON.

In large number of cases has found deaf mutes have been children of cousins; gives some statistics with regard to this, 8323.

Thinks there is more imbecility than deafness as result of intermarriages of blood relations in Switzerland, 8324.

DR. DAVID BUXTON.

Intermarriage of blood relations is fruitful cause of deafness, but not so much as intermarriage of deaf people, 9236, 9238.

Reads extracts from pamphlet he wrote as regards marriage of blood relations producing deafness, 9238.

Has found that every tenth case of deafness results from intermarriage of first cousins, 9238.

Would prevent consanguineous marriages if he could see his way to do so, 9338.

MRS. HUTH.

Mentions case of deaf parents who have four of five children all deaf mutes, 9609-10, 9645.

Knows no deaf and dumb children the offspring of blood relations, but knows several cases of deaf and dumb parents with hearing and talking children, 9646.

MR. W. T. HILLYER.

Finds most deaf mutes are children of cousins who have intermarried, 9902.

MR. J. THOMSON.

Has only two cases of deafness in his school arising from intermarriage of cousins, and five from that of deaf mutes, 15,510.

MR. MURRAY.

Is surprised to hear there is medical evidence that intermarriage does not produce deafness so much as marriage of blood relations, 10,081.

DR. E. M. GALLAUDET.

With regard to intermarriage of first cousins producing deaf children, refers to statistics in Topical Index of American Annals of the Deaf, 13,256.

It is very desirable to prevent marriages where there is a tendency to deafness in both families; thinks it is more and more considered, 13,393-7.

Collecting deaf and dumb in institutions may result in intermarriage, but thinks this is counterbalanced by advantages gained by special instruction they receive, 13,197, 13,251.

There are enough data to show that because two deaf people marry it does not suggest that the children will be deaf, 13,252.

States cases in which deaf children are likely to result from marriage, 13,253, 13,392, 13,475.

Intermarriage of deaf in America is very frequent, 13,390-1.

Legislation upon the subject would be inconsistent with public sentiment; would leave it to those interested in the deaf to give them advice, 13,388-9.

## INTERMARRIAGE (DEAF WITH DEAF).

MR. RICHARD ELLIOTT.

The two sexes are not so brought together in the school as to form attachments with a view to marriage, 6888-91.

It is very desirable to discourage the intermarriage of deaf and dumb people, but they are a very gregarious class, 6892-3, 6897-8.

## INTERMARRIAGE (DEAF WITH DEAF)—cont.

REV. W. STAINER.

Knows numbers of cases where deaf and dumb people have intermarried and had deaf and dumb children, 6553.

Has no doubt that intermarriages have a tendency to produce deaf and dumb children, which may show itself in second, third, or fourth generation, 6554, 6669.

Statistics show that intermarriages are a source of increase of deafness, 6555-9.

SIR W. B. DALBY.

Has not large experience of intermarriage of deaf-mutes, and does not suppose anyone else has, 6720.

Cannot recall any case of intermarried deaf-mutes having deaf and dumb children, 6721.

MR. W. VAN PRAAGH.

Always does everything he can to discourage intermarriage of deaf, 7385.

MR. DE CASTRO.

Thinks few deaf and dumb marry outside their own circle; has only heard of one case; the offspring all speak and hear, 7443.

By intermarriage there is a greater chance of producing deaf and dumb offspring, 7444.

Males and females are not kept distinctly separate in institutions; it is difficult to keep them apart, 7458-63.

MR. SCHÖNHEIL.

Boys and girls are mixed in the classes and playground at his home; sees no objection to it, 7474-6, 7503-5.

One of his girls married a hearing man, and he advised another to marry a deaf and dumb man after thorough inquiry, 7479-80.

REV. C. M. OWEN.

Deaf and dumb associate very much together; would not encourage intermarrying, not from fear of children being born with congenital defect, but it is inconvenient socially, 8187-9, 8251.

Some who have intermarried have deaf children, but does not trace it to intermarriage of parents, 8253.

Children of deaf and dumb parents are not half so likely to be deaf and dumb as those who marry within limit of consanguinity, 8254.

DR. E. S. THOMPSON.

Evidence is strong that in case of congenital deaf-mutes the danger of deaf-mute children is enormously increased, 8322.

If a congenital deaf-mute marries hearing person one in 135 of children are born deaf; if two congenital deaf-mutes marry the proportion is 1 in 20; in ordinary population it is 1 in 1,700, 8322.

Those taught by oral system are not so likely to intermarry as the sign taught, 8384-5.

DR. DAVID BUXTON.

Is of opinion that intermarriage produces congenital deafness in offspring; cites cases, 9234, 9338.

Reads extracts from paper read before Medical Society at Liverpool, stating probability of congenital deafness to be seven times greater when both parents are deaf than when only one is, 9236.

MR. W. T. HILLIER.

Intermarriage is fruitful source of increase in number of deaf and dumb, 9902, 9960-1.

MR. MURRAY.

Intermarriage is one chief cause of increase of deaf-mutes in London, 10,121, 13,018.

Intermarriage is brought about by natural gravitation of deaf towards one another; facilities should not be afforded of bringing them together; gives instances of intermarriages, 10,019-20, 10,682-3, 10,408.

## INTERMARRIAGE (DEAF WITH DEAF)—cont.

MR. J. HENDERSON.

There are 59 married deaf couples in Glasgow, 15,719.

It is for the domestic comfort that deaf should intermarry, but the children suffer in consequence, 15,720.

Of those deaf intermarried five have deaf children, 15,721.

MR. E. TOWNSEND.

Mentions case of a deaf man married twice in each case to a hearing woman, and who has had deaf and dumb children by each wife, 17,261-6.

Among the deaf and dumb couples he knows all the children have their hearing, 17,351.

Does not disapprove of the intermarriage of deaf; gives his reasons, 17,353-6.

Finds very few cases of deaf and dumb parents having deaf and dumb children, 17,357-61.

It is an acknowledged fact that there are more deaf and dumb children amongst Jews than among others, 17,362-8.

Hands in table showing the number of cases where deaf mutes have intermarried in Birmingham, 17,435-6.

DEAN H. H. DICKINSON.

Not many deaf mutes intermarry in Ireland; in the cases he has heard of the deaf mutism is not inherited, 17,767-8, 17,717.

Does not think his institution interferes in the intermarriage of deaf mutes, 17,669.

Deafness of parents does not propagate the defect unless they are scrofulous, 17,670.

Is aware that the increase of deafness in the United States is attributed to intermarriage of deaf and dumb, 17,717.

MR. A. WELSH.

The children of the intermarried deaf at Oldham are not deaf and dumb; has only known one case where one child was deaf, 17,875-80.

MR. H. BROOM.

Frequently the deaf are the offspring of deaf and dumb parents; knows of a case of a third generation, 18,223.

Intermarriage of deaf parents is more frequent than of blood relations, 18,226.

MR. A. GRAHAM BELL.

Reads extract from his "Memoir upon the formation of a deaf variety of the human race," with regard to preventing intermarriages of the deaf and dumb by the establishment of day schools, 21,457-8.

Does not think that in America as in Germany those taught on the oral system do not intermarry, 21,461, 21,526.

A larger per-centage of those taught on the oral system marry hearing persons than those taught on the sign, 21,462, 21,841.

States the conditions of intermarriage of deaf mutes, which must be carried out to result in the production of a deaf race, 21,502-6, 21,535, 21,640.

Practically all deaf and dumb marry deaf mutes; produces facts to prove that 95 per cent. intermarry, 21,507-17.

Has taken note of all the marriages recorded in the American deaf mutes' journals, and from the collection he is able to deduce a per-centage of those married in institutions, 21,517, 21,522.

The perfecting of education has tended to the intermarriage of deaf mutes, 21,523.

Before the establishment of institutions there are no recorded inter-marriages of deaf mutes, and very few marriages, 21,523-4, 21,623-4.

Segregation in institutions and the sign language are the most powerful elements in leading to intermarriage, 21,525, 21,552-4.

With one parent, a congenitally deaf mute, one-tenth of the children are deaf; with both parents congenitally deaf mutes, one-third are born deaf; produces statistics in proof, 21,528-30.

## INTERMARRIAGE (DEAF WITH DEAF)—cont.

Produces statistics showing the result that one deaf mute in every 34 among congenitally deaf mutes is the child of deaf mute parents, 21,530-2.

Has not found proof of the common idea that deafness as the result of deaf mute parents skips a generation, 21,523-4.

The majority of children of deaf mutes hear, but the proportion of deaf offspring of deaf mutes is enormously greater than the proportion of deaf offspring in the community at large, 21,535, 21,603-6.

Does not think it would make much difference if boys and girls had separate institutions, so long as the language of deaf mutes differ from that of the community, 21,539-40.

Before the first intermarriage of deaf mutes, that of Laurent Clerc, it was felt to be wrong for a deaf mute to marry a deaf mute, 21,540.

The marriage of Laurent Clerc produced hearing children, and all their descendants can hear, 21,541-6.

Describes his plan for preventing the intermarriage of deaf mutes, 21,547-8.

The principals of institutions in the United States do not discourage the intermarriage of deaf mutes, 21,549-51.

There is no prejudice on the part of those who have all their faculties against the deaf when they have an opportunity of seeing them, 21,556.

A good many hearing teachers in America have married deaf and dumb ex-pupils, 21,558.

States an imaginary case to show to what extent congenital deafness is more common than non-congenital deafness, 21,608-12.

In America the missionary deaf and dumb societies successfully try to get the orally taught to join the societies, the meetings of which both sexes attend, and this much conduces to intermarriage, 21,613-22.

He relies on Mr. Brewer's statement that a different case is considered to be thoroughly formed after four or five generations, 21,625-7.

Agrees that the societies for the deaf cannot be suppressed, but it is desirable to put the deaf as far as possible in positions independent of such societies, 21,643-4, 21,721.

For this purpose the oral system is very desirable, but he has no decided opinion as to separating the sexes at school, 21,645-8; 21,785-9.

The practice in institutions of calling together periodically the former pupils promotes intermarriage, 21,841.

Hands in an analysis of 757 cases of intermarriage between deaf mutes, 21,848-56.

Explains some typical genealogies of hereditary deaf, 21,858-67.

## SIR HENRY ISAACS.

Has taken interest in the education of deaf in consequence of having two deaf daughters, 18,651.

His daughters were educated at Rotterdam on the pure oral system as day scholars in the institution, 18,652-3, 18,719.

These were educated there from ages of six and seven respectively for seven and five years, 18,654, 18,656.

One became deaf after birth from cold, the other was born deaf, 18,655, 18,692-3.

They were taught by Mr. Van Praagh privately, and learnt Dutch first and English afterwards, 18,657-60, 18,666, 18,707-11, 18,721.

Has never seen them communicate with each other by signs during 30 years. They do not know the finger alphabet, 18,661, 18,762-3.

They can lip read, so as to take part in conversation, and can enjoy the theatre, 18,662, 18,670-6, 18,683-90, 18,694-6, 18,714, 18,726, 18,748-50.

Never saw any of the pupils at Rotterdam exchange a sign, 18,662.

It was at his instance the oral system was introduced in 1865, —18,667, 18,705-6.

His daughters can understand him although he wears a beard and moustache, 18,668-9, 18,743.

They are fond of reading, and can keep time when dancing, 18,677-80.

They are able to follow the pastor in church, 18,681-2, 18,694-5, 18,724.

I 24970.

## SIR HENRY ISAACS—cont.

His daughters laboured under exceptional disadvantages in being taught Dutch, 18,691.

They are able to go out shopping, and make their own purchases, 18,697.

Has not to place himself in any particular position in the room, unless it is twilight, when carrying on conversation, 18,698, 18,741-2, 18,758.

Their speech is not unpleasant, but not so musical or flowing as in others, 18,699-700.

His knowledge of orally taught pupils is confined to Rotterdam, 18,704.

Many of his daughters' fellow pupils visit them, and they converse without using any signs, 18,712-3, 18,716-8.

His daughters have improved very much from association with ordinary people, 18,722-3.

They would hardly appreciate a Shakesperian play at the theatre, 18,727-9.

They depend more on lip-enuciation and lip-reading than writing; their writing is not imperfect, 18,730-2, 18,746-7.

Gives details as to the school at Rotterdam, 18,734-8.

THE RIGHT HON. SIR PATRICK J. KEENAN,  
P.C., K.C.M.G., C.B.

Is Resident Commissioner of National Education in Ireland, 20,927.

## MR. ARTHUR KINSEY.

Has been Principal of the Training College for Teachers of the Deaf and Dumb at Ealing since 1877, 7619-20.

Describes his previous connection with the subject of training deaf and dumb, and the schools and institutions he visited in Germany, France, Italy, and the United States, 7621-38.

States object with which he was sent abroad instructions he received by founder of the system, 7767-9.

## MR. ALFRED LARGE.

Is head master of the deaf and dumb department at Donaldson's Hospital, Edinburgh, 15,254.

Has taught deaf and dumb for 37 years; has been at Donaldson's Hospital 23 years, 15,344-5.

## MISSIONS.

## Winchester Diocesan Mission to the Deaf and Dumb.

REV. C. M. OWEN.

Strongly recommends establishment of missions, 8198-9.

Thinks there would be enough deaf and dumb in each diocese, one or two dioceses might be amalgamated; difficulty is to get men to do the work, 8201.

At Royal Association in Oxford Street men are being trained as missionaries to deaf and dumb, 8201-2.

Does not advocate training of deaf and dumb as missionaries, 8203.

Missions should be provided purely by voluntary contributions, 8272.

Describes way in which he established his mission, 8278.

## Oldham Mission.

MR. A. WELSH.

Teaches 150 deaf and dumb; fully three-fourths have been trained; one or two are quite ignorant, 17,807-10.

Communicates by signs, using speech as much as possible, 17,811.

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## MISSIONS—cont.

Those who can speak are semi-mutes; they can speak, but cannot hear; they are not congenitally deaf, but have lost hearing through disease or accident, 17,812-3.

Has eight deaf and dumb in his district chargeable on the parish; most are females in the union, 17,848-8. Describes the difficulty and opposition he has had to contend with in his district, 17,883-7.

States what is done for the deaf and dumb by the mission in Oldham, 17,927-30.

Keeps statistics as to the condition of deaf in his district; will send a statement, 17,959-61.

There is no conference of missionaries; it would be a mutual advantage if they attended the teachers' conference, 17,967-9.

*Manchester Adult Deaf and Dumb Society.*

MR. J. W. NORTH.

Branches of the society are in Cheshire and Lancashire; four missionaries are employed, 17,971-2.

The society undertakes only to visit all reported to be sick or in distress, 17,980, 18,068-9.

Furnishes information as to the number of those visited by the society, also the number of those in workhouses, 17,983, 17,990.

Gives particulars with regard to the institution, 18,041-76, 18,079.

Describes the principle on which the deaf and dumb are visited, 18,047-53, 18,064-79.

No regular record is kept of the condition of those visited, 18,054-7, 18,121-3.

*Royal Association in aid of Deaf and Dumb.*

MR. H. BROOM.

The association has two chaplains and several missionaries who visit and try to get employment for the deaf and dumb in London, 18,179-80.

A regular diary is kept by all missionaries, 18,181.

## MR. DANIEL MURRAY.

Has been connected for 30 years with the British Asylum for Deaf and Dumb Females at Lower Clapton, 9962-3.

Was trained at Claremont Institution, Dublin, 10,000.

Has had no special instruction on teaching oral system, 10,057-9.

## NEWSPAPERS.

MR. A. GRAHAM-BELL.

In America the deaf mutes have papers of their own, 21,517.

Most of the journals are printed in the institutions and circulated among former pupils, 21,518.

Thinks such papers objectionable as producing clanship among the deaf and dumb and tending to intermarriages, 21,518-20.

They serve a useful purpose in teaching the art of printing, 21,521-2.

## MR. JOHN WHITE NORTH.

Is superintendent of the Manchester Adult Deaf and Dumb Society, 17,970.

Has been teacher in the Doncaster Institution, 17,973, 98,001-4.

## OCCUPATIONS OF DEAF AND DUMB.

MR. W. S. BESSANT.

Many of his pupils are earning satisfactory livelihood at artistic pursuits since they left the school, 14,714.

## OCCUPATION OF DEAF AND DUMB—cont.

MR. E. A. ILLINGWORTH.

Some of those who learn tailoring at the institution find employment, but there is a difficulty in apprenticing boys in country places, 15,059-61.

MR. A. LARGE.

After the children leave the institution the parents find places for them; very few do not find employment, 15,277-9.

MR. J. THOMSON.

Is able to get employment for his pupils, 15,491.

MR. J. HENDERSON.

In Glasgow only two are receiving permanent relief from the parochial board, 15,662.

Find situations for all who leave school who remain in Glasgow, 15,663.

There is no reason why deaf and dumb should not earn their living as well as other persons if properly trained, 15,695.

Finds cases where one or more deaf and dumb in a family are in employment, while a brother or sister who can hear and speak is unemployed, 15,696.

Deaf and dumb are often more proficient in their particular department, 15,697.

MR. E. TOWNSEND.

Many deaf and dumb do very well; in Birmingham they are suffering from the depression in trade, 17,276-7.

Does not think more can be done to relieve them than for other men out of employment, 17,278.

DEAN H. H. DICKINSON.

The institution has always been able to provide for girls as domestic servants, and for boys as tailors, shoemakers, and printers, 17,618.

MR. A. WELSH.

There is great difficulty in finding employment for deaf and dumb after they leave school, 17,843-4, 17,850-2, 17,948-50.

Mentions the employments of deaf and dumb in his district; one retails milk to his master's customers with a pony and cart, 17,849.

The institution takes no steps to find employment for their inmates; thinks they should aid the adult societies or take it upon themselves, 17,853-5.

The difficulty of finding employment is not so much in the matter of speech as in hearing, 17,906-7, 17,949.

Is not aware that there is any rule in trades unions prohibiting the deaf from being employed; managers of cotton factories say they are not allowed to employ them, 17,951-3.

MR. J. W. NORTH.

There is difficulty in getting employment for deaf and dumb, 17,993.

Endeavours to obtain employment for the deaf and dumb, 17,994, 18,124.

Gets employment for some in trades where drawing is requisite; mentions a case, 17,995.

The wages are not equal, as a rule, to those of other persons, 18,125.

Mentions case of a man dismissed from Heywood's printing office and the Typographical Society for working for less than 35s. a week, 18,126-8.

Mentions cases of those for whom he has found employment, 18,128.

There is little difficulty in finding employment in Manchester, 18,129.

Some masters object to employing deaf among machinery; thinks this is an unnecessary fear, 18,129.

## OCCUPATIONS OF DEAF AND DUMB—cont.

MR. HUMPHREY BROOM.

For children other than those taught at Old Kent Road, there is great difficulty in finding employment, 18,134.

Deaf and dumb are earning good livelihood as bookbinders, saddlers, harness-makers, 18,165.

The trade of engraving is dying out, 18,165.

Believes that the majority of the adult deaf in London are at work, 18,215.

A good deaf and dumb mechanic will earn as much as an ordinary workman, 18,229.

Masters object to take deaf and dumb where machinery is used, 18,230, 18,236-7.

The hearing do not object to a deaf and dumb person being employed, 18,231.

Deaf and dumb do not as a rule belong to trade societies; in some instances they are bound to join, 18,232-5.

MR. A. J. HIPPINS.

Deaf and dumb journeymen hardly get the same wages as are paid to the hearing, 18,570.

Thinks there is an objection on the part of masters and workmen to the employment of deaf-mute journeymen, 18,573.

MR. W. SLEIGHT.

At his schools the girls are taught dressmaking and general household work, 17,091-3, 17,169-70.

Special training in washing is given to those likely to become laundresses; in domestic service laundry work is the best fitted for girls, 17,094-5.

There is no difficulty in finding places for girls, 17,095.

MR. A. LARGE.

Thinks shoemaking, carpentering, tailoring, and carving are the best trades for deaf and dumb, 15,411.

MR. J. HENDERSON.

Hands in list of trades in which deaf and dumb are employed in Glasgow, in which they often prove very superior workmen, 15,679-80, 15,682, 15,703-5.

MR. W. SLEIGHT.

Boys from his school go into almost every trade; hands in list, 17,096.

Great attention is paid to drawing, and many of his boys have become engravers, 17,099-100.

Engraving is being superseded, and some of the best engravers are out of employment, 17,100.

MR. ELLIOTT.

Several of the boys, especially better class, when they leave school turn their attention to designing, 6793.

Thinks they mostly take up shoemaking and tailoring, 6799, 6835.

Trades which children choose are determined by the locality in which friends reside, 6835.

MR. W. H. WARWICK.

No girls go into domestic service, 7108.

Very few deaf and dumb become artists, 7,177.

MR. W. VAN PRAAGH.

Deaf and dumb have knowledge and love of drawing generally, have preference for lithography and wood carving, 7310.

Would suggest that all deaf boys should be taught drawing, and the girls needlework, compulsorily, 7310-1.

All children who have left his school are supporting themselves as painters, sculptors, lithographers, and other occupations, 7926a-7a.

## OCCUPATIONS OF DEAF AND DUMB—cont.

REV. C. M. OWEN.

Of the sign-taught people some go into offices as clerks; they do well as secretaries, draughtsmen, or engineers, 8139.

Deaf and dumb as a class are industrious, 8193.

Does not think they beg more than others do, 8194.

A great many females do the domestic work of their homes, others do dressmaking, 8249.

Very few females go as domestic servants, are practically unfit for it, 8250.

MISS PATTISON.

Has one girl of 16; thinks she is going to be a lawyer's clerk, the other girls will be dressmakers, 8844.

MR. J. BARBER.

A great many deaf are capable mentally of being fitted for the liberal professions, 9055.

DR. DAVID BUXTON.

Deaf can succeed in any trades that are initiative, such as drawing, painting, tailoring, and shoemaking, 9226-7.

Has seen carving and fretwork recently done by deaf in institutions learnt by their own genius or from the master, 9230-1.

His principle in training deaf was never to let them think that deafness was a barrier to their doing anything, 9254.

MRS. HUTH.

The deaf generally have decided taste and aptitude for drawing, 9641.

Those who attend the classes of the association prefer employment in artistic pursuits, 9657.

MR. W. T. HILLYER.

Describes occupation of girls when they leave the institution, 9842.

Female inmates learn livelihood by needlework so far as the sale goes, 9860.

MR. MURRAY.

Laundry work is taught at institution, and some have got good situations in consequence; mentions a case, 9979-80, 10,052.

## ORAL SYSTEM.

MRS. WESTLAKE.

Oral system has not been introduced long enough to be tested fairly, 6339-40, 6389.

States reasons why the School Board adopted oral system, 6375-7.

REV. W. STAINER.

Has always been convinced oral system is the best, 6424.

Gives his reasons for conviction that the oral system is best, 6545.

Explains difficulties which have occurred in education of deaf and dumb on oral system in London with regard to teachers and accommodation, 6418-2, 6585-7, 6650.

Institution at Milan be regarded as a model, there are eight children under one teacher, eight classes, and period of instruction is eight years, 6440-2, 6588-90.

System in Italy is pure oral system, and is carried out more strictly than in Germany, 6527.

Considers establishment of training colleges has made an era in instruction of deaf and dumb, and that in few years the oral system will be fully established in all institutions, 7854a-5a.

SIR W. B. DALBY.

Thinks oral system applicable to the absolutely and partially deaf and dumb alike, but that the instruction would be modified for those who have considerable amount of hearing, 6677.

## ORAL SYSTEM—cont.

The oral system is gaining ground; his experience is that parents when they see results of the two systems select the oral system, 6693.

System demands more absolute separation to carry out, 6694.

Great distinction is to be drawn between a deaf-mute understanding person conversing with him, and what a person says at a distance, 6707.

Oral system is inapplicable to those who have cleft palate or imperfect vision, 6750, 6757.

Should think oral instruction might well be made compulsory in the board schools, provided instruction were carried on long enough to the advantage of children, 6759.

## MR. ELLIOTT.

Has an oral system isolated entirely, and a mixed system of signs and oral, 6776, 6827-30.

Committee have recently decided to adopt oral system as far as possible, after trial of this method with 90 children for five years, 6777, 6948.

Sends children of defective or slow intelligence with whom success is doubtful from the oral to the sign instruction, 6778-9, 6941-3.

Oral system requires more intelligence, but develops it better, 6780.

Those learning the oral system are kept in a separate establishment, and do not mix with those learning the sign system, 6818-22.

## MR. W. HOWORTH WARWICK.

Thinks the majority of the subscribers are at present not in favour of the oral system, 7130-3.

Can give no idea of average cost of each system, 7156-7.

Oral system requires more teachers to carry out, 7158.

His institution the first to commence oral system, 7249.

## MR. W. VAN PRAAGH.

Gives history of introduction of oral system on the Continent, 7259.

Oral system has entirely supplanted sign system in France, 7260.

Beyond rejecting imbeciles, oral schools everywhere take all cases sent to them, 7350.

Oral system has only been introduced 20 years. Mr. Van Asch was the first teacher, 7351-2.

Children of poor on Continent are not taught on different system from those of richer people, 7355.

In France Government gives State aid to all deaf and dumb schools, and they have thrown aside manual system and adopted the pure oral, 7912a.

Gives history of introduction of oral system into France, 7940.

## MR. SCHÖNTHIELL.

Has no doubt but that pure oral system is best for teaching the deaf and dumb, 7499, 7572, 7605-6.

Has not slightest doubt but that the State could now introduce oral system compulsorily into deaf and dumb schools, 7501.

If child has faintest perception of sound he will have less difficulty in producing it, 7510.

All the children who have been under his care speak by oral system, 7540.

A child ought to be able to read an ordinary narrative, such as *Aesop's fables*, after four or five years' teaching, 7562.

Education on Continent is, he believes, entirely on oral system; in America a good many institutions are on sign system, 7569.

## MR. A. KINSEY.

The system used at Ealing is an advance on the system introduced by Heinicke, they are as advanced as school at Riehen, near Basle, 7698-9.

Children of all kinds are taken at Ealing so far as mental capabilities go, they have had children so mentally deficient that they would not have been admitted at a sign school, 7737.

The best authority on the Continent has laid down that if a child can be taught by any system it can be taught best by the German system, 7738-9.

## ORAL SYSTEM—cont.

## MISS HULL.

Education on the pure oral system should be compulsory, 7895.

## MR. W. H. WHITE.

Oral system in the Manchester Institution has not been carried out as rapidly as it might have been; gives reasons, 8005-9.

If Government interfered the oral system would be entirely established in place of sign system, 8059-61.

## DR. E. S. THOMPSON.

It is of great importance that teachers should be highly trained and educated, otherwise discredit will be brought on the system, 8330-2.

Advocates compulsory oral education of deaf, 8348, 8404.

Would not maintain sign system longer than is necessary to finish education of those who have begun it, 8350-1.

Oral system in France is rapidly taking place of sign system, 8361.

Understands that a representation took place in Milan in which the deaf recited intelligibly, 8411.

## MR. J. BARBER.

Has never regretted having adopted oral system, 8986.

States his reasons for changing from sign to oral system, 9040.

## MISS HARE.

Thinks pure oral system best suited to all deaf and dumb children, 9101.

## DR. DAVID BUXTON.

Taught the combined system at Old Kent Road Asylum, sign system crowded out oral system, 9181-2.

Makes statement as to what caused him to change his opinion in favour of oral system, 9184.

Would be glad to see every other system extinguished by the oral; thinks it is only a matter of time, 9221-2.

The greatest oral communication he has seen in this country was at the Doncaster school, 9261.

Has never known oral school become sign school, 9283, 9314-6.

Relates particulars of his conversion from sign and manual system to oral system, 9323-4.

Amongst the deaf he thinks those who appreciate advantage which knowledge of speech gives are friends of oral system, but those who have been trained in sign system prefer it, 9327.

Oral system could not be introduced at existing institutions unless complete isolation were possible, as at Manchester and Margate, 9328-9.

His earliest work as a teacher was to teach deaf the articulation system at Old Kent Road and Liverpool; most of the teachers were deaf, but could speak easily and intelligibly, 9332-4.

Gives no opinion as to whether deaf and dumb children can be taught oral system, 9367-8.

## MRS. HUTCH.

Oral system is making way in Yorkshire, 9607, 9672.

Pure oral system has been adopted in Bradford; in Sheffield they use combined system, and at Leeds the sign system, 9623-5.

The pure oral system is not used at the Doncaster institution, has not been able to understand children who have been four or five years there, 9668-9.

## MR. MURRAY.

Has tried to introduce oral system into institution, 9997-9.

Does not think that in three years any institution on oral system would be of use to a child, 10,003.

## DR. E. M. GALLAUDET.

Those who have watched progress of oral system do not hesitate to say that there are a large number of deaf who under most favourable circumstances will never attain success in lip-reading, 13,140, 13,359-60, 13,432.

## ORAL SYSTEM—cont.

A pure oral school is almost an impossibility, signs will be used, 13,134-5, 13,423.

States his understanding of the term "pure oral method," 13,298.

Prior to Convention of California he depreciated value of oral system. Since then he has recognised it as a necessity in any system aimed to reach highest good of the deaf, 13,308.

The fact that the oral system is not adopted universally in America is not from want of knowledge on the subject; considers it detrimental to adopt it to exclusion of any other system, 13,336-40.

Describes oral branch of the Pennsylvania Institution, 13,349.

Reason why oral system was abandoned in this country till recently was because it was attempted to be forced on all deaf; best way to preserve oral method is to acknowledge that it is applicable to a certain number, and that other methods should be adopted for those who do not succeed with oral method, 13,371.

In France, Italy, and England oral method is employed in much greater proportion since 1867, 13,372.

Has always called oral system a gesture method, a method in which signs are made by vocal organs, 13,455.

Thinks German language is probably best fitted for success in speech, then Italian, then French, and English the most difficult, 13,486.

For this reason it should not be absolutely insisted on that all deaf should be instructed orally, 13,486.

Is very strongly of opinion that every child should be given opportunity of learning to speak, and that the efforts should be only given up when it is certain he cannot succeed, 13,500.

## MR. W. S. BESSANT.

Oral instruction is carried on separately at Manchester from the instruction in the sign system, 14,699-700, 14,702.

The oral system is attended with most difficulties and most expense, 14,933, 14,944.

## MR. B. F. ILLINGWORTH.

Opinion of the deaf generally is against the oral system, 14,922.

His opinion is that it should be taught whenever practicable, but there are cases where the silent system is better; thinks this is the opinion of his committee, 14,993-5, 15,029-30.

All the pure orally taught he has met can use the manual alphabet, with one exception, 14,999, 15,006-7.

According to his experience the orally taught prefer conversing by the fingers, 15,000.

## MR. E. A. ILLINGWORTH.

Oral system is decidedly the best for the majority, but a certain percentage can be more beneficially treated by the silent system, 15,093, 15,118.

Is of opinion that allowing children to make signs is a hindrance to acquiring a knowledge of written language, 15,117, 15,206.

Was under the impression that the oral system was the one most generally in use on the continent and in this country, 15,182-5, 15,188.

Was not aware that the combined system was used in the majority of American schools, 15,186-7.

The deaf prefer speaking, and are very proud to be able to say a few words, 15,182.

Would recommend adoption of oral system in institutions, not in board schools, 15,124, 15,171-4.

Oral system is not adopted generally in his school, because he did not think it advisable to commence instructing those previously taught on the sign and manual system, 15,128.

More teachers are required with the oral system. The process is more expensive than the sign and manual, 15,235.

Semi-mutes should be in an oral class, 15,252.

## MR. A. LARGE.

Agrees with Dr. Kerr's report as quoted in the question if it refers to the pure oral system, 15,371.

Combined system includes some oral instruction, and the oral system excludes signs, 15,371-2.

Thinks more can be done than is done with the oral system, 15,393.

## ORAL SYSTEM—cont.

Considers oral method impracticable for the majority and unserviceable for those of weak intellect, 15,394.

Would rather teach an intellectual child congenitally deaf than a semi-mute, 15,397.

For ordinary purposes in after life children should have knowledge of the manual alphabet as well as of the oral system, 15,398-9.

The pure oral system without signs is a new system in this country, 15,432-3.

It is not possible to say that the old English system was one which taught speech without the manual alphabet, 15,433-7.

The greatest difficulty of oral instruction is want of confidence in language, 15,448.

## MR. J. HENDERSON.

Thinks every deaf child should have a trial of being educated by the oral system, 15,691, 15,766.

In Glasgow directly children are admitted into the institution their oral education commences, 15,692.

## MR. E. TOWNSEND.

Deaf and dumb are generally against the pure oral system and prefer signs; produces evidence to prove this, 17,390-403.

Has no pupils who have retained their speech who lost their hearing at an early age, 17,413.

His committee, after inquiries, do not believe in the exclusive adoption of the oral method, 17,419-23.

## MR. B. G. DAVIS.

States the grounds on which he reported to the Birmingham School Board against the oral system, 18,389-90, 18,392-6.

## SIR HENRY ISAACS.

Does not think there is greater difficulty in learning English than French or German or Italian, 18,686-7.

The system at Rotterdam is a very good one; can suggest no alteration in it, 18,751-2.

Has advised the managers of the Old Kent Road Institution to adopt the oral system, 18,756.

## MR. H. E. CROFTS.

The oral system has only lately been introduced in New Zealand, 20,236-7.

## Advantages.

## MRS. WESTLAKE.

Considers oral system far superior to the sign, 6318, 6388.

Oral teaching is the only way deaf and dumb can communicate with his kind, 6326.

## REV. W. STAINER.

In first stages oral system is slower, but in three or four years equals manual system in rapidity, 6425-7.

Child taught on this system would be more able to get employment, and to fulfil it efficiently, 6546.

Considers that oral system develops the chest, 6629.

## SIR W. B. DALBY.

Oral system has beneficial effect on respiratory organs; children are not so subject to consumption now as they were, 6681.

## MR. ELLIOTT.

Oral system takes longer to bring into use than the sign system, but afterwards children get on faster, 6781, 6927-8.

## MR. W. VAN PRAAGH.

Advantages of oral system are that it enables the deaf to converse with everyone, and to earn livelihood better, and develops their intelligence, 7264.

There is no difficulty in person not taught to speak to deaf-mutes on oral system making himself understood, describes best method of speaking, 7323.

Oral system is eminently fitted for children of poor men; there is the same difference of conversation between deaf children of those wealthy and labourers as in case of ordinary children, 7364.



## ORAL SYSTEM—cont.

Conversation can be carried on as fast on manual as on oral system; but manual system is only known to a few, and oral system is a means of general intercourse, 7574.

An orally taught person going to a lecture or a sermon with a hearing friend can get pith of discourse by word of mouth; his pupils follow the service at the synagogue in this way from him, 7594.

There is no difference between poor and rich children in way of attaining knowledge by oral system, except that well-to-do parents have more time to devote to their children's studies, 7603.

A deaf child who is not very bright is as able, or better able, to be taught on oral system than on the manual system, 7604-5.

## MR. A. KINSEY.

Describes the advantages of the oral system over the sign system, 7655.

By oral system a deaf child can be taught anything he is capable of learning; to use speech instead of signs is incalculable advantage, 7656-7.

With exception of different intonation they can speak as well as other people; gives instance, 7659.

The tendency to degradation amongst deaf is got rid of by oral system, 7661.

## Miss HULL.

There is no difficulty with regard to different dialects of different counties, 7901.

Thinks oral system could be used for persons who stammer, has used it in cases of cleft palate successfully, 7904.

## MR. H. W. WHITE.

Oral taught children have great influence over sign-taught children, so that they desire to give up signs, 8043.

Gives his reasons for coming to conclusion that the pure oral system is the best, 8045-8.

Deaf children are more subject to diseases of lungs from breathing through their mouths, oral system mitigates that condition, 8049-50.

Oral system conduces more to health and education of children than sign system, 8050.

It is possible to train a very dull child on oral system, 8080.

## DR. E. S. THOMPSON.

Thinks there is no question but that oral system is of great advantage in exercising vocal organs; has noticed difference in condition of those taught orally as compared with the sign taught, 8313, 8389-90.

Thinks an effort has been in sign schools to exercise the throat since attention has been drawn to it, but does not think it could be done as in the oral system, 8315-6.

Narrowness of palate and closure of nostril which comes of mouth-speaking he has noticed depart under oral system, 8316.

Deaf and dumb people are highly susceptible to chilblains, this is not noticed in schools where they are taught to speak, 8318.

Mentions cases of two people who could speak and understand without difficulty or harshness of voice, 8329.

## MRS. DANCY.

States her reason for preferring oral system, 8720-1. Even though voice may be disagreeable, thinks it would be of more advantage than signs, 8722-3.

## DR. E. M. GALLAUDET.

Thinks there is same difficulty under oral system as under manual system as to limited vocabulary, 13,163-4, 13,343.

Does not hesitate to say, from considerable experience, that one taught orally, and who does not use manual alphabet is far more isolated in society than one who freely uses sign and manual system; cites instances, 13,165, 13,171, 13,441, 13,444.

## MR. W. S. BESSANT.

Even if a child's voice is a little unpleasant to listen to, it would be an advantage to him to teach him to use it, 14,876-7.

## ORAL SYSTEM—cont.

An orally-taught person would be less isolated when he goes out into the world than one taught the manual system; 14,884, 14,953.

## MR. J. THOMSON.

On physical grounds he is in favour of oral system, 15,532.

## MR. W. SLEIGHT.

Does not think articulation does much in exercising vocal organs; the children exercise them in the playground, 17,055.

Shouting and screaming does not show power of speech, but only that they have a voice, 17,056.

Speaking must exercise the lungs; thinks, as a rule, the deaf breathe in the natural way, 17,067-9.

There is frequently a stoppage in the tube between the throat and nose which prevents the deaf breathing through their nose; does not think that the tube could be opened so as to enable them to speak, 17,071-3.

## MR. E. TOWNSEND.

It is a fallacy to say that the larynx is not exercised, 17,304-8.

Does not think it is want of exercise of lungs or throat at the beginning that prevents children being successful, but the inherent difficulties of giving them speech, 17,309.

## MR. A. J. HIPKINS.

Thinks the oral system is very desirable for health by exercising the lungs in speech, 18,554-5, 18,593-4.

Oral teaching is of great advantage, although those who speak have unpleasing voices; thinks that writing is the best means of communication, 18,576-7, 18,597.

Lip-reading, even if a deaf person does not speak, would materially facilitate conversation, 18,598.

The oral system ought to be a better system than the sign system for educational purposes, 18,616.

## MR. A. H. BATHER.

Lip-reading added to facility of speech makes the deaf more independent than those taught on the manual system, 19,070-1.

## MR. H. E. CROFTS.

It is not possible by any system to put the deaf on a level with the hearing, but the oral system gives the greatest facility of communication, 20,081-5.

## THE RIGHT HON. J. CHAMBERLAIN.

The sole value of the oral system is to enable the deaf to communicate with the outer world better than by writing, 20,592-3.

Thinks the accomplishment is worth the cost, 20,594.

## Duration of Instruction.

## MRS. WESTLAKE.

To train deaf and dumb in oral system takes longer time than education of the blind, and they are more isolated, 6306.

## MR. H. W. WHITE.

Oral system should be begun from ages of seven to eight, and continued at least eight years.

## MR. J. BARBER.

It takes eight or nine years to turn out children well educated on oral system, 8946.

Does not admit that it takes longer to teach oral than sign system, 8962.

Even to those who leave board schools after three years' instruction he would teach oral system, 8964-5.

## Miss HARE.

Has perfect confidence that at the end of eight years child of ordinary intelligence would be able to speak, 9119-21, 9161-2.

## ORAL SYSTEM—cont.

## DR. E. M. GALLAUDET.

Is of opinion that deaf children should not be taught language younger than seven, 13,144-6.

Would hardly assent to lay down limit of two years as period for which it is necessary oral system should be taught, but if it were found that child could not be taught orally it might at end of that period go on to the manual system without loss of time, 13,501.

Is of opinion the same would be the result in the case of combined system, 13,502.

## MR. W. S. BESSANT.

If the oral system is introduced a longer education is necessary to give it a fair chance, 14,661.

Begins to teach oral system to children directly they enter the school. Children ought to begin later than six years old, 14,751-3.

It takes eight or nine years to complete the instruction; if they could be kept 10 years it would be better, 14,754, 14,831.

It pays to keep a person longer under oral instruction if by doing so he is enabled to communicate with more persons in the world than if sign taught, 14,954.

## MR. J. HENDERSON.

It requires at least six or seven years' training to be thoroughly proficient in the oral system, 15,690.

## MR. B. G. DAVIS.

Has been told that 9 or 10 years' tuition is required to enable a pupil to learn oral system, 18,350.

That the oral system required 9 or 10 years close care, and seemed to be most suitable for non-congenital cases, 18,388.

## Results.

## MRS. WESTLAKE.

The few she knows have continued oral system, and find it more convenient, 6373.

Thinks parents are much pleased with instruction on oral system, 6374.

## REV. W. STAINER.

Considers the oral system in its infancy and may be improved and extended; declines to give decided answer as regards its results so far, 6509-15.

Gives reasons why his pupils under oral system have not given satisfactory results, 6519-21, 6636-7.

Those taught on sign system are scarcely expected to do as well as those taught only on the oral system, 6633.

Compares results of oral teaching in America, Italy, and Germany, 6440-1.

Does not think results elsewhere could compare with Italy, 6528.

There are deaf people who speak so well that it would be difficult to discover their deafness, 7843a.

## SIR W. B. DALBY.

If child is perfectly educated upon oral system it will understand great mass of persons with whom it comes in contact, 6707-8.

## Miss HULL.

Mentions case of deaf and dumb young man at Trinity College, Dublin, passing examinations with his hearing fellows, 7893-900.

## DR. E. S. THOMPSON.

Is under impression that there is a marked distinction between ways in which an orally-taught and sign-taught person appreciates the fields of literature, 8347.

Thinks there is always imperfection in smoothness of utterance, 8368-70.

## MRS. DANCY.

If half-educated on oral system and then left unassisted is afraid the deaf would fall back on natural signs, 8663-5, 8690-1.

A boy could write a letter at end of three years, but not such as an ordinary boy could, 8666-7.

## ORAL SYSTEM—cont.

Boy of 13 after three years' education would not be more advanced than ordinary boy of 8, enunciation and pronunciation is never quite perfect, 8668-9.

Intonation depends on way child is taught, and length of education, 8670.

At end of eight years a child will be fluent as far as a deaf child can be, but voices can never be clear and melodious as hearing persons, 8695, 8703.

Has seen children at Fitzroy Square with whom she could hold conversation, 8697.

## Miss PATTISON.

Some of her orally-taught pupils get on very well, knows of no real failures, 8809-10, 8886-7.

Does not think any pupils go back from oral system to sign system, 8889.

The little children orally taught use signs in the playground, but it is forbidden, 8889-90.

## MR. J. BARBER.

Has no experience of orally-taught children lapsing back into sign system, 9068, 9071-2.

Thinks those who have learnt sign system prefer it, and those who have learnt oral system prefer it to signs, 9073.

Deaf have a little difficulty in understanding a stranger, but it would not require more practice to make himself understand by oral than by sign system, 9077.

## DR. E. M. GALLAUDET.

Refers to paper showing comparison of results due to oral and manual teaching and teaching by combined system, 13,172.

Does not think that the oral method which excludes signs and manual alphabet can reach the best results, 13,315.

Cannot say what proportion of orally-taught children can rely solely from articulation and lip-reading, 13,316.

Orally-taught pupils converse almost solely with each other manually and by signs, 13,317, 13,439.

As to whether orally-taught pupils keep up the method after leaving school depends very much upon their energy and mental capacity, 13,319.

The number of orally-taught pupils who can go out in the world and converse freely would not be more than from one to three per cent., 13,325.

Has heard of cases of pupils dispensing with signs and finger alphabet, and with pen and paper in after life, but such cases are exceptional, 13,326-7.

By oral method deaf can follow sermons if they can see clearly, but as a rule they are not placed in such a position as would enable them to, 13,330.

Has never seen deaf persons who could take very much part in general conversation of many people seated round a table for instance, 13,331-2.

Deaf persons having power of speech have great advantage over those who have not, 13,460.

Many deaf, however, without power of speech, have entirely succeeded, but if speech were added to their attainments it would be an advantage to them, 13,460.

Knows cases of orally taught persons succeeding very well, 13,461.

Does not think a debate amongst deaf mutes by articulation practicable; has heard of convention of deaf mutes meeting in Germany where discussions were carried on by gesture, 13,464.

Has known very few deaf persons who could speak so perfectly as to render it impossible to distinguish them from ordinary speaking persons; gives one remarkable instance, 13,471-3.

Classes in oral system can exist side by side with classes in sign system, and at same time extremely satisfactory results in speech be attained, 13,504.

## MR. W. S. BESSANT.

There will always be a certain number of children whose voices can never be trained to any pleasant enunciation; doubts the advisability of sending them out into the world, 14,704, 14,875.

Children only remain five years at his school, but in some respects thinks the result under the oral system has been better than under the sign, 14,832-6.

Orally-taught children communicate with each other by natural signs and by the finger alphabet, but constantly communicate orally in the playground, 14,830-2.

## ORAL SYSTEM—cont.

Those orally taught find great difficulty in following a sermon or lecture, 14,785-6, 14,863-4, 14,885.

A lecture specially delivered to 20 or 30 orally taught would be fairly understood, 14,865, 14,922.

Orally taught will always be less capable of reading the lips of a stranger, 14,908.

Has seen an orally taught pupil who could converse with the world at large, 14,913.

The oral system produces the best result if the period of instruction is more than four years, 14,931-2.

## Mr. E. A. ILLINGWORTH.

Has held conversation with those orally taught walking alongside of him without using signs at all, 15,233-4.

Those orally taught pick up the sign and manual very quickly from associating with one another out of school, but he does not encourage it, 15,129-34.

Mentions instances of persons orally taught who have gone out in the world and are doing very well, 15,178.

In his opinion the oral system shows the best results; gives his reasons for thinking so, 15,181, 15,184, 15,189-90, 15,225-6.

Inquiries have been made of parents, the majority say that children after leaving school understand what is said to them very well, 15,200.

## Mr. A. LARGE.

The children do not use lip-reading in mixing with society, 15,351.

Does not think language can be better imparted by oral system, 15,355.

## Mr. J. THOMSON.

Has been able to converse with some of the children in pure oral schools, but they do it with difficulty, 15,522-4.

## Mr. G. CRICHTON.

Pupils under his school board are taught on oral system; is astonished at the progress they have made, 15,540-1.

## Mr. J. HENDERSON.

There are a number in Glasgow who speak orally; he speaks with several of them alone without signs, 15,668-72.

It is a great advantage to them to be taught to speak, 15,673, 15,691.

There are a few who can walk down the street in the ordinary way and converse without use of signs or fingers, 15,674, 15,683, 15,730.

Is not prepared to say that their employers can speak so freely to the deaf as he can, 15,683.

Should say that it is not the case that any person who takes pains can make himself understood to all the orally taught, 15,684-6.

Has met with none who can make nothing of an ordinary discourse or lecture spoken orally, 15,687, 15,731.

States where those whom he comes in contact with have been trained, 15,688, 15,755-6.

Reads letters he has received from the best orally educated deaf of whom he made inquiries as to the results of the oral system compared to those of the sign system; thinks the majority of the deaf would agree with them, 15,705-10, 15,748-9, 15,752-3.

Expresses his own opinion on the latter, 15,712.

His experience is that that the orally taught do speak to each other, but often have recourse to signs to get full understanding of the conversation, 15,734.

## Mr. W. SLEIGHT.

The results of oral instruction do not compensate for the time and expense involved in teaching it; this was the opinion of Mr. Baker, of Doncaster, 17,120, 17,133.

Admits there are successes, but not to the extent alleged, 17,134-5.

Was not aware that Mr. Baker, of Doncaster, afterwards regretted he had not taught the pure oral system, 17,201-3.

## Mr. E. TOWNSEND.

Does not think the oral system generally adaptable to the mass of deaf and dumb, since in after life they fall back on the manual system, 17,283-4, 17,510-5.

## ORAL SYSTEM—cont.

The best way of testing the value of oral teaching is by comparing results of literary productions of those taught orally with those taught on the sign and manual system, 17,389.

As to whether scholars lose their language after they go into the world depends altogether on the people with whom they mix, 17,426.

So far as he has gauged them the results of pure oral teaching do not justify its general adoption, 17,427.

## DEAN H. H. DICKINSON.

From experience of his school does not think children are more advanced in language by the oral system than by the sign, 17,783.

To follow a lecture from the lips of a speaker would involve a great strain, 17,784.

Has tested the children with a short address, but they are not as yet capable of standing it, 17,785.

Agrees with the master of the institution that the children are as bright and happy as when taught by signs, 17,786-9.

Does not think parents would keep up their children's speech in after life, 17,792.

## Mr. A. WELSH.

States his experience of the oral system, 17,831-4, 17,894.

Has come across deaf and dumb persons turned out as orally taught pupils who cannot speak intelligibly or express themselves properly in writing, 17,836.

In speaking of those who have been taught at Manchester, 17,837-8.

His objection is that children taught four years under that system do not speak like other people, and is of opinion they never will, not even though taught for eight years, 17,840-2.

The orally instructed children during their holidays communicate by signs; they prefer the sign system, it is natural to them, 17,936-43.

## Mr. J. W. NORTH.

Has not met with any that could read the lips with advantage; gives instances, 18,016, 18,060-2, 18,081-7.

Has not had much experience of the oral system, 18,099.

Three years in a pure oral school would not be a fair test case of the success of the system, 18,105.

## Mr. H. BROOM.

Finds that those orally taught as a rule use signs just the same as the others, 18,183, 18,183-9.

One master who had had several apprentices told him he preferred those taught on the old system, 18,184-5.

Parents say they cannot understand children taught on the oral system; as a rule they sign to them, 18,190-2.

## Mr. B. G. DAVIS.

Was told by the London School Board oral teachers that they were not prepared to submit to a test examination of their pupils, 18,388.

## Mr. A. J. HIPKINS.

Those orally educated, so far as he has seen, are able to mix more freely with the general public than the sign taught, 18,579.

Has not much experience of the oral system, 18,580, 18,600-1.

Mentions one case in his experience of a girl able to communicate orally, 18,602-5.

As far as he can hear the deaf put it aside when with each other, 18,616.

## Mr. A. H. BATHER.

Does not think it possible for anyone to follow the lips of a preacher or lecturer, 19,067.

## THE RIGHT HON. J. CHAMBERLAIN.

From the results he saw at Washington he cannot think the oral system could possibly be satisfactory by itself, 20,572, 20,617-20.

If taught on the pure oral system, believes the pupils would still have had recourse to signs, 20,573.

## ORAL SYSTEM—cont.

## Mr. A. GRAHAM BELL.

Finds that the orally taught pupils undoubtedly use lip-reading in after life, 21,706.

Lectures could be delivered to the deaf by the lip if the classes were small; the congenitally deaf as a rule have better eyesight than others, 21,835-7.

The result of the oral system is to make the deaf feel as other people, 21,934-5.

Children understand from the mouth a phrase better than a word, and a word better than an eleemosynary sound; approves of the Greenberger system, 21,986-7.

## Teaching of.

## Mrs. WESTLAKE.

If manual system is taught child will never apply himself to labour of learning oral system, 6327, 6405.

Mr. Stainer has adopted modified oral system, but does not encourage signs, 6406.

## Rev. W. STAINER.

Difficulty of teaching is very great in present stage of oral instruction in England, 6438-9.

Irregular attendance neutralises largely the teaching on oral system; explains this, 6453.

In his opinion one teacher to one pupil is only means of perfectly carrying out oral system, 6506.

Oral system should be carried out apart from sign system, 6516.

To give good results besides length of period of instruction; supplementary instruction is necessary outside the school, 6522-4.

Has one or two pupils who were taught on former system, but are not allowed to use manual system whilst under instruction, 6631-2.

Has never known anyone who has learnt to speak foreign language on oral system, 6659.

## Sir W. B. DALBY.

It might tend to make teaching of system more difficult if children go home to their parents who have been accustomed to make signs to them, but thinks it is the organised system of signs that would interfere; explains this, 6697-8.

The advantage of seeing their parents would more likely induce children to imitate them when they have had instruction on oral system, 6699.

Children who lose hearing before completing learning of speech should be taught oral system at once, 6700-1.

## Mr. ELLIOTT.

Does not find that the holidays materially interfere with the children's education, though at home the oral children pick up some of the signs of the sign-taught children, and make conventional signs of their own, 6851-8, 6901-2.

Expresses his conviction that the oral system is the best as means of instruction, 6859-61, 6919-21, 6929-30.

Would use the oral system in the cases of those best fitted for it, and the other system for children of lower intelligence, 6862.

It would take a man two years to learn the oral system so as to enable him to teach, 6870.

## Mr. W. HOWORTH WARWICK.

Several children are incapable of receiving oral instruction, 7204-6.

Oral system will be applied to every child capable of being taught it, 7236-8.

## Mr. W. VAN PRAAGH.

Every deaf child can be taught on pure oral system, 7266, 7364.

Deaf child ought to receive eight years' instruction on oral system, but teachers should have sufficient tact to treat children individually, 7270-1.

Backward children can be better taught on oral than on sign system, and would be better able to make their wants understood, 7041-3.

Does not object to deaf child learning manual system after he has been brought up on oral system; if taught on manual system he will never acquire audible speech, 7575-8, 7616.

x 24970.

## ORAL SYSTEM—cont.

That teachers of oral system should be shaven is an exploded idea, children do not read from the lips, but from whole expression of face; explains this, 7600.

The teaching of articulation without good lip-reading is not the pure oral system; by power of lip-reading German system stands or falls, 7602.

The education of those children which has been conducted on manual system is completed on that system, oral instruction being confined to new comers, 7941-3.

## Mr. SCHÖNTHAL.

It is easier to teach oral system in German than in English, 7495-6.

Describes his mode of procedure in teaching the pure oral system, 7509-17.

## Mr. A. KINSEY.

It is possible, but improbable, that deaf and dumb persons can be taught oral system after having learnt sign system, 7788.

Sees no reason why deaf instructed on oral system should not take their place at the universities, 7799.

## Miss HULL.

English language is as easy to learn as any other in lip-reading, 7851.

The deaf depend on the eye for pronunciation and on written form for spelling; it is remarked deaf spell without mistakes, 7854.

It is very important that they should not see written form of word until they speak it correctly by sound; illustrates meaning, 7855-8.

## Mr. H. W. WHITE.

If children are young enough, even though acquainted with sign system, they should be taught pure oral system, 7973, 8070-4.

Children taught on oral system should be separated from those who use signs, 7975.

Is opposed to association of oral-taught children associating out of school with the sign-taught; they relapse into a natural sign system, 8035-7.

An adult taught on manual system can never learn oral system, 8095-6.

## Dr. E. S. THORNTON.

Personal supervision is required in the first stages, 8333.

Sees no physiological reason against teaching deaf child to sing, though does not think it could be done with absolute success, 8336.

Is quite sure the deaf can be taught to speak so as to make their way in life fairly well, 8341.

Child who had not begun education on sign system would certainly never take to it having gone through oral system, 8378.

Orally-taught children should be absolutely cut off from sign-taught children, but not from hearing children, and must have separate class-room at first, 8380.

## Mrs. DANCY.

Has taught exclusively on oral system, 8615. Children learn to write oral system immediately, 8635.

Short sentences on ordinary cards hanging in infant schools can be read perhaps in a year, 8639, 8642.

They might read mechanically before understanding language, they are not allowed to read before they can understand what they read, 8640-4.

Oral system takes longer at commencement than sign system, thinks such rapid progress with reading and writing is not made as with sign system, 8646.

Children of 11 or 12 are harder to teach than younger ones; cites a case, 8671-8.

Explains her method of teaching deaf child first elementary lessons, 8763-72.

## Miss PATTISON.

Was able to teach oral system after one year's training, 8847.

Thinks anyone who devotes herself to 12 months' hard work could pass examination as teacher, 8858.

X



## ORAL SYSTEM—cont.

Mr. J. BARBER.

Has a deaf mute pupil of 21, who was taught on sign system, has found it difficult to a certain extent to teach her the oral system, 8954-8.

Does not think it unlikely that anyone could learn oral system after having learnt sign system, 8959, 9070.

Would in all cases teach poorer children oral system, 8960-3.

Describes method of teaching oral system at commencement, 9041.

Mrs. HUTH.

Is very strong advocate of oral system; at her instigation one child from her institution has been sent to Fitzroy Square, 9602, 9606.

Is satisfied that after four months there is extraordinary improvement in his intelligence, 9604.

He was wholly uneducated on oral system before going, his deaf brother and sister have been taught on sign system at Manchester, 9605.

Children taught on combined system at home make use of the signs, 9671.

Mr. W. T. HILLYER.

Oral system is the best for training deaf child from the beginning; after 10 years old it is useless, 9871, 9884, 9925.

Has found inmates of institution incapable of being taught oral system, 9871-5.

Mr. MURRAY.

A child can be taught to write in three years, but to read would require 10 years' tuition, 10,006.

A child who has lost hearing after being able to speak is more a fit object for oral system than deaf-mute, 10,027.

Is of opinion that those who lose their hearing after having acquired power of speech should learn oral system at once, 10,074-6.

In teaching oral system there must be total separation, 10,088, 10,091.

Some of those taught orally, out of school resort to manual system, 10,090.

Dr. E. M. GALLAUDET.

Child in going home from day schools to parents would perhaps get a beneficial practice in speech, 13,194.

Thinks parents in America endeavour to assist instruction of children in oral system, 13,195.

Pure oral method is only taught in 12 schools in America, 13,289-90.

His experience teaches him that in many cases articulation can be successfully taught to those born deaf, 13,310.

Those not born deaf would learn to speak more readily than those born deaf, 13,435-6.

Is credibly informed that oral schools select their pupils, 13,438.

Those taught orally after leaving school mingle freely with those taught in manual schools, and converse almost entirely by signs, supplemented by manual alphabet, 13,442-3.

Has no doubt but that in oral teaching the use of signs is of great assistance, 13,503.

Mr. W. S. BESSANT.

Oral system should be taught whenever pupil is capable of learning it, 14,735-6, 14,853-4.

All children could not be taught oral system, 14,837, 14,857.

For teaching pure oral system a child should be resident in an institution, 14,851.

Thinks it undesirable to attempt to teach any child in oral system who enters the school at age of 10, and who is not capable of learning it, 14,896-7, 14,929-30.

It is not his experience that the successful cases oral teachers bring forward are semi-mutes, 14,900.

Probably the most successful at his school have been semi-mutes; has also successful congenital mutes, 14,901.

When brought forward for examination time would not permit to give details as to condition of each child, 14,902-4.

## ORAL SYSTEM—cont.

The orally taught are allowed to converse on sign and manual method out of school, 14,905.

The majority of those born deaf can be instructed orally, 14,909, 14,911-2.

When a child is taught orally he prefers that method to signs, 14,915.

Mr. F. B. ILLINGWORTH.

In his school has one oral class in same room as manual pupils are being taught in, 14,986.

Thinks it works well, but it is desirable to have separate class rooms for each oral class, 14,987.

Oral method has been in operation seven years at the school; some of the pupils are as good as any he has seen, 14,989-90.

It is against the rules to use the finger alphabet when children are being taught orally; it is very seldom done, 15,024-5.

The orally taught are not separated out of school from the sign taught, 15,026.

They communicate with each other out of school by signs and the manual alphabet; they sometimes speak to each other, 15,027-8.

Mr. E. A. ILLINGWORTH.

Thinks those taught orally should learn the manual alphabet before going out into the world, but it should not be used in the course of school instruction, 15,056-7, 15,194-9, 15,244.

Thinks 80 per cent. of those born deaf could be taught lip-reading, 15,193.

It is a great disadvantage to mix the orally taught children with those taught on the sign and manual system, 15,206-7.

Instruction in oral system is damaged at his school by not having the means of isolating the children, 15,207-9.

Natural signs are employed in initiating instruction in the oral system; describes method adopted, 15,216-24, 15,237-9.

Does not think the pure oral system can be taught with advantage in board schools; gives reasons, 15,123.

Mr. A. LARGE.

Has not found difficulty in teaching children to speak who enter the hospital at age of eight, 15,258.

Oral system should be taught to semi-mutes and semi-deaf in preference to any other system, 15,306, 15,395.

They should therefore be kept separate from the deaf to prevent them relapsing into making signs, 15,307.

Describes plan adopted with regard to oral teaching in the school, 15,310.

The pure oral system takes a longer time to learn than the finger alphabet, 15,315.

Does not altogether endorse the opinion of the inspector of his school as to the results of the oral teaching, 15,350.

Children can be taught articulation best by being isolated, but can all be taught to some extent under any system, 15,374.

Has always taught to a certain extent articulation and lip-reading; the system of oral teaching is the old system which has been going on for years, 15,384-8.

His oral pupils speak generally by spelling and signs, 15,389-91.

If children were taught to use vocal organs earlier than seven or eight they would have a better chance of acquiring articulation, 15,407.

Mr. J. THOMSON.

Partially deaf mutes should be kept apart from others and taught on the oral system; they pick up oral system quicker than the absolutely deaf, 15,501.

Would limit number in a class on oral system to 15, 15,502-3.

Holds that institutions can do more in the way of oral teaching than school boards unless they provide trained men and had more time at their command, 15,509.

Does not think it desirable to teach finger alphabet to those orally taught, 15,514, 15,220.

The orally taught are not separated from those who use the finger alphabet during play hours, 15,515-6.

## ORAL SYSTEM—cont.

Cannot hinder them from learning the finger alphabet, and they come to the school in possession of the signs, 15,517-8, 15,520.

Under proper conditions thinks it is possible to teach children language as well orally in same space of time as on the combined system, 15,535.

Mr. J. HENDERSON.

Should say that if a deaf child is capable of being taught by pure oral system he had better be isolated, 15,744.

Thinks the oral system in its purest form cannot be taught without signs, 15,746-7.

Those taught in London are the only ones he knows taught on the pure oral system, 15,754.

When he first went to Donaldson's Hospital an attempt to teach by the oral method was made, but was abandoned, 15,758.

There were children there whose speaking powers might have been retained and improved, 15,759-61.

Knows children who lost their speech there; it disappeared gradually in three or four years, 15,762-3.

Mr. W. SLEIGHT.

When he first went to Brighton articulation was taught to children who had some remains of speech, but as regards the school generally it was not thought of, 17,054.

Some deaf and dumb seem to have predisposition to speak, in exceptional case have learnt sentences from their parents; in such cases he would attempt to continue the training, 17,059-61.

The want of money to supply qualified teachers has prevented the children being taught in that way as much as he would have liked, 17,062-3, 17,211.

When those who are not deaf mutes begin to learn words they remember what they spoke before they lost their voice, 17,066.

Does not think parents would allow children to remain long enough, or would undertake the expense necessary to teach the oral system, 17,121-2.

There is the same difficulty as to a limited vocabulary under the oral as under the manual system, 17,141.

Unless the voice is cultivated fully not much good is done, and if it is gone into thoroughly all the time is taken up with that alone, 17,154-6.

A child going to be orally taught should be practised with regard to its vocal organs as early as possible, 17,160.

If the school had sufficient means he would have pure oral classes, so far as the system could be carried out, where the sign and manual system was taught, 17,212-3.

Those pupils who have remains of speech are put into a separate class, 17,217-8.

Mr. E. TOWNSEND.

Those who show power of speech in his school are practised in it, 17,281.

The children are classified according to their ability of speech, though none are taught exclusively by oral system, 17,282.

The English language presents much greater difficulties than the German or Italian languages, 17,286-8.

Lip-reading is educated guess work, especially in English; illustrates this with several words pronounced nearly alike, 17,289-97.

Thinks the deaf and dumb can be taught to speak distinctly without any preparatory exercise of the lungs or larynx, 17,300-3.

Describes the difficulty he has had in teaching the lip system at Birmingham, 17,324-9.

Sees no reason for isolating those who have lost their hearing after they have acquired speech, but would bring them among deaf mutes, 17,377.

In teaching the pure oral system it is desirable to isolate the deaf from others, 17,378.

DEAN H. H. DICKINSON.

The present master of the Claremont Institution has transferred all the children to the oral system, some not very successfully, who were taught on the sign system, 17,631, 17,741.

## ORAL SYSTEM—cont.

Those brought up on the sign and manual system use signs in the playground, but they are discouraged; it exists in most schools, 17,632-4.

Thinks only those should be handed over to the oral system who show capacity to acquire it, 17,742.

Does not find the oral system more expensive than the sign, 17,755.

There are from 10 to 15 in a class under the oral system in the institution, 17,756.

Parents were not consulted when the change was made, and have expressed no opinion; it has not been long enough in use, 17,757-9.

The system has not proved so successful as he anticipated; compares the school with Mr. Schönheil's, 17,759-61.

States the reasons which led to the adoption of the oral system, 17,781.

SIR HENRY ISAACS.

Those taught on the oral system should be allowed to go home every day and mix with the hearing, but in school should be isolated, 18,665, 18,720, 18,671.

Mr. A. H. BATHER.

Those who have some speech should be taught on the oral system, as well as the more intelligent, 19,044-5.

Mr. H. E. CROFTS.

Describes his method of beginning instruction on the oral system, 20,099.

Thinks it quite impossible to give good oral instruction in a combined institution, 20,203.

For orally taught children to mix with children taught on the manual system, or to attend religious services on the sign and manual system would be destructive to the effect of oral teaching, 20,204.

A teacher on the oral system is bound to sign a little, 20,297.

THE RIGHT HON. J. CHAMBERLAIN.

Does not think it a desirable thing to isolate the children; they will find it necessary to learn the manual method after their school life, 20,584-6.

Mentions instance of a deaf mute who had been taught to speak whom he met in America, 20,590-1.

Did not see that the teaching the sign and manual system *pari passu* with the oral was any detriment to progress in the latter, 20,595.

If the sole object is to teach children the oral method, has no doubt it would be more rapidly and better attained by confining the instruction to that system, 20,623.

Thinks he could learn lip-reading, just as he learnt French in an English school, 20,624.

In teaching the pure oral system to a deaf person he is given a certain advantage, but the corresponding loss would more than compensate for the advantage, 20,625.

He only gives his opinion from what he has seen in the one institution at Washington, 20,626-7.

He was told it was impossible to teach a large class orally, 20,633.

Mr. A. GRAHAM BELL.

Hands in tabular statement showing the amount of teaching of articulation in the United States, 21,376-81, 21,496-8, 21,806.

Thinks 68 per cent. of the deaf and dumb in America could be taught articulation, but could not be taught to read from the mouth, 21,377, 21,382.

Those who become deaf in early childhood retain remnants of speech when admitted to school, and should not be classed with those who became deaf in infancy, 21,489-90.

The speech of those who become deaf in late childhood is easily preserved and retained, and they speedily acquire the power of speech-reading by eye, 21,490.

Articulation teachers have a smaller number of pupils than sign teachers; thinks 10 is the limit that can be satisfactorily handled, 21,494-6.

The introduction of the oral system in England than in Germany and Italy, since the pronunciation and spelling do not agree, 21,560-2, 21,959-61.

Finger language interferes with speech-reading; the two should not be mixed together, 21,570, 21,668.

ORAL SYSTEM—*cont.*

The difficulties in the way of the oral method lie in speech-reading; thinks everybody can learn to speak, and every one who knows the English language can learn to understand it from the mouth, 21,575-6.

Describes the method that should be adopted in teaching children to speak, 21,576, 21,670-2, 21,888.

Lip-reading should be begun from the earliest stage, but should not be relied on as a means of communication, 21,577.

Speech must be taught when young, 21,578-9, 21,669, 21,725, 21,818.

Compares the value of the oral method with the sign and manual method, 21,579.

The value of the oral method must be based on the knowledge of written language possessed by the children, 21,579-80.

Articulation should not be abandoned by teachers because it is imperfect; it is valued in the homes of the children, 21,581.

In the case of children who have natural speech and a knowledge of language, the pure oral system should be adopted, 21,568, 21,668, 21,675.

States his views as to the three methods of instruction, the oral, manual, and sign methods, 21,570, 21,826.

Every congenitally deaf child should be taught to use his vocal organs simultaneously with his instruction by writing and the manual alphabet, 21,570-2.

Pupils should be encouraged to use speech, while the teacher in the earlier stages should rely upon written language, 21,572, 21,705, 21,718.

Has known speaking children who have become deaf gone into sign institutions and come out deaf mutes, that is, they were shy in using their speech, 21,582.

Articulation should be taught as a matter of course in every institution; at present the majority of children have no opportunity of acquiring the art, 21,583, 21,596-7, 21,705.

Those taught the finger language may be allowed to communicate with the orally taught out of school hours, but not in the schoolroom, 21,584, 21,668, 21,675.

Those taught by the manual alphabet may be passed up to the oral department when they have a knowledge of speech, 21,585, 21,675.

Ordinary speech at the ordinary rate of utterance is more clearly intelligible than slow and laboured articulation, 21,585.

The conditions in institutions are not favourable to the oral system, but day schools give a stimulus to the acquisition of speech, 21,585.

Explains the system of "Line-writing" and "World English," 21,910-2, 21,963-6.

Thinks that some such system is essential in the instruction of the congenitally deaf in obtaining perfect speech, 21,633.

The principal of the Pennsylvania Institution from experiments has decided in favour of giving oral instruction separately, 21,660-4.

Is of opinion that it is advisable for the congenitally deaf who are being orally taught to use the written form of language constantly, 21,665, 21,667, 21,669.

The admixture of the orally taught and the sign taught out of the schoolroom is harmful to the former, but he would not express the same view where the manual alphabet was used to the exclusion of signs, 21,666, 21,675, 21,720.

According to his experience if a pupil is taught to rely upon the mouth for communication before language is acquired, it interferes with the acquisition of language, 21,709.

The manual alphabet therefore in the earlier stages is of great advantage, 21,710-1.

## THE REV. CHARLES MANSFIELD OWEN, M.A.

Is honorary chaplain and secretary to the Winchester Diocesan Mission to the Deaf and Dumb, 8104.

Is conversant with both oral and sign systems, 8108.

## PAROCHIAL BOARDS. See under GUARDIANS, BOARDS OR.

## MISS EMILY MARGARET PATTISON.

Has been senior teacher at Winchester Street Board School, Pentonville class, for three years and a half, 8774-5.

Was a student at Ealing College, and holds certificate, 8777-8, 8845, 8848-9.

Was able to teach on oral system after one year's training, 8847, 8894-5.

## PENSIONS.

## DR. DAVID BUXTON.

Believes Christ's Hospital or some of the City Companies are trustees for certain limited funds for deaf and dumb, 9358.

Compared with those for the blind the pension funds for deaf are very small, 9359.

Thinks it would be very desirable to increase pension funds, 9360-3.

## MR. W. T. HILLYER.

Have no inmates of institution with annuities from a trust for deaf and dumb, is not aware of any such trust existing, 9893, 9926.

## MR. MURRAY.

Cordwainers Company gives pensions, and the charitable and provident, 10,072-8.

Charitable and Provident gives 50% in pensions; Cordwainer's Company's pensions are 5% and recipient must supplement it by 20%, 10,102-3.

## PHYSICAL CONDITION OF DEAF.

## DR. E. M. GALLAUDET.

Physical condition of deaf a little lower than that of ordinary children; but generally it is good except where deafness follows disease.

## MR. J. HENDERSON.

A good many deaf are afflicted with chest complaints and scrofula, especially amongst children, 15,726.

## MR. W. SLEIGHT.

In some cases there should be a more careful medical inspection at institutions, but if an operation is to be performed it is for the parents to undertake it, 17,137-8.

## MR. E. TOWNSEND.

Many of his pupils suffer from defective eyesight, 17,369-70.

The chief disease deaf and dumb suffer from is retinitis pigmentosa; it is incurable, 17,371-2.

## REV. W. STAINER.

Considers the deaf to be an exceptionally weakly class, 20,837-8.

## MR. W. SLEIGHT.

Does not approve of children being kept in a playground; describes the arrangements at his school or physical exercise, 17,097-8.

Physical training is most important; is in favour of having gymnasiums supplemented by athletic exercises, 17,171-4.

His pupils are taught to swim; are not timid in the water, 17,183-5.

## MR. F. B. ILLINGWORTH.

Would advocate that gymnasiums should be attached to schools, 15,004-5.

## MR. J. THOMSON.

Gymnastics are of great importance, 15,461.

## MR. A. GRAHAM BELL.

Sees no reason why the physical training at day schools should not be as good as that at institutions, 21,727, 21,780.

Describes the gymnastic exercises in the Horace Mann School, at Boston, 21,780.

## MR. SAMUEL POTTS.

Is a bootmaker by trade, 18,764.

Has a deaf and dumb daughter, 18,765-6.

She was educated on the oral system at Mr. Van Praagh's school, 18,767-8.

Began her education at eight years old, and was there eight or ten years, with many breaks on account of illness, 18,769, 18,771-3.

She is well able to converse, 18,776-7.

## RELIGIOUS INSTRUCTION AND SERVICES.

## REV. W. STAINER.

It would be very difficult to have special services conducted orally for orally taught; would recommend parents and relations to take orally taught to their own places of worship, 6642.

Is not prepared to make exception even in religious instruction to the rule of not bringing deaf and dumb adults together, 6645.

Would not abolish manual services, but would let them die out as oral system develops, 6646.

## MR. W. VAN PRAAGH.

Children are taken into his school irrespective of religious creed, and no dogmatical instruction is given, 7315-6.

Great care is taken to board out the children in family professing same religion, 7317.

Sunday class has been formed by lady teacher, 7317.

Has always found that children can be trained by their clergyman at home, or in ordinary class as easily as the hearing, 7318.

Gives instance of method of conducting religious instruction at any asylum abroad, 7321.

Pure oral system is better for religious instruction than sign system, 7321.

Hopes that there will be Sunday classes throughout London and provinces for the deaf, 7322.

Describes method of conducting religious service on oral system, 7347-8.

Outside the school every encouragement is given to clergymen to instruct children, but they are not allowed to teach in school, 7369.

If deaf child is placed in favourable position in church he will carry away greater knowledge under German system than from any signs; describes his experience of this, 7797-8.

## MISS HULL.

Far higher religious instruction can be given by oral system, 7897.

## MR. H. W. WHITE.

With regard to religious training, describes advantages an oral-taught child has over one sign-taught, 8084.

## REV. C. M. OWEN.

It is necessary to make religious instruction as simple as possible, but there are no ideas of practical character which he cannot convey intelligibly to the deaf by sign and manual system, 8152, 8156.

Those who have learned oral system in order to get benefit of religious ministrations have to learn sign and manual system, 8152-6.

It is practically impossible to give religious instruction except by sign and manual system to a large number, 8158-61.

Mentions case of oral teacher who stated that as a director of education he must not consider the religious aspect, and that after leaving school children must pick religious instruction on system by which it was best conveyed, 8289-90.

With the sign system a room full of children can be given religious instruction, with oral system only those in proximity to teacher, 8291-9.

Service at St. Saviour's is open to all London; all instruction is on sign and manual system, 8294.

## DR. E. S. THOMPSON.

As contact with outer world may be obtained rather more quickly by sign system, it might be possible to give by this means some kind of religious instruction to child who it is known is going to die in a year, 8342.

RELIGIOUS INSTRUCTION AND SERVICES—*cont.*

One great advantage of oral system is that it places person taught in same position as regards religious training as another, 8345.

Those taught orally can receive visits of ordinary clergymen; those sign-taught can only receive those specially taught, 8346.

## REV. C. RHIND.

Services at his church are entirely on sign system; in May, June, July, church is open to public; there are special preachers for those services; he communicates silently to the deaf what the preacher says, 8428.

Confirmation and Bible classes are held, 8428, 8546.

Thinks religious instruction can best be given by sign system, 8435.

A religious lesson could not be given by signs at the beginning to the deaf; they must have some knowledge of language first, 8443-4, 8510.

Relates story with reference to statement that without education the deaf have no idea of existence of a Supreme Being, 8443-4.

Describes method of teaching religion, 8444.

In church he could not use the alphabet without the signs; the signs rivet their attention, 8446.

Several deaf and dumb come to his church who have been taught on oral system, but have learnt the signs after, 8447.

Could not teach such a large congregation on oral system as on sign system, 8448.

There are some deaf who come to his church who cannot understand all the signs, all do not use same system, 8511, 8518.

Thinks all hearing people before being educated have an idea of a Supreme Being; never heard of uneducated deaf and dumb person who had, 8531-2.

Average number who attend his church is 39 in the morning, and 67 in the evening; all in any part of church can understand what he says, 8547-9, 8551, 8565-6.

If speaking orally some would not be near enough to understand, 8550.

Those who attend his church vary in age from 18 to 70; none are pupils in institutions; their education in sign system is perfected before they come to church, 8562-4.

Orally-taught deaf do not want special church, some go to his church having learnt manual alphabet for purpose of benefiting by his services, 8568-71.

## DR. E. S. THOMPSON.

Person well established in oral system can understand ordinary preacher within a reasonable distance, 8347.

## MRS. DANCY.

Thinks orally-taught children go with their parents to ordinary churches, 8748-50.

## MR. J. BARBER.

Does not think it desirable that religious instruction by signs should be kept up if deaf children are taught by oral system, 8968.

Orally-taught children could not follow sermon in ordinary church; thinks they might be collected in a certain place and addressed in a manner they could understand, 8969-70, 8975, 9004.

His children would not be able to understand the preacher at the church in Oxford Street, 8974, 9008, 9058-9.

In a suitable building a preacher could make himself intelligible on the oral system to the same number of people as attend the church in Oxford Street, 8976, 9064, 9066-7.

The attendants at St. Saviour's church understood the chaplain's sermons, but he thinks perhaps all would not follow his interpretation of what special preachers said, 9001-2.

Does not think the orally-taught can follow face of a preacher quicker than the sign-taught, 9003.

In a church like St. Saviour's thinks the sign system is the best to use, 9005.

Gives his pupils religious instruction himself; they go to the ordinary church and follow the written service, but do not know exactly what is said by preacher or reader, 9060-3.



RELIGIOUS INSTRUCTION AND SERVICES—  
*cont.*

DR. DAVID BUXTON.

The reason the orally-taught attend the services at St. Saviour's conducted on the sign system is owing to the clannishness of the deaf and dumb, 9241.

All those educated on sign system must be ministered to on sign system, 9242.

Oral system if carried out will make such services unnecessary, 9244.

Services for the orally-taught must be given by qualified persons and in suitable rooms, 9246-7.

Knows of a Sunday school class in which worship is conducted by member of the Fitzroy Square Institution, 9248.

Describes the adult society for the deaf in Liverpool, 9249-50.

It is not his experience that sermons at St. Saviour's are given in order of the English language; knows it is their rules, 9311-2.

In case of deaf dumb and blind person, Dr. Howe thought oral system could be used, 9268, 9313.

MRS. HUTH.

Religious teaching is given in the rooms provided by association for the deaf, 9664, 9673-5.

Services are performed by layman who preaches through signs, and makes a certain impression, 9665-6.

MR. MURRAY.

Describes religious instruction given at his institution, 10,009-15.

DR. E. M. GALLAUDET.

Describes method adopted in America for conducting religious instruction of deaf and dumb, 13,350-4, 13,407-9.

Does not think hearts of a congregation could be as deeply touched by oral as by manual system, 13,465.

MR. W. S. BESSANT.

Religious services could be adapted to the altered conditions of teaching, 14,697.

Bible classes should be established and religious instruction given in that way, 14,698.

Finds no difficulty in conveying religious instruction on the oral system, 14,783.

Those orally instructed find great difficulty in following a sermon, 14,785-6.

Has interpreted sermons at ordinary religious services to deaf and dumb with fairly satisfactory results, 14,866.

At his school children recite prayers orally *en masse*, but receive religious instruction class by class, 14,918.

Religious instruction is given to children in their third year, 14,919.

Was not aware that Dr. Hartmann says that in Germany institutions do not commence religious teaching till the fourth year, 14,920.

Thinks it is possible to give elementary religious teaching in the third year, 14,921.

Gives particulars as to religious services for his children, 14,946-50.

MR. E. A. ILLINGWORTH.

His children attend the ordinary church, and the teacher gives them the address by spelling it, 15,159-60, 15,201-2.

Does not think that children, as a body, will ever be able to take a sermon or lecture from a speaker's lips, 15,161.

The pupils should be in a semi-circle round the preacher, and there must be a good light; the position of ordinary pulpits will not allow of that, 15,163-4.

In church the children use Canon Venables' numbered prayer-book, which is found to be very beneficial, 15,203-4, 15,236.

MR. A. LARGE.

All the religious instruction and services for the deaf and dumb at the hospital devolve upon him; he conducts the services by spelling and signing, 15,356-60.

RELIGIOUS INSTRUCTION AND SERVICES—  
*cont.*

MR. J. THOMSON.

Services in his institution are conducted by sign and manual system; thinks there is no other way of conducting them, 15,525-7.

MR. J. HENDERSON.

The mission has Sabbath services and prayer meetings; the services are entirely on the sign and finger system, 15,658-9, 15,713.

Does not anticipate that the time will ever come when the services will be conducted orally; mentions illustration in proof of this, 15,714-5.

MR. W. SLEIGHT.

Gives details as to the religious services provided at this school, 17,110-3.

MR. E. TOWNSEND.

Does not think religious services on the oral system are practicable, 17,414-5, 17,430-2.

DR. H. H. DICKENSON.

Religious instruction in Claremont Institution is given by the teachers, and the clergyman of the parish gives particulars, 17,649, 17,743-4.

When the Roman Catholics attended there was no conscience clause; the institution was entirely denominational, 17,650-2.

Is strongly in favour of the undenominational system, but boarding schools must be conducted on the family system, 17,652, 17,726.

The conscience clause ought to be maintained for all day scholars, 17,653-4.

Could not fill up vacancies in his institution with Roman Catholic children; the priests would object, 17,724-6.

The sermons at the church are not interpreted to the children; is afraid they do not gather much knowledge of it, 17,744-6.

Considers the religious instruction at the institution as satisfactory as before the oral system was introduced, 17,747.

Adult deaf and dumb in Dublin attend a service on the sign system, 17,749-51.

MR. A. WELSH.

States arrangements made in his district for religious services, 17,857-9, 17,923-6.

All the deaf and dumb children attend the services on the sign system, 17,872-3.

MR. J. W. NORTH.

States arrangements made by the society for conducting religious meetings, 17,975, 18,058.

Conducts services in the sign and manual system, and to the uneducated deaf in the signs only, 18,006, 18,059.

Has not any doubt but that his services are understood, 18,091-3.

MR. H. BROOM.

Is of opinion it would be impossible to conduct a service orally that could be understood by a congregation of deaf mutes, 18,209-14.

MR. A. H. BATHER.

Goes to church with his family and reads a sermon during the preaching, 19,049.

Knows many who like the services at St. Saviour's, and who receive instruction on the sign and manual system who could not on the oral teaching, 19,049-50.

Describes the method of conducting the services at St. Saviour's, 19,072-3.

Is told that children taught in the board schools attend the services, 19,075.

His association offered the use of St. Saviour's to those who conducted services for the orally taught, but it was not accepted, 19,074.

RELIGIOUS INSTRUCTION AND SERVICES—  
*cont.*

MR. H. E. CROFTS.

The children from his institution are occasionally taken to church, and sit in the middle of the church, but do not understand the minister, 20,220-4.

They would understand a sermon as well as other children if the language was what they could understand, 20,228.

It would require somebody specially versed in the sign and manual system to give a particular service to the deaf, 20,266.

A deaf person orally taught would have more opportunity of attending service than a person taught on the sign and manual system, 20,269, 20,277.

In ordinary preaching the mouth is not always visible to the congregation, 20,263-5.

In the case of those whose instruction is finished, it might be quite possible for friends to speak the service without voice to the deaf and dumb, 20,271-6.

The special services for deaf mutes are very much fewer than ordinary services, 20,278-9.

A minister who understands the deaf could give religious instruction on the pure oral system, 22,280.

MR. A. GRAHAM BELL.

Cites prominent instance of institution giving religious instruction by the oral system, 21,988-9.

REV. CHARLES RHIND.

Is senior chaplain of the Royal Association in Aid of the Deaf and Dumb in Oxford Street, 8421.

Has only lately been ordained, 8482.

In his district has 300 names on his list to visit, 8485.

Experience is confined to London and other parts of United Kingdom, 8506.

MR. S. SCHÖNTHÉLL.

Has been director of the Jews Deaf and Dumb Home since 1872, 7470-1.

His salary is 200l. a year and everything found, 7481.

He went through Real-Schule in Germany, and then entered training school for teachers, and qualified as ordinary teacher; and went through instruction in teaching deaf and dumb, blind, and idiots, 7493.

Was appointed assistant teacher at Deaf and Dumb Institution at Vienna, and then took present post in London, 7494.

## SCIENCE AND ART DEPARTMENT.

MAJOR-GENERAL DONNELLY.

States how the grants of the Department are regulated, 20,004.

The list furnished to the Commission shows that deaf and dumb schools do better than ordinary schools, as far as passing the standard goes, and not so well in reaching the prize standard, 20,006-8.

The return deals with all classes in the United Kingdom, 20,010-1.

The Department have no power to make grants *quâ* carving, but modelling comes under the purview of the grants, 20,013.

Mentions cases of deaf mutes who are good modellers and wood carvers, 20,013-6.

It is a condition of the school that none are taken as free students unless they have passed through a certain amount of drawing, 20,017.

Deaf and dumb students come up for examination, payment on results being made in the same way as in the case of other students, 20,019.

SCIENCE AND ART DEPARTMENT—  
*cont.*

No technical training is given to the blind under the Department, 20,018.

Is not aware of any case of a blind student doing modelling, 20,019.

Application that blind persons may be examined with the help of an amanuensis is refused, but not when the examination is carried out by means of writing on a frame, 20,020.

Reads report of the examination of a student, showing the difficulties of the case, 20,200-1.

States what the term "technical instruction" is supposed to include, 20,026-7.

The Department gives grants in various branches of science, but not in the teaching of trades or industries themselves, 20,027.

The Scotch Education Bill gives localities power to apply rates for technical instruction in subjects approved by the Science and Art Department, 20,027-30.

If the Government thought the deaf and dumb institutions had a right to be treated exceptionally, he thinks a grant might be given in aid of technical instruction, 20,031.

Grants depend on the individual passes in schools; this would not be applicable in deaf and dumb and blind schools, 20,032-4.

There would be no difficulty in putting these children in higher schools for technical instruction, but there is a difficulty in their being able to take advantage of it, 20,036-7.

If an institution like the Normal College was prepared to submit work on the same footing as an ordinary school there is no reason why it should not get grants, 20,038.

Does not remember such an application having been made, 20,039-40.

Was not aware that the blind were examined for their degrees at the universities; describes the difficulties that would arise in examining the blind in the Science and Art Department examination, 20,041.

Some arrangement might be made to employ an amanuensis, 20,042-6.

Reads memorial from the Yorkshire Institution to the Department, asking that pupils might be allowed to go on to the second grade without passing in elementary geometry, 20,050.

Does not remember any deaf and dumb institutions applying for examination in science subjects, but individuals have come up for examination, 20,051-2.

Local authorities in Scotland are empowered to apply the rates for giving instruction in any technical subject approved by the Education Department, 20,054-5.

Any subject in which the Science and Art Department makes a grant is a subject of technical instruction, 20,053-6.

The list of subjects on which grants may be earned has not been extended under the Scotch Act, 20,059-61.

The deaf and dumb are admitted as freely into the School of Art for Wood-carving as other students, 20,062.

They are either in day schools or in night schools for adults, after they have left the elementary school, 20,063-4.

The fact that those in the first grade do not well in the prize stage may be attributable to their having a much shorter time than other children; but he does not think it has much to do with it, 20,065.

There is no departmental rule against the Irish schools being examined, 20,066-7.

## SEMI-MUTES.

MR. A. WELSH.

Has several semi-mutes in his district who can speak but cannot hear, having lost their hearing by accident or disease, 17,812-4.

It is very important that their language should be maintained, and they should be taught orally, 17,827-8.

MR. J. W. NORTH.

Meets with semi-mutes occasionally; mentions case of a girl who lost her hearing at one year old, who is able to speak almost naturally, but has not been taught lip-reading, 18,007-13, 18,094.

## SEMI-MUTES—cont.

In her case lip-reading might have been very valuable, but he has not met many who could read the lips with advantage, 18,014-6.

Will obtain information with regard to cases of those persons who know the sound of letters without having heard them, 18,095-8.

Mr. H. BROOM.

The majority of semi-mutes have not sufficient language to enable them to mix freely with other people; the partially educated have recourse to signs, and the well educated write, 18,155-9, 18,193.

Mr. B. G. DAVIS.

Semi-mutes should not be allowed to lose what speech they have, and it is with them the oral system should be tried, 18,346-8.

## SIGN AND MANUAL SYSTEM.

REV. C. M. OWEN.

There is no institution in London where sign system is exclusively adopted. St. Saviour's, Oxford Street, is entirely religious centre for service and lectures on sign system, 8111, 8293-4.

In large majority of provincial institutions education is conducted on sign system; some have classes in which combined system is taught, 8112-3.

Is in favour of sign system for deaf mutes, and of combined system for those who have once heard language, 8114-5.

Has never seen case of deaf mute who could speak and lip-read satisfactorily; cites a case, 8116, 8128-31, 8238, 8295-8.

Has not same familiarity with oral schools as with others, but has examined orally-taught certified deaf-mutes, 8110, 8258.

The sign system is much easier to learn than the oral, but cannot agree that it is better to begin with oral system and failing to learn it fall back on sign system; gives reason, 8125.

The system is uniform in character, but there is no uniform code of signs; a universal code is much wanted, 8132-4, 8260, 8305.

System as taught in England is understood in foreign countries to great extent, but alphabet in America is one-handed, 8135-7.

A child taught oral system for three years would know little compared to one taught same period on sign system, and would never make up time lost, 8138, 8142.

Would strongly contradict that children brought up on sign and manual system suffer from delicate chests, or breathe through their mouths, 8145-9.

Public are hoodwinked by oral system; hands in paper giving reasons for his preference for sign and manual system, 8164.

Objects to speech of oral system on account of its imperfection and disagreeable sounds, and the want of general brightness and knowledge, 8256.

Gives five reasons for preferring sign and manual system, 8257, 8289-91.

If taught orally and knew French he would be under disadvantage in France because oral system is not universally taught there, 8262-3.

Has not been amongst deaf and dumb in France, 8264.

The deaf prefer the sign system; those perfected in the system do not see the advantage of speech, 8279-81.

Thinks oral system is surrounded with so many "ifs" it is not desirable, 8282-3.

There are decided modifications of sign system in various institutions, 8304.

REV. C. RHIND.

Thinks advantage rests with the sign over the oral system; gives illustration to show this, 8436, 8504.

Has made himself understood in a foreign country by signs, 8437.

His experience is that signs help him to explain what he is teaching in writing or on the oral system, 8438.

Always finds the deaf prefer the signs; they merely regard speech as an adjunct to signs, 8439-40, 8572-3, 8557-90.

## SIGN AND MANUAL SYSTEM—cont.

Has found sign-taught people just as healthy as those orally taught, 8441-2.

Does not disapprove of oral system, but believes sign system can never be given up, 8448, 8537.

Thinks those brought up on sign system are more intelligent; cites case, 8452.

Children of weak intellect or malformation of vocal organs must be taught on sign system, 8488-9.

In full sign system there are different alphabets conventional signs, grammatical signs, and word signs according to different institutions, 8512-9, 8533.

Prefers to keep to natural signs and manual alphabet, 8520, 8553-4.

It would be great advantage if there was one general system of signs, 8534, 8536.

Did not know there was only one oral system, 8535.

Mentions case of deaf mute who learnt oral system after learning sign system, 8538-9.

It is exceptional case where one-handed alphabet is used in England, 8559.

DR. E. M. GALLAUDET.

In no schools in America is sign system used exclusively, 13,160-1.

Signs vary in different countries, and to great extent in different schools, has warned teachers 16 years ago that instructing in signs should be used as little as possible, because of their careless use of gestures, 13,167-70, 13,423.

As to what extent signs are valuable in instruction and life of the deaf he reads paragraph from hand-book of medical science prepared by him on the subject, 13,202.

For purposes of social intercourse and lecturing insists that language of signs is of too great value to take away, 13,205-6, 13,208, 13,406.

The mixture of sign and gesture language is quite necessary, 13,209-10.

One-handed alphabet is preferred in America, 13,274.

MR. A. GRAHAM BELL.

Special language among the deaf is not necessary at all, 21,560.

Classifies the signs used into four divisions, 21,560.

Admires the language of signs as a scientific study, but thinks it a mistake to use it in educating the deaf, 21,560.

The whole difficulty with teachers arises from their not clearly distinguishing between natural and symbolical signs, 21,560.

The only bond of union between a deaf child taught by the sign and manual method and the hearing world is communication in writing, 21,579.

The congenitally deaf who do not know language he is inclined to think should be taught first in a written form with signs, 21,568-9, 21,675.

States his views as to the three methods of instruction, the oral, sign, and manual methods, 21,570.

He would not exclude the manual alphabet or any crude signs that pupils could invent which would bring them into communication with the hearing children, 21,674.

Although hearing children learn the sign and manual system there is no temptation to them to make it the principal means of communication, 21,675.

Many, mistakenly he thinks, consider the sign language the mother tongue of the congenitally deaf, 21,812.

Oral teachers object to the use of "sign language;" there is no objection in any method of instruction to natural signs so long as they do not supersede language, 21,819-20.

Reads his reply to Dr. Gallaudet as to the sign language being the natural language of the deaf and dumb, 21,983.

The sign language is of no value whatever in promoting social intercourse with the hearing, 21,984.

The result of the special language causes the deaf to glory in the fact that they belong to a special race, 21,984-5.

MR. W. S. BESSANT.

Where a large number attend religious services the service is best conducted on the sign and manual system, 14,697.

Is afraid a certain per-centage of children will always require to be taught by the sign and manual system, 14,703-4, 14,916-7.

## SIGN AND MANUAL SYSTEM—cont.

Deaf children prefer to communicate manually in earlier stages, 14,839.

Thinks between deaf and deaf finger alphabet will always be more used than speech, 14,845, 14,852.

A sufficient number of orally taught children have not been sent out from schools to allow discussions to be carried on in any other way than by the finger alphabet; thinks the deaf prefer the spelling, 14,848-9.

Arbitrary signs are dying out and natural signs taking their place, 14,859.

MR. E. A. ILLINGWORTH.

In the playground the orally taught sign a great deal to one another, 15,133, 15,232.

The orally taught children learn the manual system from one another out of school, 15,240, 15,245.

At his institution those taught oral system amuse themselves out of school by teaching the silent taught children to speak, 15,247.

Prefers the one-handed to the two-handed alphabet; does not teach it because all the children when he went to the institution knew the two-handed, 15,249-50.

It takes a good while to learn to read it rapidly, 15,251.

MR. A. LARGE.

With deaf and dumb the key to their understandings is only by their own language, and that is the language of signs, 15,448.

MR. W. SLEIGHT.

The sign language is the language of the deaf and dumb, as the English language is our language, 17,083.

MR. E. TOWNSEND.

Is in favour of the manual system for the great mass of deaf and dumb, 17,418.

DEAN H. H. DICKINSON.

Thinks children are quite as capable of learning language grammatically by the sign as by the oral system, 17,782.

Very likely children prefer the sign and manual system, but he would not take it as a test; the system is easier and more natural to them, 17,790-1.

MR. J. W. NORTH.

In his opinion the sign system has never had a fair chance; explains his meaning, 17,999-18,000.

If language can be conveyed properly by the oral system, sees no reason why it should not by the sign system; illustrates this, 18,101, 18,118-20.

MR. H. E. CROFTS.

Does not advocate natural signs, 20,256-62.

In his opinion natural signs are made to mean different things by different speakers, 20,290-4.

Duration of Instruction.

REV. C. M. OWEN.

They ought to remain at school seven or eight years, to be made useful members of society, 8142.

REV. C. RHIND.

Five years is usual time allowed for teaching on sign system; it would be better if they remained longer, 8453, 8527.

When at Edinburgh he saw sign system was best on account of limited time children are at school, 8454.

DR. E. M. GALLAUDET.

It would take not less than seven years to educate a child on manual method entirely, and a year or two longer on the oral method, 13,437.

1 24970.

## SIGN AND MANUAL SYSTEM—cont.

MR. W. S. BESSANT.

Eight years at least should be given to instruction in sign system, 14,831.

MR. F. B. ILLINGWORTH.

If a child can only remain at school three or even four years would prefer to teach it the manual system, 15,033.

MR. J. W. NORTH.

The time devoted to the sign system is too short, 18,100-1.

Results.

REV. C. M. OWEN.

Thinks those orally taught get on worse in industrial occupations than those sign taught, 8121-2, 8126, 8128-31, 8138.

Those who have been taught on oral system and have in after-life to take up sign system are handicapped, 8123.

Oral system will never become general; deaf and dumb fall back on the sign and manual system when they leave school; has been told this by oral teacher, 8163.

Opinion is that results in sign and manual schools are much more satisfactory than those attained in orally-taught schools, 8174.

Those taught under sign and manual system are better able to write and to understand writing; they have greater knowledge of written languages, 8234-7.

DR. DAVID BUXTON.

Think sign-taught children while at school always think in signs, but often when they leave they use manual alphabet only, and then think in language, 9310.

DR. E. M. GALLAUDET.

In many schools for deaf, even after many years teaching, pupils are lacking in ability to use language idiomatically, but this is not found to be greater in manual than in oral schools, 13,158.

As to whether sign system leads to inaccurate knowledge of language depends on whether use of gestures by teachers was injudicious and undesirable, 13,162, 13,167.

MR. W. S. BESSANT.

Persons taught the sign and manual system would be able to understand a sermon preached on that system, 14,836.

Other people would not understand a person so taught, 14,887.

Sign-taught people when they go out into the world have to depend upon meeting persons who know the finger alphabet, 14,952.

MR. F. B. ILLINGWORTH.

Has introduced into the school his American one-handed alphabet; finds it answers well, 14,969-70.

It is as easy to learn as the two-handed alphabet, and is useful when a person has only one hand at liberty, 14,970-1.

The orally taught prefer conversing on the fingers; they feel more reliance on the sign and manual system, 15,000-2.

MR. E. A. ILLINGWORTH.

Knows cases in Edinburgh of those taught on the sign and manual system doing equally as those taught orally, 15,178.

MR. J. HENDERSON.

Has those orally taught attending his services, who are thankful they can understand the sign and finger system, 15,727.

They learn the sign and finger system from intercourse with the deaf and dumb; gives instance, 15,728-9.

Those who have learnt sign and finger system converse in that way, and those who have not learnt it write and use natural signs, 15,735-6.

Has found that those taught by the sign system have a greater amount of general knowledge than those orally taught, 15,750.

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## SIGN AND MANUAL SYSTEM—cont.

MR. W. SLEIGHT.

Believes the sign and manual system gives deaf and dumb greater power with the outer world after leaving school than uncertain articulation, 17,118.

In his opinion the sign and manual system is the best for the majority of deaf and dumb, but there are exceptional who may well be taught the oral system, 17,126.

Has never found those educated orally could communicate so freely with one another as the sign and manual taught; gives illustration, 17,126.

Gives instances to show that deaf and dumb never have any difficulty in getting on in the world by the sign and manual system, 17,127.

All teachers admit that intercourse by the sign language can be got up in a much shorter time than by oral system and develops the faculties quicker, 17,136, 17,152-3.

The sign and manual system gives a better knowledge of the English language than the oral system, 17,140.

It is not his experience that the deaf taught by the sign and manual method lose the language acquired when they leave school, but the very opposite, 17,148.

Has never found pupils so taught at any disadvantage with the orally taught, 17,150.

Two of his former pupils taught by the sign and manual system have become missionaries; thinks their evidence most important, 17,142-7, 17,151, 17,175-7.

DEAN H. H. DICKINSON.

Only those who have learnt the sign language can communicate with the deaf and dumb taught by that system, 17,779.

Difficulty has arisen in the sign taught obtaining places in workshops and with tradesmen, 17,780.

The sign-taught children are quite capable of making themselves understood in after-life by writing, 17,795.

MR. A. WELSH.

The sign taught are better able to communicate with him and their parents than the orally taught, 17,893.

The majority in his neighbourhood are educated by the sign and manual system. They have no difficulty in communicating with their employers, 17,933-5.

MR. J. W. NORTH.

Those taught by the sign and manual system as a rule have no difficulty in communicating with those who employ them, 18,063.

Does not think the range of conversation of deaf and dumb is limited by being taught on the sign and manual system, 18,114-7.

MR. H. BROOM.

There is inaccuracy of language among the sign taught, 18,160.

The sign and manually taught have a greater command of written language than the orally taught, 18,187.

MR. A. H. BATHER.

The sign and manual taught are easily understood by those who can read the fingers, and in other cases by writing, 19,057.

MR. H. E. CROFTS.

Two orally-taught children could not communicate with each other in the dark except by signs, 20,255.

THE RIGHT HON. J. CHAMBERLAIN.

A person who speaks by signs has a perfect communication with his intimate friends and relations, which is worth more than imperfect communication by the oral method with the outside world, 20,638-9.

Teaching of.

REV. C. RHIND.

In teaching a sentence the language in the ordinary order would not be understood; explains method, 8521-2. First thing to teach is writing and manual alphabet, 8525.

## SIGN AND MANUAL SYSTEM—cont.

Deaf do not think in signs, but of the actual thing, 8526.

Explains method of imparting signs and alphabetical systems by writing, 8574-80.

Writing is taught in same way as to other children, 8579-81.

MR. J. BARBER.

In teaching an ordinary English sentence a sign teacher would not give it to pupils in order of English language; this runs through whole course of teaching, 9012-3.

Pupil taught upon system by which ordinary order of English sentences was reversed would have greater difficulty in ranging his thoughts in ordinary English than upon system where the order was followed, 9016.

Gives instance of inverting ordinary English to the sign system, 9042-5.

Thinks that by this inversion a child receives ideas less grammatically than by oral system, 9046.

DR. DAVID BUXTON.

Shows manner in which an ordinary sentence would be given in signs, 9304-8.

MR. MURRAY.

Those children who come to institution for three years are taught on sign and manual system, 10,005.

Signs are used as little as possible; explains method adopted, 10,028-30.

Those who have some remembrance of language would communicate with outside world in writing, not by signs, 10,033-7.

DR. E. M. GALLAUDET.

Has known many instances of deaf children being transferred successfully from oral to manual method because they had failed, 13,311-3.

Would restrict the use of signs and have the manual alphabet used more freely, 13,314.

Pupils manually instructed without question gain greater development of mind and more knowledge, 13,342.

Finds in America large number of people understand manual alphabet, by which they prefer to converse with orally-taught deaf, 13,411-2.

If children not absolutely deaf were allowed to remain in manual schools a great wrong would be done them, 13,424.

Knowledge of written language can best be imparted by sign and manual system, and by writing, 13,426.

MR. W. S. BESSANT.

Should say from 20 to 25 per cent. of deaf children would be more usefully taught the sign than the oral system, 14,838, 14,910.

Is endeavouring to use the finger alphabet more in the sign department; children get a better knowledge of language by this means, 14,860-2.

At his school the teachers use natural signs with the younger children out of school, 14,906.

He himself never uses signs or spells to the orally taught, 14,907.

If children are a short time under instruction more will be achieved by the sign system, 14,951.

MR. E. A. ILLINGWORTH.

Really imbecile children cannot be taught by the sign and manual system; gives an instance, 15,109-12.

MR. A. LARGE.

It would be disadvantageous to have a uniform system of signs both as regards the children and the teaching staff, 15,291-3, 15,297, 15,302-3.

Teaches the children by the medium of signs to use language, 15,294, 15,314.

Children will all use signs in whatever way they are taught, 15,295-6, 15,312, 15,400-1.

Uses the two-handed alphabet; thinks the one-handed preferable, but it would be difficult to introduce into an existing institution, 15,298-302.

All are taught the manual alphabet in the school, 15,311-2.

## SIGN AND MANUAL SYSTEM—cont.

Natural signs are not taught but acquired, 15,362.

If children show a want of aptitude in from nine to 12 months they are taught entirely by the manual system, 15,373.

Knows of no school where signs are taught entirely without finger language, 15,438.

MR. J. HENDERSON.

During the time he taught at Donaldson's Hospital the children were taught entirely on sign and finger system, 15,758.

Their education was carefully attended to and excellent pupils were turned out, 15,764.

MR. W. SLEIGHT.

The system at his school is the sign and manual, but in exceptional cases articulation is taught, 17,066, 17,117.

Describes the steps taken to develop a deaf and dumb child's powers of observation by means of the sign language, 17,081.

All instruction is given in signs and spelt language by the fingers, 17,085-6.

Natural signs are taken as far as possible as the ground work, and the conventional signs work in; gives an instance of what he means by natural signs, 17,087.

MR. E. TOWNSEND.

The system in his school is mainly manual; those who show aptitude for speech are practised in it, 17,281, 17,417.

There is no disadvantage in children taught by the sign and manual method returning home at night, 17,337.

Those deficient in intellect he teaches entirely on the manual system, 17,382-6.

MR. A. WELSH.

The totally deaf should be taught by signs; from his experience the majority will never be able to communicate by word of mouth, 17,828-31, 17,835, 17,840.

MR. J. W. NORTH.

Signs have been used too much and spelling too little, 18,101.

The teachers of the sign system are very incompetent, 18,112.

MR. B. G. DAVIS.

The Birmingham School Board are of opinion that the main instruction of deaf and dumb must be on the sign system, 18,345.

MR. A. H. BATHER.

Those deaf who have no speech and are not intelligent enough for oral teaching should be taught by the manual system, 19,046.

States his experience of the sign and manual teaching system, 19,049.

MR. WILLIAM SLEIGHT.

Has been head master of the Deaf and Dumb Institution at Brighton for 45 years, 17,040.

Names the institutions which he has visited in other countries for seeing what was done for the education of deaf and dumb, 17,043-7.

Rev. W. STAINER.

Describes steps he first took for education of deaf and dumb in London in 1874, 6413-23.

Mentions some of the points under discussion at the New York Convention which he attended, 6507-8.

Is indebted to Mr. Ackers for his college training at Ealing, 6540.

Has been a teacher all his life of deaf and dumb in different institutions, 6541-3.

## STATE AID.

MR. RICHARD ELLIOTT.

The committee of the asylum do not wish for State aid, but his private opinion is that a grant should be made in the education estimates towards the instruction of the deaf and dumb, 6809-11.

MR. W. HOWORTH WARWICK.

His institution objects to Government interference, 7085-7, 7124-6.

The committee do not think it desirable to educate more than 320 children at the asylum, 7088-91.

Have no room to educate more than 320 even if State aid were forced upon them, 7092-6.

If State supervision was proposed it would have to be submitted to the subscribers for approval, 7122-3.

MR. W. VAN PRAAGH.

State-aid is required for proper furtherance of work of education of deaf and dumb, which includes not only instruction, but maintenance, and sufficient supply of teachers, 7262.

Teaching of deaf and dumb is very expensive; therefore there ought to be State aid, 7258.

Does not know whether Education Department would have power to grant sufficient money for each case to cover maintenance, as in case of industrial schools parents are reluctant to be classed as paupers, 7291.

Calls attention to necessity of State aid and to secure efficient instruction and more skilled teachers, 7876a.

Capitation fee for every child's instruction is required, and sufficient grants to training colleges to give persons of small means thorough training, 7876a.

Is anxious to urge necessity of payments of grant being made according to attendance and not by results, 7876a.

Many institutions at Manchester Conference were reluctant to accept State aid, fearing interference in their management, 7876a, 7878a, 7908a-10a.

Majority of societies, institutions, and schools would welcome State aid and State inspection with delight, 7911a.

In his opinion State, while giving aid to existing institutions teaching old pupils there at present on sign system, ought to recognise only the oral system for new pupils, 7912a-5a.

Is not afraid that children of less intelligence would be discarded out of the schools if the grant depended on results of examination, clever children are not always the credit to masters backward ones are, 7918a.

State should find out which is the best system, and then give its aid towards its development, 7919a-24a.

Basis of his appeal is that as Government provides education for the hearing it should provide it for the deaf, 7932a.

Capitation fee of 10l. he meant simply for education; there ought to be further grant for maintenance of all afflicted poor children, 7935-9.

MR. DE CASTRO.

Thinks his institution should receive State aid if other institutions do, 7399.

If they received Government aid doubts whether they would throw the school open; gives reasons, 7400.

If State aid were given to his schools, they would have no objection to Government inspector, 7448.

Before State is accepted it would be necessary to know what restriction would be put upon institution, 7464-7.

MR. SCHÖNTHAL.

It is gross injustice that State aid has not been given before towards education of deaf and dumb, 7502.

Thinks it would be asking too much of the State to provide for education and maintenance, but it is the duty of Government to provide education, 7533.

If Government attempted to interfere with religious instruction of institution committee would not agree to receive State aid, 7607.

MR. H. W. WHITE.

Is in favour of State grant of so much per head, 7966.

Would not be in favour of payment based entirely on results, 7967.

## STATE AID—cont.

If training colleges were subsidised by State more could be done for teachers under Government supervision, 7979.

A larger subsidy should be given than for colleges for ordinary teachers, 7980.  
State aid should be given for maintenance and education for all afflicted pauper classes, 8052-6.

REV. C. M. OWEN.

All institutions should receive State aid to enable them to get better teachers, 8168.

All systems should be supported by State aid by way of capitation grant, provided always fair amount of general results was attained, 8172-3.

Thinks parents should pay who can afford it, and that the State should subsidise institutions by capitation grants, 8269.

Thinks it highly desirable that the State should contribute towards training of teachers at special colleges, 8273-7.

REV. C. RHIND.

Training colleges for teachers of deaf should have State aid, 8478, 8490.

In giving State aid persons should not be received into training college unless they undertook to follow out instruction of the deaf, 8491-4.

MR. J. BARBER.

Is in favour of Government subsidy to training colleges, 8923.

The State ought to aid education of deaf by grants to existing institutions on the number of attendances, 8933-5, 9047.

If qualified inspectors were appointed thinks grant might be given to certain extent on results of examination, 9026-7.

It would be necessary for State to provide education and maintenance in institution if all children now uneducated were sent to school, 9048.

Thinks the same plan should be adopted by the State with regard to training teachers of the deaf and dumb as in the case of ordinary teachers at training colleges, 9082.

DR. DAVID BUXTON.

The State ought to recognise a certain liability for maintenance of deaf children in industrial institutions, 9213-4.

Thinks a capitation grant very necessary, approves resolution passed by Manchester School Board, 9270-2.

State aid should be given wherever good was being done, no matter what system was adopted, 9339, 9369.

Refers to report by three Government inspectors who are of opinion that State should give capitation grant of 10l. for deaf and dumb children, 9340-2, 9376-2.

Government help to training colleges for teachers of deaf should at least be equal to that given for the teachers of the hearing, 9301-2, 9346-7, 9378.

If State aid would enable competent persons to undergo training, he would let colleges that are training such people receive State aid irrespective of the status of the people, 9374-5.

If a person went to a college to avail himself of State aid in order to become a private teacher such person should be compelled to repay what had been given, 9375-7.

MRS. HUTH.

If Huddersfield board could get capitation grant of 10l. they would accept duty of educating the deaf, 9620.

MR. W. T. HILLIER.

State aid would be of great assistance in inducing parents to send their children to institutions, 9856-8.

Would claim State aid for all institutions aiming at relief of deaf and dumb in form of capitation grant, and system of inspection given to younger inmates, 9915-20.

MR. MURRAY.

State aid should be given for education of deaf in same way as for the hearing, 9988, 9992.

If sufficient aid were not given to institutions by the State it might cripple them by causing withdrawal of charitable support, 9988.

## STATE AID—cont.

DR. E. M. GALLAUDET.

Would deplore the coupling of State aid with any restriction as to the method of instruction, 13,309.

State aid in America does away almost entirely with annual subscriptions, but does not stand in the way of legacies and bequests, 13,366.

It is looked upon as right that the State should subsidise charitable institutions for deaf and dumb, 13,367.  
As to whether State should subsidise deaf to assist them in industrial pursuits would depend upon amount of industrial training he had received, 13,368.

MR. W. S. BESSANT.

Has seen the report of Mr. Oakeley with regard to giving school boards the power to send deaf and dumb to institutions on payment of 10l. yearly; thinks a maintenance grant in addition would be required, 14,649-50.

Such grant should come through the Local Government Board in preference to the guardians, 14,651.

Grants to institutions for the maintenance and education of deaf and dumb should come through the Education Department, 14,652, 14,675.

A grant should be given to institutions unwilling to receive educational inspection; states grounds on which he urges this, 14,669.

Many schools refused to take part in the Manchester conference in favour of State aid because they objected to be brought under inspection, 14,676.

Most schools object to State aid on the ground of having to fall in with some prescribed method of teaching distasteful to them, and from the feeling that benevolent institutions would undergo a change, 14,677.

Thinks Government grant would have effect of diminishing private benevolence, 14,678, 14,766-7.

His idea is that State aid should be merely a maintenance grant, and that those schools not accepting Government inspection should receive only 15l. per head for the children given under a compulsory Act, 14,679, 14,760-2.

Those schools under inspection should receive the full 20l. per head, which would meet all necessary demands, 14,680, 14,773.

Would prefer that the grant should come through any other source than the boards of guardians, 14,756-9, 14,778-81.

Is in favour of education grant with education inspection, 14,762-3.

Thinks reports of committees would be an assurance that the work was being carried on satisfactorily, 14,765.

MR. E. A. ILLINGWORTH.

Does not think payment by result advisable for the deaf and dumb, 15,072.

Is in favour of a grant per head for general proficiency; thinks it should be three or four times the amount of the ordinary capitation grant, 15,073-7, 15,168, 15,175.

Institutions would be much better with a grant for maintenance as well as education, 15,078.

MR. G. CRICHTON.

Any grant given for education of deaf and dumb should be in the same proportion to the total cost as in the case of ordinary education, 15,541-2.

Thinks 5l. grant would be sufficient, 15,547.

THE RIGHT HON. J. CHAMBERLAIN.

It is a national duty that the State should take action with regard to the deaf and dumb, 20,575.

Thinks they should be dealt with in central institutions to which the State should make an adequate grant, 20,576, 20,596.

MR. A. GRAHAM BELL.

The pupils in day schools should not have less aid from the State than those in institutions receive, 21,768, 21,770.

As the cost of day schools is less, the State might afford to give a longer term of instruction, 21,769-70.

Gives his opinion as to the way in which Government aid should be given, 21,937-8.

## SUBJECTS OF INSTRUCTION.

MR. ELLIOTT.

Gives list of subjects taught to the boys, 6788.  
All the boys are taught and examined in drawing very successfully, 6791-2.

Describes instruction given to the girls, 6800-3.

Religious instruction is given to those taught orally, as well as by the sign system, 6921-4, 6944-7.

Religious instruction in the case of an orally-taught child has to be delayed until means of communication is established, 6925-6.

Hours of instruction average about five daily, 6878.

MR. W. HOWORTH WARWICK.

Freehand and geometrical drawing are specially taught to the boys under the regulations of the Science and Art Department, 7066-70, 7073.

Religious instruction is given by head-master and the teachers, 7105.

A certain number of girls trained in domestic work, 7106.

A few girls are taught cooking, 7120.  
They are on a rota to go in for domestic duties at certain hours, 7226-7.

Describes course of religious instruction, 7234-5.

MR. W. VAN PRAAGH.

Would suggest that all boys should be compulsorily taught drawing, girls needlework, 7310-1.

Encourages drawing in his school; the inspector from South Kensington examines, 7312-3.

MR. SCHÖNSTEHL.

The girls at his school are taught domestic work, 7590-1.

When children are far enough advanced in language arithmetic is taught, 7592.

REV. C. M. OWEN.

During their education boys and girls should be taught domestic work, 8143-4.

Would include drawing in general education, 8167.

MISS PATTISON.

Teaches her children to write as soon as they come to school; explains method, 8793-9.

MR. J. BARBER.

Has never attempted to teach his pupils classics; they receive thorough knowledge of English, some have learnt a little French, 8989.

Never attempted to make pupils speak French; sees no reason why they should not, 8990.

MISS HARE.

States the curriculum she intends to teach when the classes are formed, 9164-70.

Does not think all deaf children have peculiar aptitude for drawing, 9171-2.

MR. W. T. HILLIER.

Many inmates of institution have received previous instruction, and come for religious, moral, and technical training principally.

MR. MURRAY.

Inmates of institution are taught besides ordinary education, needlework, and laundry work, 9978-9, 10,052-3.

## SUPERVISION OF FORMER PUPILS.

MRS. WESTLAKE.

Has not followed many children in after-life, 6298.  
There are no official means of looking after children when they leave school, 6392.

MR. DE CASTRO.

Believes the committee of his institution look after the pupils in after life, 7406.

If child is not apprenticed he goes back to his parents or guardians, and supervision of institution ceases, 7417, 7455.

Industrial committee is appointed to visit masters twice a month to see that the apprentices are comfortable, 7412.

## SUPERVISION OF FORMER PUPILS—cont.

MR. SCHÖNSTEHL.

Keeps full register of all pupils, and generally follows them up for number of years, 7538-9.

MR. W. VAN PRAAGH.

Schools keep up communication after pupils have left, but he objects to class meetings, 7929a-30a.  
Keeps a private register of all former pupils, 7929a-30a.

REV. C. M. OWEN.

Considers the subject of following up old pupils most important, 8191.

Master should continue to take interest in pupils after they leave school, for this reason apprentice fund should be maintained, 8192.

Every institution should select visitors from the teachers to visit apprentices, 8192.

The Old Kent Road Institution has large apprenticeship fund, and a man appointed to look after apprentices, 8240-2.

Same system is carried on at Edgbaston, and more careful system of supervision of apprentices is to be developed, 8243-6.

MRS. DANCY.

The school board might help children after they leave school by apprenticing them; nobody looks after them at present, 8756-9.

Mr. Stainer has opened home for use of tools, 8660-1.

MR. W. T. HILLIER.

Those who leave institution are followed up; has heard of none being in destitution, 9921-3, 9938.

DR. E. M. GALLAUDET.

In America managers of various schools take pains to inquire what their graduates are doing, and urge the orally-taught to keep up their speech, 13,320.

There are missionaries who keep the pupils in touch with institutions, 13,321-3, 13,364-5.

DEAN H. H. DICKINSON.

There is no way at the Claremont Institution of keeping up connexion with former pupils, except through the adult association, 17,752-3.

## TEACHERS.

MRS. WESTLAKE.

London School Board has not enough teachers of deaf and dumb; all are female except one; they are cheaper and more patient, 6341-6.

There is a male teacher for the unruly class, 6347.  
Thinks there should be special training and certificate required of those who teach deaf and dumb, 6358-9, 6400-1.

Seven teachers came from Ealing College, two from Fitzroy Square, others were teachers of sign system already in service of board, 6394-6.

One teacher receives 150l., the others 70l. to 85l., 6397.

System of school board is to engage pupil teachers for four years, who give half time to teaching, and half to training themselves, 6400.

Does not think the teachers are sufficiently trained, 6402.

They try to give 10 children to one teacher; considers this too many, 6404.

REV. W. STAINER.

Is obliged to put 14 and even more children under one teacher, owing to expense and difficulty of providing qualified teachers, 6444-6.

For this reason we are inferior to other countries, 6446.

Agrees that it is useless to send deaf and dumb to school where there is no special teacher, 6474.

Some teachers have been engaged from Ealing and Fitzroy Square; present system is to engage pupil teachers who assist in school and receive training at one of the colleges, 6493, 6529-30.



## TEACHERS—cont.

Qualified teacher's salary begins at 70l. and rises to 90l., 6494.

The pupil teachers are expected to get certificate at end of two years, 6533-4.

Board has just engaged a male teacher trained specially for teaching the deaf; he intends to offer himself to College of Teachers for certificate, 6591-2.

There is considerable demand for certificated teachers especially in private families, 6607.

It is right that teachers of the deaf should have certificates of proficiency, 6608.

## MR. RICHARD ELLIOTT.

Teaching staff numbers 26, mostly educated in the asylum, and several previously trained in provincial institutions, 6770-2, 6914-8.

Teachers are obtained by advertisement, 6871-2.

Those who apply develop into good teachers, but special training would be an advantage, 6873-7, 6993.

More teachers are required to teach the oral system, especially the elementary lessons, 6831-4, 6903.

Thinks the teaching staff in most institutions is inadequate, 6904.

Teachers are not satisfactorily trained, 6961.

Has attempted with others to found College of Teachers for the Deaf and Dumb, both for obtaining a better class of teachers and raising the status of the present ones, 6962, 7005.

Describes constitution and gives details of the college, 6963-6, 6994.

Some old pupils are made monitors, but pupil teachers and junior teachers are obtained from ordinary schools, 6985-8.

## MR. W. HOWORTH WARWICK.

States the salaries of the teachers, 7111-7.

## MR. W. VAN PRAAGH.

There is general complaint that it is impossible to get an efficient staff, 7262.

Salary of deaf teachers should be better than of ordinary teachers in order to attract them in first instance to join the work, 7263.

In his school has one teacher to every 10 children, thinks that is maximum teachers an oral system ought to have, 7287, 7324.

Some governesses in private families get from 80l. to 100l. a year and everything found, under the school board from 70l. to 90l., 7334.

Teachers were supplied by his association to the London School Board in 1874,—7357.

Few weeks pass now without his getting application for private governesses; the ladies he has trained are doing very well, 7359.

Men of ability will not be trained, the salaries offered are not inducive to that kind of thing, 7359.

## MR. SCHÖNTEHL.

One of his teachers gets 30l., the others smaller salaries and everything found, 7481.

Has three teachers; one a girl of 16, 7482.

Trains his own teachers; there is very great difficulty in getting trained teachers, 7484.

Thinks it advisable to encourage institution which would examine teachers; helped to call into existence college of teachers, 7485.

Salary of teachers is too small to attract good ones; position of assistant teachers in this country is most miserable compared to what it is abroad, and is much worse than that of ordinary teachers, 7486-7, 7613-4.

Describes training teachers receive in Germany, and their position, 7489-90.

One child ought not to teach another, 7556.

Describes condition of teachers in Germany, 7599.

It is great advantage if a teacher knows structure of more than one language, would give preference to German, 7512-5.

Gives reasons why teachers are incompetent, 7521-4.

## MR. A. KINSEY.

On continent there is systematic training for teachers, before going through special training they have to show good general education, 7678.

Assistant teachers in institutions he has examined are a class below those in Continental and American schools, 7680.

## TEACHERS—cont.

There is no career open to deaf and dumb teachers, 7681-2.

The London School Board pays assistants 70l. to 90l., provincial boards pay 100l., 7715, 7723.

Thinks under conditions on which the women teach it is very good pay, and is sufficient to attract superior class, but whether they can get men is another matter, 7716.

Average number of pupils in each class should not exceed 10; in the first two or three years each child must be taught individually, 7728, 7782-4.

## MISS HULL.

There is great want of thoroughly trained teachers, 7874.

Of the teachers she has now who were students all their time at Ealing, some have been good, others not, 7877-8.

Deaf require very best teaching, and very best class of teachers, 7878.

Difficulty is one of salary, 7879.

Government should subsidise the training colleges, 7880-1.

Finds it very difficult to get men; it is most desirable that there should be men teachers for boys, 7885-7.

Some of the young women who teach in the school go out as governesses or teachers under school boards, 7908.

States salaries governesses obtain, 7909.

They have no difficulty in obtaining places, 7910.

## MR. H. W. WHITE.

Teachers should be better trained, if training colleges were subsidised by State more could be done under Government supervision, 7979.

If possible every teacher should have previous training in general education, but it should not be a sine qua non, 7981-2.

Does not think it necessary for teachers to know more than one language, 7983.

Teacher should not have more than 10 pupils; each child at first should be taken separately, 7984-5.

Thinks certificates of great value to teachers, 8010.

It would be impossible for teachers outside Ealing and Fitzroy Square to enter and take the certificate; he would therefore let them get certificates where they could, 8014-5.

One recognised body for examination of teachers would be desirable, 8024.

## REV. C. M. OWEN.

Salaries which institutions are able to offer are not sufficient to attract first-rate men, 8168-70.

At Edgbaston if senior assistant master is wanted he is obtained either by advertisement or application to an institution, 8284.

Has no knowledge of any teachers in his schools having been examined on the sign system, 8287.

The teachers are not subjected to any examination, 8288.

## DR. E. S. THOMPSON.

It is of great importance that teachers of oral system should be highly trained and educated, 8332.

Teachers should have good physiological teaching to give the best and most scientific training, 8334.

Without an examining body it cannot be ensured that all teachers are properly trained; whole success of oral system turns upon this, 8382-3, 8405.

## MISS PATTISON.

With a pupil teacher a master or mistress can manage 10 or even 12 pupils, 8874-5.

The pupil teachers under London School Board have to attend college for two years for half the day before getting certificates, 8876-7.

There is no special training for deaf and dumb teachers, 8879.

Thinks it is necessary that pupil teachers should go into college as half-timers, 8884.

## MR. J. BARBER.

There has been great want of teachers for deaf, it has been remedied to great extent, 8913-4.

Thinks it a defect that teachers should be required to reside in a training college before obtaining certificate, it might be an advantage under certain circumstances, 8918-9.

## TEACHERS—cont.

Thinks the present colleges quite sufficient, 8922.

Training colleges turn out very few male teachers, 9020.

Some means are wanted for attracting male teachers, 9021.

It is necessary that teachers of the deaf should have as long and perfect training as teachers of the hearing; and should have previously been in school as pupil teachers, 9023-5, 9079-80.

A fairly intelligent man ought to be able to teach oral system after two years' training, 9032-3.

A teacher who had been pupil teacher would learn more of the system and have become more acquainted with peculiarities of the deaf than one who had not, 9081.

## MISS HARE.

Thinks present system of examining is satisfactory, 9109-1.

Considers a certificate from Ealing is equivalent to the first-class ordinary certificate for teachers of hearing children, 9128.

There is a general demand for certificated teachers of one year's training, 9131.

One year's course is sufficient to enable a person to teach, but two years' course is far better, especially as a resident at college, 9132.

Thinks there should be an equal course of training for deaf and dumb teachers, 9134.

## REV. C. RHIND.

There is great difficulty in getting teachers, a place for training them is wanted, 8477.

Training colleges for deaf ought to have State aid, unless they can take into board schools pupil teachers, whom the masters could instruct, 8478.

## MRS. DANCY.

Has no pupil teachers at present, 8601, 8605.

Thinks it would take ordinary person two years to acquire power of teaching oral system, 8707.

## DR. DAVID BUXTON.

Ealing has turned out admirable teachers, both for private families and public instruction, 9215.

Recently salaries of teachers have gone up, formerly absolutely inadequate, 9216.

In an institution a teacher gets 30l. or 40l. a year with board and lodging, which is equal to another 60l., 9218.

In some provincial institutions teachers are not well paid, in chief institutions as the status and qualification of teacher improve the salaries will go higher, 9219.

Deaf teachers are most objectionable; thinks they are almost obsolete, 9262-3.

Mentions case of head-master of the Melbourne institution who is deaf and teaches on oral system successfully, 9263-4.

When at Ealing he felt the disadvantage of being unable to get male teachers, 9299.

Male teachers cannot be properly trained without Government assistance, 9300.

Government help to training colleges for teachers of deaf should at least equal what is done for those of the hearing, and the training should be longer, 9301-2.

A teacher should have minimum training of 12 months, and pupil teachers under the School Board should certainly have two years' training, 9348.

## DR. E. M. GALLAUDET.

Is in favour decidedly of employment of a certain proportion of deaf teachers in schools for deaf, 13,469.

## MR. W. S. BESSANT.

Some method of training teachers for special teaching of deaf and dumb is much wanted, 14,718.

Has not found that existing colleges supply the want, 14,719.

Thinks it better that teachers should be trained in connexion with some large institution where they would take part in the actual duties of the institution, 14,720.

His experience is, that wrong people have so far been trained; it is very difficult to get properly trained teachers under present conditions, 14,720.

## TEACHERS—cont.

Suggests that a lectureship should be attached to an institution for training teachers, and that after two years, they should be examined before some examining body, 14,722-3, 14,867-9.

All institutions should contribute towards the lectureship, and draw teachers *pro rata* as required, 14,723.

If a teacher could be trained at an ordinary training college, and have at the same time access to a practising deaf and dumb school, it would meet his view better, 14,737, 14,740, 14,742, 14,870.

To get the teachers that are required, he feels that they must be trained under similar conditions to those existing in institutions, 14,738-9.

Has always found that ex-pupil teachers make the best teachers of the deaf and dumb; with a little special training, 14,740-1, 14,803.

If the system of teaching were much improved, there would be a present difficulty in finding competent teachers, 14,799.

This difficulty would exist until State aid were given for the training of teachers, as in the case of ordinary teachers, 14,800-2.

Has not found teachers deficient in discharging their educational duties but with regard to the charge of children out of school hours, 14,870.

A training college failing to give facilities for teachers to gain experience of deaf pupils out of school hours, would not turn them out properly trained, 14,871-2.

A deaf and dumb person cannot be taught by those who are untrained, 14,888.

Would have a central college attached to one of the large institutions for training teachers, 14,934-6.

For efficient instruction in any system, a teacher should not have more than 12 or 13 children, 14,945.

## MR. E. A. ILLINGWORTH.

Trains his own teachers; thinks most masters prefer to do this, 15,088-90.

## MR. A. LARGE.

Has one deaf teacher, a semi-mute; he was employed in order to maintain the conventional system of signs, 15,421-2.

Thinks he should teach the deaf as well as a hearing person, and is not more likely to make a slip in teaching grammar than hearing teachers, 15,423-7.

## MR. J. THOMSON.

Trains his own teachers; gets them better into his own way by training them himself, 15,472.

Has certificated masters for drawing, 15,473-4.

## MR. W. SLEIGHT.

Has always trained his own teachers; but has not had time to carry out the oral system as well as the sign and manual, 17,064-5.

## MR. E. TOWNSEND.

None of his teachers were trained at colleges, 17,409-10.

Such teachers would be almost valueless in his school; wants teachers who understand more than one phase of deaf-mute teaching, 17,411-2.

## MR. ALFRED LARGE.

The examination of teachers falls in practical utility; to become successful, teachers should mix with children, 15,341.

Prefers ex-pupil teachers, because they they have a knowledge of hearing children, and discipline of a school, 15,342.

There might be centres for examination besides in London, 15,342-3.

## MR. J. THOMSON.

Has no deaf and dumb teachers in his school; only objection to them is that they cannot apply the oral system, 15,495-6.

## DEAN H. H. DICKINSON.

Considers special training for teachers as of great importance, 17,712.

## TEACHERS—cont.

MR. A. WELSH.

Does not think the salaries in institutions are large enough to attract very good teachers, and they do not stay on account of the number of their duties, 17,905, 18,031.

Teachers should be allowed to live outside the institutions, 17,905.

Teachers should be trained similarly to those in elementary schools, 18,031.

MR. H. BROOM.

All the teachers that he has known have been competent, 18,147-9.

REV. S. S. FORSTER.

The teachers in the college have certain advantages, but one great disadvantage is that they cannot see, 20,321-2.

Under sighted supervision they would be efficient teachers of the blind, 20,322.

Would recommend that there should be a sighted vice-principal, and at a smaller college or school, a sighted superintendent, 20,323-4.

The feeling that teaching is an employment for the blind, operates strongly in their engaging them; he thinks they should be as well paid as the sighted, all things being equal, 21,325-6.

MR. A. GRAHAM BELL.

The orally taught must be put under hearing teachers, 21,669.

The great want in the education of the deaf is that of competent teachers, who should receive payment for each pupil in accordance with its attainments, 21,679, 21,752.

Urges that the State should give aid to teachers who have been trained as such, and know how to teach ordinary children, 21,679.

Calls attention to the recommendations on this matter, of the principal of the Halifax Institution, 21,679.

The mode of selecting teachers by the Schleswig Institution is a very excellent one, 21,681.

Teachers should be selected from the best ordinary teachers, and should be specially trained, and receive higher salaries, 21,683, 21,754, 21,914-5.

The plan of only giving grants to schools which employ certificated teachers is a good one, 21,753.

From his experience, the bulk of the teachers have not been trained, 21,755.

Does not advocate the establishment by Government of a special training school; such a thing might be done by private enterprise, 21,756, 21,795.

Women are better adapted for teaching the deaf, 21,782.

It is of the utmost importance that teachers should be thoroughly acquainted with the physiology of the throat, and other vocal organs, 21,907.

Government should give certificates and higher salaries to teachers of the deaf who showed proficiency in the subject of articulation, 21,917.

Certificated teachers of articulation might be advantageously employed in teaching the deaf, in classes affiliated to day schools, both in towns and rural districts, 21,918.

It is essential that all teachers should have a knowledge of the mechanism of speech, in whatever way it is acquired, 21,899-900, 21,950-1.

Gives details as to teachers in America, 21,967-70.

Teachers should be encouraged to come together for the purpose of discussing methods of instruction, 21,972.

MR. JOHN THOMSON.

Is head teacher of the Institution for the Deaf and Dumb at Glasgow, 15,453.

Has charge both of the education and management of the institution; thinks that this is advisable, 15,467-9.

MR. JOHN HENDERSON.

Has been connected with the Mission to the Deaf and Dumb at Glasgow for about eight years, 15,653.

His duty is to visit the deaf and dumb in their own homes, 15,656.

Was a teacher six and a half years at Donaldson's Hospital, 15,757.

MR. EDWARD TOWNSEND.

Has been head master at Birmingham for nearly five years, 17,230.

Is an enthusiastic teacher of articulation; had charge of the highest oral class at Margate and in the London Institution; has taught it for 18 years, 17,298, 17,316-22.

Received his education in oral teaching from Mr. Watson and Mr. Elliot, 17,416.

At the London and Margate institutions he taught on the combined system the whole time, never the purely oral, 17,428-9, 17,433-4.

DR. EDMUND SYMES THOMPSON.

Is physician to the Brompton Consumption Hospital, 8307.

Visited the Norwegian Schools in 1884, 8360.

Is vice-chairman of Ealing College, 8364.

## UNEDUCATED DEAF AND DUMB.

MISS HULL.

A very large number of poor deaf are not educated, they are overlooked by school boards, 7911-3.

REV. C. RHIND.

There has been great improvement in education of blind in last 10 years, there are not so many cases in the police courts, 8463.

If deaf remain at school only four years they do not understand written language correctly; communications must be made in simplest words, 8465-6.

Many parents are careless about their children's education, and put off doing anything to the very last, expecting asylum to elect them, 8495.

Many have no education through having passed age for admission, 8495.

Thinks there may be between 50 and 100 uneducated in London, 8486-7.

There may be many uneducated deaf and dumb whom association is unable to reach; it would require special visitor to search them all out, and present staff would be unable to do it, 8500-3.

MR. W. T. HILLYER.

Inmates of age of 17 of his institution have come to him who have had no education, and could only communicate by natural signs, 9826-8.

Is convinced there are many uneducated adult deaf and dumb hidden away in workhouses and country districts, 9832, 9854.

MR. MURRAY.

None of those who come to institution over 10 have been educated; is sure there are many others uneducated; has met them in workhouses, 9966-70.

There is no improvement in the number of uneducated deaf compared with 20 years ago, 9981-6.

Uneducated deaf cannot be instructed in workhouses, 10,062.

MR. W. S. BESSANT.

There is a large number of deaf and dumb not under instruction; gets applications from all the houses round Manchester, 14,787-9.

MR. E. A. ILLINGWORTH.

Knows of two or three children of well-to-do parents in Edinburgh receiving no education at all, 15,084-5.

MR. J. HENDERSON.

There are 11 deaf in Glasgow who have passed school age and are uneducated, 15,724.

## UNEDUCATED DEAF AND DUMB—cont.

MR. W. SLEIGHT.

Has only heard of one deaf and dumb child at Brighton uneducated, 17,186.

MR. E. TOWNSEND.

In the Birmingham School Board district alone there are some 30 or 40 deaf and dumb children of school age having no education; in the neighbouring districts there are others, 17,231, 17,330-1.

This arises in a large measure from the fact that no school board classes have been instituted, 17,232.

The school board is awaiting the issue of the Commission before taking further action; meanwhile more children are growing up uneducated, 17,239-40.

It is useless for these uneducated deaf and dumb to go to the ordinary schools; they can learn nothing but imitative work, 17,332.

An uneducated deaf mute is utterly incapable of expressing his thoughts except through gestures; illustrates this, 17,341-3.

From information communicated to him he has reason to suppose that in other large midland towns children are growing up uneducated, 17,344.

DEAN H. H. DICKINSON.

There are 3,037 uneducated deaf mutes in Ireland, 17,609, 17,657.

Thinks it must be assumed that all the uneducated are Roman Catholics, 17,663.

The Roman Catholic institutions are full relatively to their capacities, but in proportion to the necessities of the population, 17,664.

In a few cases the uneducated may be able to support themselves by agricultural labour; they live as a burden on the community, 17,770-2.

It would be much cheaper for the State to have to educate them, 17,773.

MR. A. WELSH.

There are a number in his district not sent to school; has started a class in Oldham for them, about 10 or 12 attend, 17,816-8.

Gives particulars as regards this class, 17,820-5, 17,908-10.

All the uneducated adults, except those in the workhouse, are gaining a livelihood.

MR. J. W. NORTH.

Knows of several uneducated deaf and dumb in this district, 18,019-21, 18,037-9.

MR. H. BROOM.

Never met a deaf and dumb person who had been uneducated attending his lectures or services; knows there are one or two in London, 18,170-2.

Believes his association looks after the uneducated and admits them to the lectures and services, 18,174-7.

MR. B. G. DAVIS.

Many of the deaf and dumb in Birmingham are at home getting no education, 18,324, 18,371-4.

They are not applicants for admission to the Birmingham institution unless they apply in accordance with the rules, 18,405.

One reason why deaf and dumb have been uneducated is because the institution in Birmingham was too small and money was not forthcoming, 18,448-9.

Unless other sources than private benevolence and parents' contributions are looked for providing education, many will remain uneducated, 18,451.

MR. A. GRAHAM BELL.

Thinks that in America there are at least as many deaf children of school age growing up without instruction as there are in all the institutions and schools put together, 21,761.

This indicates that the policy of centralisation fails to reach a large number of deaf and dumb, 21,762.

1 24970.

## UNEDUCATED DEAF AND DUMB—cont.

MR. WILLIAM VAN PRAAGH.

Is director of the Training College for Teachers, and of the School of the Association for the Oral Instruction of the Deaf and Dumb in Fitzroy Square, since its foundation; introduced oral system in 1867, 7255, 7257.

He was then director of the Jews' Deaf and Dumb Home, 7256.

In 1870 joined the Oral Instruction Association, 7256.

Previous to 1867 received training at Rotterdam Institution for Deaf and Dumb, 7258, 7376-7.

His college is solely for training of teachers, 7279.

THE RIGHT HON. SIR P. KENNAN.

In rural districts he believes there are nearly 400 deaf and dumb who ought to be in institutions, and are not, 20,968-70.

DR. F. X. F. MACCABE.

There is a large number of deaf and dumb children at large as it were, 21,032, 21,035.

## VISIBLE SPEECH.

MR. A. GRAHAM BELL.

Explains the principles and advantages of Visible Speech, 21,868-73, 21,888, 21,957.

In teaching speech to the deaf it is necessary to present books and writing to them in a phonetic form; this alone visible speech does, 21,961-2, 21,875-9, 21,882, 21,929.

The symbolical alphabet should be taught at the very commencement of education, 21,883.

His idea is to carry on general education by ordinary writing and to train pupils' mouths by the use of visible speech, 21,883-7.

To teach visible speech it requires teachers with special abilities, 21,894.

As to whether the method could be introduced in this country, the first thing is to make acquisition of speech a matter of attention, and the best methods of teaching it will be adopted, 21,897.

Would not propose that the State should give a larger grant to those who taught the system, but to those teachers who produced the best results by any system, 21,898.

It would take a very short time to teach those who had natural abilities, but it could never be taught to those who had not, 21,899.

The mechanism of speech should be studied by teachers even in normal schools and also for children, 21,899-900, 21,946.

The quality of the voice is much improved by means of visible speech, 21,901-6.

His system could be grafted on to any system, but he does not advise its use in a sign school, 21,921-4.

After two or three months' instruction pupils can produce sounds, but he does not advocate their being dropped from the class under one year's instruction, 21,925-6.

Makes suggestions as to the teaching it in England, 21,930-1.

Gives details as to the training of teachers in a knowledge of the method in America, 21,932-5.

A modification of the system has been proposed for the use of the blind, 21,939-40.

Recommends that under all circumstances a knowledge of the system of visible speech should be acquired by all teachers of the deaf and dumb, 21,947-9.

States his reasons for thinking that those taught by it think in visible speech, 21,955-6.

Is of opinion that visible speech would be an advantage to all deaf persons, 21,958.

MR. W. HOWARTH WARWICK.

Has been secretary of the Asylum for the Deaf and Dumb in the Old Kent Road, and at Margate for 15 years, 7047-8.



## MR. ARCHIBALD WELSH.

Has been missionary to the deaf and dumb at Oldham in connexion with the Oldham and Ashton-under-Lyne branches of the Manchester Adult Deaf and Dumb Society, 17,796-7; 17,804-6.

Was formerly teacher in a public elementary school, and in the Glasgow and Manchester Institutions for Deaf and Dumb, received no special training, 17,798-801.

The instruction at these institutions was on the combined system; learnt the sign and manual system at Manchester, 17,802-3.

Has not devoted much attention to the history of the education of the deaf, has not the time, 17,894.

His salary is 80l. with travelling expenses, 17,901-3. Has passed the examination for provisional certificate, and has studied at Glasgow University, 17,904.

## MR. HARRY W. WHITE.

Is principal of private school for deaf children, 7953-4.

Has been vice-principal of the Ealing training college, and as lecturer on the pure oral system at Manchester institution, 7955-6, 8089-92.

Was educated at Ealing College on pure oral system, 7959-60.

## MR. HARRY W. WHITE—cont.

Has visited several institutions on Continent, and was at International Congress, 1883, 7961.

Has written pamphlet as to number of deaf and dumb of school age, 7963.

When he went to Manchester oral system had been introduced; claims to have made great progress in teaching the teachers and pupils, 7969-71.

## WORKSHOPS, SYSTEM OF.

## REV. W. STAINER.

Would not recommend workshops where deaf and dumb could get employment, 6571.

The undesirability of bringing adult deaf and dumb together would override any other benefits of the workshops, 6572-5.

## DR. DAVID BUNTON.

Is opposed to combining workshops with schools; there is enough to do in schools in teaching general knowledge, 9227-8.

## IDIOTS AND IMBECILES.

## LIST OF HEADS.

NOTE.—The names of Witnesses, which also occur in their alphabetical order in the Digest, are omitted from this list, but will be found to be prefixed to the volume of Evidence.

Acts of Parliament.  
Asylums.  
Causes of Idiocy.  
Census.  
Education.  
Guardians, Board of.  
Industrial Training.  
Inspection.

Lunacy Commissioners.  
Occupations.  
Physical Condition.  
Rates, Aid from the.  
State Aid.  
Teachers.

## Idiots and Imbeciles.

## SIR ARTHUR MITCHELL.

States the difference between idiots and imbeciles, 18,455.

Describes the treatment that the helplessly idiotic receive in Scotland, 18,456.

The ineducable idiots are sent to the same institutions as are specially organised for the training of educable imbeciles; thinks a separation would increase the efficiency of such institutions acting as schools, 18,456.

Such children are paupers and are supported out of poor-rate whether at home or in institutions, 18,457.

Makes statement with regard to the two institutions in Scotland for idiots and imbeciles and the three classes of inmates, 18,476-82.

The law works very well in Scotland as it is, 18,477-81, 18,513.

Religious instruction is given in the institutions, 18,540-1.

Describes the position of election pupils in the institutions, 18,482.

In Scotland the pauper children and elected children are treated in the same way in institutions, 18,487.

All pauper and elected pupils are regarded as certified to be educable before admission, 18,493-4, 18,498.

States the numbers in the institutions in Scotland, 18,495-6.

The practice in Scotland has led to the exclusion of epileptics, 18,497-8.

The educability of children can be determined with reasonable accuracy, and after a year those who proved ineducable would be drafted off, 18,498-501.

Certifying is not confined to one medical man, 18,502-3.

Gives information with regard to the number of educable imbeciles in Scotland, 18,511.

As to the ages of pupils in the institutions, 18,512.

If the educable and ineducable are to be separated money will be required to provide another institution, 18,513.

## DR. SHUTTLEWORTH.

Idiocy means a greater deficiency of intellect than imbecility; imbeciles are far more educable, 19,290-1.

There is no law preventing imbeciles being certified as persons of unsound mind and sent to a lunatic asylum, 19,297.

Knows of cases of boys sent to lunatic asylums, because their friends were unable to find situations for them, although at his institution they were able to do work, 19,299-301.

In his experience the congenital class preponderates very much over the non-congenital class, and are more capable of improvement, 19,306.

In some non-congenital cases injury to the brain is very slight, and improvement may take place as the child grows up, 19,307.

Would not make any indistinction in dealing with the education of congenital and non-congenital cases, 19,310.

Some become violent when they attain the age of puberty, 19,319-20.

In some cases children's minds remain dormant for some years, and then seem suddenly to be awakened, 19,336.

As a rule the girls are not so good intellectually as the boys; the higher class are not sent generally to institutions, 19,348, 19,406-7.

Thinks Dr. Warner's signs for recognising the feeble-minded would be only one indication amongst others; would not like to give such power of selection to ordinary teachers, 19,377-9, 19,409-10.

It would be quite possible to separate the educable from the ineducable, and place them in different institutions, 19,388.

The condition of imbeciles after they leave institutions much depends on surroundings, 19,395.

Twenty-five per cent. of all imbeciles are more or less epileptic, 19,405.

Accounts for the fact that more males are imbecile than females, 19,429.

## DR. F. X. F. MACCABE.

States the provisions of the Irish Poor Law bearing upon the subject of idiots and imbeciles, 21,021.

The Lunacy Department is in no way connected with the Local Government Board, 21,107-9.

It was contemplated in Major Trench's Report to merge the two departments into one; it would be very desirable, 21,110-2.

States the scheme suggested in the report, and in the Bill introduced in 1883 arising out of the report, 21,113-8.

Gives details as to the number of educable idiots in Ireland, and the condition of those idiots who live at home and are badly taken care of, 21,122-3.

If the report of 1879 were carried out, and a provision for this class were added, it would be a great improvement in Ireland, 21,124-5.

It is very important that children with deficient intellectual development should be treated as *non compos mentis*, 21,089.

Recommends that the provision contained in the Lunatic Poor (Ireland) Bill ought to be embodied in any enactment with regard to these classes, 21,089-90.

If a recommendation were made that institutions should be set apart for the educable class of idiot, it would meet the requirements of the case, 21,121.

One institution each for Roman Catholics and Protestants in the north and south would be sufficient, with corresponding ones for the blind and deaf and dumb, 21,126-9.

Thinks it very important that the limit of area for local part of State aid should be the union, 21,130-3.

Nothing is done at present for the bulk of the children of the poorer classes who are imbeciles, 21,135.

Has always deplored the fact that the Bill of 1883 did not become an Act; there was an erroneous impression that it would lead to expense, 21,136-7.

## DR. FRANCIS WARNER.

Has reduced the means of detecting cases of weak-minded children to a system, 19,106, 19,118.

A teacher could learn the system by six extra days at a training college, 19,120.

Cannot speak as to teachers trained in colleges, but private teachers have told him of being able to discover cases as a result of his teaching, 19,124.

Thinks classes might be formed for teachers, and that they would attend voluntarily, 19,125.

They might be taught by lectures and demonstrations in practising schools, 19,126.

Others than the blind deaf and dumb could be all taught in the same class by the same teacher, 25 in a class, 19,127-8.

Found many with defective brains among the deaf and dumb in the classes of the London School Board, 19,129-30.

## ACTS OF PARLIAMENT.

## MR. C. S. PERCEVAL.

Definition of "lunatic" in the Lunacy Acts, 18,982-5.

The Act 31 & 32 Vict. c. 122 enlarges the power of the guardians to send idiotic and imbecile paupers to asylums or other establishments, 18,986.

There is a doubt as to whether by the Lunatic Asylums Act of 1853 two committees of separate counties can unite for providing an asylum for idiots, 19,005.

In the Bill for amending the Lunacy Acts which has been introduced this has been provided for, 19,007, 19,016-7.

## MR. J. DIGGENS.

The Idiots Act of 1886 has had a very beneficial effect in facilitating the sending of children to the institution, 19,459-60.

## ASYLUMS.

## MR. C. S. PERCEVAL.

The Darenth Asylum is the only one supported out of the rates to which idiot pauper children are sent, 18,999.

There is no reason why the same principle should not be adopted everywhere if there was legal power, 19,000-1.

At Warwick County Lunatic Asylum a separate building was provided for idiots, but was unsuccessful, 19,002-3.

It would be most desirable that guardians should have power to send idiots to separate institutions, whether educable or not, 19,006-7.

Guardians would be glad to send children in work-houses or asylums to separate institutions for their education, 19,008.

Quotes from the report made on the Darenth Asylum and schools in 1887,—19,015.

Would rather see an extension of such institutions as Darenth made under the committees of visitors of county asylums, 19,017.

The Royal Albert, the Star Cross, and Darenth Asylums are the only ones to which pauper idiots can be sent, 19,024-6.

The bulk of the patients in every public idiot asylum are very little removed from pauper cases, 19,029-30.

Mentions certain asylums which do not profess to take pauper idiots, though there is nothing to prevent them doing so except the bylaw, 19,029-35.

## DR. SHUTTLEWORTH.

Gives particulars with regard to those who have passed through the Royal Albert Asylum, 19,292-6.

It is the custom to send out periodical schedules and request friends to give an account of the progress of discharged patients, 19,296.

Elected patients are kept for seven years for training, 19,302.

With regard to pauper cases it is a matter of arrangement between the committee and those who pay for them, 19,302.

There are 112 guardians' cases; out of these four go home for their holidays, 19,325-6.

They endeavour to take as far as possible only educable cases from the guardians, 19,328-9.

Dramatic entertainments and concerts are got up by the inmates of the institution, 19,369.

There is room for institutions like his in the north of England for paying cases, 19,382-3.

Makes statement with regard to American institutions, 19,385-7.

None are turned out of the institution where friends pay for them, and sometimes elected cases for special reasons are kept on during an extended period, 19,392, 19,446, 19,448-9.

A certain number of epileptic imbeciles are admitted yearly into the institution, 19,403-5.

If imbeciles are sent to asylums they associate with lunatics of a different class, and are apt to pick up their ways, 19,436.

In the absence of any special institution, it is best for children to be admitted into a workhouse or institution, 19,452.

In some parts of England they might be boarded out, but not in manufacturing districts, 19,450-1, 19,420.

In his opinion many imbeciles are in workhouses and asylums that ought not to be there, 19,421.

## MR. J. DIGGENS.

Believes a large number of idiots and imbeciles are not sent to asylums either because the asylums are not known, or parents will not part with their children, 19,462.

Gives the numbers of the various classes of imbeciles at the Royal Albert Asylum, and the payments made, 19,464-6, 19,526.

Describes the arrangements made with regard to the payments made by boards of guardians for cases in the asylum, 19,468-72.

The Charity Organisation Society recommend the establishment of schools for 500 imbeciles and of asylums for adults in every large centre, 19,474-6.

Thinks it might be done in the larger counties, but the smaller ones would have to combine, 19,476.

Makes statement with reference to the admission of and payment for paupers at the Starcross Asylum, 19,476-83.

Of the 934 election cases at his asylum 467 belong to the artizan and labouring classes, 19,484.

The cost to the asylum of each inmate is 11s. 7½d. per week, 19,486-7.

Gives details as to the receipts and expenses of the asylum; cost of building, &c., 19,486-502.

Thinks the institution is as necessary for the artizan class as for pauper idiots; poor parents object to go to the guardians for relief; gives an instance, 19,503.

The Darenth Asylum has been a great boon to the inhabitants of the metropolitan district, 19,504-5.

Public asylums on the same system as at Darenth should be extended to the provinces, 19,509.

Visiting justices have now the power to provide asylums for pauper imbeciles, but refuse to exercise it; it ought to be compulsory, 19,509-12.

The present county asylums do not cover the whole ground, 19,514.

Explains the election system in connexion with his asylum, 19,514-5.

Several cases of children who have failed to be trained in elementary schools have been received in the asylum; mentions one instance, 19,516-9.

The education in the asylum does not vary according to the amount paid by patients, but the accommodation does, 19,524-5.

The asylum could be filled with paying middle-class patients apart from the poorer cases, 19,526.

Thinks that probably the Metropolitan Poor Act of 1870 would be taken as a precedent in building other idiot institutions, 19,527-8.

The counties that send patients to the asylum are represented in proportion to the amount of their contributions, 19,529-30.

There are only three cases of patients outside the Northern Counties, 19,531.

Two classes of institutions should be established, schools and adult asylums, 19,534.

Idiots, imbeciles, and lunatics should not be associated in the same asylum; makes this a complaint against Darenth, 19,534.

Gives details as to the administration of his asylum, 19,535-6.

When parents are out of work payment is remitted for a time; there is very little imposition, and he is in a position to make full inquiries, 19,538-41.

Would let children remain in the school until 21, and then transfer them to the adult institution which should be under the same medical and general administration, 19,542-3.

Is opposed to boarding-out adults, 19,544.

## DR. FRANCIS XAVIER FREDERICK MACCABE.

There is only one asylum in Ireland, at Dublin, 21,010.

The imbecile children are not subject to any inspection; it is desirable that the institution should be inspected by some competent authority, 21,013.

## MR. E. H. WODEHOUSE.

In the country there is great difficulty in getting imbeciles sent to institutions, 21,324.

The Darenth Asylum is inspected by the Local Government Board, as also other certified asylums, 21,325-7.

The Lancaster asylum is not certified, but the guardians send imbeciles there, 21,327-30, 21,346.

The six northern counties and London are well provided, but for the rest of the country there is nothing, 21,331.

Unions have the power of joining together to establish asylums, but it is practically a dead letter; advocates alteration in the law, 21,332-3.

Recommends that the Local Government Board should have power to issue an order to guardians to send imbeciles to an asylum where they refused to, 21,334.

Is reluctant to give guardians the power to compel parents to send their imbecile children to asylums; to impose the obligation on parents to apply to the guardians to send them, 21,335-40.

If parents were neglecting their children, he thinks proceedings before a magistrate might be taken; this would not meet the case of children cared for but not properly treated at home, 21,341-2.

It is not that guardians neglect their duty, but have no means of performing it; the institutions are very inadequate, 21,342-4.

Is not prepared to say that institutions to which guardians can send children should be inspected by the Local Government Board as well as by the Lunacy Commissioners, 21,347-9.

## CAUSES OF IDIOCY.

The most frequent cause is ill-assorted marriages; a tendency to consumption furnishes a large number of cases, 19,414-5.

A certain number are children of epileptic parents, 19,415.

24 per cent. of those in his asylum have a family history of phthisis, 19,415.

Not many imbeciles have outward signs of hereditary syphilis, 19,416.

Imbecility from syphilitic causes according to his experience does not fully develop until the second dentition, 19,417.

In Scotland he believes illegitimacy is a common cause, but it is not so in England, 19,419.

In 14 per cent. of cases intemperance is a cause of defective intellect, 19,309.

Finds that not more than 5.6 per cent. are cases where there have been consanguineous marriages, 19,308.

## CENSUS.

## MR. C. S. PERCEVAL.

Cannot distinguish between classes of idiots and imbeciles mentioned in the census, 18,978.

Is unable to say whether the census is accurate, 18,979-80.

The number enumerated is 32,717, and the estimated number 41,940,—18,980.

States the proportion of male and female imbeciles in the census of 1881,—19,430.

## MR. J. DIGGENS.

Makes statement with regard to the accuracy of the census returns, 19,456.

States the result of the inquiry of the Charity Organisation Society into this question, 19,457-8.

The proportion of pauper idiots in England is estimated at two-thirds of the entire number, 19,461.

## MR. JAMES DIGGENS.

Is General Secretary of the Royal Albert Asylum, 19,453.

## EDUCATION.

## SIR ARTHUR MITCHELL.

Educable idiots include many for whom little can be done; there is hesitation in certifying imbeciles wholly ineducable, 18,462.

Training will confer important benefits on many; it cannot be given in ordinary schools, or cheaply, 18,463.

However great the improvement in institutions they will still remain imbeciles, though this does not lessen their claims to education, 18,464.

Schools for imbeciles are too much like ordinary schools, and there is too much effort to give them the same sort of teaching, 18,465.

The best improvement should consist in efforts to teach what is clearly useful, and to avoid such things as cannot be taught successfully, 18,465.

Free play constitutes the most important part of their training; full arrangements should be made for it in every institution, irrespective of weather, 18,466, 18,473, 18,530.

The school proper should be a modified kindergarten, 18,467.

Some imbeciles show an undesirable change of character on reaching manhood or womanhood, but in the majority of cases education will be a permanent benefit, 18,468, 18,542.

Has never known an imbecile become maniacal in consequence of training in an institution, 18,475.

Idiots and imbeciles should be kept in separate institutions, 18,456, 18,491, 18,523-4.

It is very exceptionally the case that imbeciles can be educated at home; it has been in some cases with remarkable success, 18,526-30.

Thinks it would be desirable that every child found educable, whether sane or insane, should be sent to an institution for education, 18,550.

Would employ the person who inquires into the case of ordinary children in this work, and not the inspector of the poor, 18,550.

## MR. C. S. PERCEVAL.

The Lunacy Commissioners acknowledge that a small proportion of idiots can be to a certain extent educated, 18,993.

## DR. SHUTTLEWORTH.

The education of imbeciles includes not only literary school education but also the training of their senses and muscles which involves industrial work, 19,289.

It is the duty of the State to enforce the education of idiots and imbeciles in institutions, 19,303, 19,400-1.

On economical grounds they should, as far as capable, be taught to earn their livelihood, 19,304-5.

There might be some difficulty in enforcing compulsory education in certain cases, 19,311.

Imbeciles should be taught the difference between right and wrong by rewards and punishments; some are very susceptible to religious feeling, 19,312-3.

States the way in which they begin to train the minds of the children in the Royal Albert Asylum, 19,321, 19,354.

Regards the kindergarten exercises as exceedingly valuable; every lesson must be presented as far as possible by objects or pictures, 19,322.

Shopkeeping lessons are of great use, 19,323.

The educable and ineducable should be kept in separate departments, in the same institution, 19,339-40.

States the result of his inquiry as to the effect of education on the children in his asylum, 19,347.

Would not draw a distinction between boys' and girls' education more than in the case of ordinary boys and girls, 19,349-50.

Lessons in colours are an important element of instruction, 19,352-3.

Imbeciles have generally a large capacity for music, 19,354.

Hands in table of the school attainments of patients in 1886,—19,355-6.

Education of imbeciles should be extended beyond the ordinary school age; it should begin at 7 and last 10 years, 19,362-4, 19,427.

Thinks there would be no difficulty in keeping the boys in the institution with proper classification and supervision, 19,365.

Entertainments and recreations in which both sexes take part are useful in educational training, 19,368.

The number of children that would be benefited by classes in ordinary schools would be very small, 19,370.

Auxiliary classes for children between the imbecile and the sane class would be useful, 19,373, 19,375, 19,393.

Herr Kielhorn's schools at Brunswick, 19,374-5.

Very few of the children in his institution would be fit objects for classes in connexion with elementary schools, 19,425.

No success is gained by educating the weak-minded with ordinary children; there are cases in which it is desirable to try it, 19,426.

Parents might assist in education by training their children at home earlier, 19,428.

The educational period which includes industrial training should be extended to the age of 21,—19,447.

Imbeciles generally do better in out-door employments than at indoor handicrafts, 19,361.

Many who cannot make progress at school are of considerable use in domestic and out-door work, 19,341.

A certain number might be useful in looking after animals, but will require some supervision, 19,342.

Of the girls discharged from the asylum 12 are working for wages or assisting their relatives, 19,351.

Has appealed to local committees in various parts of the country for employment of persons leaving the asylum, 19,434-5.

## MR. DIGGENS.

The education of idiots and imbeciles should be compulsory, 19,512.

## DR. FRANCIS WARNER.

Believes a large number are absent from school without certificates, 19,089.

Suggests that such children should be educated in a separate class in each school; mentions a type of case referred to, 19,090-4, 19,101, 19,113.

Out of 10,000 children probably five per cent. of this class are not being educated, 19,094, 19,097, 19,101-2.

One special system of education would be adopted to all the class; they should be excused the ordinary examination, 19,096.

Describes the signs which indicate whether children come within this class, 19,098, 19,106-7.

They could be picked out by Her Majesty's inspectors and the teachers, who should be taught to distinguish



children with these defects, 19,099, 19,103-5, 19,108-11, 19,117.

With special education these children would turn out all right, 19,101.

Does not think a great amount of harm is done to healthy children by school work; the great evil is the exemption from school of those incapable of receiving ordinary education, 19,113.

**THE RIGHT HON. SIR P. KEENAN.**

Is in favour of compulsory attendance of imbeciles, 21,001-3.

**DR. F. X. F. MACCABE**

There is no special training for imbeciles in Ireland, 21,014-7.

**GUARDIANS, BOARDS OF.**

**DR. F. X. F. MACCABE.**

Guardians have power to arrange with the governors of asylums to take from them harmless and incurable lunatics, 21,084.

The restriction of the payment by guardians to 5s. puts it out of the question to establish any institution for imbeciles, 21,022.

Is very anxious that this restriction should be removed, 21,054, 21,093.

The payment ought to be proportioned to whatever is the amount that the Government will allow per head, 21,054.

Thinks that a union rate would be better than a national rate, 21,094-5.

Imbeciles are scattered in such small numbers through the workhouses that the Local Government Board have never felt warranted in calling upon guardians to make special provision, 21,018.

**MR. E. H. WODEHOUSE.**

Imbeciles of the humbler classes, not paupers, have a right to be maintained, and the guardians can step in and take proceedings to compel the relations to do it, 21,350-1.

Sees no way of drawing a line between those pauperised by vice and those pauperised by adversity, except that the latter might be given greater comfort and be treated with greater humanity, 21,352-4.

**INDUSTRIAL TRAINING.**

**SIR ARTHUR MITCHELL.**

The number that can be taught to work at a trade without unceasing guidance and with profit is very small; those who could be successfully taught should be picked out, 18,465, 18,471-2.

Gives list of some acquirements many can do usefully, 18,465.

Agricultural work is peculiarly well fitted for imbeciles, 18,469-70.

**INSPECTION.**

**MR. C. S. PERCEVAL.**

The duty of inspecting the education of idiots and imbeciles has not been thrown upon anyone by law, 18,990-1.

The care and treatment of children in separate institutions should be under the control of the Lunacy Commissioners; they could not inspect the education with the present staff, 19,010-3.

**DR. SHUTTLEWORTH.**

Inspectors should report the character and efficiency of the institution rather than judge by individual examination of pupils, 19,343.

Imbeciles could not be classed in the ordinary standards, nor judged by the same literary standard, 19,344-6.

There should be a medical inspector appointed to inspect schools, 19,411.

Inspectors should look to the general improvement of asylums from year to year, as there could be no fixed code, 19,440-3.

**MR. DIGGINS.**

Describes the inspection of the asylum by the Lunacy Commissioners, 19,520-3.

Thinks the Lunacy Commissioners might continue to inspect, 19,534, 19,549.

Does not think it necessary that the Lunacy Commissioners should control the education of idiots and imbeciles, unless the State intervenes, 19,546.

**LUNACY COMMISSIONERS.**

**MR. C. S. PERCEVAL.**

The Commissioners have only returns of idiots and imbeciles in asylums or hospital or licensed houses, 18,981.

All institutions registered under the Lunacy Acts are inspected by the Commissioners; this does not extend to a supervision of education, 18,987-9, 18,994.

The Commissioners consider it their duty to take notice of the means provided for training in institutions, and make suggestions thereon, but cannot enforce them, 18,995-6, 19,020-3.

The Commissioners visit all certified houses where idiots are kept, 19,027-8.

**SIR ARTHUR MITCHELL, K.C.B.**

Is one of the members of the General Board of Lunacy in Edinburgh, 18,454.

**OCCUPATIONS.**

**SIR ARTHUR MITCHELL.**

Agricultural work is peculiarly well fitted for them, 18,469.

**DR. SHUTTLEWORTH.**

Of the girls who have been discharged there are about a dozen who are working either for wages or assisting their relatives in the capacity of servants, 19,350.

About one fourth who have been put to trades, i.e., to handicrafts, shoe-making, and so on, do well, whereas about one half of those employed in industrial work outdoors do well, i.e., outdoor occupation is better suited to imbeciles. This is borne out by the returns received from time to time of the nature of the occupations of discharged patients, 19,361.

In the laundry and other labouring departments, in domestic work, in making beds and scrubbing floors and dusting the wards, and in outdoor work such as weeding, and wheeling barrows, and simple work of that kind, 19,362.

**MR. CHARLES SPENCER PERCEVAL.**

Is Secretary to the Commissioners of Lunacy, 18,796.

**PHYSICAL CONDITION.**

**SIR ARTHUR MITCHELL.**

Idiots are of much lower vitality than other children, 18,474.

**DR. SHUTTLEWORTH.**

It is the exception to find these children of good physical development; they are of low vitality, 19,314.

Before their intellects are developed it is necessary to develop their bodily powers, 19,314.

In the poorer classes they would get no physical training and go from bad to worse, which is an additional reason for State interference, 19,315-8.

Physical imperfections are often shown in the use of the fingers, 19,321, 19,398.

There are a large number of scrofulous cases among imbeciles, 19,399.

In many cases the sense of sight is defective, 19,413.

About 20 out of 550 in the asylum are unable to speak, 19,422.

**DR. FRANCIS WARNER.**

Has specially directed his attention to cases of children physically prevented from attending the board schools, 19,085, 19,121-3.

Most of the cases are those children who have been in elementary schools and admitted into the hospitals, 19,086.

Mentions some of the physical and mental defects commonly met with in children, 19,087, 19,114.

Is not prepared to say what these defects are caused by, but they require exceptional methods of education, 19,088.

**RATES, AID FROM THE.**

**SIR ARTHUR MITCHELL.**

What would necessitate the giving of relief in Scotland to adult lunatics would necessitate giving it to juvenile lunatics, 18,457-61, 18,518.

When an idiot child has a valid claim to relief the parish must give it, and in the way that is best for the child, 18,515-6.

The inspector of poor of the parish is bound to intimate to the Board parents' or children's names on the poor roll, and the General Board of Lunacy then deal with the case, 18,519, 18,546-8.

With private lunatics the Board have nothing to do unless cruelty is practised, or they are kept for profit, 18,520.

Parents of educable children ought to pay for their education, and when they cannot the poor rate ought to pay, 18,522.

Certain poor persons do not apply for aid and do not get it either from the poor rate or the charitable, 18,544.

It would be better if some provision were made so that parents did not consider themselves pauperised by applying to the guardians, 18,545.

**DR. SHUTTLEWORTH.**

The education of those of pauper class should be supported in institutions by public aid, 19,381.

For imbeciles for whom nothing can be done, custodial asylums should be provided and maintained by the poor law or charitable assistance, 19,402, 19,420.

In Scotland they are boarded out, but this requires a large amount of supervision, 19,420.

**MR. DIGGINS.**

Does not see why parents of imbecile children should be pauperised by applying to the guardians, 19,506-7.

Imbeciles should be included in the same category as blind, deaf and dumb, 19,508.

Thinks it better that parents should have some other authority to apply to than to the guardians, although he does not think the feeling of becoming pauperised prevents their applying, 19,537.

**DR. GEORGE E. SHUTTLEWORTH.**

Is Medical Superintendent of the Royal Albert Asylum for Idiots and Imbeciles of the Northern Counties at Lancaster, 19,288.

**STATE AID.**

**SIR ARTHUR MITCHELL.**

State aid is not given to the class known as election pupils in institutions in Scotland; is of opinion that they should receive it as educable children, 18,483-6.

The State should not give assistance where parents can pay for a child's training, 18,488.

Some regulation would have to be made as to determining parent's capacity to pay, 18,489.

Thinks it might be easily done if institutions were left under the General Board of Lunacy, 18,490.

The State before giving a grant should ascertain that the institution is fully equipped, 18,491.

State assistance should reach the paupers in consequence of the costliness of their education, and not on the ground of their being lunatics, 18,492, 18,545.

State aid should be of the character of a capitation grant, 18,504-8.

No aid from the State is needed for private boarders in institutions, 18,510.

**MR. DIGGINS.**

In his opinion the election cases at his asylum should receive a State grant for education and maintenance, 19,485, 19,532-3, 19,547-8.

A capitation grant for education and maintenance in county institutions for pauper idiots should be given by the State, regulated by attendance and efficient management, 19,513.

**DR. F. X. F. MACCABE.**

Thinks imbeciles possess the strongest possible claim to State aid; such aid should be given to the guardians and not to special institutions, 21,047.

**TEACHERS.**

**SIR ARTHUR MITCHELL.**

Education and training of imbeciles will necessitate a large staff of teachers, and they should consist of different qualifications, 18,467.

There are no cases in the institutions of deaf and dumb cases being treated as idiocy, but he has heard of idiots being treated as deaf and dumb, 18,534-8.

**DR. SHUTTLEWORTH.**

It is necessary to have a staff of teachers who are able to gain the confidence and obtain the control of their pupils, 19,312.

It is very important to have a staff of well-trained teachers; they must be good teachers of ordinary children, 19,330.

The teachers in his asylum have gone through the pupil-teacher course; some are certificated, 19,331-2.

Does not think there would be any difficulty in getting specially trained certificated teachers, 19,333.

About 25 per cent of imbeciles remain dumb after training; very few are deaf also, 19,357-8, 19,422-3.

Deaf and dumb asylums will not take them, nor does his asylum admit those coming from institutions very freely, 19,359-60.

Trys to teach them by the oral system; in four cases it has succeeded, 19,360, 19,423-4.

There is no place for special training; if the education of imbeciles became more general it would be worth while to establish such an institution, 19,334, 19,418.

Some are taught on the sign system, but the oral system is preferred, 19,431-3.

The training which teachers who leave elementary schools would get in an imbecile institution would be a great help, 19,437-8.

If classes were established in elementary schools for weak-minded children the teachers ought to have received special training, 19,439.

It would be a great advantage if one of the staff were sent to receive oral training at a school, 19,445.

**REV. W. STAINER.**

There are few cases of idiopathic dumbness, but very rare, 6486.

Often takes them unwillingly on probation; if they do not receive benefit refers them to parish or secretary of an institution, 6488.

There is great difficulty in getting admission to Earlswood; has sent some to Darent, 6489-90.

In cases of idiopathic dumbness the brain is principally affected, 6562.

**SIR W. B. DALBY.**

There is great liability to mix up two classes of deaf-mutes and imbeciles, but cannot say to what extent, 6683-4.

Does not know that there is more idiocy in combination with deaf-mutism than in case of other children, 6685.

Those who are dumb and not deaf are imbeciles; such children are often regarded as deaf, 6712-3, 6719.

MR. W. VAN PRAAGH.

A great deal can be done to promote intelligence in idiots, but they cannot be taught to speak; cause of dumbness is different from that in deaf mutes, 7267.

MISS HULL.

Explains difference between idiots, imbeciles, and weak-minded children, 7828-9.

Believes there are some children in asylums could be made self-supporting; speaking persons 7927-8.

DR. E. S. THOMPSON.

Dr. Langdon Down tells him that patients are brought to him as imbeciles whom he finds simply deaf, 8352.

Thinks there are some in idiot asylums who might be educated on oral system, 8353.

Cases of idiopathic dumbness dependent upon cerebral diseases or malformation of vocal organs, 8597.

DR. FRANCIS WARNER.

Has found many with defective brains among the deaf and dumb in the classes of the London School Board, 19,129-30.

MR. A. GRAHAM BELL.

Finds it very common for deaf mutes, especially where they belong to a family having deaf mutes, to have cousins, not brothers and sisters, who are idiots, 21,450.

Thinks a large number of deaf mutes are returned as idiotic who are not so; this fact does not disturb the classification to any great extent, 21,479, 21,809.

Many children simply deaf are sent to idiot schools, 21,480-1.

Idiotic children are sent to deaf and dumb institutions sometimes, 21,482.

The correctness of the returns depends on whether the observers were competent to decide upon the mental condition of the deaf and dumb child, 21,482.

The feeble-minded are much more common among the deaf than the hearing, 21,482.



